

## College Overview

About Carthage

The Carthage Mission

Religious Life

Library and Information  
Services

Accreditation

The Undergraduate Degree

The Graduate Degree

Intercollegiate Athletics

Special Programs

ROTC Programs

### About Carthage

Carthage is a four-year, liberal arts college affiliated with the Evangelical Lutheran Church in America. Located in Kenosha, Wis., a thriving city of 95,000, strategically situated midway between Chicago and Milwaukee, the College offers the bachelor of arts and master of education degrees. Carthage classes meet on the four-one-four academic calendar.

Founded in 1847 in Hillsboro, Ill., the College later moved to the state capital, Springfield, and moved again in 1870, this time to the rural, west-central city of Carthage, where the College acquired its present name. In 1962, Carthage relocated to Kenosha, and launched an era of exciting growth. In the decades since that move, the College has progressed from a small school with fewer than 500 students and financial assets of less than \$3 million, to an institution with an enrollment of 2,500 full-time students and total assets exceeding \$168 million. Similar achievements in curriculum development and faculty recruitment continue to advance the academic stature of the College.

Since moving to its new campus, Carthage blended the old with the new - distinguished academic heritage with modern educational facilities. Carthage offers the traditional aspects of a college experience and adds the benefits of a beautiful lakeside setting within an hour's travel time of two great metropolitan centers. The Kenosha location not only makes Carthage easily accessible, but also enables students to take advantage of the many cultural and social opportunities available in the "hub of the Midwest."

### The Carthage Mission

Seeking truth, building strength, inspiring service—together.

#### STATEMENTS OF PRINCIPLE

##### SEEKING TRUTH

Carthage is a college of the Evangelical Lutheran Church in America, espousing and expressing the Judeo-Christian tradition.

Carthage honors God's love for all people and celebrates the rich diversity of creation.

Carthage embraces scholarship and teaching that are grounded in respect for truth, the possibilities and limitations of individual perspectives, and personal accountability.

Carthage recognizes that the quest for truth is a life-long journey, and that knowledge, experience, and understanding, gained through a love of learning, are the surest guides.

Carthage promotes personal, professional, and social relationships characterized by truth, honesty, and integrity.

##### BUILDING STRENGTH

Carthage challenges all members of the community to seek excellence in every endeavor.

Carthage provides the resources, tools, and facilities necessary to attract and develop committed students, faculty, staff, and trustees.

Carthage strives for robustness throughout its educational experience, providing students with opportunities to grow in all facets of life.

Carthage seeks breadth and depth of cultural experience from faculty and students, building a foundation for informed, courageous, and effective action in the larger world.

Carthage collaborates with advisors and partners who help increase the relevance, vibrancy, and resilience of the educational experience.

Carthage is a responsible steward, investing in and preserving resources in service to current and successive generations of students.

##### INSPIRING SERVICE

Carthage affirms that the privilege of education is accompanied by the responsibilities of social awareness.

Carthage challenges students to become builders of a just and compassionate

world by immersing them in an educational experience that offers exposure to the full breadth of existence on Earth.

Carthage prepares students for lives of service, and progression to leadership, by providing opportunities to give of themselves and help others locally, nationally, and internationally.

Carthage models and promotes the art of stewardship, enjoining respect for life in all of its various forms and cultures.

##### TOGETHER

Carthage is a college community that spans generations and bridges ideologies, nurturing lives of service, work, appreciation, and understanding.

Carthage affirms that Truth, Strength, and Service intertwine beneficially throughout life, and encourages members of the community to follow paths that incorporate all three.

Carthage embraces traditions that lift up the community and increase its relevance and prestige.

Carthage encourages community members to challenge and support one another, to accept responsibility and require accountability, and to collaborate in serving the best interest of students.

### Religious Life

The College provides opportunities for students and faculty to explore and share faith perspectives. While the Christian faith is essential to the identity and heritage of Carthage, our Lutheran tradition also grants the freedom to examine other spiritual values and practices and to understand the wide diversity of religious choices available to students today.

Worship services are led by the Dean of Siebert Chapel and take place on Wednesday mornings and Sunday evenings. These services often include guest speakers and student music ensembles. Catholic Mass is led by area priests on Sunday evenings as coordinated by the Catholic campus minister. Other weekly chapel programs are scheduled on Monday and Friday mornings, and special events are presented at various times during the school year.

The CMC (Christian Ministry Council) helps coordinate the various religious life groups on campus which include: Carthage Undergrads Making Big Youth Activities (CUMBYA), the Gospel Messengers Choir, Catholic Fellowship, Habitat For Humanity, and Intervarsity Christian Fellowship. While each group has its own specific emphasis and mission, they often work together in

sponsoring campus-wide events and special projects that reach out to our community.

The Dean of Siebert Chapel and the Catholic campus minister are here to serve the spiritual needs of the Carthage community, and they are available to all students and faculty regardless of denominational backgrounds or faith perspectives.

## Chapel

The Carthage community sets aside 25 minutes on Mondays, Wednesdays, and Fridays, beginning at 10:30 a.m., for worship, dialogue, and meditation in the A. F. Siebert Chapel. This Chapel Series has three distinct themes. On Mondays, the students, faculty and staff are invited to lead discussions called **Bridges To Peace**. These conversations explore various concepts and visions of peace from the perspectives of faith, culture, academic discipline, and personal experience. On Wednesdays, the Dean of Siebert Chapel leads **Morning Prayer**, a celebration of Christ through preaching, liturgy, prayer, and song. On Fridays, the chapel offers an **Invitation to Meditation** and provides a safe space for introspection and prayer. This is a time of quiet reflection, and for many students it is an important resource for spiritual renewal.

On Sunday mornings, Lutheran Services of Holy Communion are scheduled regularly. On Sunday evenings, Roman Catholic students gather with local priests for Mass in Siebert Chapel.

The Dean of Siebert Chapel coordinates the Chapel Series by incorporating suggestions and participation from Carthage students, faculty, and staff in a variety of ways. While attendance is voluntary, many within the college community make chapel time part of their regular routine. Chapel offers an opportunity to meet friends and form new friendships. The Chapel Series reflects the mission of Carthage to connect faith and life issues for the benefit of all.

## Library and Information Services

Library and Information Services (LIS) combines the staff expertise and resources of the library, computing, and media services to provide a unified, holistic approach to the academic information needs of students and faculty. The purpose of LIS is to assist the College in producing more information-literate and technology-facile graduates. Workshops, tutors, in-class instruction, trained assistants, and help desk staff are available for those who need assistance.

## Hedberg Library

Named for Donald Hedberg, a 1950 Carthage graduate, Hedberg Library is an "electronic teaching library" with the mission to support the educational program of the College and to provide students and faculty with the materials and services that they need to pursue their course assignments and research.

Contained therein is a carefully selected collection of books, periodicals, video recordings, microforms, electronic databases, CDs, and various other materials. The growing book collection contains more than 125,000 print and over 40,000 electronic volumes, and is accessed through the on-line catalog.

Full text access is provided to over 10,000 magazines and journals in either print or electronic format. Wireless laptops, camcorders and other audio and video equipment are available, along with ample group and individual study space.

The library is a member of WILS (Wisconsin Interlibrary Services), thus giving Carthage students and faculty access to the combined resources of virtually all the libraries in the state of Wisconsin. A staff of professional librarians and paraprofessional personnel provide reference, interlibrary loan, collection development, cataloging, circulation, and library instruction to the Carthage community.

My Carthage Resource Center (MCRC) information desk combines the library reference desk with the technology help desk and is available virtually and during library hours for those who need assistance with hardware, software, media, and library-related questions. Open 100 hours per week, the library has a generous loan policy. Students are encouraged to use the library's resources and make suggestions for important materials not currently owned.

## Academic Computing Services

Carthage provides an extensive campus-wide network. All students, staff and faculty are issued a network user ID, allowing them to communicate by e-mail with each other both on- and off-campus. The campus network allows users to search the library catalog and databases, and to access the world wide web. Computer labs are located in academic buildings, providing more than 230 public access computers.

Many instructors utilize the Blackboard course management system to provide class resources electronically. The majority of courses are offered in media- and technology-enhanced electronic classrooms. Rooms in the residence halls have both

wireless and direct Ethernet network access. Students interested in bringing their own computers should consult the Computer Services web page for options and requirements.

My Carthage Resource Center (MCRC) information desk combines the technology help desk with the library reference desk, and is available for those who need assistance with hardware, software, and library-related questions.

## Media Services

Situated in the Hedberg Library, Media Services attends to the academic multimedia needs of the Carthage community. Production and presentation resources, such as VCRs, DVD players, camcorders, data projectors, and digital cameras, are available to students and faculty for classroom use. Media Services also provides electronic classrooms, CD recording, video dubbing and editing, and two-way and multi-point videoconferencing services.

## Accreditation

Carthage has been accredited by the *North Central Association of Colleges and Schools* since 1916, when the association became the primary accrediting agency for schools in the Midwest. (Higher Learning Commission, North Central Association of Colleges and Schools, 30 North LaSalle St., Suite 2400, Chicago 60602-2504. 1-800-621-7440.)

Additional accreditation or approval has been granted by such agencies as the *Wisconsin Department of Public Instruction*, the *National Association of Schools of Music*, the *American Chemical Society*, and other state departments of public instruction. Accreditation is also granted by the *Commission on Accreditation of Athletic Training Education (CAATE)*.

The undergraduate major in social work prepares students for beginning professional social work practice and is fully accredited by the Council on Social Work Education.

The teacher education programs for positions in elementary/middle, secondary, and physical education are fully certified by the state of Wisconsin.

In addition to accreditation, Carthage maintains membership in the *American Council on Education*, *Association of American Colleges*, *American Association of Colleges for Teacher Education*, *Wisconsin Association of Independent Colleges and Universities*, *American Association of College and University Summer Sessions*, *American Association of College Registrars and Admissions Officers*, *Association of College Admission Counselors*, the *American*

Association of University Professors, and the National Association of Student Financial Aid Administrators. Carthage is approved by the American Association of University Women.

### The Undergraduate Degree

The course of study offers sound academic preparation for advanced studies in graduate or professional schools, and for a variety of careers in business, industry, science, education, sports, music, and full-time Christian service. Similarly, the undergraduate program prepares students for medicine, engineering, government, law, social service, and theology.

Students interested in health professions focus on prerequisites for admission to particular professional schools. The following courses are prerequisites for most medical programs: one year of biology, one year of general chemistry, one year of organic chemistry, and one year of physics. Students need to become familiar with the additional prerequisites of the particular school or program to which they plan to apply.

Students may prepare for government service through a variety of majors from business administration to chemistry, economics, foreign language, geography, history, mathematics, political science, public management, physics, social science, and sociology.

Pre-law and pre-seminary students may concentrate their studies in a discipline of their choosing. While most pre-law students major in political science or history, law schools accept students with majors in other areas. Carthage recommends that in addition to courses in their major, students take expository composition, accounting, American government, American history, Constitutional law, economics, ethics, legal theory, logic, psychology and statistics. While most pre-seminary students major in religion, seminaries accept students with majors in other areas. All pre-seminary students are advised to take at least five courses in religion as a background for graduate study.

Criminal justice, psychology, social work and sociology majors are prepared for careers in social service as one of their options.

For dual-degree programs in engineering and occupational therapy, see *Special Programs*.

Carthage offers the Bachelor of Arts degree with majors in:

Accounting

Art History  
Asian Studies  
Biology  
Chemistry  
Classics  
Communication  
Computer Science  
Criminal Justice  
Economics  
Education  
    Cross Categorical Special Education (K-12)  
    Elementary/Middle (Middle Childhood through Early Adolescence )  
    (1-8) Education\*  
    Secondary Education (Early Adolescence through Adolescence) (6-12) minor only  
English  
Environmental Science  
Exercise & Sport Science  
    Athletic Training  
    Physical Education, Sport and Fitness Instruction  
Finance  
Geography  
Graphic Design  
Great Ideas  
History  
Information Systems  
International Political Economy  
Management  
Marketing  
Mathematics  
Modern Languages  
    Chinese  
    French  
    German  
    Japanese  
    Spanish  
Music  
Neuroscience  
Philosophy  
Physics  
Political Science  
Psychology  
Public Relations  
Religion  
Social Science  
Social Work  
Sociology  
Studio Art  
Theatre  
Theatre Performance

Theatre Technical Production and Design

\* To review the Carthage report submitted in compliance with Section 207 of Title II of The Higher Education Act, visit [www.carthage.edu/education/certification](http://www.carthage.edu/education/certification).

### The Graduate Degree

Carthage also offers the master of education degree with concentrations in administration, language arts, social science, religion, reading, creative arts, natural science, classroom guidance and counseling, gifted and talented children, modern language, and teacher leadership.

### Intercollegiate Athletics

The Department of Athletics offers an opportunity for students to participate in a wide variety of sports activities that are designed to improve each student in mind, body and spirit. Three levels of competition exist to meet each student's needs. The highest competitive level is intercollegiate athletics for men and women. These teams consist primarily of recruited student-athletes with each program governed by the College Conference of Illinois and Wisconsin (CCIW) and the National Collegiate Athletic Association (NCAA) Division III. Currently, men participate in 11 sports. Fall: cross country, football, and soccer. Winter: basketball, indoor track & field, and swimming. Spring: baseball, golf, outdoor track & field, tennis, volleyball and lacrosse. Women participate in 11 sports. Fall: cross country, golf, tennis, volleyball, and soccer. Winter: basketball, indoor track & field, and swimming. Spring: outdoor track & field, softball, water polo and lacrosse.

The second level of competition is club sports. These programs are recreational but involve competition against club teams from other schools or community/recreational programs. These activities are open to all Carthage students and generally require some previous experience in the activity. Activities currently offered are ice hockey and bowling.

The third level of competition is intramural sports. Intramural sports involve competition between Carthage students and are designed to provide exercise, fun and social interaction. All students are encouraged to participate in these activities which are offered throughout the academic year, including a wide range of individual and team sports. Examples of intramural activities include: basketball, flag football, racquetball, soccer, tennis, softball, volleyball (indoor/sand) and weightlifting.

The Director of Athletics is responsible for all of these departmental programs, and reports to the President of the College and the Vice President for Administration and Business.

## Athletic Department Philosophy

Athletic participation is an important part of the total educational process. It provides students with learning experiences in the cognitive, psychomotor, and affective domains.

## Athletic Department Goals

Provide for all students a variety of individual and team sports with appropriate leadership and coaching/teaching.

Provide the opportunity for students to participate in amateur sports in an environment that enhances the very best in competition, sportsmanship and ethical conduct.

Assist students in the development of their leadership skills and teach them to serve as role models for children and others in the community.

Promote academic achievement by recognizing NCAA Academic All-Americans, CCIW All-Academic and Athletic Director's Honor Roll recipients, while strictly adhering to the NCAA and CCIW academic standards for participation.

Provide safe, effective equipment and facilities to support each athlete and team.

Make available, to men and women, fair and equitable distribution of overall athletic opportunities, benefits, and resources. The participants in both the men's and the women's sports programs should accept the overall program of the other gender as fair and equitable.

Provide a disciplined yet humanistic environment to enhance physical, psychological, social, and emotional development and well-being.

Recruit the best students in our region who exemplify excellence in academics, athletics, and citizenship.

Win more than 50 percent of our intercollegiate contests. Finish in the top three of the CCIW standings with the ultimate goal of winning the CCIW championship.

## CHAMPS/Life Skills Program

Carthage has been involved in the NCAA-sponsored CHAMPS/Life Skills Program (*Challenging Athletes' Minds for Personal Success*) since 1998. The first stage in the program is designed to assist our student-

athletes to bridge the gap between high school and college life. In conjunction with Carthage's College Success Program, our College Success Program for Athletes focuses directly on issues that challenge our incoming student-athletes. Through personal and academic topics, the program is designed to encourage students to realize their potential for excellence in the classroom, in the residence halls, in the community, and on the playing fields.

Beyond the student-athletes' first year, the program encourages continued participation through activities sponsored by the Carthage Student Athlete Advisory Committee (SAAC). Comprised of two members from each Carthage athletic team, the SAAC meets monthly to discuss issues that impact Carthage student-athletes at the local, conference, and national levels.

From the Carthage Student Athlete Advisory Committee, two females and two males are nominated to participate in the NCAA Leadership Conference. The NCAA chooses one student to participate each year. In addition, Carthage chooses one female and one male to receive the College Conference of Illinois and Wisconsin (CCIW) Merle Chapman Leadership Award. This award recognizes students who demonstrate outstanding leadership at the campus and conference levels.

## Special Programs

In addition to its regular degree programs, Carthage offers coordinated dual-degree programs in engineering and occupational therapy as well as a joint program in medical physics.

## Engineering

Engineering students attend Carthage for three years and, upon successful completion of the required courses with GPA conditions listed below, are assured admission to a partnering engineering school for completion of the final two years of the five-year program. Upon graduation from the engineering school, students receive the Bachelor of Arts (B.A.) degree from Carthage and the Bachelor of Science in Engineering (B.S.E.) degree from the engineering school. Participating engineering schools include:

University of Wisconsin at Madison:  
College of Engineering

University of Minnesota: Institute of  
Technology

While at Carthage, engineering students must major in one of the physical sciences, mathematics, or computer science.

Required courses for admission to partner engineering schools are:

Mathematics 1120, 1220, 2020

Physics 2200, 2200, 2210

Physics 2470 **or** Mathematics 2120

Acceptance into the College of Engineering at U.W.-Madison is contingent on both a three-year Carthage GPA of at least 3.0 and a 3.0 GPA in the above required courses.

Acceptance into the Institute of Technology at Minnesota is contingent on a minimum GPA in the above required courses that, while varying with each engineering sub-field, is at least a 2.8. A second program enables Carthage students to receive a Master of Engineering degree from the University of Minnesota, in addition to the B.A. degree from Carthage College, following four years at Carthage and typically two years at the Institute of Technology. Admission is not assured.

Scholarship students in the dual-degree program are encouraged to apply to the engineering schools for continuing scholarship support. Contact the Coordinator of the Carthage Dual Degree Program in Engineering for more information.

## Occupational Therapy

Students interested in the dual-degree program with Washington University in St. Louis attend Carthage for three years and, upon successful completion of Carthage's degree requirements for graduation and Washington University's prerequisites, apply for admission by Jan. 31 to the program in occupational therapy at Washington University.

Students who complete the program receive a bachelor of arts degree from Carthage and a master of science in occupational therapy (MSOT) degree from Washington University. At Carthage, students choose the major they prefer, but during their three years at Carthage, they must complete prerequisite courses for admission to the occupational therapy program at Washington University, including 1) upper level, 200 or higher, biology course 2) human physiology, 3) one other course in the physical sciences, 4) developmental psychology, from child to adolescence through adulthood, 5) one additional class in the social sciences, and 6) statistics. Proficiency in medical terminology and computer competency is expected.

Applicants interested in occupational therapy programs at schools other than Washington University should examine the current catalog of the appropriate school to determine specific admission requirements.

## Medical Physics

Carthage College and the Rosalind Franklin University of Medicine & Science (RFUMS) Medical Radiation Physics Department coordinate a Joint Program in Medical Physics. Student candidates in the program attend Carthage for four years and complete a Bachelor of Arts (B.A.) degree in a science major, including a minor in physics and additional recommended courses. They then follow a two-year program at RFUMS and graduate with a Master of Science (M.S.) in medical radiation physics. The RFUMS program (in nearby North Chicago) is very clinically focused, with clinical practicum rotations at many affiliated medical centers in the region. Graduates can begin clinical practice or pursue a medical physics residency. Two Program Coordinators, one each at Carthage College and at RFUMS, steward candidates in the Joint Program and advise them of their course of study.

Candidates are eligible for admission to the M.S. Program in medical radiation physics at RFUMS, provided they:

1. apply by spring of their senior year, with an overall GPA of 3.0 or better, and a 3.0 GPA in the physics minor and recommended courses (see below);
2. receive a letter of recommendation from the Carthage coordinator;
3. give a medical physics thesis presentation to, and are accepted by, the RFUMS Medical Radiation Physics admission committee.

Candidates should complete the following courses with a GPA of 3.0 or better:

### Physics Minor

Physics 1200 or Chemistry 1020, Physics 2200, 2210, 2300, and two of the following: Physics 3200, 3300, 4200, 4300, or 400T

### Additional recommended courses

Biology 1100, Computer Science 1100, Mathematics 2020, 3050, and Physics 2470, 3120

Carthage students should declare their candidacy in the Joint Program no later than spring semester of their junior year. With the recommendation of the Carthage coordinator, student candidates can visit RFUMS and local treatment centers, and audit first-year graduate classes and training. During their junior or senior years, they can be invited by the RFUMS coordinator to attend regional medical physics meetings. Candidates should undertake a senior thesis in the field of medical physics, under the supervision of both coordinators and faculty from both schools. Contact the Carthage

coordinator of the Joint Program in Medical Physics for more information.

## ROTC Programs

Carthage has an agreement with Marquette University that allows students to enroll at Marquette for aerospace studies courses offered by the Air Force ROTC program and military science courses offered by the Army ROTC program.

The Carthage transcript lists all courses and grades earned by the students in these courses. However, credit is not granted toward a Carthage degree, nor are grades computed in the cumulative grade point.

The following courses are available for those enrolled in the Air Force ROTC program.

The courses are taught at Marquette University by the AFROTC faculty. Students register for these courses at Marquette.

|                                     |         |
|-------------------------------------|---------|
| 011 The Air Force Today             | (1 cr.) |
| 012 The Air Force Today             | (1 cr.) |
| 021 The Air Force Way               | (1 cr.) |
| 022 The Air Force Way               | (1 cr.) |
| 051 Leadership Laboratory           | (0 cr.) |
| 131 AF Leadership/Management        | (3 cr.) |
| 132 AF Leadership/Management II     | (3 cr.) |
| 141 American Foreign Policy/Process | (3 cr.) |
| 142 Military Law and Officership    | (3 cr.) |

The following courses are available for those enrolled in the Army ROTC Program. The courses are taught at Marquette University by the ARROTC faculty. Students register for these courses at Marquette.

|  |              |
|--|--------------|
| 001, 003, 005, 007 Physical Training Lab | (1 cr. each) |
| 002, 004, 006, 008 Physical Training Lab | (1 cr. each) |
| 010 Introduction to Military Science     | (1 cr.)      |
| 011 Introduction to Military Leadership  | (1 cr.)      |
| 024 Basic Military Skills                | (2 cr.)      |
| 025 Military Skills                      | (2 cr.)      |
| 135 Applied Leadership I                 | (2 cr.)      |
| 136 Applied Leadership II                | (2 cr.)      |
| 137 Applied Leadership Lab I             | (1 cr.)      |
| 138 Applied Leadership Lab II            | (1 cr.)      |
| 144 Organizational Leadership            | (2 cr.)      |
| 146 Military Law Professionalism/Ethics  | (2 cr.)      |
| 147 Advanced Leadership Lab I            | (0 cr.)      |
| 148 Advanced Leadership Lab II           | (0 cr.)      |
| 118 American Military History            | (3 cr.)      |

For further information, contact the Carthage Admissions Office, or Marquette University at (414) 288-ROTC.

# Academic Information

Degree Requirements

Program of Study

Grading System

Academic Standards

Academic Honesty Policy

Advising

Academic Resources

January Term

Career Services

Foreign Study Abroad

Individual Study

Self-Designed Major / Minor

Topics Courses

Field Placements /  
Internships

Adult Education

Family Educational Rights  
and Privacy Act

## Degree Requirements

The general education requirements seek to provide a broad base of knowledge in the liberal arts and sciences that enable students to construct a coherent framework for ongoing intellectual, ethical and aesthetic growth. These requirements are designed to develop lifelong competencies, such as critical and creative thinking, written and oral communication, quantitative reasoning, problem-solving, and the capability to work independently and collaboratively.

To earn a bachelor of arts degree from Carthage, a student must satisfy the following requirements:

**Successfully complete 138 credits, including:**

### 1. Heritage Studies (freshman year)

|          |                          |       |
|----------|--------------------------|-------|
| COR 1100 | Western Heritage I (WI)  | 4 cr. |
| COR 1110 | Western Heritage II (WI) | 4 cr. |
|          | Global Heritage (GH)     | 4 cr. |

*(Course descriptions are found under Interdisciplinary Studies: Heritage Studies.)*

### 2. Religion

Understandings of Religion 1000 4 cr.  
One additional approved course 4 cr.  
Neither required religion course can be used to satisfy any distribution requirement.

### 3. Modern Languages 0-8 cr.

Successful completion of Chinese, French, German, Greek, Japanese, Latin, or Spanish 1020 or placement above 1020 by the respective department. In addition students may fulfill their language requirement by taking courses in Italian given at UW-Parkside.

### 4. Mathematics 0-4 cr.

Successful completion of a mathematics course unless the student fulfills the proficiency requirement established by the College.

### 5. Exercise and Sport Science

Concepts of Physical Fitness 1 cr.  
One Lifetime/Fitness activity 1 cr.  
A student who participates on an athletic team for an entire season can fulfill the one lifetime/fitness activity requirement (1 credit).

The Director of Athletics submits a list of athletic team participants to the Registrar at the end of each term. These students must still take the required EXSS 0010 - Concepts of Physical Fitness (1 credit).

*Only Concepts of Physical Fitness and one lifetime/fitness activity count toward the 138 credits required for graduation.*

### 6. Carthage Symposium

All students will complete one Carthage Symposium, typically taken during the sophomore or junior year. One goal of the College is for our graduates to be able to make connections between disciplines. The Carthage Symposium requirement can be satisfied by either one course (4 credits) or a set of two linked courses (usually 8 credits) that provide an interdisciplinary learning experience. These offerings are team-taught by two instructors from different departments, most frequently from different academic divisions. All Symposia are completed within one academic term. The Carthage Symposium creates a community of learners among the students and two faculty.

### 7. Senior Thesis

As part of their major, all students will complete a Senior Thesis. This can be in form of a written thesis, laboratory research, music recital, art exhibit, or

other significant and integrative experience appropriate to their major. Students graduating with more than one major must complete a senior thesis for each major or one integrative senior thesis approved by each major department or program.

Students must check with the department chair for specific details in regard to completion of the senior thesis.

### 8. Major 36-56 cr.

A maximum of 56 credits may be required in the major, with no more than 40 of these credits within any one department. A student may count a maximum of 56 credits in any one department toward graduation; however, **all students must have 82 credits outside their major department for graduation.** Students must complete a minimum of 12 credits in the major at Carthage.

### 9. Distribution Requirements

Fine Arts (FAR) 4 cr.  
*(Four private applied lessons, or one class lesson and three private applied lessons may count as a course for the fine arts distribution requirement.)*

Humanities (HUM) 4 cr.  
Natural Science (SCI)(*One course must be a lab*) 8 cr.

Social Science (SOC) 4 cr.  
Students who major in a discipline in any of these divisions will be exempt from the requirement in that division.

### 10. Minor

Minors are optional unless specified as a requirement for the major. Minors may be pursued through electives and through general requirements such as the Carthage Symposium. The minor is a minimum of 20 credits and a maximum of 24 credits. Those planning to obtain teacher licensure must consult with the College certification officer. Students must complete a minimum of 12 credits in the minor at Carthage.

### 11. Electives

Electives allow students to explore their intellectual interests in a wide variety of disciplines and areas of knowledge.

### 12. J-Term

All students must enroll in J-Term during their freshman year and in at least one additional year.

### 13. Writing Across the Curriculum

Writing well is a powerful life-skill, and Carthage is committed to teaching its students to write well in all disciplines. All students are therefore required to

take a total of four courses (four credit hours each) that are designated Writing Intensive (WI). The first two of these courses are COR 1100 Western Heritage I and COR 1110 Western Heritage II. Of the remaining two courses, one must be in the academic major of the student's choice, while the other course may be any WI course in the curriculum. If students are completing more than one major they only need one WI in one of the majors that they are completing.

WAC distributes the teaching of writing throughout the curriculum. Under WAC, writing is taught at all levels and by all departments. WAC affirms that writing well is an essential skill, one that needs to be cultivated continually.

Each student must take COR 1100 Western Heritage I and COR 1110 Western Heritage II, and two other WI courses before graduation, as spelled out in Degree Requirements. Writing Intensive courses vary according to the discipline in which they are taught, but they all share the following criteria:

1. Formal and informal writing are used to help students learn the content of the course.
2. Students and professors work together to improve student writing. For example, professors may review and provide advice on theses, writing plans, and drafts as the students write them. Professors may assign several short papers and suggest methods for revision in between. Professors may confer with students between papers. Professors may model writing and monitor students subsequent experiments with similar writing.
3. Writing contributes significantly to each student's course grade.
4. The course requires students to do a substantial amount of writing. This may include formal or informal writing. Depending on the course content, students may write analytic essays, critical reviews, journals, literature reviews, lab reports, research reports, reaction papers, or other similar assignments.

#### 14. Additional Requirements

- Achieve a final grade-point average of 2.0 in the major and minor, and in all course work at Carthage.
- Finish the last 32 credits in residence, or petition to finish work in absentia.

- File an application for graduation in the Fall Term of the academic year in which requirements will be completed.
- Participate in the Baccalaureate and Commencement exercises held annually at the end of the Spring Term, unless excused by the Registrar. **An undergraduate student who has twelve (12) credit hours or less to complete graduation requirements may participate in the Commencement exercises. If there are outstanding credits the student will be able to participate in the following May ceremony.** The diploma will be issued when the student completes the requirements for the remaining credits.

**Students are subject to the regulations contained in the annual college catalog in effect when they enter Carthage. Students may, however, petition to follow regulations contained in the most current issue of the college catalog. Students who interrupt schooling for more than one academic year forfeit the right to follow the regulations in the college catalog of their original year of entry.**

### Program of Study

Full-time students may register for 12 - 17 credits during the 14-week terms. Students in good academic standing may register for up to 18 credits. There is an additional charge for registration in excess of 17 credits. Students wishing to register for more than 18 credits must obtain approval for the overload from the Subcommittee for Academic Review and Recommendation no later than the last day to add a regular course.

Many courses are not taught every term. Most course descriptions in this catalog indicate the terms in which departments intend to offer courses. This schedule information is an aid to planning, but the College reserves the right to revise such course plans in response to changes in student interest, enrollment demand, and staff availability.

Courses primarily designed for freshmen are numbered 1000 to 1990; those for sophomores and juniors are numbered 2000 to 3990; those for seniors are numbered 4000 to 4990.

|           |                     |
|-----------|---------------------|
| Freshman  | 0 - 31 credits      |
| Sophomore | 32 - 67 credits     |
| Junior    | 68 - 101 credits    |
| Senior    | 102 or more credits |

### Grading System

The College maintains progress records that are furnished to students on a regular basis. At the completion of a course, each student is assigned a letter symbol: "A," "A-," "B+," "B," "B-," "C+," "C," "C-," "D+," "D," "D-," "S" and "P" for passing grades; "I" for incomplete, which is given only in special cases of illness or some other uncontrollable factor; "W" for official withdrawal; "U" for unsatisfactory; and "F" for failure or unofficial withdrawal. A student who has received an "I" must finish the incomplete work within the first four weeks of the following regular 14-week term, or the grade will be recorded as an "F." The student may file a petition for an extension within the first two weeks of the following regular term.

Letter grades convert into the following point system for determining cumulative grade point average i.e: an "A" is worth four points per credit.

|    |           |
|----|-----------|
| A  | 4.00      |
| A- | 3.67      |
| B+ | 3.33      |
| B  | 3.00      |
| B- | 2.67      |
| C+ | 2.33      |
| C  | 2.00      |
| C- | 1.67      |
| D+ | 1.33      |
| D  | 1.00      |
| D- | .67       |
| F  | No points |

Grades of "P", "S" and "U" do not affect the grade point average.

#### Auditing Courses:

A student who wishes to audit a course must seek the permission of the instructor and file a report with the Registrar's Office by the add deadline for the term.

#### Repeating Courses:

Only courses with a grade of "C-" or lower may be repeated. When a course is repeated, the earlier grade remains on the student's permanent record as an "R" and will appear on all transcripts. Only the last enrollment and grade will be used in computing the cumulative grade point average.

If a student is repeating a Carthage course for the purpose of replacing the earlier grade, the repeat must be with a course in class at Carthage. A repeated course may not be by correspondence study, by independent study, by specially arranged study or by study at another institution.

## Add/Drop Policy

A student may not add or drop a course after registration day without the knowledge of his or her advisor and the instructor. Add-drop forms must be filed with the Registrar's Office. The Registrar may authorize permissible changes falling within the academic rules of the College. The Subcommittee for Academic Review and Recommendation must approve changes involving departure from the rules.

No student is permitted to add or drop a course after the deadline. Any course changes after that date must be made with the permission of the Subcommittee for Academic Review and Recommendation.

A student may withdraw from a course after the add/drop deadline. (Please refer to the academic calendar for specific dates). The course will show on the student's transcript with a "W".

Students who wish to completely withdraw from the College must secure a withdrawal form from the Registrar. **If students withdraw within the first nine weeks of the term, they receive a "W" in each course.** Exceptions must be authorized by the Subcommittee for Academic Review and Recommendation or by the Dean of the College. Any student who does not complete all steps in official withdrawal is assigned an "F" in all courses.

Students may not receive credit from any course in which they are not properly registered. **Responsibility for proper registration rests with the student. The student is also held responsible for observing the requirements of the degree and the proper sequence of courses.**

The student accepts responsibility for class attendance. Since there is no college-wide attendance policy, instructors determine their own class-attendance policy.

## Pass-Fail Option

The College permits students to elect up to two courses on the pass-fail ("P" or "F") grading system, subject to the following conditions:

1. The student must have achieved junior or senior standing.
2. A student may not register for more than one Pass/Fail course during a term.
3. A student may not enroll for a final grade of "P" or "F" in:
  - Any course used to satisfy the general education requirements.
  - Any course required for your major or minor programs (including any course in related fields) or offered by the major department, except

those courses designated in the catalog as pass-fail courses.

4. A student at the time of registration will indicate the course to be taken for a final grade of "P" or "F;" this information will reside with the student, the advisor, and the Registrar; the course instructor will be informed at the end of the term.
5. To receive a "P" grade for a course graded Pass/Fail, the student must receive a letter grade of D- or better. The "P" grade does not calculate into the GPA; however, if the student receives an "F" for the course it does calculate like a regular "F" into the grade point average.

After the last day to drop courses, students who register for grades of "P" or "F" will not be permitted to change that registration in order to receive regular grades; nor will students who register for regular grades be permitted to change that registration in order to receive pass-fail grades.

## Examination for Credit

An enrolled student may challenge most courses by examination, but credit is prohibited in courses that the student has audited previously or attended officially or unofficially. Students may not challenge fieldwork, field placements, or student teaching courses by examination. Students should contact the chairperson of the department to make arrangements for an examination.

A grade of "C" or better on the examination is required to excuse the student from the course and to give credit toward graduation. The cumulative grade-point average is not changed by the examination because no grade is recorded for a course completed in this manner.

There is no tuition charge for courses earned through examination. However, an administrative fee is assessed. A maximum of 32 credits may be earned by examination for credit.

## Transfer/Correspondence Courses

A student enrolled at Carthage who wishes to apply transfer or correspondence courses taken elsewhere to Carthage must secure advance approval from the involved department chairperson and the Registrar by the end of term prior to enrollment in the course.

Upon receipt of an official transcript from institutions accredited by the North Central Association of Colleges and Secondary Schools and similar regional associations, appropriate value will be given for

comparable courses or areas taught at Carthage.

Courses at other institutions are counted as part of a student's term load.

Credit will only be transferred for courses in which a grade of "C-" or better is earned.

Credit will not be transferred from a junior college after a student has accumulated 68 credits.

College-level courses taken in high school are credited on the same basis as other transfer credits, provided that the courses have not been counted for entrance requirements. These courses must appear on a college transcript.

The maximum total credits allowed for specialized testing (CLEP) and correspondence courses is 32.

Transcripts from institutions outside of the United States must be evaluated by Educational Credential Evaluators, Inc. (ECE).

## Midterm Evaluation

At the midpoint of each term, all faculty members are asked by the Dean of the College to submit midterm low-grade reports for all students doing "D" or "F" work. Reports are distributed through the Registrar's Office to the students and their advisors.

If a student receives two or more reports, the student's parents also will be informed unless the student is financially independent. Financially independent students must bring proof of their independence to the Office of Student Financial Planning at the beginning of the academic year. Students who have not shown proof of their independence are assumed to be financially dependent on their parents.

## Academic Standards

Students are required to have a minimum of a 2.0 grade point average overall and in their major(s)/minor(s) in order to graduate from the College. Students with a 2.0 or above are in good academic standing. The records of students who are not in good standing are reviewed at the end of each term by the Subcommittee for Academic Review and Recommendation.

## Grade Point Average

Academic standing will be evaluated with the help of the following guidelines, based on the number of credit hours attempted at Carthage plus all credit hours transferred into Carthage.



| Attempted Credits | Probation | Dismissal      |
|-------------------|-----------|----------------|
| 12- 16            | 1.0- 1.99 | .999 or below  |
| 17- 36            | 1.2- 1.99 | 1.199 or below |
| 37- 56            | 1.4- 1.99 | 1.399 or below |
| 57- 72            | 1.6- 1.99 | 1.599 or below |
| 73- 86            | 1.8- 1.99 | 1.799 or below |
| 87+               |           | 1.999 or below |

Students whose cumulative average, for the first time, falls below the required minimum for dismissal or who have been on academic probation for three consecutive terms are placed in a show cause category. The student is contacted to show cause why he or she should not be dismissed from the College. If there is cause for the student to be allowed to continue, he or she will be placed/continued on probation.

Students placed on probation are required to cooperate with the advising services. At the end of the term, the Provost will meet with the Subcommittee for Academic Review and Recommendation to determine whether the student has satisfactorily fulfilled the obligations of the support programs. At that time the Subcommittee for Academic Review and Recommendation will make a decision to dismiss the student from the College or allow the student to stay another term.

Students who disagree with a Subcommittee for Academic Review and Recommendation decision may petition the committee for review.

### Readmission after Dismissal

Students who have been academically dismissed from Carthage College will be given the opportunity to reapply for admission. All academically dismissed students will be sent a letter at the time of dismissal indicating the specific conditions that must be met in order to be considered for readmission. Applications for readmission will be carefully reviewed by the Subcommittee for Academic Review and Recommendation. Admission back into the College is not guaranteed

### Readmission after Withdrawal

Students that have previously attended Carthage College and have subsequently officially or unofficially withdrawn will be given the opportunity to re-apply for admission. A student is considered as a withdrawn student if consecutive registrations are not maintained. All requests for admission back into the College should be directed to the Admissions Office for

review. Applications will be given careful consideration for reinstatement. Readmission into the College is not guaranteed.

### Disciplinary Actions

If a student is dismissed from the College for disciplinary reasons, a grade of "W" (withdrawal) is recorded for each course, and notation of the dismissal for disciplinary reasons is made on his or her official college record.

If a student is suspended for disciplinary reasons, the period of suspension shall not prohibit the student from completing the term in the prescribed time. Faculty members have the option of providing suspended students the opportunity to make up missed course requirements.

### Veterans Administration Standards of Progress

Students attending Carthage and receiving educational benefits from the Veterans Administration must maintain satisfactory standing and adequate progress in order to continue receiving benefits. Under certain circumstances, a student might be permitted to continue study at Carthage, but would fail to qualify for payment of educational benefits.

These include:

- Failure of all courses during a term in which the student is registered for two or more courses.
- Withdrawal from all courses after the midpoint of a term in which the student is registered for two or more courses.
- Failure to achieve a grade point average of 2.0 or above for any term during which the student is on academic probation. A student may continue on academic probation and receive benefits provided the grade point average for courses taken each term is 2.0 or above.
- Appeal from a determination that a student is not making satisfactory progress and for reinstatement of aid will be directed to the Subcommittee for Academic Review and Recommendation.

### Academic Honesty Policy

Academic honesty is a necessary corollary to academic freedom; each concept presupposes the other. The goals and objectives of Carthage fall within the implicit context of academic honesty. Therefore, Carthage expects academic honesty from all of its members and maintains college-wide honesty guidelines and penalties that must be supported by the whole academic community. The guidelines and penalties are

found in the *Faculty Handbook* and *Students' Handbook*.

### Advising

The First-Year Advising Center staff provides support to all incoming students. Professional advisers help students enhance academic potential, improve interpersonal relationships, increase self-understanding, and explore vocational and educational goals. First-year student advisers are responsible for each student's academic advising needs and are available for counseling in all areas of college life.

Seniors, juniors, and sophomores who have declared a major are advised by a faculty member in that major. First-year students have the opportunity to move to a faculty adviser over the course of their first year at Carthage.

Along with the scheduling of classes, advisers help students improve the quality of their academic performance. They are available to discuss the role of co-curricular and extra-curricular activities, and to work with students to create long-term academic and career plans.

### Support for Students with Disabilities

Support will be arranged for students with documented disabilities including learning disabilities, attention disorders, and physical and psychological disabilities. Students who do not have current documentation or suspect they may have a learning disability may arrange for evaluation services. Students are responsible for contacting the Advising Center and providing current (within three years) documentation. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Carthage is committed to achieving equal educational opportunities and full participation for people with disabilities. The Advising Center is located on the lower level of South Hall.

### Academic Resources Brainard Writing Center

Located on the upper level of the Hedberg Library, the Brainard Writing Center is open to all members of the Carthage community. The Center is certified by the College Reading and Learning Association, and student writing fellows, who have completed a stringent training program, provide assistance for students at any stage of the writing process. Students from all majors and at all levels of writing ability are welcome. Regular weekly tutoring sessions are also available. Although students may drop in, appointments are strongly recommended.

## Supplemental Instruction

Supplemental Instruction is a nationally-recognized program designed to increase student academic performance. Upper-class students attend class and facilitate discussion/review sessions. Participation in the program allows students to be more active in their learning process.

## Writing Center Online

The Writing Center also provides an online tutoring service. Students submit drafts and questions via the Internet and receive a detailed response within three business days. Those wishing to register for the service should contact the Writing Center for details.

## Tutoring

Tutors are students trained and recommended by academic departments. They are available upon request for all scheduled courses.

## January Term

The January Term, Jan. 3 - Jan. 26, 2012, offers students a variety of opportunities not always available during Spring and Fall terms. On-campus courses include those especially created for J-Term as well as regular-term courses, some of which may satisfy distribution requirements or other general education credits. Students register for one course only, allowing them to concentrate study in one subject.

J-Term also provides off-campus opportunities, such as travel to other parts of the country and abroad, as well as hands-on experience through field placement internships. Students also may propose an independent study project under the direction of a faculty member. The J-Term catalog lists specific field placement courses that are available. In addition to these courses, students may propose their own specially-arranged placements through the Career Center.

On-campus courses and independent studies are graded, unless otherwise indicated in the J-Term Catalog, and the grade is computed in the student's grade point average. Specially-designed J-Term courses are usually graded but may be offered as pass/fail. If pass/fail, the course cannot be taken for a letter grade. Field placements and some off-campus study tours receive grades "S" or "U" and do not affect a student's grade point average. Other off-campus study tours are graded.

Students must consult with their academic advisors to select their J-Term course. Students taking an on-campus course and living in residence halls pay no additional room and board for the J-Term. This is

limited to full-time residential students registered for either the Fall or Spring terms. Some J-Term courses require an additional fee to cover cost of travel and other course activities; payment of these non-refundable fees is due at registration.

A J-Term catalog, available on the Carthage web site during the Fall term, provides full details on the various courses, independent study courses, and divisional field placements that are available. The catalog also includes the registration procedures and descriptions of the courses offered during J-Term. All students must successfully complete a J-Term course during their freshman year, and one additional year.

## Career Services

Carthage Career Services is the primary campus resource for students and alumni making career choices, developing careers, and seeking employment while in school or after graduation. Career services include career counseling, interest and ability assessment and interpretation, internship and job search assistance, on-campus interviewing, career development workshops, and guidance with graduate school selection and application.

Career Services helps students find paid and unpaid internships, summer and part-time employment, and prepare for the seasonal visits of national and regional employers who interview students on campus. Carthage alumni actively coach students in employment preparation by reviewing resumes, helping students practice interviewing, and providing informational interviews.

Career Services also administers the ACT and Miller's Analogy tests several times a year. Career Services and its resource library are located on the top floor of Lentz Hall. Carthage Career Services is a member of the Wisconsin Association of Colleges and Employers and the National Association of Colleges and Employers.

## Foreign Study Abroad

The Study Abroad advisor helps interested Carthage students organize a study-abroad experience. Approved earned credits are accepted toward the degree. Carthage has special affiliations with several institutions; however, participation in other programs also may be approved.

**GNRL 3510 Immersion Abroad** 12-16 cr.  
Linguistic and cultural immersion abroad for one or more terms in an academic setting in a country speaking the target language. Classroom instruction for all courses, regardless of discipline, will be in the Target Language. *(In exceptional cases, approval may be granted for substituting two summers for the term.)*

*Prerequisite for applying study abroad to the major in any modern language: MLA 2200, 3010, 3110, and either 3080, or 3090, or permission of the Chair of the Department of Modern Languages.*

## Individual Study

The College believes opportunities should be provided for students to study, with a large degree of self-direction, in areas beyond the normal course offerings of the departments. To this end, the following course is available at the discretion of, and under the direction of, the departments:

**4500 Independent Study** 1-4 credits  
In this course, a student or a group of students study or read widely in a field of special interest. It is understood that this course will not duplicate any other course regularly offered in the curriculum, and that the student will work in this course as independently as the teacher thinks possible. Prior to registration the student should consult the teacher (or teachers) whose field of competency encompasses the student's subject and who will supervise the work; the student and the teacher(s) will decide the title to be reported, and the nature of the examination or term paper, and will discuss the preparation of a bibliography and a plan of coherent study.

All students must obtain final approval of the department before registration. In the case of interdisciplinary study, the approval of all cooperating departments must be secured. Two independent study courses may not be taken concurrently.

## Specially Arranged Courses

Under extenuating circumstances, catalog courses may be arranged with both the department and instructor approval. Specially arranged courses may not be used to repeat the grade from a previous course (repeat/delete).

## Self-Designed Major / Minor

The faculty has provided an opportunity for students with special interests to design their own major/minor programs. Specialized major/minor programs must consist of existing courses; proposals should be

thoughtfully prepared in consultation with a faculty adviser and the department chairperson whose course offerings will be included in the major. A complete proposal must be submitted to the Curriculum Planning Committee for approval before the student has achieved senior standing.

### Topics Courses

#### 200T Topics 1-4 credits

A course of variable content for lower-level students. Topics will not duplicate material covered in any other course.

#### 400T Topics 1-4 credits

A course of variable content for upper-level students. Topics will not duplicate material covered in any other course.

### Field Placements / Internships

The field placement and internship programs provide students with meaningful work experiences that either directly relate to their career objectives, or assist in determining those objectives. The central feature of the programs is the opportunity for significant interaction between the students' work experiences and their academic programs.

The following policies shall govern field placement and internships during the regular term:

1. The student may register for up to eight hours of field placement or internship per term. He or she may count up to 12 hours of field placement or internship toward graduation including J-Term field placement or internship credits but excluding student teaching. Credits earned in departmental offerings involving field work, such as Parish Service, Field Work in Psychology, and Field Instruction and Methods in Social Work, are to be included in these limits. Field placement may not be substituted for student teaching.
2. Placements are open to juniors and seniors in good standing who receive the consent of the supervising faculty member and the appropriate department chairperson or program director.
3. Attendance at a regularly held on-campus seminar conducted by the instructor is expected.
4. A minimum of two hours of on-the-job activity shall be spent per week for each credit.
5. The instructor will take into account the evaluations of the on-the-job supervisor, grading placements on an "A" to "F" scale.

Departments will have discretion in the determination of prerequisites, whether or not field placement may be counted toward the major, whether or not it is required for the major, and how many hours is necessary. Departments may establish guidelines in addition to these listed.

#### 3500 Field Placement 2-8 credits

A field placement enables the student to explore a possible career, and to work in an individual, academically-oriented position designed to supplement or complement the student's academic experience. All field placements require faculty supervision and regular meetings between the student and the instructor. Field placements are offered by various academic departments.

#### 3550 Internship 4-8 credits

An internship has a longer duration than a field placement and enables the student to gain practical experience in his or her field of study. All internships require faculty supervision and regular meetings between the student and the instructor. No further credit will be given for internships in subsequent terms in the same placement. All internships must be arranged through Career Services.

### Adult Education

Carthage Adult Education offers ways for busy adults to enhance their careers and get more out of life. Part-time students can earn a bachelor's degree in a variety of majors, advance their career with a graduate degree, or pick up classes that continue their education and augment their skills.

Adult Education enrolls students who are able to attend college on a part-time basis in day, evening or summer sessions. The evening and summer classes meet at non-traditional times to accommodate the needs of adult learners who are otherwise unable to obtain a college degree during the day because of full-time job and family responsibilities.

Adult students come from diverse backgrounds, manage multiple roles, and actively participate in their own academic awareness, achievement, and career potential. They form a cohesive and significant group of students on campus.

### Advanced Licensing as a Principal

The Education Administration Program was developed by a team of administrators from Kenosha Unified School District, Racine Unified School District, other surrounding schools, and members of the Carthage Education Department. The administration concentration prepares educators for

leadership roles as building principals in the K-12 setting. The course work focuses on site-based management, school law, school finance, and leadership development. Eligible candidates must hold a valid education license or be licensed as a school counselor, school psychologist, or a school social worker, have at least three years experience in these areas, and evidence of at least 540 hours of successful classroom teaching experience. The program's capstone course is the seminar and practicum in field experience as a principal, which will be the foundation for the master's thesis. The program can be completed in two years by taking two courses per term. Students who already possess a master's degree and who wish to gain the #51 license will need to complete the required courses only. No culmination experience or research courses will be required.

For further information, contact the Director of the Graduate Program.

### GNR 0001 Elements of College Learning for the Adult Education Student

2 credit

This course is designed for the specific academic and adjustment needs of adults who are coming to college for the first time or are returning to college after a long hiatus. The theory, study, and practice of college level study skills including critical reading and thinking, note taking, reading rate and preparation, use of college resources, stress management, and time management are some of the topics that will be included. Students will apply these techniques directly to their coursework as they adjust to their new role of being a bachelor of arts degree seeking student.

### Summer Program

The Summer Program at Carthage meets the needs of day and evening students. There are three sessions during the summer; Summer Semester (Day): Summer I and Summer II (Evening). Summer classes are open to high school students, college students from other institutions, Carthage students, teachers, and other professionals.

### 7-Week Format

The 7-week format offered at Carthage is designed for qualified part-time learners who wish to earn a quality degree in a timely manner. The 7-week format offers an alternative to the traditional semester format for part-time students. Classes in the 7-week format begin year-round.

To apply for admission to the Carthage Adult Education program, interested students need to complete the following steps:

1. Submit an Adult Education application form accompanied by a non-refundable \$10 application fee.
2. Request official transcripts from all previously attended colleges, universities and/or equivalent college programs (i.e. military service, CLEP/ DANTES test results). Official transcripts should be sent directly to:  
*Carthage Adult Education*  
*2001 Alford Park Drive*  
*Kenosha, Wis. 53140-1994*
3. Schedule a required interview with an Adult Education recruitment coordinator.

Transfer work must show a 2.50 grade point average or higher to begin studies in the Adult Education program.

7-week courses fulfill accounting, business administration, criminal justice, marketing, education, criminal justice, general education, and elective requirements. Students devote about 24 hours each week to studies (three hours in class and 21+ hours of independent study outside of class). Coursework may entail individual reading, writing, research, and occasional group work with fellow students.

*Adult students enroll in the 7-week format:*

- To complete a bachelor of arts degree in accounting, business administration, marketing, criminal justice, education or social work.
- To fulfill general education requirements and electives as a part of other Carthage majors (i.e. education and social work) and programs
- To review and prepare for graduate school
- To complete a second major
- To enrich an area of interest
- To complete classes at times convenient to work and personal schedules.

Most classes meet for three hours, one night a week.

### Accelerated Certification Program (ACT) for Teachers

The Accelerated Certification Program for Teachers (ACT) and Master's Program prepare highly qualified individuals to serve as Wisconsin public school teachers. Developed in collaboration with a team of educators, this 15-month program delivers specific professional staff development through summer course work, combined with a year-long clinical experience serving in a participating secondary school.

The program is dedicated to high standards and is reflected in the admissions and course requirements. To be considered for admission to ACT, candidates should:

Be currently employed (or will be employed) by a sponsoring school district.

Receive admission to the Carthage Education program by providing evidence of:

- 3.0 G.P.A. in all courses taken in the area of licensure
- A record demonstrating the completion of a bachelor's or advanced degree from an accredited institution
- Passing the Pre-Professional Skills Tests
- Passing the appropriate Praxis II content test for the area of licensure
- Meet requirements for admission to the Carthage Graduate Program

ACT courses fulfill teacher-licensing requirements by the state of Wisconsin and for the master of education degree. Students complete licensing requirements beginning with course work taken during the summer, followed by a year-long clinical experience as the teacher of record in a school district and evening/weekend course work, and ending with a second summer of course work. After completion of the teacher licensing requirements, graduate candidates can complete the required courses for the master of education degree.

### Master of Education Program

The Master of Education program, accredited by the North Central Association in July 1975, addresses the specific needs of teachers in the community by furthering their general education or providing intensive study in a particular academic area. Concentrations are offered in broad areas that include administration, language arts, social science, religion, reading, creative arts, natural science, classroom guidance and counseling, gifted and talented children, modern language, and teacher leadership. This program is an extension of Carthage's dedication to the liberal arts. The program is offered in the evening school and summer school.

Working with the advisor assigned by the Director of the Graduate Program, students design their own programs. The program is then approved by two advisory committee members, followed by the approval of the Director of the Graduate Program.

Each program comprises a minimum of 36 credits, and a thesis or comprehensive exam. Required courses include Foundations of Education, Quantitative Research, and Qualitative Research. The remaining courses are selected from curricular offerings in the

academic subject area. Students who intend to write a thesis may take EDU 5500G Master's Thesis in addition to, or in the place of, one of the courses. EDU 5490G, the project option, may also be taken as a culminating experience.

Requirements for admission into the program are a bachelor's degree, a valid teaching license, and successful completion of the Miller Analogies Test. Further information about the program may be obtained by contacting the Director of the Graduate Program.

### Advanced Licensing as a Reading Teacher or Reading Specialist

Carthage offers a Graduate Reading Program for the following:

1. Students with a Wisconsin teaching license who are seeking a master's degree in education. A program may be designed so that the individual may complete the Master of Education Program at Carthage and be eligible for Wisconsin licensure as a reading teacher and reading specialist (#316 and #17). A program such as this must be planned well in advance to accomplish this objective.
2. Students with a current Wisconsin teaching license based on a bachelor's degree, who are seeking a reading teacher license.
3. Students holding a master's degree, a current Wisconsin teaching license, and a current Wisconsin reading teacher license, who are seeking a reading specialist license.
4. Teachers seeking reading teacher and/or reading specialist licensure must schedule an interview with Director of the Graduate Program and the Director of the Reading Program. Out-of-state students will find that the Graduate Reading Program at Carthage usually reciprocates with other states' requirements for similar reading certification programs.

For further information, contact the Director of the Graduate Program.

### Paralegal Program

The Paralegal Program is a 14-week, 11-credit generalist course designed for individuals seeking professional enhancement, career change, or self-enrichment. Fall, spring, and summer sessions are offered. Classes meet evenings and are taught by practicing attorneys and paralegals. After successfully completing the

intensive curriculum, the student is awarded a certificate of completion.

To qualify, a prospective student must have **one** of the following:

1. A bachelor's degree
2. Directly-related work experience in a law firm or law-related agency
3. Four years of full-time work experience in any field, in addition to some college course work.

For further information, contact the Adult Education Office.

### **The Loyola University Chicago MBA for Executives at Carthage**

The Loyola MBA for Executives at Carthage awards the prestigious Loyola MBA degree to successful candidates. This is an 18-month general management MBA program designed to meet the needs of executives preparing for senior management. Classes are held every other Friday and Saturday at Carthage, beginning once a year in August, and ending eighteen months later in February. For more information contact the Adult Education Office or learn more on the Web at [www.loyolamba.com](http://www.loyolamba.com).

### **The Loyola University Chicago Master of Social Work at Carthage**

Loyola University Chicago's Graduate School of Social Work offers a clinical social work program with a comprehensive focus on child and family, medical health, school social work or mental health. This program, which has long been offered at the Loyola University Chicago Water Tower campus, has been available at Carthage since May 2001. Classes are held in an all-Saturday format. The program begins each spring and takes just a little more than two years to complete. Applicants with an undergraduate degree in social work from a CSWE accredited program are eligible to apply for advanced standing. For further information, contact the Adult Education Office or learn more on the Web at [www.loyolamsw.com](http://www.loyolamsw.com).

### **Family Educational Rights and Privacy Act**

Carthage does not discriminate on the basis of sex, race, creed, color, national origin, age, or disability in the educational programs or activities that it operates, and is required by Title IX of the Education Amendment of 1972 and the regulations adopted pursuant thereto, by Title VI and Title VII of the Civil Rights Act of 1964, and by Section 504 of the Rehabilitation Act of 1973, not to

discriminate in such manner. The requirements not to discriminate in educational programs and activities extends to employment therein and to admission thereto.

Carthage is in compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974 (as amended) as regards the right of students or their parents to review the student's education record, correction of information from those records, and limitation of disclosure of information contained in those records. Further details are published in the Student Community Code Handbook and forms authorizing institutional withholding of student records are available in the Registrar's Office.

Every year, the College is required to communicate its policy on the use of illicit drugs and alcohol to every student and employee.

In compliance with the Drug-Free Schools and Communities Act Amendments of 1989, Carthage annually publishes and distributes an "Alcohol and Other Drug Awareness" statement.

The College is required to publish and distribute to all current students and employees an annual security report describing campus security policies and campus crime statistics. In compliance with the Crime Awareness and Campus Security Act of 1990, Carthage publishes and distributes this information every autumn.

Carthage is required to make available graduation and retention rates. These figures are available from the Office of the Registrar.

Inquiries concerning the application of said acts and published regulations to this College may be referred to:

1. The Vice President for Administration and Business for matters relating to employment, policies and practices, promotions, fringe benefits, training, and grievance procedures for College personnel. Telephone: 262-551-6200.
2. The Vice President for Enrollment for matters relating to student admissions and financial aid. Telephone: 262-551-6000.
3. The Dean of Students for matters regarding administrative policies relating to students, student services, and the student administrative grievance procedure. Telephone: 262-551-5800.
4. The Registrar for matters relating to student records. Complete details for the Student Records Policy are outlined in the Student Community Code Handbook. Telephone: 262-551-6100.

5. The Provost of the College for matters relating to the curriculum and academic grievance procedure. Telephone: 262-551-5850.

If a student believes the institution has failed to comply with FERPA, he or she has the right to file a complaint with the Family Education Rights and Privacy Act Office, Department of Education, 400 Maryland Ave. S.W., Washington, D.C. 20202.

Carthage complies with the Family Education Rights and Privacy Act of 1974.

## Academic Divisions

Division of Interdisciplinary Studies

Division of the Fine Arts

Division of Education

Division of the Humanities

Division of the Natural Sciences

Division of the Social Sciences

Carthage comprises six academic divisions and their respective departments as outlined below:

### Education Division

Education

Exercise and Sports Science

*Program: Athletic Training*

### Fine Arts Division

Art

Communication & Digital Media

Music

Theatre

### Humanities Division

Classics

English

History

Modern Languages

Philosophy

Religion

### Interdisciplinary Studies Division

Great Ideas

Western Heritage

Global Heritage

Asian Studies

Women's and Gender Studies

Honors

### Natural Sciences Division

Biology

Chemistry

Computer Science

Geography and Earth Science

Mathematics

Physics and Astronomy

*Programs: Entrepreneurial Studies in the Natural Sciences, Environmental Science, Neuroscience*

### Social Sciences Division

Business

Economics

Political Science

Psychology

Social Work

Sociology

*Programs: Criminal Justice, International Political Economy, Social Science*

## Division of Interdisciplinary Studies

The Interdisciplinary Studies Division includes programs that support rigorous inquiry that transcends, cuts across, or combines traditional academic disciplines. The Interdisciplinary Studies Division comprises the Western Heritage and Global Heritage programs as well as Carthage Symposium, which are required of all Carthage students; the Honors Program for students of outstanding achievement; and majors or minors in Asian Studies, Great Ideas: Intellectual Foundations of the West, and Women's/Gender Studies for students wishing to pursue in depth important questions that fall outside conventional disciplinary boundaries.

Before, during, and after the selection of their major courses of study, students are whole human beings. Carthage acknowledges and seeks to cultivate that wholeness by means of the Western Heritage sequence which introduces first-year students to fundamental questions of human life through rigorous study of key texts in Western thought and develops the essential abilities to think, read, write, and speak effectively. In addition, since living responsibly and functioning effectively in our increasingly interconnected world requires understanding alternative worldviews, the Global Heritage requirement ensures that every Carthage student takes at least one course on a cultural tradition with substantial non-Western roots. Finally, the Carthage Symposium enables students to make connections between disciplines.

Individual programs of study in the Interdisciplinary Studies Division draw on traditional disciplines at the same time that they inquire into or challenge the limits of those disciplines. Asian Studies is thoroughly interdisciplinary in that it draws on courses from three academic divisions and six departments to provide a broad and deep understanding of Asia. Great Ideas: Intellectual Foundations of the West inquires into the very foundations of Western thought and therefore into the origins of the disciplinary frameworks that determine all other academic study. Women's/Gender Studies is a cross-disciplinary course of study that addresses the way gender functions in society while at the same time seeking to fill lacunae in all of the traditional disciplines where women have been omitted.

These individual programs of study are described in detail under Academic Departments and Programs of Study; Western Heritage, Global Heritage, the

Carthage Symposium, and the Honors Program are described below.

## Western Heritage Program

Carthage students take two seminar courses called Western Heritage. The goal of the program is to introduce students to a true liberal-arts education through discussing and writing about key texts from the Greek and Roman worlds through the Renaissance and into our modern era. The yearlong seminar sequence uses a chronological approach and is taught collaboratively by faculty from academic departments and programs across disciplines.

The West marks an intellectual tradition of active dialogue among literary, scientific, philosophical, political and spiritual thinkers, ancient and modern, who have seen themselves as part of a shared intellectual tradition. A premise of the Western Heritage courses is that this dialogue has always contained contention and debate, and that students can themselves participate in this ongoing intellectual journey.

As a community of learners, students and faculty critically engage in this dialogue, contained in seminal works in the arts and humanities (including drama, philosophy, literature, spirituality and history), in the social sciences (including political and economic thought); and in the natural sciences. In Western Heritage seminars students are called upon to discuss intensely, write engagingly, and articulate clearly their thoughts through critical essays and conversations in dialogue with one another and with the texts of the course.

Please consult the Western Heritage website for further information about the program and its goals and objectives:

<http://www.carthage.edu/western-heritage>

## Conditions:

1. Because of the seminar nature of Western Heritage, no student (day, evening, or Adult Education) may take the course as an independent study;
2. Consistent attendance and participation are required of all students in Western Heritage;
3. Students who fail the first Western Heritage seminar may not advance to the second seminar in the sequence.

### 1100 The Intellectual History of Western Heritage I (WI)

Staff 4 credits

In Western Heritage I, key texts are used to illustrate how themes and ideas develop over the course of Western philosophy, political thought, spirituality, science, and literature. Texts are read and discussed in seminar with a sense of chronology to reveal how thinkers over time have borrowed from, adapted, and challenged ideas from preceding generations. Course themes may include Justice, Love, Happiness, the One and the Many, Order and Disorder, or Faith and Reason. For 2011-2012, the theme is Journeys and Transformations. Students will examine course texts in relation to this theme through commentary provided in the Western Heritage Guide, supplemented from time to time with field trips, guest speakers and experts on campus.

*Fall*

### 1110 The Intellectual History of Western Heritage II (WI)

Staff 4 credits

As a continuation of Western Heritage I, course seminars develop the semester-long conversation begun in the fall, where the ideas of the ancient world come to be read against the emerging intellectual worlds of the Renaissance, Enlightenment and our modern era. As the range and treatment of ideas from different fields and time periods proceeds, the course draws together the divergent strands that compose the complex history of Western thought. Students continue to examine course texts in relation to the theme Journeys and Transformations through commentary provided in the Western Heritage Guide, supplemented from time to time with field trips, guest speakers and experts on campus.

*Spring*

### Global Heritage Program (GH)

While Western Heritage I and II cover the roots of European cultural traditions, Global Heritage courses explore cultures and civilizations with substantial non-European elements. The Global Heritage requirement includes courses that seek to encounter and understand an alternate worldview. All Global Heritage courses not only seek to explore the culture or civilization being studied, but also to enable our students to understand cultural difference whether while traveling abroad, or in our own increasingly plural nation.

The Global Heritage requirement can be completed by courses taken either on campus or through off-campus study. In either case, courses satisfying this requirement are

approved by the Global Heritage Oversight Committee and are so designated in the course schedule.

### Carthage Symposium

#### Carthage Symposium

All students will complete one Carthage Symposium, typically taken during the sophomore or junior year. One goal of the College is for our graduates to be able to make connections between disciplines. The Carthage Symposium requirement can be satisfied by either one course (4 credits) or a set of two linked courses (usually 8 credits) that provide an interdisciplinary learning experience. These offerings are team-taught by two instructors from different departments, most frequently from different academic divisions. All Symposia are completed within one academic term. The Carthage Symposium creates a community of learners among the students and two faculty.

### Honors Program

#### Honors Carthage Symposium

Honors students may arrange Honors Contracts (see below) in any appropriate Carthage Symposium. Occasionally, Carthage Symposia may be designated specifically for Honors students.

### Overview

The Honors Program is a program within the Interdisciplinary Studies Division, through which Carthage offers enhanced educational opportunities to students with outstanding achievement and promise. Honors Program goals include:

1. Cultivating and retaining students with exceptional promise, motivating them to take leadership roles inside and outside the classroom, and enriching their entire instructional and co-curricular careers as learners at Carthage and beyond;
2. Enhanced instructional experiences and opportunities for developing and delivering new courses;
3. Encouraging creative cooperation between students and faculty as they engage in scholarly activities together;
4. Strengthening the scholarly profile of the institution as a whole.

### Admission to the Carthage Honors Program

The Honors Program admits only approximately 10 percent of the class entering Carthage each year. Generally, these students enter the Honors Program through an honors section of Western Heritage I (COR 1100). However, we also actively recruit highly-talented and motivated students who have completed at least 16

credits of balanced course work (at Carthage and elsewhere). These students may enter the Honors Program in the second term of their first year or as sophomores. While it is rare for students to complete the entire Honors curriculum when entering the program after their sophomore year, interested students should discuss their options with the Director of Honors.

The following norms for admission to the Honors Program are offered only as guidelines. Highly-motivated and ambitious students who do not meet particular criteria are encouraged to apply for consideration through the Director of Honors.

### Incoming First-Year Students

Highest priority will be given to students who present outstanding high school credentials (e.g., ACT scores, G.P.A., class rank) and/or excel in Carthage's competitive scholarship competitions. Additional students will be invited to apply and will be considered for admission to an Honors section of Western Heritage or another Honors course.

### Transfer Students

Individuals admitted to the Honors Program as new transfer students typically have maintained at least a 3.25 college G.P.A., have demonstrated excellence in one or more courses, have been recommended for the Honors Program by the Vice President for Enrollment (or designated representative), and have been interviewed by the Director of Honors.

### Continuing Students

Students admitted to the Honors Program during their first or second year of study at Carthage typically have maintained at least a 3.25 Carthage G.P.A., have demonstrated excellence in one or more courses, have been recommended for the Honors Program by one or more instructors, and have been interviewed by the Director of Honors. They also may be asked to complete a brief written application.

### Courses

#### Honors Western Heritage I and Honors Western Heritage II

#### 4250 Honors Senior Colloquium

Staff 4 credits  
Variable content. An interdisciplinary colloquium designed to provide opportunities for intellectual synthesis and to cultivate advanced principles and practices of scholarship. (Offered once a year, usually in Spring.)

### Honors Contract

An honors contract is an enhanced component of approved course. In

consultation with an instructor, a student constructs a rationale and plan for doing independent work of a character and quality not expected of other students within the context of a particular class. This plan typically involves a combination of research, writing, and oral presentation. Typically, it requires something more distinctive than simply an extra paper or a longer report. A different quality, not just quantity, of thinking is expected.

Forms for Honors contracts are available from the Director of Honors or the Honors Program Office. On these forms, the student and the faculty member must provide the following information: the names of the student and the professor; the name and number of the course; the term in which the student is enrolled in the course; an overview of the non-Honors requirements for the course; a description of the work required of the Honors student; the deadline for submitting this work; and signatures of the student and the professor.

Carthage encourages students to begin work on the Honors component of each course at the beginning of the term. To facilitate this, Honors contract forms must be submitted to and approved by the Director of Honors no later than the end of the third week of class during the Fall or Spring term, and no later than the end of the first week of class during J-Term. This deadline can be extended only at the request of the professor. Honors contracts may be submitted in advance, prior to the beginning of the term. Honors contracts submitted to the Director of Honors will be kept in the Honors Office and will be placed in the student's Honors file only after notification by the professor that the student has completed the work outlined in the Honors contract.

If a student does not earn a grade of "B" or higher during the term (including the work outlined in the Honors contract), the student will not receive Honors credit for the course.

### Carthage Honors Plan of Study

Students who complete the Carthage Honors Program are expected not only to commit themselves to rigorous in-depth study of a specific subject, but also to demonstrate intellectual balance and flexibility through their ability to make connections across disciplines.

The Honors Plan of Study requires students to complete the three components of the Honors Program successfully. Please note that qualified students (including transfers) may petition the Director of Honors for a modified plan of study.

#### 1. Foundation Component

These requirements consist of four courses intended to ensure that students explore their academic options and their intellectual abilities through challenging and enriched fundamental courses.

Typically, Honors students complete this component of the program during their first three or four terms at Carthage.

Four courses including at least one of the following courses:

Honors Western Heritage I

Honors Western Heritage II

A Global Heritage course with an Honors Contract

#### AND

At least one Honors general education course (a 1000 or 2000 level course with an Honors Contract).

- Students who successfully complete these four courses and maintain an overall G.P.A. of at least 3.25 will be eligible to continue in the Carthage Honors Program.

#### 3. Concentration Component

These requirements intend to ensure that Honors students do high-level work in a particular academic discipline. Students seeking All-College Honors must earn honors in at least one of their majors. If a department has not established requirements for honors in a given major, the student must complete the following requirements:

Honors Contracts in two advanced courses in one major

#### AND

Presentation of the Senior Thesis to an audience beyond the major department

#### AND

All of the following:

- Complete all requirements for the major;
- Receive a rating of "excellent" on the Senior Thesis from the faculty of the major department;
- Be formally recommended by the faculty of the major department;
- Maintain an overall G.P.A. of 3.5 at graduation.

#### 4. Integration Component

These requirements intend to ensure that Honors students stretch themselves across the curriculum, that they connect what they are learning about a particular discipline with other ways of knowing, learning, and doing.

- Carthage Symposium (with Honors Contract)
- Honors 4250: Senior Colloquium

- Overall G.P.A. of 3.5 at graduation

Students who successfully complete all three components of the Honors Program will be granted All-College Honors and that designation will appear on their transcripts and on their diploma. They also will be acknowledged at the spring Honors Convocation and at Commencement.

### Honors Co-Curriculum

The Honors Program seeks to enhance classroom experiences through a wide variety of intellectual, cultural, and social opportunities. Honors students, with appropriate faculty encouragement and support, assume visible leadership in a variety of contexts across campus and help elevate its intellectual and cultural tones.

The Honors Council serves as an umbrella organization for student-led Honors activities on campus. Through Honors Council, students can participate in service projects, social activities, and special programming and student-faculty gatherings. The Honors Council has an executive board and is structured so that students can provide input into the Honors curriculum, present papers at regional and national conferences, and apply to participate in off-campus and international Honors terms.

### Academic Honorary Organizations

#### Alpha Chi

A national college honor scholarship society whose purpose is to promote academic excellence and exemplary character among college students and to honor those who achieve such distinction. No more than the top 10 percent of the senior class may be inducted.

#### Alpha Lambda Delta

A national honorary society recognizing outstanding academic achievement for first-year students.

#### Sigma Xi

An international research society whose programs and activities promote the health of the scientific enterprise and honor scientific achievement. Students who show outstanding potential as researchers may be named as associate members.

#### Omicron Delta Kappa

A national honorary society recognizing juniors and seniors for excelling in academic work and service to the community.

#### Departmental Honoraries

Students may be invited to join discipline-specific national organizations that acknowledge excellent work.



## Scholarships and Academic Planning

The Director of Honors and faculty advisors are available to assist qualified students in applying to graduate programs and for national and international fellowships such as the Rhodes, Marshall, Truman, Fulbright, and Mellon. Students who receive these and other awards are recognized each spring at the Honors Convocation.

## Dean's List

Full-time students who earn at least a 3.5 G.P.A. while completing at least 14 graded credits in a term are acknowledged on the Carthage Dean's List.

To have one's name placed on the Adult Education Dean's List, a part-time undergraduate evening student must have completed 32 undergraduate graded credits at Carthage, have taken at least eight graded credits in both the previous and current terms, and have a GPA of 3.7.

## Honors in the Major

Departments at Carthage offer students the opportunity to earn Honors in the major. Each department may establish the requirements for Honors in the major according to the standards, needs, practices, and traditions of the discipline. If established, these requirements must be submitted to the Director of Honors for approval. If a department elects not to establish its own requirements for Honors in the major or does not submit these requirements to the Director of Honors, the following requirement will apply to students seeking Honors in the major:

Honors Contracts in two advanced courses in one major

### AND

Presentation of the Senior Thesis to an audience beyond the major department

### AND

All of the following:

1. Complete all requirements for the major;
2. Receive a rating of "excellent" on the Senior Thesis from the faculty of the major department;
3. Be formally recommended by the faculty of the major department;
4. Maintain an overall G.P.A. of 3.5 at graduation.

Please see the appropriate department chair for details on Honors in the major. Successful completion of Honors in the major will be recognized at Commencement.

## Latin Honors

Diplomas of graduating seniors with **at least 64 graded Carthage credits** are inscribed as follows:

*cum laude* in recognition of a final, cumulative grade-point average of at least 3.5/4.0

*magna cum laude* in recognition of a final, cumulative grade-point average of at least 3.7-3.889/4.0, and a senior thesis or equivalent project deemed to be of Honors quality by the appropriate department or program and presented to an audience including people outside of the student's major

*summa cum laude* in recognition of a final, cumulative grade-point average of at least 3.9/4.0, and a senior thesis or equivalent project deemed to be of Honors quality by the appropriate department or program and presented to an audience including people outside of the student's major

Students must complete all course work by the end of the spring term, meeting the above criteria, in order to have their Latin Honors recognized at graduation.

## Division of the Fine Arts

The arts are thriving at Carthage. The College is nestled between Chicago and Milwaukee - two culturally rich metropolises that offer some of the world's finest museums, concert halls, and theatres. But easy access to Chicago and Milwaukee is only the beginning of the Carthage advantage in the arts. The Departments of Art, Communication and Digital Media, Music, and Theatre nurture traditions of excellence that date back many decades. And they are striding into the changing environment of the 21<sup>st</sup> century with confidence.

Faculty and students proudly offer plays, concerts, exhibits, and performances for the Carthage campus and the broader community. Frequent events include art and graphic design exhibits, acclaimed theatre productions, appearances by guest artists and directors, faculty and student music concerts, and screenings of student video productions. Several music ensembles regularly tour in and beyond the Midwest, often to Europe. The flagship ensemble, the Carthage Choir, recently performed in Carnegie Hall. Theatre students participate annually in the Kennedy Center American College Theatre Festival. The Division's annual Christmas Festival attracts thousands of people to A.F. Siebert Chapel every December.

Our facilities include six large naturally-lit art studios; a state-of-the-art computer graphics and electronic music laboratory; the

magnificent Fritsch Memorial Organ in Siebert Chapel; a flexible recital hall and art gallery; the Wartburg Auditorium and Studio Theater; and music teaching studios, ensemble rooms, and practice rooms with fine pianos. Siebert Chapel itself is an outstanding concert hall. Hedberg Library, recently recognized as Wisconsin Library of the Year, was designed and constructed to include modern production, editing, and broadcasting facilities appropriate for digital media.

The curricular programs offered in the division ensure not only highly developed performance and production skills, but also rigorous intellectual grounding in the history and theory of the arts. The study and pursuit of excellence in the arts at Carthage are deeply embedded in our mission as a college of the liberal arts and sciences in the Lutheran tradition.

Studying with the faculty of the division represents an opportunity for a distinctive education in the arts. The members of the faculty possess degrees from distinguished graduate programs, as well broad professional experience and recognition in art communities of Chicago, Los Angeles, New York, and London. But these scholars and artists have assembled at Carthage because they love to teach and to work directly with students.

Carthage is one of only five private colleges in Wisconsin accredited by the National Association of Schools of Music. The Departments of Art, Communication and Digital Media, and Theatre each offer multiple majors to accommodate a variety of emphases and interests. The division's graduates enjoy substantial success in professional careers and graduate work.

## Division of Education

The Division of Education represents a union of a liberal arts education with a professional career. This orientation is compatible with the Carthage mission and goals, especially those of transmitting the concepts of human heritage, personal satisfaction, and service to society. Licensure programs are offered in middle childhood/early adolescent (elementary/middle ages 6-13), cross-categorical special education, early adolescent/adolescent (middle/secondary ages 10-21), and athletic coaching, as well as special fields (Grades K-12 or Early Childhood - Adolescent) in physical education, music and modern language. Details of each program, as well as those for teaching licensed academic majors and minors, are presented in the separate areas of the academic departments within each division.

The Division of Education also offers a major in athletic training. This program emphasizes our commitment to service to society, preparing our graduates for careers in such diverse areas as geriatric facilities, sports facilities, and sports teams.

Our faculty and staff are dedicated to the preparation of outstanding professional people who will be future leaders in their communities. Thus, we serve the interests of our students and their constituent entities within the framework of the Carthage mission.

**Performance Based Assessment**

The faculty of the Division of Education is committed to a performance-based assessment system that is based on the ten Wisconsin Teacher Standards and which relates to the seven principles in our conceptual framework. The ten Wisconsin Teacher Standards are:

1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. The teacher understands and uses a variety of instructional strategies including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to

evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

9. The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others, and who actively seeks out opportunities to grow professionally.
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being, and who acts in an ethical manner with integrity and fairness.

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills, and dispositions under all of the above standards. Carthage's Teacher Education Program has been approved by the Wisconsin Department of Public Instruction. Students demonstrate their proficient performance through class assignments, pre-student teaching field experience, student teaching, and a pre-student teaching portfolio. (Please see division faculty members for more specific information.)

**Conceptual Framework**

The Division of Education's conceptual framework represents both the liberal arts foundation of the college's general curriculum and the educator preparation program's curriculum. The framework builds on candidates' liberal arts experiences to provide a common set of expectations that, when realized, become hallmarks of a Carthage graduate. The accreditation of the Carthage program is the result of compliance with the regulations of the Wisconsin Department of Public Instruction and the North Central Accreditation Agency.

The conceptual framework is a shared vision that identifies the teaching knowledge, skills, and dispositions teacher candidates will master at a level appropriate for beginning teachers or administrators. The Division of Education objective is to provide educators who are well prepared to serve their communities. The Division of Education maintains high standards of professional development through research endeavors and extensive local, state, and national involvement. The research and knowledge base is adopted from standards of learned societies to which the members of the Education Division faculty are active participants. Faculty members incorporate this research knowledge and the knowledge base depicted by the 10 Wisconsin Standards for Teacher Development and Licensure into

their syllabi and their specific course objectives. The graduate level licensing programs for reading specialists and principals are based on the 7 Wisconsin Standards for Administrators in addition to the 10 Wisconsin Standards for Teacher Development and Licensure. Courses taken while at Carthage include various strands of essential knowledge and skills, and affirm the relationship between the liberal arts foundation and the professional education knowledge base. The Division also maintains its positive relationship with public and private schools through its undergraduate and graduate program, and responds readily to the needs of the schools and their communities.

The basic preparation and advanced programs in the Division of Education are designed to provide experiences and lay a foundation for a professional who continues to learn. The division's conceptual framework has certain fundamental principles that prepare students for licensure as teachers and administrators in Wisconsin and other states. These principles are part of every education program within the College, that teachers should be educated to be competent, caring, and committed while being reflective decision-makers:

1. Graduates will possess a general knowledge of human heritage in several fields of learning including the arts, humanities, and sciences.
2. Professional knowledge of graduates will include oral and written communication skills and a facility for critical and constructive thinking.
3. Graduates will demonstrate knowledge of appropriate instructional foundations, including the knowledge of learners' needs and the ability to meet those needs.
4. Graduates will demonstrate the ability to apply content and pedagogical knowledge in appropriate educational settings, including experiences related to multicultural education, cultural pluralism, and students with disabilities.
5. Graduates will be able to integrate content knowledge and professional knowledge with theory, methods, research, and instructional technology appropriate to the educational field, with emphasis on what is best for the learner.
6. Graduates will complete a program with a basic knowledge and skill base that fosters a love of learning, openness to diverse ideas, and a commitment to education as a lifelong process.
7. Graduates will demonstrate a knowledge and understanding of the professional

roles and responsibilities related to their selected discipline in appropriate clinical experiences and practicums.

Each education class has a performance-based system embedded within the class. Candidates will demonstrate their proficiency of the conceptual framework, state-approved teaching and content standards, and the knowledge and performance indicators specified in statutory requirements and rules. Graduates will be assessed continuously with multiple measures based on performance-based standards. The results of these assessments will also be used in evaluating the program along with data collected from other stakeholders.

The Carthage College education provides the opportunities for individuals to identify themselves, recognize the defining aspects of the cultures in our society, as well as their individual roles within this society while preparing for their professional roles and responsibilities. The conceptual framework used by the Division of Education ensures students will have the opportunities to become creative thinkers who are competent, caring, and committed and who make appropriate decisions. The College places significant value on producing educators who are reflective, effective planners and sensitive to cultural needs so its teacher candidates can succeed in an ever-changing school environment.

### Division of the Humanities

The Division of Humanities provides a storehouse of opportunities for the development and enrichment of the whole person: a person who can think logically, write persuasively and entertainingly, and read analytically; a person who is keenly aware of the inner life of choice, reflection, and commitment.

Through the study of literature, history, classics, religion and philosophy, students engage themselves with cultural heritage and with the questions and issues with which humans have struggled through the ages. Through the study of English, students develop capacities for more articulate expression; through the study of other languages, they develop the capacity for appreciating and understanding more fully different cultures.

Majors are offered in Classics, English, History, Religion, Philosophy, and, within the Modern Languages Department; French, German, and Spanish. Students also may be licensed to teach in English, History, French, German, and Spanish. Students in the humanities find careers in a broad variety of fields, including business, law, ministry,

journalism, and various fields within the arts. The Carthage humanities faculty is committed to working with students to help them become "people who know how to live, as well as how to earn a living."

### Division of the Natural Sciences

The Division of Natural Sciences is composed of the departments of biology, chemistry, geography and earth science, mathematics, physics and astronomy, computer science, and programs in Entrepreneurial Studies in the Natural Sciences, Environmental Science and Neuroscience. The Division strives to provide the highest quality experience in science and mathematics within the context of a liberal arts education. Each student approaches the offerings of the division with different needs. For many students, the courses taken will be their only academic experience in science and mathematics. The courses taken by these students will expose them to the diversity in science and mathematics while helping to develop a sense of intellectual curiosity and the judgment necessary to function effectively in our increasingly complex world.

The cornerstone of an education in science and mathematics is the opportunity to explore a chosen discipline in depth. The faculty is dedicated to providing an environment that will nurture this exploration and allow the student to develop a close academic relationship with a faculty mentor. Thus, students are encouraged to participate in research projects as early in their academic career as possible.

Students majoring in one of the many disciplines within the division are well prepared for careers in education, research, or industry. Many students choose to continue their education and are admitted to some of the finest graduate and professional schools in the nation. A special science-related program available to Carthage students is Entrepreneurial Studies in the Natural Sciences (ESNS).

The Division is keenly aware of the importance of science education for the population at large. For this reason, the Division has general education courses in each department, and NAT 1500 *Discovery*, a series of thought-provoking, topic-oriented seminars and laboratory experiences in the natural sciences, especially designed for the student who is not majoring in one of the science disciplines.

### Natural Science minor for teacher candidates seeking grades 1-9 (Middle Childhood to Early Adolescence certification)

The structure of the Teacher Education Program and the Natural Science Division for this minor is as follows:

4 credits each in physics, earth/space science, chemistry, and biology; plus a concentration of 12 additional credits in one of the above areas. Additionally the students will complete the Science Methods course for the elementary/middle school certification program.

### Broadfield Science minor for teacher candidates seeking grades 6-12 (Early Adolescence to Adolescence certification)

Recent trends in education show that teachers are being asked to teach broad, general science classes, that often stretch beyond their major field. In fact, applicants with a single science major may get overlooked in favor of applicants that have some broadfield training. The broadfield science minor, as a supplement to the science major and education certification, will prepare students to teach science in junior and senior high schools.

Requirements for the Minor:  
The students will:

1. Major in biology, chemistry, physics, or other DPI certifiable natural science
2. Complete an additional 24 credits from the following list of courses, two from each of the three core areas of science not in their major field:

#### *Chemistry*

CHM 1010 General Chemistry I  
CHM 1020 General Chemistry II

#### *Biology*

BIO 1100 Biodiversity and Evolution  
BIO 1020 Plants and People  
or  
BIO 1030 Conservation  
or  
BIO 2200 Ecology

#### *Physics*

PHY 2100 Physics I  
PHY 2110 Physics II  
or  
PHY 2200 General Physics I  
PHY 2210 General Physics II

#### *Earth and Space Science*

PHY 1030 Astronomy  
GEO 1700 Intro to Physical Geography  
or  
ENV 1600 Intro to Environmental Science

**NAT 1500 Discovery****SCI**

A series of thought-provoking, topic-oriented undergraduate seminars and laboratory experiences in the natural sciences. The seminars will deal with a set of relevant scientific issues and ideas. Past courses have examined issues such as infectious disease, climate change, relativity, and chaos theory. These issues are explored through hands-on experience, reading, writing, and discussion. The ethical and moral dilemmas faced by scientists throughout the ages are an essential component of this course. Students who have completed 12 or more credit hours in courses designated SCI cannot receive credit for NAT 1500 Discovery.

**NAT 4200 Methods and Materials in Teaching Natural Science** 4 cr.

A study of natural science teaching methods and instructional materials. Special attention is given to the selection and organization of subject matter and learning activities. Field work required. Prerequisite: Admission to the Teacher Education Program (TEP).

**Division of the Social Sciences**

Course work and programs of study in the social sciences offer students a broad understanding of the forces shaping the evolution and function of human society. Through various disciplines, the nature of social interaction in the spheres of the family and community; workplace and economy; and national and international relations are explored, and the role that a liberally-educated individual and citizen can play in advancing the well-being of constituent groups is examined and debated.

The Division of Social Sciences include several fields of departmental study: business administration, economics, political science, psychology, social work, and sociology. In addition to majors and minors in each of the above disciplines, the division offers majors in accounting, criminal justice, social work, information systems, marketing, international political economy, environmental sciences, and other interdisciplinary programs.

The division provides all Carthage students with a wide range of courses for meeting the social science distribution requirement of the general education curriculum, and its several majors to balance theoretical and applied study. Opportunities for field placement are integral to several programs. Throughout the curriculum, students will find courses that sharpen their analytical skills while encouraging an examination of their value precepts.

After completing the program of study as majors, Carthage graduates find themselves prepared to begin professional careers in business management, public service, secondary education, or human service organizations. A few majors, who together make up approximately one-third of all Carthage students, choose to continue immediately with their education by entering the various graduate programs in their respective disciplines or professional schools in law, management, and social work.

## Undergraduate Academic Departments and Programs of Study

Art  
 Asian Studies  
 Athletic Training  
 Biology  
 Business Administration  
 Chemistry  
 Classics  
 Communication and Digital Media  
 Computer Science  
 Criminal Justice  
 Economics/ International Political Economy  
 Education  
 English  
 Entrepreneurial Studies in the Natural Sciences  
 Environmental Science  
 Exercise and Sport Science  
 General Courses  
 Geography and Earth Science  
 Great Ideas: Intellectual Foundations of the West  
 History  
 Mathematics  
 Modern Languages  
 Music  
 Neuroscience  
 Physics and Astronomy  
 Philosophy  
 Political Science  
 Psychology  
 Religion

Social Science  
 Social Work  
 Sociology  
 Theatre  
 Women's and Gender Studies

### Art

Studio and academic programs of the Department of Art provide a range of experiences for study of the visual arts for all Carthage students. The Department of Art offers majors in Studio Art and Art History, minors in Studio Art and Art History, and a minor in the cross-disciplinary History of the Arts.

The studio courses are designed to provide a foundation in traditional media, while preparing the student to explore new media and a personal vision. They acquaint students with fundamental concepts of design, materials, and tools of the fine arts and crafts. Working in two and three dimensions, students learn to relate abstract ideas and visual forms, acquiring languages of visual communication.

The art history and theory courses in both Western and non-Western traditions allow the student to study visual art as an enduring cultural legacy and the site of aesthetic exploration and expression. These courses are designed to provide the intellectual framework for understanding and interpreting visual culture. They also build the analytical skills necessary to discuss the complex modes of artistic expression across the ages.

Because the curriculum pivots around artistic production and exhibition, museum classes, internships, visiting artist workshops, and involvement in Carthage's Johnson Art Gallery are central experiences. The culmination of a studio major is the Senior Art Exhibition. The culmination of a major in art history is the public presentation of an original thesis.

A concentration in the visual arts provides essential preparation for a creative, professional career as a fine artist or as a creative, professional in an art related field. Opportunities for employment or graduate study leading to employment include arts administration, museum and gallery direction and curation, government or corporate collection curation, archive curation, local arts councils and non-profit agencies administration, art conservation and restoration, art therapy, art criticism, illustration, cartooning, animation, web

design, industrial design, graphic design, advertising, video game design, set design, scenic arts for the entertainment industry, research, teaching, publishing (editorial, design, research), visual merchandising, visual and data analysis, production pottery, master printmaking and master moldmaking.

**Studio Art Major** *Total credits: 40*  
 Required (24 credits)

ART 2700 Art Survey I: Paleolithic to (4 cr.)  
 Medieval

ART 2701 Art Survey II: Renaissance (4 cr.)  
 to Contemporary

ART 1070 2-Dimensional Design (4 cr.)

ART 1071 3-Dimensional Design (4 cr.)

ART 2000 Drawing I (4 cr.)

ART 4000 Senior Seminar in Studio Art (4 cr.)

Choose one art history (4 credits):

ART 2710 Arts of the Americas (4 cr.)

ART 200T Topics in Art History (4 cr.)

ART 3720 Arts of Africa (4 cr.)

ART 3730 Masterpieces of Asian Art (4 cr.)  
 and Architecture

ART 3710 20th Century American Art (4 cr.)

ART 3740 Modern Art (4 cr.)

ART 3750 Ancient Art (4 cr.)

ART 4500 Independent Studies in Art (4 cr.)  
 History

Choose three. Two must be upper level studio that reflect your emphasis. Upper level studio courses may be repeated up to three times. (12 credits):

|                                    |         |
|------------------------------------|---------|
| ART 1050 Crafts                    | (4 cr.) |
| ART 2110 Darkroom Photography      | (4 cr.) |
| ART 2210 Oil Painting              | (4 cr.) |
| ART 2220 Acrylic Painting          | (4 cr.) |
| ART 2230 Watercolor Painting       | (4 cr.) |
| ART 2330 Printmaking: Relief       | (4 cr.) |
| ART 2310 Printmaking:Lithography   | (4 cr.) |
| ART 2320 Printmaking:Intaglio      | (4 cr.) |
| ART 2300 Printmaking: Silkscreen   | (4 cr.) |
| ART 2400 Introduction to Sculpture | (4 cr.) |
| ART 2500 Ceramic Hand-Building     | (4 cr.) |
| ART 2510 Ceramic Wheel-Throwing    | (4 cr.) |
| ART 2520 Architectural Ceramics    | (4 cr.) |
| ART 3100 Studio Photography        | (4 cr.) |
| ART 3110 Advanced Photography      | (4 cr.) |
| ART 3010 Illustration              | (4 cr.) |
| ART 3500 Advanced Ceramics         | (4 cr.) |
| ART 3300 Advanced Printmaking      | (4 cr.) |
| ART 3200 Advanced Painting         | (4 cr.) |
| ART 3000 Advanced Drawing          | (4 cr.) |
| ART 3400 Advanced Sculpture        | (4 cr.) |
| ART 400T Topics in Art             | (4 cr.) |

**Art History Major: 40 credits**

Required (16 credits):

|   |           |
|---|-----------|
| ART 2700 Art Survey I: Paleolithic to Medieval      | (4 cr.)   |
| ART 2701 Art Survey II: Renaissance to Contemporary | (4 cr.)   |
| ART 3700 Research Methods                           | (4 cr.)   |
| ART 4700 Senior Seminar                             | (4 cr.)   |
| Choose 12 credits from:                             |           |
| ART 2710 Arts of the Americas                       | (4 cr.)   |
| ART 200T Topics in Art History                      | (4 cr.)   |
| ART 3720 Arts of Africa                             | (4 cr.)   |
| ART 3730 Masterpieces of Asian Art and Architecture | (4 cr.)   |
| ART 3710 Twentieth Century American Art             | (4 cr.)   |
| ART 3740 Modern Art                                 | (4 cr.)   |
| ART 3750 Ancient Art                                | (4 cr.)   |
| ART 3550 Internship                                 | (4-8 cr.) |
| ART 4500 Independent Studies in Art History         | (4 cr.)   |
| ART 400T Topics in Art History                      | (4 cr.)   |
| CDM 3150 History of Graphic Design                  | (4 cr.)   |

|                                    |         |
|------------------------------------|---------|
| Choose 4 credits from:             |         |
| ART 1030 Exploring Studio Arts     | (4 cr.) |
| ART 1050 Crafts                    | (4 cr.) |
| ART 1070 2-Dimensional Design      | (4 cr.) |
| ART 1071 3-Dimensional Design      | (4 cr.) |
| ART 2000 Drawing I                 | (4 cr.) |
| ART 2400 Introduction to Sculpture | (4 cr.) |
| ART 2110 Darkroom Photography      | (4 cr.) |
| ART 2210 Oil Painting              | (4 cr.) |
| ART 2220 Acrylic Painting          | (4 cr.) |
| ART 2230 Watercolor Painting       | (4 cr.) |
| ART 2300 Printmaking: Silkscreen   | (4 cr.) |
| ART 2310 Printmaking: Lithography  | (4 cr.) |
| ART 2320 Printmaking: Intaglio     | (4 cr.) |
| ART 2330 Printmaking: Relief       | (4 cr.) |
| ART 2500 Ceramic Hand-Building     | (4 cr.) |
| ART 2510 Ceramic Wheel-Throwing    | (4 cr.) |
| ART 2520 Architectural Ceramics    | (4 cr.) |
| ART 3010 Illustration              | (4 cr.) |

|  |  |
|--|--|
| In consultation with advisor, choose 8 credits from:           |  |
| CLS 1310 Introduction to Greece and Rome                       |  |
| CLS 1320 Introduction to the Ancient Near East                 |  |
| CLS 1350 Classical Mythology                                   |  |
| CLS 1400 Classical Archaeology                                 |  |
| CLS 2310 The Greeks  |  |
| CLS 2350 The Romans  |  |
| CLS 2400 The World of Late Antiquity                           |  |
| CLS 2450 Race, Gender, and Sex in Greece and Rome              |  |
| CLS 200T Topics in Classics                                    |  |
| CLS 3000 The Golden Age of Athens                              |  |
| CLS 3100 The Age of Augustus                                   |  |
| CLS 3250 Field Archaeology                                     |  |
| CLS 400T Topics in Classics                                    |  |
| HIS 1000 Issues in American History                            |  |
| HIS 1110 Issues in European History I                          |  |
| HIS 1120 Issues in European History II                         |  |
| HIS 1200 Issues in Asian History                               |  |
| HIS 1400 Issues in Latin American History: Central America     |  |
| HIS 1410 Dictatorship and Democracy: History of South America  |  |
| HIS 2150 Modern Britain  |  |
| HIS 2250 20th Century Europe                                   |  |
| HIS 2310 The Greeks  |  |
| HIS 2350 The Romans  |  |
| HIS 2620 America in the 1960's                                 |  |
| HIS 200T Topics in History                                     |  |
| HIS 2850 Comparative History: History of Chicago and Milwaukee |  |
| HIS 2900 Twentieth Century U.S. History                        |  |
| HIS 3100 The Age of Augustus                                   |  |
| HIS 3400 Modern China  |  |
| HIS 3450 Modern Japan  |  |
| HIS 3990 Historiography  |  |

**Studio Art Minor Total credits: 24**

Required (4 credits):

|   |         |
|---|---------|
| ART 2000 Drawing I                                  | (4 cr.) |
| Chose one:  |         |
| ART 1700 Introduction to Art History                | (4 cr.) |
| ART 2700 Art Survey I: Paleolithic to Medieval      | (4 cr.) |
| ART 2701 Art Survey II: Renaissance to Contemporary | (4 cr.) |
| Choose one (4 credits):                             |         |
| ART 1071 3-Dimensional Design                       | (4 cr.) |
| ART 2400 Introduction to Sculpture                  | (4 cr.) |
| ART 2500 Ceramic Hand-Building                      | (4 cr.) |
| ART 2510 Ceramic Wheel-Throwing                     | (4 cr.) |
| ART 2520 Architectural Ceramics                     | (4 cr.) |

Choose three. At least one must be a studio at 300+ level (12 credits):

|   |         |
|---|---------|
| ART 1050 Crafts                                     | (4 cr.) |
| ART 1700 Introduction to Art History                | (4 cr.) |
| ART 1070 2-Dimensional Design                       | (4 cr.) |
| ART 1071 3-Dimensional Design                       | (4 cr.) |
| ART 2400 Introduction to Sculpture                  | (4 cr.) |
| ART 2110 Darkroom Photography                       | (4 cr.) |
| ART 2210 Oil Painting                               | (4 cr.) |
| ART 2220 Acrylic Painting                           | (4 cr.) |
| ART 2230 Watercolor Painting                        | (4 cr.) |
| ART 2300 Printmaking: Silkscreen                    | (4 cr.) |
| ART 2310 Printmaking: Lithography                   | (4 cr.) |
| ART 2320 Printmaking: Intaglio                      | (4 cr.) |
| ART 2330 Printmaking: Relief                        | (4 cr.) |
| ART 2500 Ceramic Hand-Building                      | (4 cr.) |
| ART 2510 Ceramic Wheel-Throwing                     | (4 cr.) |
| ART 2520 Architectural Ceramics                     | (4 cr.) |
| ART 2700 Art Survey I: Paleolithic to Medieval      | (4 cr.) |
| ART 2701 Art Survey II: Renaissance to Contemporary | (4 cr.) |
| ART 2710 Arts of the Americas                       | (4 cr.) |
| ART 200T Topics in Art History                      | (4 cr.) |
| ART 3100 Studio Photography                         | (4 cr.) |
| ART 3110 Darkroom Photography                       | (4 cr.) |
| ART 3010 Illustration                               | (4 cr.) |
| ART 3720 Arts of Africa                             | (4 cr.) |
| ART 3730 Masterpieces of Asian Art and Architecture | (4 cr.) |
| ART 3710 Twentieth Century American Art             | (4 cr.) |
| ART 3740 Modern Art                                 | (4 cr.) |
| ART 3750 Ancient Art                                | (4 cr.) |
| ART 3500 Advanced Ceramics                          | (4 cr.) |
| ART 3300 Advanced Printmaking                       | (4 cr.) |
| ART 3200 Advanced Painting                          | (4 cr.) |
| ART 3000 Advanced Drawing                           | (4 cr.) |
| ART 3400 Advanced Sculpture                         | (4 cr.) |
| ART 4500 Independent Studies in Art History         | (4 cr.) |
| ART 400T Topics in Art                              | (4 cr.) |

## Art History Minor Required:

|   |         |
|---|---------|
| ART 2701 Survey II: Renaissance to Contemporary     | (4 cr.) |
| Choose 4 credits from:                              |         |
| ART 2700 Art Survey I: Paleolithic to Medieval      | (4 cr.) |
| ART 2710 Arts of the Americas                       | (4 cr.) |
| ART 3720 Arts of Africa                             | (4 cr.) |
| ART 3730 Masterpieces of Asian Art and Architecture | (4 cr.) |
| ART 3740 Modern Art                                 | (4 cr.) |
| Choose two (8 credits):                             |         |
| ART 1700 Introduction to Art History                | (4 cr.) |
| ART 2700 Art Survey I                               | (4 cr.) |
| ART 2710 Arts of the Americas                       | (4 cr.) |
| ART 200T Topics in Art History                      | (4 cr.) |
| ART 3720 Arts of Africa                             | (4 cr.) |
| ART 3730 Masterpieces of Asian Art and Architecture | (4 cr.) |
| ART 3710 Twentieth Century American Art             | (4 cr.) |
| ART 4500 Independent Studies in Art History         | (4 cr.) |
| ART 400T Topics in Art History                      | (4 cr.) |
| CDM 3150 History of Graphic Design                  | (4 cr.) |
| Choose 4 credits:                                   |         |
| ART 1070 Two-Dimensional Design                     | (4 cr.) |
| ART 2000 Drawing I                                  | (4 cr.) |

## History of the Arts Minor

|   |         |
|---|---------|
| Choose six (24 credits):                            |         |
| ART 1700 Introduction to Art History                | (4 cr.) |
| ART 2700 Art Survey I: Paleolithic to Medieval      | (4 cr.) |
| ART 2701 Art Survey II: Renaissance to Contemporary | (4 cr.) |
| ART 2710 Arts of the Americas                       | (4 cr.) |
| ART 200T Topics in Art History                      | (4 cr.) |
| ART 3720 Arts of Africa                             | (4 cr.) |
| ART 3730 Masterpieces of Asian Art and Architecture | (4 cr.) |
| ART 3710 Twentieth Century American Art             | (4 cr.) |
| ART 3740 Modern Art                                 | (4 cr.) |
| ART 3750 Ancient Art                                | (4 cr.) |
| ART 4500 Independent Studies in Art History         | (4 cr.) |
| CDM 3450 Mass Communications                        | (4 cr.) |
| MUS 3060 Music History II                           | (4 cr.) |
| MUS 3070 Music History III                          | (4 cr.) |
| THR 2270 History of Classical Theatre               | (4 cr.) |

## 1030 Exploring Studio Arts

Staff 3 credits  
FAR

A study of design as the structural and unifying basis of the visual arts. Analysis of the elements of design and their use in solving two-dimensional and three-dimensional problems. Introduction to various media and techniques used in making art. A studio course containing theory and practice.

Fulfills the fine art requirement for non-art majors only.

*Fall/Spring*

## 1050 Crafts

Staff 4 credits  
FAR

Introductory analysis of the history and practice of various crafts. The course will focus on such areas as art metal, book-making, glass fusion, paper, fiber, and batik, depending on content in given terms.

*Fall/Spring*

**1070 Introduction to Two-Dimensional Design**Greene/Levesque/Staff 4 credits  
FAR

This studio course introduces the formal elements and principles of design essential to all visual art forms. Applying these elements and design principles, students explore and experiment with basic composition using a variety of traditional and non-traditional media. In addition, students are exposed to great artists and artworks throughout history, critique, and art theory of two-dimensional design.

*Fall***1071 Introduction to Three-Dimensional Design**Greene/Staff 4 credits  
FAR

This studio course introduces the formal elements and principles of design as they apply to three-dimensional space. Focusing on volume, structure and spatial organization, this course develops the visualization and problem-solving skills necessary for working in three dimensions. Students explore and experiment with a variety of traditional and non-traditional media. In addition, students are exposed to great artists and artworks throughout history, critique, and art theory of three-dimensional design including sculpture, landscape, and architecture.

*Spring***1700 Introduction to Art History**Cassidy/Hudson 4 credits  
FAR

This introductory art history course provides an intense chronological overview of artistic conventions from prehistoric cave painting to the 20th century. Students investigate not only what elements comprise a particular style, but also why and how artistic expression has shaped -and been shaped by- social, political, cultural, religious and individual forces.

*Fall/Spring***200 Topics in Art/Art History**

Staff 1-4 credits

A variable-content course for studying a particular development in art/art history in which there is no specific, regular course.

**2000 Drawing I**Levesque/Staff 4 credits  
FAR

This foundations studio course introduces students to basic drawing techniques and media. Focusing on observational drawing, students learn to create naturalistic images and the illusion of three-dimensional space on a two-dimensional page. In addition, students are exposed to great artists and drawings throughout history, critique, and art theory.

*Fall/Spring***2110 Darkroom Photography**Staff 4 credits  
FAR

The camera as a tool of expression and photography as a basic art form. Darkroom techniques will be taught and each student will acquire the compositional and technical skills necessary to create original photographs. Students are required to have their own cameras.

*Fall/Spring***2210 Oil Painting**Levesque 4 credits  
FAR

A beginning course in oil painting with emphasis on developing skills and techniques particular to the oil paint medium. Color theory and inventive compositional strategies based on study of traditional and contemporary painters will be investigated. Individual attention will be given on discovery of personal artistic voice in the medium. Paintings will be based on both direct observation and the imagination. Oil painting is a studio course containing lecture, demonstrations, discussions and theory.

**2220 Acrylic Painting**Levesque 4 credits  
FAR

A beginning course in acrylic painting with emphasis on developing skills and techniques particular to the acrylic paint medium. Color theory and inventive compositional strategies based on study of modern and contemporary painters will be investigated. Individual attention will be given on discovery of personal artistic voice in the medium. Paintings will be based on both direct observation and the imagination. Acrylic painting is a beginning studio course containing lecture, demonstrations, discussions and theory.

**2230 Watercolor Painting**Levesque 4 credits  
FAR

A beginning course in watercolor painting with emphasis on developing skills and techniques particular to the watercolor medium. Color theory, particularly as it relates to watercolor, will be introduced. Transparency, granularity, and permanence will be discussed as well as various watercolor mediums. Individual attention will be given on discovery of personal artistic voice in the medium. Paintings will be based on both direct observation and the imagination. Watercolor Painting is a studio course containing lecture, demonstrations, discussions and theory.

**2300 Printmaking: Silkscreen**Staff 4 credits  
FAR

This studio course introduces the theory, practice, and history of silkscreen printmaking. Direct stencil production, resist methods, and photographic methods will be studied. Students will be encouraged to engage the printmaking process as a means of discovery as they learn to master traditional practices.

**2310 Printmaking: Lithography**Staff 4 credits  
FAR

This studio course introduces the theory, practice, and history of lithography as a fine art printmaking medium. Traditional stone lithography and more recent paper plate processes will be studied. Students will be encouraged to engage the printmaking process as a means of discovery as they learn to master traditional practices.

**2320 Printmaking: Intaglio**Staff 4 credits  
FAR

This studio course introduces the theory, practice, and history of intaglio printmaking. Etching, engraving, drypoint, and mezzotint will be covered. Students will be encouraged to engage the printmaking process as a means of discovery as they learn to master traditional practices.

**2330 Printmaking: Relief Printing**Staff 4 credits  
FAR

This studio course introduces the theory, practice, and history of relief printmaking. Traditional woodcut and wood engraving as well as linoleum, collagraph, and new materials will be explored. Students will be encouraged to engage the printmaking process as a means of discovery as they learn to master traditional practices.



**2400 Introduction to Sculpture**

Staff 4 credits

FAR  
This studio course explores traditional and contemporary sculpture materials and processes. Emphasis is on both additive and subtractive methods of working. Goals include acquiring technical skills, understanding the physical and expressive possibilities of diverse materials and learning safe, appropriate use of tools. Students can anticipate working with wood, clay, stone, metal and other materials.

Fall

**2500 Ceramic Hand-Building**

Greene 4 credits

FAR  
Introduction to ceramic hand-building techniques, ceramic sculpture, and basic ceramic processes including clay and glaze formulation and kiln firing.

Fall/Spring

**2510 Ceramic Wheel-Throwing**

Greene 4 credits

FAR  
Introduction to ceramic wheel-throwing techniques, functional pottery, sculpture and basic ceramic processes including clay and glaze formulation and kiln firing.

Fall/Spring

**2520 Architectural Ceramics: Tile and Brick**

Greene 4 credits

FAR  
The objective of this course is to develop technical and conceptual skills for ceramic tile and brick making using fundamental hand-building and mold-making techniques. All projects have historical and/or conceptual components and require research, planning, development of ideas, and good craftsmanship. Formal, historical, and conceptual components of architectural ceramics will be explored. Working in both two and three dimensions, flat tiles, low and high relief tiles and brick will be created. In addition, projects will investigate how abstract and representational images and patterns can be designed across multiple pieces. Composition, rhythm and repetition will be a major focus.

Once a year, Fall or Spring

**2700 Art Survey I**

Staff 4 credits

FAR  
An introduction to the the history of the Western tradition of art, from the Paleolithic through late medieval. This course is offered every fall.

Fall

**2701 Art Survey II**

Staff 4 credits

FAR  
An introduction to the history of the Western tradition of art, from the early Renaissance through contemporary art. This course is offered every spring.

Spring

**2710 Arts of the Americas**

Cassidy 4 credits

FAR  
An introduction to the indigenous art traditions of the Americas. This includes the Aztec, Maya, Inca, Amazon, and North American Indian traditions. The course content is primarily visual, but will necessarily consider the historical, archaeological, social, and religious contexts of the works. The course will be of special interest to students studying history, religion, or Latin American culture. It is a dramatic and fabulously rich body of works that is a world apart from the Western European tradition, but as close to home as the dirt under our feet.

Fall

**3000 Advanced Drawing**

Levesque 4 credits

FAR  
Advanced drawing with emphasis on the human figure. A studio art course containing theory and practice. Emphasis is on projects that focuses on self-portraits, working from models and narrative/figure assignments as part of the development of individual style. A studio art course containing lectures, demonstrations, theory and practice.

Prerequisite: Art 2000

Fall/Spring

**3010 Illustration**

Staff 4 credits

Development of drawing skills with an emphasis on individuality of style and expression. Teaching is directed toward a variety of drawing techniques to be used as a means of communicating ideas for commercial reproduction.

Fall/Spring

**3100 Studio Photography**

Staff 4 credits

FAR  
An introduction to the use of large format view cameras. Technical instruction includes the use of camera, lighting equipment, film handling, exposure procedures, film development and printing.

Prerequisite: ART 2100, or consent of the instructor

Fall/Spring

**3200 Advanced Painting**

Levesque 4 credits

Advanced studio work in painting with an emphasis on individual work and the formulation of individual language. Independent exploration in areas of interest highly encouraged within the parameters of class assignments. Students will meet with the ART 2200 section. This course may be repeated up to three times to encompass all media; oil, acrylic/ mixed media, and watercolor.

Prerequisite: ART 2200

Fall/Spring

**3300 Advanced Printmaking**

Staff 4 credits

Advanced studio work in printmaking with an emphasis on individual work and the formulation of a personal visual language. This course may be repeated up to three times.

Prerequisite: Consent of instructor

Fall/Spring

**3310 Graphic Production Techniques**

Staff 4 credits

Camera-ready layout will be reproduced through serigraphic printing techniques. A studio art course containing theory and practice.

Prerequisite: Consent of instructor

Fall

**3400 Advanced Sculpture**

Staff 4 credits

Advanced studio work in sculpture. Emphasis on mastery of sculpture's materials and techniques and the interaction of concept and form. Individual and collaborative projects may include working with time, motion, and site-specific installation as well as more traditional free-standing works. This course may be repeated up to three times.

**3500 Advanced Ceramics**

Greene 4 credits

Advanced studio work in ceramics with an emphasis on individual work and the formulation of a personal visual language. Students may meet with other ceramics sections. This course may be repeated up to three times.

Prerequisite: ART 2500 or 2510

Fall/Spring

**3700 Research Methods in Art****History**

Cassidy 4 credits

An introduction to resources and methods of research in Art History. The class gives an overview of types of evidence, methods of scholarship, and the discipline's historiography. A case study in a single area will be the focus for practical exercises in research and writing. Available to Art History majors only.

*Prerequisite: ART 2700 and ART 2701*

**3710 Twentieth Century American Art**

Staff 4 credits

FAR

This course is intended to provide students with an in-depth understanding of the artistic, socio-political, philosophical, psychological and spiritual forces that forged a distinctly American art in that century when the United States rose to prominence on the world stage. Students will be introduced to the language and methodologies of art, and they will engage with American art's quest for identity from its Gilded Age Euro-centric aspirations, through industry-driven modernism and Depression-era regionalism, to Cold War American heroes like Pollock and 60s superstars like Warhol. Our study will examine American art's role in the age of information, pluralism and diversity, and conclude with America's postmodern identity crisis.

**3720 Arts of Africa**

Cassidy 4 credits

FAR

An introduction to the art traditions of Africa through the study of selected works. Ten thousand years of African art will be explored, up to and including the African diaspora.

**3730 Masterpieces of Asian Art and Architecture**

Cassidy 4 credits

FAR

Introduction to the art traditions and cultures of China, Japan, Korea, South and Southeast Asia and the Near East through the study of selected works and their context. Special emphasis on art and architecture related to major religious and philosophic traditions including Hinduism, Buddhism and Islam. Aesthetic systems will be explored in relation to key monuments.

*Fall*

**3740 Modern Art**

Hudson 4 credits

FAR

*Modern Art* focuses on the arts of the 20<sup>th</sup> and 21<sup>st</sup> centuries, allowing students to engage with the artistic experimentation of their own era. This study of the arts beginning with our Age of Anxiety traces the competing and often rebellious styles of the Post Impressionists up through the Post Modernists. The course stimulates students grapple with the question: What is art?

**3750 Ancient Art**

Hudson 4 credits

FAR

*Ancient Art* concentrates on the arts of prehistoric, pre-literate and ancient peoples, ending with the arts of the Romans to close the classical tradition. The course will be of interest to any students intrigued by the dynamic relationship between art and magic, ritual and myth, science, religion and philosophy.

**400 Topics in Art/ArtHistory**

Staff 1-4 credits

A variable content course for studying a particular development in art/art history for which there is no specific regular course.

**4000 Senior Seminar in Studio Art**

Greene/Levesque 4 credits

Studio Art Senior Seminar provides the Studio Art major with an opportunity to design and install a capstone senior exhibition. Critical theory and contemporary art criticism will be covered as well as current practices in the display of contemporary art. The Seminar will include practical issues for the career artist.

*Prerequisite: Completion of four studio courses and the consent of the instructor*

*Spring*

**4500 Independent Studies in Art****History**

Staff 2-4 credits

Individual reading and research into art history topics. Instructor will approve and direct a specific program of research submitted by the student.

*Prerequisite: Consent of instructor*  
*Fall/Spring*

**4700 Senior Seminar in Art****History**

Cassidy 4 credits

Senior Seminar provides the Art History major with an opportunity to design and pursue a substantial research project in the field. Intensive independent work is required, culminating in a major paper and formal presentation.

*Prerequisite: ART 2700, ART 2700 and ART 3700*

**Asian Studies**

Recent economic, political and social changes clearly show that broader and deeper understanding of Asia is essential. Despite the significance of Asian culture, the study of Asia has received little emphasis in our educational system, where the thrust of instruction tends to reflect the origins of the majority of the population. These conditions have changed over time, sometimes dramatically, as the United States has become a more pluralistic society. As a relatively recent example, the 1965 liberalization of immigration law has resulted in an enormous expansion in the number of Americans of Asian origin. The need to know about Asia also stems from the changing economic landscape abroad, as well as developments at home. Since 1981, the trade deficits with both China and Japan have become enormous, creating political tensions. Both of these Asian nations are also undergoing significant economic and political changes, which in turn will influence relations with the U.S.

The Asian Studies major will provide substantial and systematic instruction about Asia; the minor will supplement students' existing majors through systematic instruction in appropriate Asia-related areas. The goal is to broaden understanding to prepare Carthage graduates for careers involving Asia, and more broadly for work and life in an increasingly global economy. The College has faculty strength in East and South Asian studies. The existing Mizuno fellowships, the exchange program with Tokyo Gakugei University, and the Carthage/Hong Lou Si study abroad program are important components in helping to give

students direct study and work experience in Asia.

Developments in each decade since World War II have alerted Americans to the importance of Asia. From a longer perspective, Asian cultures and history have had profound effects on our own. The proposed major and minor are designed to give Carthage students an effective and interdisciplinary education on different dimensions of this significant region.

### Requirements for the Major:

The Asian Studies major consists of 40 credits, of which 16 credits must be in a single Asian language. The remaining 24 credits will include ASN 4000, Senior Seminar in Asian Studies, HIS 1200: Issues in Asian History, and *four* additional courses either drawn from the list below, or approved by the Director of Asian Studies. A further requirement is that the courses, other than the Senior Thesis, must be drawn from at least *four* different academic departments.

### Requirements for the Minor:

The minor consists of six 4-credit courses. Students are required to take HIS 1200: Issues in Asian History, and *five* other courses from the list below. These six courses must be from at least three departments. Students may choose their other courses from among the following:

#### Art Department

ART 3730 Masterpieces of Asian Art and Architecture

#### Economics Department

ECN 200T Topics in Economics (when the course has substantial Asian content)

ECN 3100 Political Economy of the Pacific Rim

ECN 4030 International Political Economy

#### History Department

HIS 3400 Modern China

HIS 3450 Modern Japan

#### Modern Language Department

CHN 1010 Introductory Chinese I

CHN 1020 Introductory Chinese II

CHN 2010 Elementary Chinese I

CHN 2020 Elementary Chinese II

CHN 3010 Intermediate Chinese I

CHN 3020 Intermediate Chinese II

JPN 1010 Introductory Japanese I

JPN 1020 Introductory Japanese II

JPN 2010 Elementary Japanese I

JPN 2020 Elementary Japanese II

JPN 3011 Intermediate Oral Japanese I

MLA 3060 East Asian Civ. and Culture

MLA 3100 East Asian Lit. in Translation

#### Political Science Department

POL 1030 Introduction to Comparative Politics (when the course has substantial Asian content)

POL 200T Topics in Political Science (when the course has substantial Asian content)

POL 3390 Politics of Rapid Growth East Asia

POL 3400 Chinese Politics

POL 3580 American Foreign Policy

#### Religion Department

REL 3110 Hinduism

REL 3120 Islam

REL 3130 Buddhism

REL 3140 East Asian Religion

REL 3380 Religion and Society in Modern India.

Other courses may also be counted toward the major or the minor. These courses must have substantial Asian content, and be approved by the Director of Asian Studies.

### 4000 Senior Seminar in Asian Studies

Staff 4 credits

The Senior Seminar is taught and directed by one member of the Asian Studies faculty, with the assistance and participation of other members. The seminar will lead the student toward the completion of the Senior Project, which will be determined by the student and the directing professor.

### Athletic Training

**MAJOR** 56 credits

Carthage is accredited for the athletic training program by the Commission on Accreditation of Athletic Training Education [CAATE]).

The athletic training major at Carthage is an undergraduate entry-level program. The program begins its clinical instruction program in the student's second term of their sophomore year. Transfer students must have 32 credits to be eligible for admission. The student's acceptance into the program is based on the following criteria:

1. Formal admission and acceptance by Carthage Office of Admissions.
2. Grades earned in ATH 1020: Introduction to Athletic Training and AT 2080: Structural Kinesiology.
3. Completion of 25 observation hours.
4. A personal interview with the Athletic Training Program director and admissions committee.
5. High school grade point average, ACT scores, and class rank.
6. A completed application.

The student must have a minimum G.P.A. of 2.75 to apply to the athletic training program. There is no minimum high school G.P.A., ACT score, or class rank. The student is selected based on the comparison of all criteria listed above with other students applying at the same time. The application for admission into the program will be provided to the student by the program director. The deadline for admission is December 1 of the student's sophomore year. All students applying for admission will be notified in writing of their acceptance or rejection into the program within three weeks after the admission deadline. If students are not accepted they can reapply the following year.

### Athletic Training Educational Program Technical Standards for Admission

The Athletic Training Educational Program at Carthage is a rigorous and intense curriculum. One objective is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Educational Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as to meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]).

The abilities and expectations listed below must be met by all students admitted to the Athletic Training Educational Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program. Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification examination.

*Candidates for selection to the Athletic Training Educational Program must demonstrate:*

1. The mental capacity to assimilate, analyze, synthesize, and integrate concepts to problem solve to formulate assessment and therapeutic judgments, and to distinguish deviations from the norm.
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and to accurately, safely, and efficiently use equipment and

materials during the assessment and treatment of patients.

3. The ability to effectively communicate with patients and colleagues, and to show sensitivity to individuals from different cultural and social backgrounds; to effectively communicate judgments and treatment information; and to understand and speak the English language at a level consistent with competent professional practice.
4. The ability to clearly and accurately record the physical examination results and a treatment plan.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. The perseverance, diligence, and commitment to complete the athletic training education program as outlined and sequenced.
7. The flexibility and ability to adjust to changing situations and uncertainty in clinical situations.
8. Affective skills, appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the Athletic Training Educational program will be required to verify that they understand and meet these technical standards, or that they believe that, with certain accommodations, they can meet the standards.

Students with disabilities who request accommodations to meet the program standards must provide the program director with documentation appropriate to the condition from an appropriate authority. The program director will have the Disability Services personnel evaluate documentation and determine whether the stated condition qualifies as a disability. The Disability Services personnel together with the program director will determine what appropriate accommodations will be provided to a student so that he or she can meet the program's technical standards.

The Athletic Training Program includes:

|   |         |
|---|---------|
| ATH 1020 Introduction of Athletic Training    | (2 cr.) |
| ATH 2080 Structural Kinesiology               | (4 cr.) |
| ATH 2190 Principles of Athletic Training      | (4 cr.) |
| ATH 2100 Athletic Training Practicum I        | (2 cr.) |
| ATH 3040 Clinical Skills in Athletic Training | (4 cr.) |
| ATH 3200 Athletic Training Practicum II       | (2 cr.) |
| ATH 3070 Clinical Skills in Athletic Training | (4 cr.) |
| ATH 3080 Modalities in Athletic Training      | (4 cr.) |
| ATH 3300 Athletic Training Practicum III      | (1 cr.) |
| ATH 4080 Administration in Athletic Training  | (4 cr.) |
| ATH 4090 Therapeutic Rehabilitation           | (4 cr.) |
| ATH 4400 Athletic Training Practicum IV       | (1 cr.) |
| ATH 4100 Pharmacology                         | (2 cr.) |
| ATH 4600 Athletic Training Practicum V        | (1 cr.) |

Other required courses:

|                                      |         |
|--------------------------------------|---------|
| *EXS 2150 Nutrition                  | (2 cr.) |
| *EXS 4050 Physiology of Exercise     | (4 cr.) |
| *EXS 3720 General Medical Conditions | (3 cr.) |
| BIO 1040 Anatomy and Physiology      | (4 cr.) |
| BIO 3310 Systemic Physiology         | (4 cr.) |

\*These courses are not required for the major but are required for BOC certification and state licensure.

#### Honors in the Major

Please see department chair for details. Basic requirements are listed under All-College Programs in the catalog.

### 1020 Introduction to Athletic Training

Jensen 2 credits

This course will introduce the student to the core domains of athletic training. The student will describe and demonstrate proficiency in fundamental skills required to be an entry-level certified athletic trainer.

Fall

### 200 Topics in Athletic Training

Staff 1-4 credits

A variable-content course for studying a particular development in athletic training for which there is no specific, regular course.

### 2080 Structural Kinesiology

Ruffner 4 credits

Structural kinesiology is the study of the muscles as they are involved in movement. This class will cover in detail the origin, insertion, function, and innervation of the major skeletal muscles as they relate to human movement.

*Prerequisite: ATH 1020*

Fall

### 2100 Athletic Training Practicum I

Jensen 2 credits

This clinical experience will provide the student a controlled environment to practice and master the clinical proficiencies as outlined by the NATA. The corresponding didactic course work is learned in ATH 2190: Principles of Athletic Training.

Spring

### 2190 Principles of Athletic Training

Jensen 4 credits

The student will be provided an overview of the principles of injury as they relate to environmental conditions, protective equipment, and physical conditioning. An in-depth study of sports injuries to regional areas of the body will focus on the etiology, symptoms and signs, and management. The laboratory section will explore various protective taping and bandaging along with rehabilitation techniques.

*Prerequisite: Admission into the Athletic Training Program, ATH 1020, 2080*

Spring

### 3040 Clinical Skills in Athletic Training

Dinauer 4 credits

This class is designed to specifically prepare the upper-level student in evaluation and assessment of orthopedic injuries.

Fall

### 3070 Clinical Skills in Athletic Training II

Ruffner 4 credits

This course is designed to continue where Clinical Skills I ended in the fall semester. Special emphasis is on evaluating orthopedic injuries sustained in physical activity.

Physical therapists will be utilized to help teach thoracic and lumbar spine assessment.

Spring

**3080 Modalities in Athletic Training**

Dinauer 4 credits

This course provides the student with the principles of therapeutic modalities and a variety of athletic training room skills. An overview of the body's physical and psychological reactions to stress and injury will be covered. The student will describe and demonstrate the use of thermal agents, electrical agents, ultrasound, and mechanical modalities.

Spring

**3200 Athletic Training Practicum II**

Dinauer 2 credits

This is a supervised clinical experience of the procedures for injury evaluation and physical examination skills.

Fall

**3300 Athletic Training Practicum III**

Dinauer 1 credit

This course will provide the student with the opportunity to demonstrate the use of thermal agents, electrical agents, ultrasound, and mechanical modalities. Clinical problem solving will be addressed through the use of case studies.

Spring

**3510 Field Placement in Athletic Training**

Ruffner 4 credits

An off-campus practical experience for the student majoring in athletic training. The student will be placed in a health care facility to work with a licensed athletic trainer/physical therapist.

**400 Topics in Athletic Training**

Staff 1-4 credits

A variable-content course for studying a particular development in athletic training for which there is no specific, regular course.

**4080 Administration in Athletic Training**

Jensen 4 credits

This course will provide an overview of program, human resources, financial, and informational management. Facility design/planning and insurance systems also will be discussed. An in-depth study of legal considerations in athletic training also will be included.

Fall

**4090 Therapeutic Principles of Rehabilitation in Athletic Training**

Ruffner 4 credits

Successful rehabilitation depends on developing a problem list from the evaluation of the injured athlete. Once the problem list has been established, short- and long-term goals should be developed to motivate and measure the athlete's progress.

This class will prepare students to administer appropriate rehabilitation programs and help prepare them for entry-level certification in athletic training.

Fall

**4100 Pharmacology**

Jensen 2 credits

This course will cover pharmacology, ergogenic aids, and drug/alcohol abuse as it relates to athletics and the physically active population.

Spring

**4400 Athletic Training Practicum IV**

Ruffner 1 credit

This course will provide the athletic training student the opportunity to practice evaluation and rehabilitation skills in a safe and supervised classroom setting. Off-site clinical rotations will occur at local physical therapy facilities.

Fall

**4600 Athletic Training Practicum V**

Staff 1 credit

Practicum V is designed for the senior athletic training student who is preparing to take the Board of Certification exam. Students will be challenged to perform clinical proficiencies deemed necessary to function as an entry-level athletic trainer.

**4990 Senior Project Completion**

Staff 0 credits

Students must sign up for ATH 4990 Senior Project Completion the semester in which they plan on completing their athletic training senior project.

**Biology**

Biology majors select a sequence of courses that will acquaint them with the structure, function, development, genetics, and molecular biology of a variety of organisms: viruses, bacteria, fungi, protists, plants, and animals. Students interested in a major in biology are strongly encouraged to begin their major with Biology 1100/2300 and Chemistry 1010/1020. Biology 1100 serves as an introduction to the fundamentals of biology as well as the prerequisites for the more specialized courses.

The biology curriculum prepares students for graduate study and entry into medical, veterinary, dental, physical therapy, and other professional schools. In addition, graduates may pursue careers in secondary education, academic and industrial research, quality assurance, forensic science, and a variety of not-for-profit and governmental environmental and conservation areas.

Students seeking teaching licensure in biology are advised to meet with the department chair of biology, a representative of the education department, and their advisor to ensure that all requirements for the appropriate state licensure are met.

The department also offers several courses designed to serve students with a general interest in biology who do not plan to major in biology. Plants and People, BIO 1020 provides the non-science major with a broad background in plant biology with emphasis on how humans use plants. Conservation, BIO 1030 focuses on issues important to humans and their environment. Human Anatomy and Physiology, BIO 1040 provides a strong background in the basic structure and function of humans.

In addition to standard courses, a student may elect to pursue an Independent Study BIO 4500 or Research in Biology BIO 4900 on a selected topic. The study may develop into a Senior Thesis and/or honors in the major.

Courses Designed for non-science majors: BIO 1010, 1020, 1030, 1040, 200T, and 2500.

**Biology Major**

A major in Biology consists of the following courses:

1. Core Courses:
  - BIO 1100 Biodiversity and Evolution (4 cr.)
  - BIO 2200 Intro to Ecology (4 cr.)
  - BIO 2300 Cell and Molecular Biology (4 cr.)
  - BIO 2400 Genetics (4 cr.)
  - BIO 4100 Experimental Design (4 cr.)
  - BIO 4120 Senior Seminar (4 cr.)
2. Four Biology elective courses numbered 3000 or above, or three courses in Biology numbered 3000 or above, and Chemistry 3010. Three of the four elective courses must be laboratory based courses.
3. CHM 1010, 1020, 2070, and 2080.
4. The following courses will not count for credit toward a biology major: BIO 1010, BIO 1020, BIO 1030, BIO 1040, and BIO 200T.

**Biology Minor**

A minor in Biology consists of the following:

Six courses in biology, or five courses in biology plus Chemistry 3010.

**Senior Thesis in Biology**

The Senior Thesis is developed in consultation with the department faculty. Theses may include a scholarly manuscript of research performed or a detailed proposal for future research. Alternative projects may be approved by the faculty. In addition, students may be required to present their Senior Thesis in an oral presentation at a Division Colloquium, as a poster presented at a Division Poster Session, or to teach a class using the developed materials.

**Honors in Major**

Honors in Biology requires a 3.5 GPA in Biology, honors contracts in two advanced courses in Biology, presentation of an outstanding Senior Thesis project to the public, satisfactory performance on an exam before the biology faculty, and a formal recommendation from the Biology Department.

**1010 Concepts in Biology**

Staff 4 credits  
SCI

A study of life phenomena with focus on macromolecules, cells, inheritance, and the structure and function of bacteria and plants. Lecture and laboratory. This course is not meant for Biology majors.

*Fall, Spring*

**1020 Plants and People**

Staff 4 credits  
SCI

Fundamentals of growth and development of plants with special reference to the history and social influence of cultivated plants. Designed for the non-science major. Lecture and laboratory.

*Spring*

**1030 Conservation**

Staff 4 credits  
SCI

A survey of principles and problems in conservation, the historical and ecological backgrounds to these, and how they have impacted public and private stewardship of natural resources. Lecture, laboratory, and field trips.

*Spring*

**1040 Human Anatomy and Physiology**

Staff 4 credits  
SCI

A study of structure and function of organs and systems of the human body. Lecture and laboratory.

*Fall/Spring*

**1050 Phage Hunters I**

Staff 4 credits

The Phage Hunters I course is a lecture/lab combined course, which provides freshmen students with a hands-on original research experience. Research will focus on bacteriophages, rapidly evolving viruses that infect specific bacteria. Students will isolate new bacteriophages from the environment and characterize these phages using modern molecular biology and microbiology techniques. One of these isolated phages will have its genome sequenced for use in the Phage Hunters II course.

*Prerequisite: Corequisite BIO 1100 and instructor permission required*

**1051 Phage Hunters II: Bioinformatics**

Staff 4 credits

The Phage Hunters II: bioinformatics course is a lecture/lab combined course, which continues the hands-on original research experience for freshmen begun in BIO 1050 Phage Hunters I. Research will focus on annotation of a bacteriophage genome using up-to-date bioinformatics tools. Students will compare their bacteriophage genome to other sequenced genomes and look for relationships between their phage and other phage species. Culmination of the project will result in presentation of their findings in a scientific manner.

*Prerequisite: BIO 1050 Phage Hunters I or Instructor Permission*

**1100 Biodiversity and Evolution**

Staff 4 credits  
SCI

This introductory course for Biology majors focuses on four core areas: cells, genes, evolution, and ecology. The course will relate these core areas to students lives and clarify the process of science.

*Fall, Spring*

**200 Topics in Biology**

Staff 1-4 credits

A course of variable content on issues not covered in other courses in the department. The course may be taken more than once as long as the content is different. Not for Biology majors.

*Prerequisite: Varies depending on course content*

**2200 Introductory Ecology**

Staff 4 credits  
SCI

A field ecology course examining the factors influencing the distribution and abundance of organisms including the physical environment, species interaction, evolutionary adaptations and behavioral strategies. Lecture and laboratory.

*Prerequisite: Biology 1100 or ENV 1600*  
*Fall*

**2300 Cell Biology**

Staff 4 credits  
SCI

A lab-oriented study of sub-cellular phenomena with emphasis on current techniques necessary for understanding nucleic acids, proteins, and their regulatory roles in living systems. Lecture and laboratory combined.

*Prerequisite: Biology 1100*  
*Fall, Spring*

**2330 Vertebrate Field Paleontology**

Staff 4 credits  
SCI

This is a summer course designed to provide students with first-hand experience of vertebrate paleontological field work in eastern Montana in July. Students will learn about sedimentation, fossils, taphonomy, erosional and depositional processes, quarrying, making field jackets, collecting stratigraphic and quarry data, microvertebrate site collection, screenwashing, how to use a GPS, and other practical tools of the trade.

*Summer*

**2400 Genetics**

Staff 4 credits  
SCI

A study of Mendel's concepts of particulate inheritance, recent advances regarding the physical nature of the hereditary material, and genetic variation in populations. The genetic basis of biological individuality is explored, with emphasis on the molecular basis of genetic variation. Lecture and Lab.

*Prerequisite: Biology 1100 and Chemistry 1020 or consent of instructor*

*Fall, Spring*

**2500 Medical Ethnobotany**

Choffnes 4 credits  
 SCI  
 In this course students will learn about the roles of plant products as drugs to treat disease and modify human physiology. Students will gain insight into the culture and biological implications of plant medicines in ancient and modern societies, and achieve an understanding of the changing roles of traditional drugs in an era of scientific medical practice. As herbal treatments to myriad conditions proliferate, students will develop the skills to assess scientifically the potential effects of plant products on human health.

**3050 Plant Physiology**

Choffnes 4 credits  
 SCI  
 The scientific study of plants with a focus on how the structure and function of plants enable these organisms to respond dynamically to a wide variety of environments. Lecture and laboratory.  
*Prerequisite: Biology 2400*  
 Spring

**3200 Aquatic Ecology**

Hegrenes 4 credits  
 SCI  
 A study of the interactions between the physical, chemical, and biological components of lakes and streams. Lecture, laboratory, and field trips.  
*Prerequisite: Biology 2200*  
 Fall

**3210 Animal Behavior**

Hegrenes 4 credits  
 SCI  
 An examination of the interactions of organisms with their environment, specifically responses to various environmental stimuli. The physiology, development, evolution and adaptive nature of behaviors, including human behavior, will be addressed. Lecture, Lab.  
*Prerequisite: BIO 2200 or ENV 1600*

**3300 Human Anatomical Systems**

Martino 4 credits  
 SCI  
 Examination of structure as it relates to the organization of tissues, organs, and systems of the human body. Includes a study of human structure and its functional adaptation to changing environments. Lecture and Lab.  
*Prerequisite: Biology 1100 or 1040*

**3310 Systemic Physiology**

Martino 4 credits  
 SCI  
 A systemic approach to the study of human physiology. Includes the fundamental regulatory mechanisms associated with homeostatic functions of major body systems. Lecture and laboratory.  
*Prerequisite: BIO (1100 and 2300) or (1040 and 3300)*  
 Spring

**3320 Entomology**

Staff 4 credits  
 SCI  
 A study of the structure, function, life cycles, economic impact, and taxonomic classification and identification of arthropods, with an emphasis on insects. Lecture, laboratory, field trips, and insect collection. Lecture, laboratory, and field trips.  
*Prerequisite: Biology 1100*  
 Fall

**3330 Comparative Anatomy of Vertebrates**

Carr 4 credits  
 SCI  
 A study of structural, functional, and phylogenetic relationships among the chordates, particularly the vertebrates. Lecture and laboratory.  
*Prerequisite: Biology 1100*  
 Fall

**3340 Microbiology**

Tobiason 4 credits  
 SCI  
 An introduction to microorganisms and how microbes interact with their environment, with emphasis on microbial-human interactions. A variety of techniques used in research and clinical microbiology laboratories will be utilized.  
*Prerequisite: BIO 2300 and 2400*  
 Fall

**3350 Parasitology**

Staff 4 credits  
 SCI  
 A survey of symbiotic relationships in humankind and animals, with emphasis on animal parasites causing harm, and evaluation of humankind's efforts throughout history at combating parasites.  
*Prerequisite: BIO 2300*

**400 Topics in Biology**

Staff 1-4 credits  
 Intensive lecture and laboratory study of a specific area in biology. This course may be taken more than once as long as the content is different.  
*Prerequisite: Varies depending on course content*  
 Fall/Spring

**4100 Experimental Design**

Staff 4 credits  
 An introduction to the techniques necessary to design and carry out original research in biology. Students will focus on the proper use of statistics in analyzing results and how to model an experimental system.  
*Prerequisite: Junior standing and 16 credits in biology Typically taken Spring of Junior year*

**4100 Neuroscience III: Development and Neuroanatomy**

Seymoure 4 credits  
 This course provides the student with an understanding and an appreciation of the development and the structural/functional organization of the central nervous system. The architecture of the nervous system is examined with a special emphasis on sensory and motor modalities, functions, and disorders across a variety of species. Students participate in dissection exercises with nervous system tissue.  
*Prerequisite: Grade of 'C' or better in Neuroscience 3950 or consent of instructor*  
 Spring

**4120 Senior Seminar**

Staff 4 credits  
 Students are expected to use the techniques mastered in the Experimental Design course to write and successfully present research results to a broad audience. The course culminates in a completed Senior Thesis.  
*Prerequisite: Biology 4100 This course is typically taken Fall of Senior year*  
 Fall

**4200 Advanced Ecology**

Staff 4 credits  
 SCI  
 An examination of the relationships between organisms in their environments stressing quantitative methods of data collection and analysis and a more thorough examination of the theoretical basis of ecology. Lecture, laboratory, and field trips.  
*Prerequisite: Biology 2200*

**4300 Immunology**

Staff 4 credits  
SCI

An introduction to the immune system and mechanism of defense in the human body with emphasis on antigen-antibody reactions, roles of immunoglobulins, cellular immunity, allergic reactions, and autoimmune diseases. Lecture and laboratory.

*Prerequisite: BIO 2300 and 2400*

**4310 Developmental Biology**

Choffnes 4 credits  
SCI

A study of the development from egg and sperm to mature adult of representative organisms. Original scientific literature will be a focal point for the exploration of how a single cell develops into a complex multicellular organism. Lecture and laboratory.

*Prerequisite: Biology 2400*

**4320 Recombinant DNA**

**Technology**

Pfaffle 4 credits  
SCI

An introduction to the principles and practices of cloning and analyzing genes with an emphasis on applications and hands-on experience. Lecture and laboratory.

*Prerequisite: Biology 2300 or Biology 2400 or Chemistry 3010*

**4500 Independent Study in**

**Biology**

Staff 2-4 credits

A student can conduct an independent study in a topic of interest in biology. It is understood that this course will not duplicate any other course regularly offered in the curriculum, and that the student will work in this course as independently as the instructor believes possible.

*Prerequisite: Permission of instructor  
Fall/Spring*

**4900 Research in Biology**

Staff 1-4 credits

Work on a research project under the direction of a faculty member. Students may enroll for credit more than once, but may not count more than 4 credits toward the major.

*Prerequisite: Selection of a research project and advisor must be approved by the department chair*

*Fall/Spring*

**Business Administration**

The mission of the Department of Business Administration is to create a learning environment that produces graduates in multiple business specialties who have:

1. Current skills and knowledge that make them desirable to a variety of organizations.
2. Enduring analytical, communication, and critical thinking skills to be life-long learners, advance in their careers, and contribute to the global community.

To achieve these broad objectives, graduates of the Department of Business Administration will:

1. Demonstrate knowledge of business terminology and theories both in general business and specific to their subject specialties.
2. Be able to select and apply appropriate technology for analysis, research, and presentation.
3. Work as effective members of a team.
4. Demonstrate critical thinking skills in decision making and problem solving.
5. Demonstrate appropriate oral and written communication skills.

In addition to the requirements listed below, students in all areas of business are encouraged to take MTH 1070 Functions, Graphs, and Analysis. Students who plan to pursue an MBA are also encouraged to take Mathematics 1120 Calculus I.

**Management Major**

MGT 1110 Introduction to Business and Technology

MGT 3120 Principles of Management

MGT 3210 Financial Management

MGT 3300 Production and Operations Management

MGT 3400 Human Resource Management

MGT 3600 Legal Environment of Business or MGT 3650

MGT 4900 Business Policy Seminar

MKT 3130 Principles of Marketing

ACC 2010 Financial Accounting

ACC 2020 Managerial Accounting (or ACC 2040)

ECN 1010 Principles of Microeconomics

ECN 1020 Principles of Macroeconomics

BUS/ Applied Statistics for Economics  
ECN 2340 and Management

**Business Administration Minor (not available for majors in the Business Administration Department):**

ECN 1030\*, MGT 1110\*\*, ACC 2000\*\*\*, MGT 3120, plus eight credits of electives from other Business Administration department courses.

NOTE:

\*Students may substitute the ECN 1010,1020 sequence for ECN 103 but will still need 8-credits of electives from the Business Administration Department.

\*\*Students taking both ESN 3100 and ESN 3200 may substitute that sequence for MGT 1110 and one 4 credit business elective.

\*\*\*Students may substitute the ACC 2010-2020 or ACC 2010-2040 sequence for ACC 2000 and one four credit business elective.

**Accounting Major**

ACC 2010 Financial Accounting

ACC 2040 Cost and Managerial Accounting or (ACC 2020 and ACC 2050)

ACC 3010 Intermediate Accounting I

ACC 3020 Intermediate Accounting II

ACC 4010 Advanced Accounting

ACC 4020 Auditing

MGT 4900 Business Policies Senior Seminar

MGT 1110 Introduction to Business and Technology

MGT 3650 Business Law for Accountants or (MGT 3600 and MGT 3610)

MGT 3210 Financial Management.

BUS/ Applied Statistics for Economics  
ECN 2340 and Management

ECN 1010 Principles of Microeconomics

ECN 1020 Principles of Macroeconomics

**Choice of one:**

MGT 3060 Individual Taxation

MGT 3090 Business Taxation

Students who plan to sit for the Uniform CPA Examination in the state of Wisconsin are strongly encouraged to take MGT 3120 in addition to the courses listed above.

**Finance Major**

ACC 2010 Financial Accounting

ACC 3010 Intermediate Accounting I

ECN 1010 Principles of Microeconomics

ECN 1020 Principles of Macroeconomics

ECN 3200 Money and Banking

ECN 3290 International Finance

MGT 1110 Introduction to Business and Tech.

MGT 3120 Principles of Management

MGT 3210 Financial Management

BUS/ Business Statistics

ECN 2340

MGT 3600 Legal Environment of Business or MGT 3650 Business Law for Accountants

MGT 4050 Security and Portfolio Analysis

MGT 4900 Business Policy Senior Seminar

**Chose One:**

ACC 3020 Intermediate Accounting II

ECN 3340 Introduction to Econometrics



Students are highly encouraged to take MTH 1120 - Calculus I prior to taking their senior level finance courses

## Marketing Major

ECN 1010 Principles of Microeconomics  
ECN 1020 Principles of Macroeconomics  
ACC 2000 Survey of Accounting or a sequence of: ACC 2010, 2020 or ACC 2010, 2040  
BUS/ Applied Statistics for Economics  
ECN 2340 and Management  
MGT 1110 Introduction to Business and Tech.  
MGT 3120 Principles of Management  
MGT 4900 Business Policies Senior Seminar  
MGT 3600 Legal Environment of Business or BUS 3650  
MKT 3130 Marketing Principles  
MKT 3230 Personal Selling and Sales Management  
MKT 4100 Marketing Communications  
MKT 4220 Business to Business Marketing  
MKT 4230 Consumer Research

## One of:

GEO 2300 Economic Geography  
GEO 2600 Mapping Your World  
SOC 1000 Introduction to Sociology  
GEO 3100 Business Geographics  
CDM 3300 Writing for the Media  
CDM 2200 Principles of Public Relations  
SOC 1020 Cultural Anthropology  
PSY 2200 Social Psychology

## Business Administration

### 2110 Business Ethics

Staff 4 credits  
HUM

In this course, students explore major ethical issues arising in the practice of business and learn to apply various methods of ethics in solving these problems. Whistle-blowing, inside trading, employees' rights, multinational corporations and other topics are discussed. Course offered as BUS 2110 and PHL 2110 .

### 2340 Applied Statistics for Management and Economics

Groleau 4 credits  
MTH

The application of statistics to problems in business and economics, encompassing the gathering, organization, analysis, and presentation of data. Topics include descriptive statistics in tabular and graphical forms; the common measures of central tendency and dispersion; sampling and probability distributions; construction of confidence intervals and hypothesis testing; and correlation analysis. This course is offered as BUS 2340 or ECN 2340.

*Prerequisite: MTH 1070, MTH 1060, or equivalent*

*Fall/Spring/Summer*

## Accounting

### 2000 Survey of Accounting

Duffy 4 credits

The course will examine all aspects of company formation, looking first at the strategic planning and research to organize the business, financing the plan, investing in the resources, and operating the business. Specifically, the basic accounting equation, journalizing accounting transactions using debits and credits, financial statement analysis, cost terms, concepts and behavior, cost-volume-profit relationships, profit planning, and capital budgeting will be covered. NOTE: This course does not satisfy any requirements for Accounting or Management majors.

*Prerequisite: MGT 1110*

*Fall*

### 2010 Financial Accounting

Brunn, Dawson, Duffy, Schlichting 4 credits  
SOC

An analysis of accounting, the language of business. Introduction to basic accounting theory, concepts, and practices emphasizing income measurement; study of the accounting cycle; and preparation of basic financial statements.

*Prerequisite: MGT 1110*

*Fall/J-Term*

## 2020 Managerial Accounting

Duffy 4 credits  
SOC

This course focuses on the use of accounting as an analytic business tool within a business organization. This includes understanding cost behavior and using this knowledge to make important management decisions. It includes developing the costs of providing products and/or services to the organization's customers and developing budgets or plans for the organization's operations. Finally, it includes measuring performance against those plans for purposes of taking corrective action and rewarding performance. Emphasis will be placed on current innovations in managerial accounting resulting from changes in the global manufacturing environment. Analytical skills and written and oral communication skills will be emphasized, partly through the medium of case studies that model real-world situations.

*Prerequisite: ACC 2010*

*Spring*

## 2040 Cost and Managerial Accounting

Brunn, Schlichting 4 credits

This course focuses on the information developed and used internally within a business organization to effectively manage its operation. It deals with using information about the behavior of its costs to make good management decisions. It covers the development of a profit plan for the organization's operations and the use of that same information to develop product/service costs. It includes analytical approaches to measuring performance and taking corrective action, as well as alternative approaches to valuing work-in-process inventory. The course also incorporates the theory of constraints where appropriate. Case studies that model real-world situations are used to develop students' analytical skills and to provide practice in written and oral expression.

*Prerequisite: ACC 2010*

*Spring*

## 2050 Cost Accounting

Schlichting 2 credits

This course focuses on the compilation and analysis of accounting information and the procedures involved in determining the cost of various cost objects, such as the products or services sold to customers, and the importance and relevance of this information in making the short-term and long-term decisions involved in managing an entity. Students cannot receive credit for this course and ACC 2040 (204).

*Prerequisite: ACC 2020 (202)*

**3010 Intermediate Accounting I**

Schlichting 4 credits

A comprehensive, in-depth, analytical, and interpretive study of alternative accounting procedures for communicating financial and economic information, supported by critical evaluations of current issues and reporting practices. Students conduct a separate analysis of each of the major items appearing in corporate financial statements, with emphasis on theory and the logic involved in selecting one accounting or financial reporting approach over another.

*Prerequisite: ACC 2010*

Fall

**3020 Intermediate Accounting II**

Dawson 4 credits

A comprehensive, in-depth, analytical, and interpretive study of alternative accounting procedures for communicating financial and economic information, supported by critical evaluations of current issues and reporting practices. Students conduct a separate analysis of each of the major items appearing in corporate financial statements, with an emphasis on theory and the logic involved in selecting one accounting or financial reporting approach over another.

*Prerequisite: ACC 3010*

Spring

**3060 Individual Taxation**

Schlichting 4 credits

A study of federal income taxation of individuals focused on tax theory and policy, laws, and related authoritative sources. Practical applications of tax laws are stressed through computerized preparation of frequently encountered forms and schedules and use of research materials applied to tax-planning scenarios.

*Prerequisite: Junior Standing*

Spring

**3090 Business Taxation**

Schlichting 4 credits

A study of federal income taxation of business entities focused on tax theory and policy, laws, and related authoritative sources. Practical applications of tax laws are stressed through preparation of frequently encountered forms and use of research materials applied to tax-planning scenarios. Taxation of gifts, estates and trusts is also covered.

*Prerequisite: Junior Standing*

Fall

**4010 Advanced Accounting**

Wall 4 credits

Theoretical analysis and problem-solving approach to current issues in accounting theory and practice; accounting for mergers, acquisitions, reorganizations, bankruptcy and liquidations, consolidations, and parent company and subsidiary relationships; preparation of consolidated accounting statements; and use of accounting procedures to prepare accounting reports for management, investors, and governmental agencies.

*Prerequisite: ACC 3020*

Fall

**4020 Auditing**

Duffy 4 credits

Principles, standards, and procedures involved in the independent examination and analysis of financial statements prepared for management and the general public. Concepts of ethical and social responsibilities are explored. Special emphasis is given to the proper reporting and communication of financial and economic information to the general public and to various governmental agencies.

*Prerequisite: ACC 3020*

Spring

**Management**

**1110 Introduction to Business and Technology**

O'Brien, Tiahnybok 4 credits

An introduction to personal and organizational information technology. Through readings, hands-on applications, and cases students will study current topics and trends relating to business while developing personal technology skills for problem-solving, communication, research, analysis, and presentation.

Spring/Fall

**3100 Introduction to Management Science**

Groleau 4 credits

A survey of the mathematical models of Management Science and Operations Research (such as linear programming, queuing theory, decision analysis, and simulation) applied to managerial decision making.

*Prerequisite: MGT 1110 and MTH 1050, BUS/ECN 2340, SOC 2330, GEO 2900 or MTH 3050*

**3120 Principles of Management**

O'Brien 4 credits

SOC  
A study of managerial roles, functions, and skills; covers planning, organizing, controlling, leading, staffing, decision-making, and problem-solving in contemporary organizations (public, private, and not-for-profit); reviews foundations of management thought and managerial processes that lead to organizational effectiveness.

*Prerequisite: MGT 1110 and ACC 2000 or ACC 2010*

Fall/Spring

**3210 Financial Management**

Wall 4 credits

SOC  
This course focuses on three primary areas. One is gaining an understanding of the capital markets and how those markets work to value corporate securities. The second area is how financial managers make decisions about the target capital structure for their firm and the dividend policy that would support that capital structure. The third area is the method(s) by which prospective investments in property, plant and equipment, and working capital are evaluated. Some limited attention will be given to the special problems confronting financial managers in multinational organizations.

*Prerequisite: ACC 2000 or ACC 2010 and BUS/ECN 2340*

Fall/Spring

**3300 Operations Management**

Miller 4 credits

SOC  
A survey of major management systems and quantitative techniques used in manufacturing and service operations. Subject matter will address Operations Strategy, Product/Process Design, Quality Management, Inventory Management (including MRP and JIT), Project Management, and other related topics.

*Prerequisite: MGT 3120 and (BUS/ECN 2340 or MTH 3050)*

Fall/Spring

**3400 Human Resource Management**

Miller 4 credits

SOC  
An examination of significant behavioral research influencing human resource management. General survey of personnel administration functions and management-labor relations.

*Prerequisite: MGT 3120*

Fall/Spring

## 3600 Legal Environment of Business

Phegley 4 credits  
SOC

This is an introductory, general survey course of American legal principles and their application to the business world. Students will develop an understanding of the legal system, the litigation process and the ethical considerations attendant to making important business decisions. Areas of study will include contracts, torts, property, business organization, employment law, discrimination, crimes, the Constitution and the regulatory process. Oral and written analysis of case law will be utilized to help students appreciate, understand and explain multiple points of view regarding the legal environment of business.

*Prerequisite: Junior Standing Not open for credit to students who have taken MGT 3650 Fall/Spring*

## 3610 Accounting Law

Phegley 2 credits

An overview of legal concepts covered on the CPA exam including: the Uniform Commercial Code; agency relationships; property and bailments; wills, trusts, and estates; sales and lease of goods; title, risk and insurable loss; secured transactions; bankruptcy; negotiable instruments; transfer of liability; electronic funds transfers; liability of accountants; and accounting ethics. Students cannot receive credit for this course and MGT 3650.

*Prerequisite: MGT 3600*

## 3650 Business Law for Accountants

Phegley 4 credits

This course will provide students majoring in accounting with an overview of the legal concepts necessary to successfully complete the CPA exam. This course will focus on the Uniform Commercial Code, contracts, negotiable instruments, sales and secured transactions, agency relationships, business organization and formation, bankruptcy, professional liability and accounting ethics. Students will be expected to analyze legal cases involving business law matters through both oral and written communication. At the end of the course, students will be able to demonstrate an understanding of the American legal system, an ability to recognize and address ethical issues attendant to making important business decisions and an ability to analyze complex legal concepts associated with the accounting process.

*Prerequisite: ACC 2020 or ACC 2040 Not open for credit to students who have taken MGT 3600*

*Spring*

## 3710 International Management

O'Brien 4 credits  
SOC

A study of management in an international environment, its evolution, and its position in today's society. Students also study the control and decision-making process for management of a worldwide organization, including the financial, marketing, human resource, political and ethical implications of the worldwide organization in local markets and in the international community.

*Prerequisite: Junior Standing*

*Spring*

## 3730 International Legal Environment of Business

Staff 4 credits  
SOC

A survey of various legal systems including common law, civil law, and Islamic law. Students will be introduced to a variety of concepts, including the sources of international law, the distinction between private and public law, and the concept of sovereign nations. The implications of sovereignty as they relate to international business activity are a central theme of the course. Original source materials, case studies, and legal opinions are used. Special schedule.

*Prerequisite: Junior standing*

## 3800 Business Research Projects

Staff 2 credits

Students will select a topic or problem in consultation with the course instructor and conduct research on that issue. These projects could be general current events in business or specific problems faced on local business.

*Prerequisite: MGT 3120*

## 4050 Security and Portfolio Analysis

Wall 4 credits

An interpretive, analytical study of classic and modern day valuation techniques. Additional attention shall be given to professional trading methodology and strategy. Special topics of discussion will include risk management metrics, spread/pairs trading, modern hedging techniques, security appraisal, and modern portfolio theory.

*Prerequisite: MGT 1110, ACC 2000 or ACC 2010 and BUS/ECN 2340*

**4600 Labor and Employment Law**

Staff 4 credits

Labor and Employment Law is the comprehensive study of labor relations law, including the development of American labor unions, as well as the National Labor Relations Act, unfair labor practices, and other rights and responsibilities of management and unions. Students will also study equal employment opportunity and related employment law issues including Title VII, EEO legislation, and common law employment issues. This course will be facilitated by the case study method. Significant writing and speaking will be expected of all students.

*Prerequisite: MGT 3600*

**4900 Business Policies Senior Seminar**

Staff 4 credits

Business Policies Seminar is a capstone course for seniors majoring in business administration. It is designed to allow students to integrate their knowledge from other business department curriculum and apply those insights to profit and loss management of a business operation. This is accomplished through use of a computer simulated business environment that allows for dynamic competitive interactions between several firms. Additionally, under supervision, all students will complete a Senior Thesis/Project fulfilling both the seminar requirement and the general college requirement. Senior Thesis/Project choices are determined by each student, presented to the instructor in a learning proposal, and completed over the course of the scheduled term.

*Prerequisite: Senior standing and MGT 3120 and BUS/ECN 2340*

*Fall/Spring*

**Marketing****3130 Marketing Principles**Owens, Shields 4 credits  
SOC

A survey of current marketing theory and practices to familiarize the student with the role of marketing in the free enterprise system. Cases and/or simulation will be used to demonstrate applications.

*Prerequisite: ACC 2000 or 2010*

*Fall/Spring*

**3230 Selling and Sales Management**

Shields 4 credits

This introductory class focuses on both personal selling and sales force management. The course provides knowledge and understanding of the principles, concepts and procedures underlying personal selling and sales management. Lectures, role playing exercises, simulations, class exercises and case studies are used to reinforce the text. Topics include recruitment, training, motivation, compensation, leadership and evaluation of the sales force; making sales presentations and sales calls; handling objections and closing deals.

*Prerequisite: MKT 3130*

**4100 Marketing Communications**Owens 4 credits  
SOC

This course focuses on the theory and practice of designing and implementing an integrated marketing communications program for maximum impact on customers and constituents. Class lectures and applied activities are designed to foster analytical and critical thinking skills in campaign design and development; strategic planning; research and assessment of target markets; media buying strategy; and national, global, and ethical issues. Recent developments in marketing communications are also addressed.

*Prerequisite: MKT 3130 and Junior standing*  
*Fall/Spring*

**4200 Database Marketing**

Owens 4 credits

This course focuses on the development of critical thinking and analytical skills in the design of marketing strategy and tactics using databases. Database marketing refers to a company's use of databases to gain a better understanding of customers, and accomplish marketing objectives, by delivering higher levels of customer satisfaction. Topics and applications in this class focus on market segmentation, customer relationship management, trend analysis, and accountability of marketing actions. For-profit and not-for-profit situations are addressed.

*Prerequisite: MKT 3130*

**4220 Business to Business Marketing**

Staff 4 credits

This course focuses on the unique characteristics of the Business-to-Business customer in the context of an increasingly complex, competitive and global marketplace. The course exposes students to a wide range of industrial products and services. Lectures, role playing exercises and case studies are used to reinforce the text. Topics include: organizational buying behavior, segmenting, supply chain management, customer relationship management, pricing, product development, and e-commerce.

*Prerequisite: MKT 3130 and MKT 3230*

**4230 Consumer Research**

Staff 4 credits

This course focuses on the development of successful marketing strategies based on an understanding of consumer behavior and current marketing research practices and procedures. Frameworks of consumer decision-making and overt behavior will include perspectives based on psychology, sociology, behavioral economics, and cultural anthropology. Research projects will incorporate both qualitative and quantitative methods.

*Prerequisite: MKT 3130 and ECN/BUS 2340*

**Chemistry**

Chemistry explores the properties of atoms and molecules and their transformations in nature and in the laboratory. Approved by the American Chemical Society, the Department of Chemistry prepares students for graduate study in chemistry, industrial chemistry, medical school, law school, engineering, and teaching.

All chemistry majors take the following core courses: CHM 1020, 2070, 2080, 2120,

3130, 3140, 3230, and 4000, as well as Calculus I and II, and General Physics I and II. The standard major also requires eight more credits in CHM 3010, 3240, 4070, 4120, or 4900.

For the distinction of a degree certified by the American Chemical Society, a chemistry major must take the above 12 core courses in Chemistry, Mathematics, and Physics; CHM 3010, 3240 and 4120, and Multivariate Calculus or Mathematical Methods in the Physical Sciences. Research must also be performed on- or off-campus for an ACS certified degree. An advanced course in Physics may replace 4 elective credits with departmental approval.

The minor in chemistry comprises Chemistry 1010, 1020, 2070, 2080, and 8 credits in chemistry courses numbered above 3000.

Students with adequate high school preparation may take Chemistry 1020 without taking Chemistry 1010 and be awarded credit for Chemistry 1010 upon completion of Chemistry 1020 with a minimum grade of C.

### Honors in the Major

Please see department chair for details.

## 1000 Better Living Through Chemistry

Staff 4 credits  
SCI

A one-semester introduction to the field of chemistry with various themes such as environmental chemistry. Topics covered include chemical reactions and stoichiometry, atomic and molecular structure, thermodynamics, kinetics, and acid-base chemistry. The structures of organic and biological molecules also are discussed. Lecture, three periods; laboratory, three periods. Students cannot fulfill the natural science distribution requirement by taking both CHM 1000 and CHM 1010.  
*Spring*

## 1010 General Chemistry I

Morris, Smith, Pellino 4 credits  
SCI

The basic principles and concepts of chemistry, including atomic structure, formulas and equations, gas laws, and periodic classification of the elements. Lecture, three periods; laboratory, three periods.  
*Fall*

## 1020 General Chemistry II

Blaine, Morris, Smith 4 credits  
SCI

A study of chemical and ionic equilibria, kinetics, electrochemistry, thermodynamics, and acid-base chemistry. Lecture: three periods; laboratory: three periods.

*Prerequisite: Chemistry 1010 or departmental approval of high school preparation A grade of "C" or better in Chemistry 1020 provides credit for Chemistry 1010*

*Fall/Spring*

## 200 Topics in Chemistry

Staff 1-4 credits

A course of variable content for lower-level students. Topics will not duplicate material covered in other courses.

## 2010 Experimental Chemistry

Staff 1 credit

An exploration of modern experimental chemistry. Molecular modeling, electrochemistry, chemical instrumentation, synthesis, and biochemistry experiments will be performed. Students will also design and complete independent projects and explore recent developments in chemistry from the literature.

*Prerequisite: Chemistry 1020*  
*Spring*

## 2070 Organic Chemistry I

Eckert 4 credits  
SCI

A study of the compounds of carbon, stressing syntheses, reaction mechanisms, and the intimate connections between molecular structure and reactivity. Lecture, three periods; laboratory, three periods.

*Prerequisite: Chemistry 1020*  
*Fall*

## 2080 Organic Chemistry II

Eckert 4 credits  
SCI

A continuation of Chemistry 2070, involving increasingly complex molecules, including biochemicals. Lecture, three periods; laboratory, three periods.

*Prerequisite: Chemistry 2070*  
*Spring*

## 2120 Inorganic Chemistry

Blaine 3 credits  
SCI

A study of the principles of molecular orbital theory, coordination chemistry of transition metals and its relationship to magnetic and spectroscopic properties, and solid-state chemistry. Lecture and laboratory, 5 periods.

*Prerequisite: Chemistry 1020*  
*J-Term*

## 3010 Biochemistry

Pellino, Koudelka 4 credits  
SCI

A study of the chemical nature of cellular components such as amino acids, nucleic acids, proteins, enzymes, carbohydrates and lipids. Intermediary metabolism will be studied. Lecture, three periods; laboratory, three periods.

*Prerequisite: Chemistry 2080*  
*Spring*

## 3130 Physical Chemistry I

Morris 4 credits  
SCI

A study of the states of matter, equilibrium, thermodynamics, the properties of solutions and the rates of chemical and physical processes. Lecture, three periods; laboratory, three periods.

*Prerequisite: CHM 2080, MTH 1220, and PHY 2200*  
*Fall*

## 3140 Physical Chemistry II

Morris 4 credits  
SCI

A continuation of Chemistry 3130. A study of quantum theory, the electronic structure of atoms and molecules, group theory, and vibrational, electronic, and magnetic resonance spectroscopy. Lecture, three periods; laboratory, three periods.

*Prerequisite: Chemistry 3130; Corequisite: Physics 2210*  
*Spring*

## 3230 Analytical Chemistry I

Blaine 4 credits  
SCI

A study of the principles, methods, and calculations of volumetric, compleximetric, and potentiometric methods of quantitative analysis. An understanding of the analytical method, with a focus on sampling. Lecture, three periods; laboratory, three periods.

*Prerequisite: CHM 1020*  
*Fall*

## 3240 Analytical Chemistry II

Blaine 4 credits  
SCI

A study of the principles and methods of modern instrumental analysis with emphasis on the underlying concepts involved. Vibrational, nuclear, atomic and electronic spectroscopies are examined as well as electrochemical and chromatographic techniques. Lecture, three periods; laboratory, three periods.

*Prerequisite: CHM 3230*  
*Spring*

**400 Topics in Chemistry**

Staff 4 credits

A course of variable content for upper-level students. Topics will not duplicate material covered in other courses.

*Prerequisite: Chemistry 311*

Fall

**4000 Chemistry Seminar**

Staff 4 credits

Reports and discussion of current chemical literature. Seminar is required of all senior chemistry majors.

Fall/Spring

**4070 Advanced Organic Chemistry**

Eckert 4 credits

SCI

An advanced survey of modern organic chemistry, linking structural aspects to reaction behavior. Concepts, including stereochemistry, kinetics, thermodynamics, and orbital symmetry, are applied rigorously to selected reactions. Lecture, three periods; laboratory, three periods.

*Prerequisite: CHM 2080*

Fall

**4120 Advanced Inorganic Chemistry**

Blaine 4 credits

SCI

A focus on the chemistry of the transition metals. Advanced treatments of chemical-bonding theories and the chemistry of organometallic and bioinorganic compounds. Lecture, three periods; laboratory, three periods.

*Prerequisite: Chemistry 2120*

Spring

**4900 Research in Chemistry**

Staff 2 or 4 credits

Work on a research topic under the direction of faculty members. Students may enroll for credit more than once if taken for 1 or 2 credits.

*Prerequisite: The student and instructor must agree on a topic before the term begins*

Fall/Spring/J-Term

**Classics**

The field of Classics familiarizes students with the incredibly rich origins and heritage of Western civilization in language, literature, art, history, philosophy, mythology and religion. But Classics is more than the study of physical remains and legacy of the Greco-Roman world; it is about role of that legacy in "Western" culture. As the precursors to our Western civilization, the Greeks and Romans were both similar to and different from us. The courses are designed

to give students a broad, interdisciplinary perspective, and encourage tolerance and understanding of cultural differences. In short, Classics is a way of studying the human condition.

Classics, like other branches of the liberal arts, provides both skills for making a living and learning as a life-long endeavor. The student who chooses to take courses in the Classics, therefore, has the choice of many professional opportunities. Graduate and professional schools in law, medicine, or business welcome students with training in the Classics. In a world of rapid technological advances in which highly specialized skills rapidly become obsolete, the student with a strong background in a respected area such as Classics offers the diversity, flexibility, precision, and ability to learn something that employers in business, government, education and industry find attractive. Classics also teaches one how to solve problems and correlate disparate ideas. Above all, it is a discipline that teaches discipline. If students of Classics have taken the appropriate courses in the natural sciences, they will be able to enter medical school or any other program in the health sciences.

**Classical Studies Major**

Forty credits constitute the major in Classical Studies. Students must take the following:

Two courses (8 credits) in Latin or Ancient Greek. At least one course must be 1020 level or above.

Two of the following courses:

- CLS 1310 Introduction to Greece and Rome
- CLS 1320 Introduction to the Ancient Near East
- CLS 1350 Classical Mythology
- CLS 1400 Introduction to Classical Archaeology
- CLS 1410 Greek and Roman Art

Four courses among the following, one must be at least 3000 level or above:

- CLS 200T Topics in Classics
- CLS 2310 The Greeks
- CLS 2350 The Romans
- CLS 2400 World of Late Antiquity
- CLS 2450 Race, Gender and Sex in Greece and Rome
- CLS 3000 Golden Age of Athens
- CLS 3100 Age of Augustus
- CLS 3200 Ancient Egypt
- CLS 3210 Seminar in Greek Studies
- CLS 3250 Field Archaeology
- CLS 3260 Seminar in Roman Studies
- CLS 3310 Greek Religions
- CLS 3320 Roman Religions
- CLS 3400 Homer's *Iliad* and *Odyssey*
- CLS 3420 Socrates: Then and Now
- CLS 3440 Herodotus and Thucydides
- CLS 400T Topics in Classics

**Greek**

- GRK 2010 Intermediate Ancient Greek I
- GRK 2020 Intermediate Ancient Greek II
- GRK 3010 Advanced Ancient Greek I
- GRK 3020 Advanced Ancient Greek II

**Latin**

- LTN 2010 Intermediate Latin I
  - LTN 2020 Intermediate Latin II
  - LTN 3010 Advanced Latin I
  - LTN 3020 Advanced Latin II
  - CLS 2750 Research Methods (offered spring only)
  - Classics 4100 Senior Seminar.
- To be offered or directed by one member of the department with the possibility of participation of other members of the humanities, fine arts, or social science divisions. Offered fall only.

**Classical Archaeology Major**

48 credits constitute the major in Classical Archaeology. Students must take the following:

Two courses (8 credits) in either Latin or Ancient Greek. At least one course must be 1020 or above.

- CLS 1400 Classical Archaeology (4 cr.)
- One course (4 credits) from among the following:
- CLS 1310 Introduction to Greece & Rome
  - CLS 1320 Introduction to the Ancient Near East
  - CLS 1350 Classical Mythology
  - CLS 1410 Greek and Roman Art

- CLS 3250 Field Archaeology (4 credits)  
 Two courses (8 credits) from among the following, at least one of which must be 300-level or above:  
 CLS 2310 The Greeks  
 CLS 2350 The Romans  
 CLS 2400 The World of Late Antiquity  
 CLS 2450 Race, Gender and Sex in Greece and Rome  
 CLS 200T Topics in Classics  
 CLS 3000 The Golden Age of Athens  
 CLS 3100 The Age of Augustus  
 CLS 3200 Ancient Egypt  
 CLS 3210 Seminar in Greek Studies  
 CLS 3260 Seminar in Roman Studies  
 CLS 3310 Greek Religions  
 CLS 3320 Roman Religions  
 CLS 3400 Homer's *Iliad* and *Odyssey*  
 CLS 3420 Socrates: Then and Now  
 CLS 3440 Herodotus and Thucydides  
 CLS 400T Topics in Classics

Greek

- GRK 2010 Intermediate Ancient Greek I  
 GRK 2020 Intermediate Ancient Greek II  
 GRK 3010 Advanced Ancient Greek I  
 GRK 3020 Advanced Ancient Greek II

Latin

- LTN 2010 Intermediate Latin I  
 LTN 2020 Intermediate Latin II  
 LTN 3010 Advanced Latin I  
 LTN 3020 Advanced Latin II

Three courses (12 credits) from among the following courses in the Geography and Earth Sciences department:

- GEO 1500 Human Geography  
 GEO 1700 Physical Geography  
 GEO 2100 The Human Landscape  
 GEO 2600 Mapping Your World: Introduction to GIS  
 GEO 2700 Satellite Image and Airphoto Analysis.  
 GEO 3300 Analytical Techniques in Geography  
 GEO 3600 Advanced Geographic Information Science

To complete the major, a student must take and pass the following two courses.

- CLS 2750 Research Methods (spring only) (4 credits)  
 CLS 4100 Senior Seminar (fall only) (4 credits)

Students in the Classical Archaeology major are strongly encouraged to minor in

Geography, Computer Science, Art History or Communication (with a focus on digital media).

Self-designed majors with an emphasis in the classical languages or in either Ancient Greek or Latin are possible. Please speak to the chair of Classics.

**Classical Studies Minor**

One course 1020 or above (4 credits) in Latin or Ancient Greek

Two courses (8 credits) from among the following:

- CLS 1310 Introduction to Greece & Rome  
 CLS 1320 Introduction to the Ancient Near East  
 CLS 1350 Classical Mythology  
 CLS 1400 Introduction to Classical Archaeology  
 CLS 1410 Greek and Roman Art

Three courses (12 credits) from the following, at least one of which must be 300-level or above:

- CLS 2310 The Greeks  
 CLS 2350 The Romans  
 CLS 2450 Race, Gender, and Sex in Greece and Rome  
 CLS 200T Topics in Classics  
 CLS 3000 The Golden Age of Athens  
 CLS 3100 The Age of Augustus  
 CLS 3200 Ancient Egypt  
 CLS 3210 Seminar in Greek Studies  
 CLS 3260 Seminar in Roman Studies  
 CLS 3250 Field Archaeology  
 CLS 3310 Greek Religions  
 CLS 3320 Roman Religions  
 CLS 3400 Homer's *Iliad* and *Odyssey*  
 CLS 3420 Socrates: Then and Now  
 CLS 3440 Herodotus and Thucydides  
 CLS 400T Topics in Classics

Greek

- GRK 2010 Intermediate Ancient Greek I  
 GRK 2020 Intermediate Ancient Greek II  
 GRK 3010 Advanced Ancient Greek I  
 GRK 3020 Advanced Ancient Greek II  
 Latin  
 LTN 2010 Intermediate Latin I  
 LTN 2020 Intermediate Latin II  
 LTN 3010 Advanced Latin I  
 LTN 3020 Advanced Latin II

**Latin Minor**

Latin Minor Requirements (20 credits):  
 Three Latin courses, LTN 1020 or above (12

credits)

Two courses in Roman history or culture, 200-level or above (8 credits)

Two terms of either Latin or Classical Greek fulfill Carthage's language requirement.

**Honors in Major**

Please see requirements for Honors under the Honors section that is located in the "All-College Programs" section of the catalog.

**Classics**

**1310 Introduction to Greece and Rome**

Renaud 4 credits  
 HUM

As inhabitants of the "West," our culture often invokes the influence of the Greeks and Romans without understanding what that legacy was/is. This class will cover the cultures of Greece (from Mycenaean Greece to death of Cleopatra in 30 BCE) and Rome (from its beginnings in the eighth century BCE to mid-fourth century CE), and how the two cultures became intertwined so that by the first century CE, we are speaking of a Greco-Roman culture. The course will focus on crucial turning points and legacy of the cultures studied and how the history of the area has shaped subsequent history of the West.

**1320 The Ancient Near East**

Renaud 4 credits  
 HUM

As inhabitants of the West, our culture often invokes the influence of the Greeks and Romans without understanding the contributions the Ancient Near East (today's Middle East) bequeathed to the Greeks and Romans. Thus the class will study the cultures of ancient Mesopotamia (Iraq), Persia (Iran), Turkey (Hittites and Troy), Syria (including Palestine), Phoenicia (Lebanon), ending with the defeat of the Persians under Alexander the Great and examine its impact on the cultures of Greece and Rome.

**1350 Classical Mythology**

DeSmidt, McAlhany, Renaud 4 credits  
 HUM

Survey of the major myths of the ancient Mesopotamians, Greeks, and Romans, and their influence in art and literature. The class examines different schools of myth interpretation.

*Fall*

**1400 Classical Archaeology**

Renaud, Schowalter 4 credits  
HUM

Classical Archaeology introduces students to the material culture of the Greco-Roman world as well as the methodologies that allow scholars to reconstruct such a distant time period. Students develop an appreciation of the contributions of the Greeks and Romans in such fields as art, architecture, urban planning, and landscape that will enable the student to appreciate the extensive impact such a culture (or cultures) had on the evolution of Western culture. Within the scope of the course, students look at the formative periods of the Greco-Roman world, from the period of Iron Age Greece to the transitional period of the late antique. In addition, students learn how to distinguish between different artistic styles (archaic, classical, Hellenistic, Roman, etc.).

**1410 Greek and Roman Art**

Renaud 4 credits  
HUM

The Greeks and the Romans left an artistic legacy that shaped Western art and which still persists today. In the course, students will learn the art and architecture of the ancient Greeks and Romans with an emphasis on understanding the art within its cultural context. The periods covered will be from the Greek Geometric period and end with Roman art from the time of Constantine.

**200 Topics in Classics**

Staff 1-4 credits

A course of variable content for lower-level students. Topics will not duplicate material covered in any other course.

**2310 The Greeks**

DeSmidt, McAlhany, Renaud 4 credits  
HUM

A survey of Greek culture which introduces students to the achievements (political, social, intellectual, artistic, etc.) and ideas of the ancient Greeks. This course covers the sweep of Greek culture from the Mycenaean period (1600-1200 BCE) to the world of Alexander the Great and his successors. This course is cross-listed in Classics and History.

**2350 The Romans**

DeSmidt, McAlhany, Renaud 4 credits  
HUM

A survey of Roman culture that introduces students to the achievements (political, social, intellectual artistic, etc.) and ideas of ancient Rome. This course covers Rome from its foundation in 753 BCE to its transformation in late antiquity. Within the chronological sweep of Roman history, the class focuses on special aspects of Roman society: class and status, daily life, slavery, etc. This course is cross-listed in Classics and History.

**2400 The World of Late Antiquity**

Hendrix 4 credits  
HUM

The World of Late Antiquity studies the transformation of what had been the Roman Empire, beginning with the reign of Diocletian, into the worlds of Byzantium, Islam, and the West. In this course, the student focuses on the major political, social, and cultural changes from 284-750 when the culture is no longer considered "classical." Students will also discover how ancient civilizations, as we understand them, disappear for all time and how in the deeply fragmented remains of a once-homogeneous world three different (Medieval, Byzantine, and Islamic) cultures arise. The impact of Christianity's emergence is central to the study of this period.

**2450 Race, Gender and Sex in Greece and Rome**

Renaud 4 credits  
HUM

A study of how the Greeks and Romans perceived those who lived outside their respective cultures, how they interacted with them, how they treated marginalized elements of their society (women, slaves, foreigners), and how they reacted to physical differences that existed among races. In sum, the course deals with definitions of gender, sexuality, race, ethnicity, and "otherness" in general (using both modern and ancient definitions).

**2750 Research Methods in Classics**

Staff 4 credits

An introduction on how to conduct research through the focus on one topic from the following disciplines: philosophy, religion, or classics. The class will focus on learning how to distinguish and evaluate primary and secondary sources; to write a researched paper; to recognize different approaches (theoretical) to a given topic; and to become familiar with the work of representative classicists/philosophers/theologians/historians. Offered only in spring term.  
*Prerequisite: Open to majors only*  
*Spring*

**3000 The Golden Age of Athens**

Renaud 4 credits  
HUM

An intensive and interdisciplinary approach to one of the most seminal periods in Western history: the Age of Pericles. Called the Golden Age of Athens, this period bequeathed to Western culture ethical philosophy, the ideals of democracy, the classical style as perfected in the Parthenon, and masterpieces of tragedy and history. Students will read the literature of the time, study Athens' monuments and art, and come to understand how, under the driving force of one person, all these disciplines interacted with each other.

*Prerequisite: Upper division status or consent of instructor CLS 2310 is highly recommended*

**3100 The Age of Augustus**

Renaud 4 credits  
HUM

An intensive and interdisciplinary approach to one of the most important and seminal periods of Western history, the age of the emperor Augustus. Students study the process of transformation from the Roman Republic to the Roman Empire during the Augustan principate. They also encounter the Augustan authors and creators of the Golden Age of Latin literature (Virgil, Horace, Livy etc.), as well as the major works of art and the imperial monuments of Augustus. This course is cross-listed in Classics and History.

*Prerequisite: Upper division status or consent of instructor CLS 2350 is highly recommended*

**3200 Ancient Egypt**

Renaud 4 credits  
HUM

A survey of the history, culture, politics, and religion of Ancient Egypt from pre-dynastic times through late antiquity (c. 3300BCE to 392 CE), with particular focus on the period when Egypt was at the height of its power (Old, Middle and New Kingdoms).



**3210 Seminar in Greek Studies**

DeSmidt, McAlhany, Renaud, Schowalter  
HUM 4 credits

An in-depth exploration of a particular period of Greek history or culture. Possible topics include: the Alexander the Great, Hellenistic History, the Greek Drama, Greek Historians, Golden Age of Athens, and Second Sophistic Movement. Course builds on topics covered in a more general way in CLS 2310.

**3250 Field Archaeology**

Renaud, Schowalter 4 credits

Students gain archaeological experience in the field with an orientation that focuses on the period(s) of the site, its history, its ancient context, and so forth.

*Prerequisite: Introduction to Classical Archaeology 1400*

Summer

**3260 Seminar in Roman Studies**

Staff 4 credits

HUM

An in-depth exploration of a particular topic in Roman history or culture. Possible topics include: the Fall of the Roman Republic, the Poetry of Virgil, Roman Historians, the Early Roman Emperors, and the Age of Constantine. Course builds on topics covered in a more general way in CLS 2350.

**3310 Greek Religions**

Renaud, Schowalter 4 credits

HUM

Like most ancient peoples, the Greeks believed that a pantheon of heavenly, sublunar, and subterranean divinities controlled or supervised every detail of life on earth, and they often went to great extremes to appease certain of these gods and goddesses. In this course we will consider the history and practice of Greek religions in the public sphere and the relationship between religious practices, rites and beliefs and the rich body of Greek myth.

*Prerequisite: Understandings of Religion 1000/1050 or consent of instructor*

Fall

**3320 Roman Religions**

Renaud, Schowalter 4 credits

HUM

Like most ancient peoples, the Romans believed that a pantheon of heavenly, sublunar, and subterranean divinities controlled every detail of life on earth, and they often went to great extremes to appease certain of these gods and goddesses. In this course we will consider the history and practice of Roman religion in both the public and private spheres, including Roman Mystery Religions. We also will discuss how Romans, particularly the elite, reacted to new and different religious cults and how they wove religious practices into every aspect of ancient Roman life.

*Prerequisite: Understandings of Religion 1000 or consent of instructor*

**3400 Homer's Iliad and Odyssey**

Heitman 4 credits

HUM

The Iliad and the Odyssey are the earliest texts of the Western tradition. Though everyone recognizes the sophistication of their poetic style and the breadth of their epic vision, too many readers have assumed that Homer composed in an oral tradition that had no conscious interest in philosophy or cultural critique. This course will investigate the philosophy that is embedded, implied, and elaborated in each epic as well as through a comparison of the two. Why is each story told so differently? How do Achilles, Agamemnon, Hector, Helen, compare to Odysseus, Telemachos, and Penelope? We will especially study Penelope for what she reveals about the Homeric view of ethics and epistemology, of what should be done and of what can be known.

**3420 Socrates: Then and Now**

Heitman 4 credits

HUM

This course will investigate Socrates from three points of view. First, we will investigate the historical Socrates and his profound but vexed relationship to Athenian history in the fifth century. Next, we will look at the philosophical Socrates, concentrating on the innovations that he brought to philosophy before people began to write about him: ethics, elenchus, irony, self-examination, independence, inwardness, and rationality. We will then study what subsequent classical philosophers made of the innovations and to what extent Socrates was eclipsed by their writings. Finally, we will look at the cultural Socrates, beginning in the Renaissance rediscovery of him and continuing through the great reinvigoration of his significance for the problems of modernity.

**3440 Herodotus and Thucydides**

Heitman 4 credits

HUM

Unlike previous writers, Herodotus and Thucydides attempted to explain human nature and human institutions through humanistic inquiry, not divine revelation. In this, they earned the claim to be the first historians. But is reading them as though they privileged the reporting of fact over imaginative interpretation to blind ourselves to much of what is best in them? Were they not also artists strongly influenced by the poets who had gone before? Herodotus, who traveled Greece entertaining people with his colorful stories, patterned himself on Homer and the Homeric bards. Thucydides, though scornful of romantic escapism, seems to have been bent on outdoing the tragic dramatists. And both seem to anticipate the philosophical concerns of Plato and Aristotle.

**400 Topics in Classics**

DeSmidt, Heitman, McAlhany, Renaud, Schowalter

A course of variable content for 1-4 credits upper level students. Topics will not duplicate material covered in any other course.

*Prerequisite: Upper division status or consent of instructor*

**4100 Senior Seminar**

Staff 4 credits

HUM

The Senior Seminar is taught and directed by one member of the department with the assistance and participation of other faculty members. The seminar will lead the student toward the completion of the senior project, which will be determined by the student and the directing professor.

*Prerequisite: Major in department; Research Methods 2750; Open to seniors only*  
Fall

**Greek**

**1010 Elementary Greek I**

DeSmidt, McAlhany 4 credits

MLA

Introduction to ancient Greek, the language of Homer, Plato, Sophocles, Thucydides, and the New Testament. The course offers the fundamentals of vocabulary and grammar necessary to develop reading skills.

Fall

**1020 Elementary Ancient Greek II**

DeSmidt, McAlhany 4 credits

MLA

A continuation of GRK 1010, with continued emphasis on the development of reading skills. In addition to more vocabulary and grammar the course will include short readings.

*Prerequisite: CLS 1010/GRK 1010 or consent of instructor*

Spring

**2010 Intermediate Greek I**

DeSmidt, McAlhany 4 credits

An introduction to the reading of continuous ancient Greek poetry and/or prose, as well as a review of grammar and syntax. Examples of recent readings: Book 1 of Homer's *Iliad* and Plato's *Apology of Socrates*.

*Prerequisite: GRK 1020 or consent of the instructor*

Fall

**2020 Intermediate Greek II**

DeSmidt, McAlhany 4 credits

A continuation of GRK 2010, with further development of skills necessary to read ancient Greek.

*Prerequisite: GRK 2010 or consent of the instructor*

Spring

**3010 Advanced Greek I**

DeSmidt, McAlhany 4 credits

Sustained reading of a single author or text, with attention to more advanced syntax as well as style, dialect, and poetic meter.

*Prerequisite: GRK 2020, or consent of the instructor*

**3020 Advanced Greek II**

DeSmidt, McAlhany 4 credits

A continuation of GRK 3010, with further development of skills necessary to appreciate Greek literature.

*Prerequisite: GRK 3010, or consent of the instructor*

**Latin**

**1010 Elementary Latin I**

DeSmidt, McAlhany, Renaud 4 credits

MLA

Introduction to classical Latin, the language of Virgil, Livy, Catullus, and Cicero, as well as the literary language of the West through the Middle Ages into the Renaissance. The course offers the fundamentals of vocabulary and grammar necessary to develop reading skills.

Fall

**1020 Elementary Latin II**

DeSmidt, McAlhany, Renaud 4 credits

MLA

A Continuation of LTN 1010, with continued emphasis on the development of reading skills. In addition to more vocabulary and grammar, the course will include short readings.

*Prerequisite: LTN 1010 or consent of the instructor*

Spring

**2010 Intermediate Latin I**

DeSmidt, McAlhany, Renaud 4 credits

An introduction to the reading of continuous ancient Latin poetry and/or prose, as well as a review of grammar and syntax. Examples of recent readings: Book 2 of Virgil's *Aeneid*, selections from Catullus, Book 21 of Livy's *Ab Urbe Condita*.

*Prerequisite: LTN 1020, or consent of the instructor*

**2020 Intermediate Latin II**

DeSmidt, McAlhany, Renaud 4 credits

A continuation of LTN 2010, with further development of skills necessary to read classical Latin.

*Prerequisite: LTN 2010, or consent of the instructor*

**3010 Advanced Latin I**

DeSmidt, McAlhany, Renaud 4 credits

Sustained reading of a single author or text, with attention to more advanced syntax as well as style, dialect, and poetic meter.

*Prerequisite: LTN 2020, or consent of the instructor*

**3020 Advanced Latin II**

DeSmidt, McAlhany, Renaud 4 credits

A continuation of LTN 3010, with further development of skills necessary to appreciate Latin literature.

*Prerequisite: LTN 3010, or consent of the instructor*

**Communication and Digital Media**

The programs and courses of the Department of Communication and Digital Media focus

on human symbolic activity and its role in culture and commerce. The department offers majors in Communication, Graphic Design and Public Relations; and minors in Communication and Public Relations.

Classical and contemporary theoretical perspectives are examined as a platform for developing critical faculties, as well as the skills required to become an effective communicator in diverse settings. Students are trained in written, oral, and visual communication. Special emphasis is placed on ethical considerations, and on the ability to communicate using electronic and digital media.

The department believes that the technologies and attendant cultures of the information age are deeply impacting human communication in the twenty-first century. Global and local cultures are undergoing profound shifts in communication practices, the outcome of which we can only dimly perceive. This department is committed to helping our students develop the understandings and practical skills necessary for effective communication and leadership in these changing circumstances.

No discipline taught in the academy remains unaffected by the convergence of older oral and print cultures with the burgeoning world of digital communication. New literacies have become essential for the education of free men and women as envisioned by the Carthage College mission statement. Media literacy and visual literacy are increasingly as foundational for an educated citizenry as reading, writing, and speaking have long been acknowledged to be. The department offers general education courses and academic majors that develop competencies in, as well as sophisticated critical understanding of, an increasingly mediated world.

Our goals for our students involve more than technical proficiency. The curricula of the department have been developed in conversation with the wisdom of the ages, the insights of neighboring disciplines, the riches of world cultures, and the ethical challenges of a complex world. We actively seek opportunities to engage and affirm the relevance of other discourses and disciplines in the liberal arts and sciences.

The faculty of the department actively support students in the identification and fulfillment of appropriate internships that challenge and extend their classroom learning. All students majoring in Graphic Design, Communication or Public Relations are expected to demonstrate their intellectual grasp of the discipline, as well as their own artistic and communicative competencies, by

successfully completing the senior capstone seminar, which involves a major thesis, project, or exhibition.

Recent graduates have gained employment or pursued graduate study in graphic design, public relations, media, journalism, sales, education, and law.

## Departmental Core Requirements (16 credits)

The following four courses are required for the Communication major, the Graphic Design major, the Public Relations major and the Communication minor. Students are encouraged to complete these courses early in their studies in the department.

CDM 1150 Introduction to Human Symbolic Activity

CDM 1200 Public Speaking

CDM 1300 Introduction to Visual Communication

CDM 2700 Digital Cinema Production

## Requirements for the Communication major (40 credits)

1. Departmental Core (16 credits)
2. Communication Major Core (12 credits)
  - CDM 3000 Rhetoric and Persuasion
  - CDM 3450 Mass Communication
  - CDM 4010 Senior Seminar for Communication Majors
3. Twelve credits selected from the following:
  - CDM 2100 Communication and Community
  - CDM 2200 Principles of Public Relations
  - CDM 3300 Writing for Media
  - CDM 3400 Communication and Technology
  - CDM 3550 Internship (up to 4 credits)
  - CDM 200T/400T Topics
  - CDM 3950 Advanced Cinema Production

## Requirements for the Graphic Design major (44 credits)

1. Departmental Core (16 credits)
2. Graphic Design Major Core (20 credits)
  - ART 1070 Introduction to Studio 2D
  - CDM 2000 Graphic Design I
  - CDM 3750 Graphic Design II
  - CDM 2850 Typography
  - CDM 4020 Senior Seminar for Graphic Design Majors
3. Eight credits selected from the following:

CDM 3150 History of Graphic Design

CDM 3650 Image

CDM 3530 Digital Media-Web Design (2 cr.)

CDM 3540 Digital Media-Time Based (2 cr.)

CDM 3550 Internship (up to 4 cr.)

CDM 3950 Advanced Cinema Production

## Requirements for the Public Relations major (56 credits)

1. Departmental Core (16 credits)
2. Public Relations Major Core (28 credits)
  - MGT 1110 Introduction to Business and Technology
  - ACC 2000 Survey of Accounting OR ACC 2020 Financial Accounting
  - CDM 2200 Principles of Public Relations
  - MGT 3120 Organizational Management
  - MKT 3130 Marketing Principles
  - MKT 4100 Marketing Communications
  - CDM 4010 Senior Seminar for Communication Majors (or other appropriate senior seminar)
3. Twelve credits selected from the following:
  - ECN 1010 Principles of Microeconomics
  - ENG 3050 Expository Composition
  - ECN 1030 Issues in Economics
  - GEO 1500 Introduction to Human Geography
  - PHL 1100 Contemporary Ethical Issues
  - PHL 2110 Business Ethics
  - PSY 2200 Social Psychology
  - MGT 3600 Legal Environment of Business
  - CDM 3000 Rhetoric and Persuasion
  - CDM 3300 Writing for the Media
  - CDM 3450 Mass Communication

## Requirements for the Public Relations minor (24 credits)

- MGT 1110 Introduction to Business Technology
  - CDM 1150 Introduction to Human Symbolic Activity
  - CDM 1200 Public Speaking
  - CDM 2200 Principles of Public Relations
  - CDM 3300 Writing for the Media
- Plus any course from #2 or #3 of the Public Relations major above.

## Requirements for the Communication minor (24 credits)

Departmental Core (16 credits) plus eight additional credits at the 2000 level or above, selected in consultation with the student's CDM department advisor.

## 1100 Media Literacy

Staff 4 credits  
FAR

An exploration of controversial issues in the mass media as they relate to today's society. Students will read contemporary literature expressing divergent viewpoints on numerous media-related issues. The ultimate focus is on fostering critical literacy in media consumption. This course does not count toward majors or minors in the department.

## 1150 Introduction to Human Symbolic Activity

Bruning, Schulze, Brownson, Huaracha 4 credits

This course provides a broad grounding in the history and current interdisciplinary understandings of human communication. It also provides an introduction to the skills and competencies students develop through their program of study as communication majors, graphic design majors, and public relations majors. Lecture and laboratory.

## 1200 Public Speaking

Staff 4 credits  
FAR

A study of the role, rights, responsibilities and ethics of the speaker, medium, and audience in a variety of speech situations in a democratic society. Speaking techniques examined include the processes of invention, organization, and presentation in informative, demonstrative, persuasive, and ceremonial settings. Students must demonstrate effectiveness in integrating media (e.g., presentation software or other video or audio elements) into their speech communications. Targeted instruction is arranged as necessary to ensure basic competency in the technical use of presentation software.

## 1300 Introduction to Visual Communication

Montoto, Huaracha 4 credits

An introduction to the practice of critical observation and analysis of static, dynamic, and interactive visual information. Students develop theoretical and applied skills in interpreting a wide range of visual information, and demonstrate their own abilities to design and produce visual information.

*Prerequisite: CDM 1150*

**200 CDM Topics**

Staff 4 credits  
Introductory level study of a selected topic, movement, or figure in communication or graphic design.  
*Prerequisite: CDM 1150 or consent of instructor*

**2000 Graphic Design I**

Montoto, Huaracha 4 credits  
Fundamentals of graphic design, presentation, and communication for reproductive processes. Covers basic principles of visual design and page layout. Each student prepares a design portfolio that will be developed and maintained throughout the course of study in the Graphic Design major. The faculty conducts an initial review of the portfolio in the context of this course.  
*Prerequisite: CDM 1300*

**2100 Communication and Community**

Bruning 4 credits  
A study of one or more major areas of communication theory and practice, such as gender communication, social movements, intercultural communication, and political communication. Emphasis is on exploring the role of communication in community maintenance and change.

**2200 Principles of Public Relations**

Staff 4 credits  
An introduction to public relations as the theory and practice of effective communication between organizations and their diverse publics. Explores the role of public relations in organizational culture and in society, with particular emphasis on ethics, corporate integrity, and local and global contexts. Case studies provide opportunities for students to engage in research on the public relations of actual organizations, and to develop writing and presentational skills required of public relations practitioners.

**2500 Basic Digital Photography**

Huaracha 4 credits  
FAR  
An introduction to photography using the digital camera. Course content covers aesthetics, shooting techniques, basic retouching and collage, as well as explorations with paper. Students must have a digital camera, a laptop computer (or access to one), and Photoshop LE. This course does not count toward majors in the department.

**2700 Digital Cinema Production**

Chilsen, Bruning 4 credits  
This communication practicum engages students in the process of developing, writing, producing, and editing video-based multi-media programs. Students study the process of media production by critical analysis of film texts and by active participation in the production process. Students must have unlimited access to an external FIREWIRE 400 hard drive (recommended free space: 250 GB).  
*Prerequisite: CDM 1150 and CDM 1300/1050; or consent of instructor*

**2850 Typography**

Montoto, Huaracha 4 credits  
This course is an introduction to typography from the perspective of visual-perception principles, skills, and craft. Major topics include: elements of typographic form, composition, Gestalt psychology, and basic graphic design theory as applied to the design and use of typography. Initial projects include theoretical exercises that build perceptual acuity and hand skills using simple tools and materials. Subsequent projects include practical visual communication applications. Other areas of emphasis include the exploration of meaning, connotation, and type design concept development. Contemporary trends and practitioners are also discussed.  
*Prerequisite: CDM 2000 and ART 1530*

**3000 Rhetoric and Persuasion**

Brownson, Isham 4 credits  
A study of rhetorical theory as it provides models for the construction and criticism of public discourse. Classical and contemporary writings on rhetoric are explored in the context of theories of language, representation, and communication.  
*Prerequisite: CDM 1150 or consent of instructor*

**3150 History of Graphic Design**

Huaracha 4 credits  
This class covers the history of graphic design from 1450 to the present. Emphasis is on the development of design from the late 19th century to the present.  
*Prerequisite: CDM 1300 or consent of instructor*

**3300 Writing for Media**

Chilsen 4 credits  
This course develops awareness and understanding of the conventions and practices that lead to effective writing for various media. Emphases may include newspapers, magazines, television, cinema, popular music, internet, radio, or other media. The focus is on developing writing skills through exercises in a variety of formats and styles appropriate to specific media.

**3400 Communication and Technology**

Bruning 4 credits  
FAR  
This course examines digital technology as a medium of communication. Issues covered include the social, economic, civic, and global implications of the information age.  
*Prerequisite: CDM 1150 or CDM 1100 or consent of instructor*

**3450 Mass Communication**

Bruning 4 credits  
FAR  
An advanced survey of the media and their role in culture. This course examines the economic, textual, and cultural dimensions of several mass media.  
*Prerequisite: CDM 1150 or CDM 1100 or consent of instructor*

**3530 Digital Media: Web Design**

Montoto 2 credits  
Students build and/or modify Web sites using industry-standard authoring software. Students register domain names, write code, and explore cascading style sheets. Course content covers software basics with an equal emphasis on the development of design skills.  
*Prerequisite: CDM 2000*

**3540 Digital Media: Time-Based Media**

Montoto 2 credits  
This class explores the visual and technical possibilities afforded by programs such as Flash. The class begins with an overview of the history of motion graphics and title design. Throughout the course there is an ongoing study and discussion of contemporary motion graphics as students learn to incorporate motion and interactivity into their designs.  
*Prerequisite: CDM 3530*

## 3550 CDM Internship

Staff 4-8 credits

An internship enabling the student to gain practical experience in communication or graphic design. The internship is typically arranged by the student, and must be approved by a member of the departmental faculty, as well as by Career Services. Students meet regularly with the supervising professor, maintain a log or journal of the experience, and complete a major paper documenting, analyzing, and interpreting the internship experience.

*Prerequisite: CDM 1150 and consent of faculty sponsor*

## 3650 Image

Staff 4 credits

An introduction to the practice of image-making for graphic designers. The course emphasizes concept development and individual expression, in addition to the continuous development of skills. Demonstrations and discussions on traditional and experimental creative process and media are given. Students create images for advertising, editorial, institutional and corporate applications. Various black and white and color media are introduced.

*Prerequisite: CDM 2000*

## 3750 Graphic Design II

Montoto, Huaracha 4 credits

This course provides a structure for an intensive exploration of the design fundamentals presented in Graphic Design I. Course projects are extensive, and range in focus from theoretical culture and design-related issues to complex commercial design applications. Throughout the course, students are exposed to a variety of design-related practitioners, publications, ideas, methods, and objects.

*Prerequisite: CDM 2000*

*Spring*

## 3950 Advanced Cinema Production

Chilsen 4 credits

This course draws on principles and skills developed in CDM 2700 and other first-year and second-year courses in the Communication and Graphic Design major. Under the direction of a faculty member, students in this course work as a team to design, produce, and edit several types of advanced video productions including one major piece. Coursework culminates in the presentation of the major work to a campus-wide audience.

*Prerequisite: CDM 2700 or consent of instructor*

## 400 CDM Topics

Staff 4 credits

Advanced study of a selected topic, movement, or figure in communication or graphic design.

*Prerequisite: CDM 1150 or CDM 1100 or consent of instructor*

## 4010 Senior Seminar for Communication Majors

Bruning, Schulze 4 credits

The Senior Seminar is led by one member of the department faculty, with the assistance and participation of other members. This is a capstone course designed to provide students majoring in communication the opportunity to integrate and utilize the knowledge and skills they have acquired during their course of study. The course culminates in the completion and public presentation of a senior project or thesis.

*Prerequisite: Senior standing or consent of instructor*

*Fall*

## 4020 Senior Seminar for Graphic Design Majors

Montoto, Huaracha 4 credits

The Senior Seminar is led by one member of the department faculty, with the assistance and participation of other members. This is a capstone course designed to provide students majoring in graphic design the opportunity to integrate and utilize the knowledge and skills they have acquired during their course of study. The course culminates in the completion and public presentation of a senior project or exhibition.

*Prerequisite: Senior standing or consent of instructor*

*Spring*

## 4030 Senior Seminar for Public Relations Majors

Staff 4 credits

The Senior Seminar is led by one member of the department faculty, with the assistance and participation of other members. This is a capstone course designed to provide students majoring in public relations the opportunity to integrate and utilize the knowledge and skills they have acquired during their course of study. The course culminates in the completion and public presentation of a senior project or thesis.

*Prerequisite: Senior standing or consent of the instructor*

*Spring*

## 4200 Methods and Materials in Teaching Communication

Staff 4 credits

A study of communication teaching methods and instructional materials. Special attention is given to the selection and organization of subject matter and learning activities. Field work required.

## Computer Science

By taking computer science courses, students develop problem-solving skills that can be applied across many disciplines. These courses also provide students with a firm foundation of knowledge and practical experience in software development, computer architecture, and theoretical computer science. This knowledge will prepare students for successful careers in the computer industry or for graduate studies in computer science.

This major requires 45 credits, which must include the following four courses:

CSC 1110 Principles of Computer Science I

CSC 1120 Principles of Computer Science II

CSC 2510 Computer Organization

CSC 2560 Data Structures

Students also must take six computer science courses numbered above 3000.

MTH 1240 Discrete Structures

CSC 4000 Senior Seminar (1 credit)

A minor consists of Computer Science 1110, 1120, three additional Computer Science courses numbered above 2000, and MTH 1240.

A student majoring in Computer Science and planning to attend graduate school should take additional mathematics courses such as Calculus I, Calculus II, and Linear Algebra, and consider minoring in Mathematics. A student majoring in Computer Science and considering an industrial career is strongly advised to consider minoring in the

Entrepreneurial Studies in the Natural Sciences Program (ESNS).

### 1100 Introduction to Computing

Crosby, Wheeler 4 credits

An introduction to the art and science of computer programming for the student without previous programming experience.

Topics covered include the historical development of computing, the basic operating principles of computers, and an introduction to problem-solving using one or more high level computing languages, such as Javascript. HTML and Web programming also are introduced.

*Fall/Spring*

### 1110 Principles of Computer Science I

Crosby, Mahoney, Wheeler 4 credits

A study of the fundamentals of writing computer programs and problem-solving, using structured and object-oriented techniques.

*Fall/Spring*

### 1120 Principles of Computer Science II

Crosby, Mahoney 4 credits

The emphasis of this course is on problem-solving. Students will mature as problem solvers as they are presented with increasingly challenging problems to program.

*Prerequisite: CSC 1110*

### 200 Topics in Computer Science

Staff 1-4 credits

A course of variable content on topics not covered in other courses offered by the department. Possible topics may include artificial intelligence, computer graphics, functional programming, human-computer interaction, and other advanced topics in computer science.

### 2510 Computer Organization

Chell 4 credits

A study of the logical organization of computers, including combinatorial and sequential digital logic, computer arithmetic, and circuits. Machine and assembly languages, memory, addressing techniques, interrupts, and input-output processing also are studied.

*Prerequisite: CSC 1120 and either MTH 1060 or MTH 1240*

*Spring*

### 2560 Data Structures and Algorithms

Mahoney, Wheeler 4 credits

An examination of advanced programming techniques for problem-solving and manipulating data using primarily object-oriented approaches.

*Prerequisite: CSC 1120*

*Fall*

### 3050 Object-Oriented Programming

Staff 4 credits

An introduction to object-oriented design techniques including encapsulation, inheritance, and polymorphism. Other features of modern object-oriented programming languages are covered as well, including exception handling, garbage collection, event handling, and threads. A modern object-oriented language such as Java will be used.

*Prerequisite: CSC 1120*

### 3210 Computing Paradigms

Staff 4 credits

A survey of language-design issues and runtime behavior of several programming languages suitable for different problem-solving paradigms (structured, functional, object oriented).

*Prerequisite: CSC 2560*

### 3410 Database Design and Management

Staff 4 credits

An introduction to database methods including data models (relational, object oriented, network, and hierarchical); database design and modeling; implementation and accessing methods; and SQL. Students will design and implement a database using a database management system.

*Prerequisite: CSC 1120*

*Spring*

### 3450 Computer System Administration

Crosby 4 credits

The examination of the administration of Windows NT and Linux (a version of Unix) Operating systems. Topics covered include installation, mail services, administering users, disk space, peripherals, backups, maintenance, security, and intercomputer communications. Special schedule.

*Prerequisite: CSC 1110*

*J-Term*

### 3530 Artificial Intelligence and Cognitive Modeling

Staff 4 credits

This course explores the primary approaches for developing computer programs that display characteristics that we would think of as being intelligent. Students will analyze how intelligent systems are developed and implemented with a focus on exploring how human behavior on cognitive tasks can be used to inform the development of these artificial systems, as well as how the performance and behavior of these artificial systems can inform our understanding of human cognition.

*Prerequisite: CSC 2560 or with permission of instructor*

### 3600 Data Communications

Crosby, Mahoney 4 credits

An examination of data communications and communications networks including signal encoding, multiplexing, circuit and packet-switched networks, TCP/IP, WANs, LANs, and intranets.

*Prerequisite: CSC 1120*

*Fall*

### 3730 Operating Systems

Mahoney 4 credits

A study of the basic components and concepts of a multitasking operating system including processes; scheduling; resource management; I/O and file systems; virtual memory; security; and semaphores.

*Prerequisite: CSC 2510*

*Spring*

### 3750 Algorithms

Wheeler 4 credits

This course studies various problem-solving strategies and examines the classification, design, complexity, and efficiency of algorithms.

*Prerequisite: CSC 1120 and either MTH 1060 OR MTH 1240*

*Spring*

### 400 Topics in Computer Science

Staff 1-4 credits

A course of variable content on topics not covered in other courses offered by the department. Possible topics may include artificial intelligence, computer graphics, functional programming, human-computer interaction, and other advanced topics in computer science.

### 4000 Senior Seminar

Staff 1 credit

Students review and discuss current issues and trends in Computer Science.

*Prerequisite: Senior standing*

*Fall*

## 4350 Software Design and Development

Mahoney, Wheeler 4 credits

An examination of the software development process from analysis through maintenance using both structured and object oriented methods. Students work together on a team project.

*Prerequisite: CSC 2560*

Fall

## 4500 Independent Study

Staff 2-4 credits

Independent study in a topic of interest in computer science that does not duplicate any other course in the regular course offerings.

*Prerequisite: CSC 2560*

## 4650 Computer Architecture

Crosby, Mahoney 4 credits

Students examine various computer architectures including the von Neuman mode, RISC/CISC, and parallel architectures.

*Prerequisite: CSC 2510*

Spring

## 4810 Foundations of Computer Science

Chell, Wheeler 4 credits

This course examines various models of computation, including finite and pushdown automata and recursive functions. Language grammars, parsing, and complexity classes also are studied. Special schedule.

*Prerequisite: CSC 3750*

Spring

## 4900 Research in Computer Science

Staff 1-4 credits

An opportunity to conduct research in computer science, culminating in a research paper.

*Prerequisite: CSC 1120 and instructor approval*

## Criminal Justice

The criminal justice major at Carthage gives students a basic understanding of our criminal justice system, from law-making to law-breaking (including potential sanctions). For this reason, the curriculum is interdisciplinary, and includes courses in Political Science, Sociology and Criminal Justice.

The curriculum includes relevant traditional courses, along with new courses specifically created to address neglected areas and problems. The various institutions which make up the criminal justice system are all examined in their relationships to one another as well as in their relationship to our

society, other social institutions, and related practices. The discussion of such matters raises questions concerning the types of laws and practices which constitute and are consistent with a free, humane, secure, and responsible society.

The major is designed for students who are planning a career in criminal justice areas such as law and judicially-related fields, law enforcement and administration, probation and parole, criminology, adult and juvenile corrections, urban planning and affairs, etc. There are a wide variety of criminal justice careers at the local, state, and national levels.

### Criminal Justice Major (40 credits)

The Criminal Justice major consists of 40 credits, including a four hour Senior Seminar. Students considering law school are encouraged to take the Pre-Law track within the Criminal Justice major.

### All majors must take a common core consisting of the following:

CRJ 1000 Criminal Justice  
CRJ 2260 Criminology  
POL 2910 Constitutional Law II: Civil Rights and Civil Liberties  
POL 1040 Introduction to Public Policy  
CRJ 4990 or SOC 4990 or POL 4000 Senior Seminar

Students may choose to pursue either a Criminal Justice or Pre-Law track within this major. **Students who wish to complete the regular Criminal Justice major must take the following three courses for 12 credits:**

CRJ 3010 Police and Society  
CRJ 3020 American Courts  
CRJ 3030 Corrections

**Those students who choose to pursue the Pre-Law track must take the following three courses for 12 credits:**

POL 2400 American Government  
POL 2900 Constitutional Law I: Separation of Powers/Judicial Process  
POL 1910 Law and Society

The remaining eight credits for the Criminal Justice major, regardless of track pursued by the student, may be fulfilled by taking any **two** of the following courses:

CRJ 2100 Probation, Parole & Community Supervision  
CRJ 2700 Criminal Law  
CRJ 2850 Constitutional Criminal Procedure  
CRJ 200T/400T Topics  
CRJ 3200 Restorative Justice  
CRJ 3500 Field Placement  
CRJ 3550 Internship  
POL 2400 American Government (except for Pre-law track)

POL 200T Legal Topics  
POL 3530 American Political Institutions  
POL 3350 Human Rights  
POL 3900 Comparative Law  
POL 3930 Environmental Law  
SOC 2270 Juvenile Delinquency  
SOC 2530 Racial & Cultural Minorities  
SOC 3020 Sociological Research I  
SOC 3100 Deviance  
SOC 3120 Elite Deviance  
MGT 3600 Legal Environment of Business

### Criminal Justice Minor (24 credits)

The minor includes CRJ 1000 Criminal Justice System and five courses from the following:

CRJ 2260 Criminology  
CRJ 2700 Criminal Law  
CRJ 3030 Corrections  
CRJ 200T/400T Topics in Criminal Justice  
CRJ 3020 American Courts  
CRJ 3000 Police and Society  
CRJ 3200 Restorative Justice  
POL 2400 American Government  
POL 1910 Law and Society  
POL 200T/400T Topics in Political Science (if appropriate topic)  
POL 2910 Constitutional Law II  
POL 3550 Human Rights  
POL 3900 Comparative Law  
SOC 2700 Juvenile Delinquency  
SOC 3500 Field Placement  
SOC 3550 Internship

### 1000 Criminal Justice System

Johnson, Matthews, Ottman 4 credits  
SOC

A survey of the various institutions by which the criminal justice system is administered: the police, the legal profession, the court systems, and the penal institutions. The problems which the criminal justice system faces and evaluation of the adequacy of the existing system will be given emphasis.

*Fall/Spring*

### 200 Topics in Criminal Justice

Staff 1-4 credits

A variable content course for intermediate students who will study in depth a specific topic of interest in criminal justice, such as the death penalty, private prisons, sentencing reforms, gun control, intermediate sanctions, or a number of other topics.

*Prerequisite: CRJ 1000*

*Fall/Spring*

**2100 Probation Parole and Community Supervision**

Staff 4 credits  
 This course provides a detailed examination of alternative forms of punishment within the criminal justice system, namely probation, parole and community supervision. Given the enormous strain on the prison system, these forms of punishment have become increasingly common in recent years. This course examines the nature of such programs within the larger socio-historical context.

**2260 Criminology**

Johnson, Miller 4 credits  
 This course examines the nature, extent, and distribution of crime in the United States. Theories of crime causation are also examined in this course.  
*Prerequisite: CRJ 1000*

**2700 Criminal Law**

Zaph 4 credits  
 SOC  
 The organization and content of criminal law with attention given to its origin and development and the elements of crimes of various types. Specific attention will be given the Model Penal Code.  
*Prerequisite: CRJ 1000*  
 Fall

**2850 Constitutional Criminal Procedure**

Staff 4 credits  
 SOC  
 A study of the balance of power and resources of the government and the liberties of citizens as provided for in the U.S. Constitution. The course focuses on arrest and search issues, but proceeds to examine questions related to pre-trial and trial processes and concerns for fundamental fairness. Attention is given to power and limits of power as they apply to persons in the criminal justice system.  
*Prerequisite: CRJ 1000*  
 Spring

**3010 Police and Society**

Miller, Staff 4 credits  
 This course will rely on a variety of scholarly materials to answer that and other related questions such as why do we have police? What is the role of the police in a democratic society? What do we want the police to do? Who decides what the police do? How do we want the police to do their job? The course will also address other key issues including: (1) the history of the American police; (2) the nature of police work; (3) the police as agents of social control; (4) the structure and function of police organizations; (5) police misconduct; and, (6) police accountability.  
*Prerequisite: CRJ 1000 and POL 1040*

**3020 American Courts**

Matthews 4 credits  
 This course examines the history and structure of the American court system. Understood as one of the primary institutions within the criminal justice system, emphasis will be placed on exploring the values, traditions and philosophy of the courts.  
*Prerequisite: CRJ 1000 and POL 1040*

**3030 Corrections**

Miller, Staff 4 credits  
 This course presents the historical patterns of response to crime and modern methods of dealing with criminally-defined behavior, including the major reactive models. Also examined are treatment approaches in corrections, corrections personnel, and corrections as an institutional system.  
*Prerequisite: CRJ 1000 and POL 1040*

**3200 Restorative Justice**

Staff 4 credits  
 This course examines alternative approaches to the traditional corrections-based and/or punitive models of the criminal justice system. Topics covered in this course include victim-offender mediation programs. The theoretical basis of restorative justice is contrasted to retributive models of justice.

**3300 Mock Trial**

Phegley/Laufenberg 4 credits  
 Students who participate in this course will become a member of the Carthage Mock Trial Team and will represent Carthage College in the annual American Mock Trial Association Tournament. In this course students will study all aspects of trial court procedure and the litigation process. Students will develop an understanding of how both criminal and civil trials work and will learn about the various roles played by the participants in the trial court process. Students will act as witnesses, prosecutors, and plaintiff and defense attorneys. Students will also work on and develop important skills such as public speaking, critical thinking, negotiation, communication, debating and team building.  
*Prerequisite: At least Sophomore standing*

**400 Topics in Criminal Justice**

Staff 1-4 credits  
 A variable content course for advanced students who will study in depth a specific topic of interest in criminal justice, such as the death penalty, private prisons, sentencing reforms, gun control, intermediate sanctions, or a number of other topics.  
*Prerequisite: CRJ 1000*  
 Fall/Spring

**4990 Senior Seminar**

Matthews, Miller, Thompson 4 credits  
 The capstone experience for all majors in the department, the primary emphasis of this course will be writing the senior thesis. An oral presentation of the thesis is required for this course.  
*Prerequisite: Senior standing, major in Sociology or Criminal Justice*  
 Spring

**Economics/ International Political Economy**

Developing a student's ability to "think like an economist" may be taken as the primary purpose of an undergraduate economics education. This involves a number of distinctive elements: using deductive reasoning in conjunction with simplified models to understand economic phenomena; identifying trade-offs in the context of constraints; distinguishing positive (what is) from normative (what should be) analysis; tracing the implications of possible changes in economic institutions or policies; critically examining data to evaluate and refine our understanding of the economy; and creatively framing economic problems and policy questions in ways that suggest novel approaches to their resolution.



These cognitive abilities and modes of thought are enriched by breadth and depth of knowledge, and by the general forms of knowledge that cut across disciplines.

Economic reasoning contains not only logic and facts, but also analogies, stories, and value premises. Context-political, historical, and cultural-is important. In formulating economic arguments, students learn to make important connections between economics and other realms of human understanding. In the economics major, we share with other disciplines the desire to empower students with a self-sustaining capacity to think and learn.

At Carthage, the major is rooted in two introductory courses designed to engage students in economic thinking and to demonstrate its applicability to a variety of issues in microeconomics and macroeconomics. The basic principles introduced here are reinforced and refined in the trunk of the major consisting of the intermediate-level theory courses and quantitative methods.

Breadth in the major, the various branches of the tree, is achieved through offering a select number of upper level electives, each of which emphasizes contextual inquiry and active learning, and draw upon a broad array of source materials. Elective work will often include student internships in economics and foreign study tours offered by departmental faculty. As the capstone to their work in the major, students are asked to complete the economic seminar course, which includes a survey of the history of economic thought, and to complete a senior thesis approved by a faculty advisor and presented to departmental faculty and students.

## **Economics Major**

### *1st or 2nd year:*

ECN 1010 Principles of Microeconomics

ECN 1020 Principles of Macroeconomics

or

ECN 1030 Issues in Economics

### *2nd or 3rd year:*

ECN 2510 Intermediate Microeconomics

ECN 2520 Intermediate Macroeconomics

BUS/ Applied Statistics for Economics

ECN 2340 & Management

ECN 3340 Introduction to Econometrics

### *3rd or 4th year:*

Three (3) or four (4) electives in economics from courses 2500 or above. Note: Students who have taken ECN 1010 and ECN 1020 may meet this diversity requirement by taking only three elective courses; students who have taken only ECN 1030 are required to take four elective courses.

### *4th year:*

ECN 4400 Seminar & History of Economic Thought

Senior Thesis

ECN 4990 Senior Thesis Completion

## **Economics Minor**

ECN 1010 Principles of Microeconomics

ECN 1020 Principles of Macroeconomics

or

ECN 1030 Issues in Economics

BUS/ Applied Statistics for Economics

ECN 2340 & Management

ECN 2510 Intermediate Microeconomics

and/or

ECN 2520 Intermediate Macroeconomics

Note: Students who have taken ECN 1010 and ECN 1020 may take only one of the intermediate level courses; students who have taken only ECN 1030 are required to take both intermediate level courses. Two (2) field electives in economics from courses 2500 or above.

## **Honors in the Major**

Please see department chair for details. Basic requirements are listed under All-College Programs in the catalog.

## **INTERNATIONAL POLITICAL ECONOMY**

The major and program in International Political Economy at Carthage is designed for students who wish to focus their work in economics, political science, and management on the evolving web of global relationships, and the public policy decisions that help shape and direct today's global economy. Because the major is broadly cross-disciplinary and rooted in both historical and philosophical traditions, students entering the program should be able to show a strong record of achievement in their general education coursework. Additionally, the major asks that students have an ability to engage in abstract and theoretical thought, a desire to engage in written and oral debate, and a broad interest in contemporary world affairs and a genuine concern for its peoples.

The major consists of 48 credits:

ECN 1030 Issues in Economics

ECN 3270 International Trade

ECN 4030 International Political Economy

ECN/ Seminar in International

POL 4050 Political Economy

POL 1050 Introduction to International Relations

POL 2050 Philosophical Foundations of Political Economy

MGT 3710 International Management

### *Choice of one:*

ECN 2510 Intermediate Microeconomics

ECN 2520 Intermediate Macroeconomics

### *Choice of three:*

ECN 200T/ Topics in Economics

400T

ECN 3290 International Finance

ECN 3300 Law and Economics

POL 200T/ Topics in Political Science

400T

MGT 3730 The International Legal Environment of Business

ACC 3750 International Accounting and Finance

GEO 2100 The Human Landscape

GEO 2300 Economic Geography

GEO 3500 Transportation Geography and Business Logistics

FRN 3080 The French-Speaking World or

GER 3080 The German-Speaking World or

SPN 3080 The Spanish-Speaking World

### *Choice of one:*

ECN/ Applied Statistics for Economics

BUS 2340 and Management

SOS 2330 Behavioral Research Statistics

## **1010 Principles of Microeconomics**

Staff 4 credits  
SOC

The rise and expansion of market economies, and the principles of microeconomic behavior. Topics include an introduction to economic methodologies, the ideas and institutions of the microeconomy, consumer behavior, the business firm and market structure, labor and capital markets, and government policies affecting resource allocation and the distribution of income.

*Fall*

## **1020 Principles of Macroeconomics**

Staff 4 credits  
SOC

An introduction to the principles and issues of the national economy, and the institutions of macroeconomic behavior. Topics include the role of government in a mixed market economy; measuring and determining national income; money and the banking system; and the public policies available for achieving full employment, price stability, and continuing economic growth in modern industrial and democratic societies.

*Prerequisite: Economics 1010 or consent of the instructor*

*Spring*

**1030 Issues in Economics**Staff 4 credits  
SOC

This course offers students an introduction to economics, along with some elementary tools of economic analysis, with emphasis upon their application to contemporary problems and issues. The economy and selected issues are examined in their global context. Designed to meet the needs and interests of students in various majors outside of the economics and business administration areas, the course is not open to students who have received credit for either Economics 1010 or Economics 1020.

Fall

**200 Topics in Economics**

Staff 1-4 credits

Selected topics in economics. Depending upon content and level of work, the course may be taken more than once for academic credit.

*Prerequisite: Consent of the instructor  
Fall/J-Term/Spring*

**2340 Applied Statistics for Economics and Management**Cronovich 4 credits  
MTH

The application of statistics to problems in business and economics, encompassing the gathering, organization, analysis, and presentation of data. Topics include descriptive statistics in tabular and graphical forms; the common measures of central tendency and dispersion; sampling and probability distributions; construction of confidence intervals and hypothesis testing; and correlation analysis. This course is offered as BUS 2340 or ECN 2340.

*Prerequisite: MTH 1070 or equivalent  
Fall/Spring/Summer*

**2510 Intermediate****Microeconomics**Maltsev 4 credits  
SOC

The economic theory of microeconomic units: consumers, firms, and industries. This entails the study of production, cost, and price theory, and the practices of firms under alternative market structures. Concepts of social welfare will be explored, and the uses and limits of public policy in addressing the problems of market failures will be examined.

*Prerequisite: ECN 1010 or 1030  
Fall*

**2520 Intermediate****Macroeconomics**McClintock 4 credits  
SOC

The economic theory of macroeconomic aggregates: national income accounting; the determinants of output, income, and employment levels; the analysis of inflation; processes of economic growth; and open-economy macroeconomics. Monetary, fiscal, and incomes policies are examined and the uses and limits of these tools in promoting macroeconomic goals are discussed.

*Prerequisite: ECN 1020 or 1030  
Spring*

**3050 Environmental Economics**

Schlack 4 credits

This course explores the economic dimension of environmental and natural resource use questions. The actions of producers and consumer, as influenced in part by institutional patterns and public policies, give rise to a variety of environmental problems and issues. By applying some basic tools of economic and institutional analysis, students may obtain a better understanding of environmental issues, both national and global, and are able to identify and evaluate alternative solutions.

*Prerequisite: Economics 1010, or Economics 1030, or consent of the instructor  
Fall*

**3100 Political Economy of the Pacific Rim**McClintock 4 credits  
SOC

An exploration of the historical, cultural, and political forces that have contributed to the economic growth and development of Asia. Emphasis is placed on studying development in the context of regional and global integration.

Fall

**3200 Money and Banking**Cronovich, McClintock 4 credits  
SOC

A survey of the financial sector of the economy covering the role and functions of money and other financial instruments; commercial banks and financial intermediaries; the purposes of central banking and the structure and operations of the Federal Reserve; and the relationship between the monetary and credit system and the level of economic activity.

*Prerequisite: Economics 1010 or 1030  
J-Term*

**3220 Regional and Urban****Economics**Schlack 4 credits  
SOC

The analysis of sub-national or regional and metropolitan economies encompassing their distinctive processes and problems of economic growth, employment, and income determination, and intra-urban land use patterns. Policies addressing urban problems in the areas of job creation, housing, public infrastructure, education and welfare are included among the topical areas examined.

*Prerequisite: Economics 1010 or 1030*

**3240 Public Sector Economics**McClintock 4 credits  
SOC

An analysis of the reallocative and redistributive functions of government federal, state, and local with emphasis given to examining the efficiency and equity implications of various tax and expenditure programs. Attention also is given to the issues of public borrowing, debt management, public enterprises, and the impact of these public sector activities on private capital markets.

Spring

**3250 Economics of Poverty and Income Inequality**Montanaro 4 credits  
SOC

The course deals with a variety of economic and social issues of the United States and the world. Its scope includes the gender, educational, and cultural characteristics of poverty and inequality in different countries; the ways whereby people obtain income; and the factors affecting job turnover and social mobility. The course examines the changing economic roles of women and men in the labor market and in the family. Various methodological issues in the study of poverty and inequality also are examined as well as the relationship between income distribution and overall macroeconomic performance.

Fall

## 3260 Labor Economics

Maltsev 4 credits  
SOC

An overview of the institutions and processes affecting the development, allocation, and utilization of human resources, as well as the level and structure of wages and other forms of compensation. Topics include the impacts of legislation, collective bargaining, discrimination and education on labor markets, along with the design of public policies to address market imperfections or to provide assistance to those not currently in the workforce.

*Prerequisite: Economics 1010 or 1030*  
*Spring*

## 3270 International Trade

Schlack 4 credits  
SOC

An historical and theoretical analysis of international economic relations in both public and private spheres. Using the principles of economic analysis, models of international trade and factor prices, commercial policy, economic integration, balance of payments adjustment and foreign exchange markets are set forth and become a basis for examining policy issues.

*Prerequisite: ECON 1010 and 1020, or 1030*  
*Fall*

## 3290 International Finance

Cronovich 4 credits

This course examines the monetary side of international economics and globalization, including the current and historical structure of international financial institutions. Topics include exchange rate theories, monetary regimes, interest rates, asset pricing, risk diversification, the balance of payments, currency crises, and open-economy aspects of fiscal and monetary policies. Emphasis is given to the use of theories in understanding current events and policy issues.

*Prerequisite: ECN 1010 and 1020, or ECN 1030*

## 3300 Law and Economics

McClintock 4 credits  
SOC

An examination of how economic concepts and modeling can be applied to help determine the justification for, and the effects of, various types of laws and contractual arrangements. The problems posed by externalities and other market failure arising in resource, labor, and product markets are discussed, and the legal framework and regulatory environment for addressing these issues is surveyed in order that alternative approaches might be evaluated.

*Prerequisite: Junior or senior standing*  
*Fall*

## 3340 Introduction to Econometrics

Cronovich 4 credits  
SOC

Econometrics is a set of tools researchers use to estimate relationships between variables, test theories, and make forecasts, all using real-world data. Econometric analysis supports decision making in public policy, business, the court system, and academia. This course provides a rigorous introduction to econometrics, with a particular emphasis on multiple regression analysis. Topics include: formulating good research questions; estimating regression models using cross-section, time-series, and panel data; conducting hypothesis tests; and interpreting and critically evaluating published regression results. *Prerequisite: BUS/ECN 2340*

*Prerequisite: BUS/ECN 2340 or consent of instructor*

## 3550 Internship in Economics

Staff 4-8 credits

Placement for a term and relevant learning experiences in business, nonprofit organizations, or government. Enrollment is restricted to economics majors; this course may not be used to fulfill upper-division economic electives. Graded P/F.

*Prerequisite: Junior standing and permission of the instructor*  
*Fall/Spring*

## 4030 International Political

### Economy

McClintock 4 credits  
SOC

Building upon prior analysis of international trade and finance, this course offers students an advanced study of the interaction of the economic and political processes in the world arena. Topics may include, but are not limited to, economic and political integration, theories of direct foreign investment and international production, economic development, the political economy of the global environment and international governance.

*Spring*

## 4050 Seminar in International Political Economy

Staff 4 credits

Serving as a capstone for the international political economy major, the seminar goes beyond disciplinary lines in an attempt to further integrate diverse and often competing perspectives, methodologies, and values. A research thesis, on a topic of individual student's choice made in consultation with an advisor, is required along with an oral presentation to faculty and students involved in the program.

*Prerequisite: Senior standing*  
*Spring*

## 4400 Seminar and History of Economic Thought

Staff 4 credits

Serving as a capstone for the major, the seminar goes beyond specific fields to consider how the institutions of any society shape, and are shaped by, the ongoing economic process. Inquiries into how economies have evolved in specific historical contexts, and into their accompanying ideologies, are central to the course. A major paper on a topic of individual student choice is required. Fall semester.

*Prerequisite: Senior standing, ECN 2510, ECN 2520, and ECN 3340*  
*Fall*

## 4990 Senior Thesis Completion

Staff 0 credits

Students must register for ECN 4990 during the semester of their Senior Thesis Completion

## Education

The Education Department of Carthage offers majors in middle childhood/early adolescent (ages 6-13; grades 1-8) in cross-categorical special education (ages 6-21; grades 1-12) minors in early adolescence/adolescent (ages 10-21; grades 6-12)

education and programs in special fields of music and physical education (grades K-12).

### Teacher Licensure Programs/Majors

Carthage prepares students for teaching in the following majors: middle childhood/early adolescent (elementary/middle education), cross-categorical special education, biology, broad field social science, chemistry, economics, English, French, German, geography, history, mathematics, music, physical education, physics, political science, psychology, sociology, Spanish, theatre and communication.

Please see the requirements for each major in the appropriate section of the catalog.

NOTE: Completion of the Carthage education program does not guarantee licensure. State requirements (such as student teaching, content tests, criminal background checks, etc.) in addition to program completion must also be met for teacher certification.

### Planning a program

A decision to teach requires a personal commitment and the willingness to follow a prescribed program. Students whose goal is teaching must plan their program with particular care in order to meet both the requirements for graduation and the requirements for a teaching license. Because licensure requirements may vary among the different states, students are advised to seek information early in their college career regarding particular state requirements.

In each of the licensure programs listed, there are specific course sequences that must be followed to achieve licensure. Students are expected to plan and confirm their programs with an education department faculty member and/or appointed advisor. Middle Childhood/ Early Adolescent majors not seeking licensure in a minor area can choose any minor from the non-licensable minor list found in the Steps booklet. Middle Childhood/Early Adolescent majors seeking licensure in a minor area must choose from the licensable minor list also found in the Steps booklet.

### Admission into the Teacher Education Licensure Program

Admission into the Teacher Education Licensure Program (TEP) requires a cumulative grade point average (GPA) of not less than 2.75 on a 4.0 scale computed on **all** credits of collegiate level course work for undergraduate programs at any and **all** post-secondary schools attended. The GPA needed in education courses, major and minor, must be at least 2.75.

Students are also expected to successfully complete an assessment of basic skills using standardized tests and other appropriate

measures prior to admission to the teacher education program. All students who want to be admitted to the teacher education program to pursue state licensure must meet or exceed the following passing scores on the Praxis I prior to application for admittance to the teacher education programs: Reading 175, Writing 174, Mathematics 173, Passing scores on the computerized version of the tests are: Reading 322, Writing 320, and Mathematics 318.

Students should apply for admission to the teacher education program after having completed foundations courses in education (EDU 1010, 1050, and 2010) and in general education (Core sequence with a C or better). Only students who have at least a 2.75 cumulative grade point average are allowed into the program. No student may enroll in education courses numbered 3000 and above without first having been admitted to the teacher education program. Students must consult their **Steps to Becoming a Teacher** booklet for the complete list of TEP requirements.

### Student Teaching

Student teaching is required for all licensure programs (initial and add-on).

In order to be approved for student teaching and later endorsed for licensure, a student must have a minimum grade point average of 2.75 on a 4.0 scale for the entire undergraduate program which includes courses from all institutions of higher learning prior to attending Carthage. In addition, student teaching candidates need to show an acceptable portfolio, pass the appropriate Praxis II content test, and successfully complete an interview. Students must be admitted to the teacher education program at least one term prior to application to student teaching.

### Clinical Experience

The pre-student teaching clinical experiences at Carthage are developmental in scope and sequence and will occur in a variety of settings. To meet the clinical experience requirements students must register and successfully complete an education course requiring a pre-student teaching clinical experience. Students are expected to balance these experiences so that their time is distributed within the content and grade levels in which students seek licensure and in multicultural settings.

### Human Relations

The human relations requirement is satisfied by taking the Core sequence and completing required field experiences as cited above.

### Environmental Education

Teacher education certification candidates in middle childhood/early adolescent education,

science, social studies, and other related areas are required to gain competencies in environmental education through liberal arts and education courses as well as other experiences.

Students should be able to show exposure to knowledge of:

1. The wide variety of natural resources and methods of conserving those natural resources.
2. Interactions between the living and non-living elements of the natural environment.
3. The concept of energy and its transformation in physical and biological systems.
4. Interactions among people and the natural and manufactured environments.
  - Historic and philosophical review of the interactions between people and the environment.
  - The social, economic, and political implications of continued growth of the human population.
  - The concept of renewable and non-renewable resources and the principles of resource management.
  - The impact of technology on the environment.
  - The manner in which physical and mental well-being is affected by interaction between people and their environments.
5. Affective education methods that may be used to examine attitudes and values inherent in environmental problems.
6. Ability to incorporate the study of environmental problems in whichever subjects or grade level programs the teacher is involved.
  - Outdoor teaching strategies
  - Simulation
  - Case studies
  - Community resource use
  - Environmental issue investigation, evaluation, and action planning
7. Ways in which citizens can actively participate in resolving environmental problems.

Middle childhood early adolescent majors fulfill the environmental education requirements in methods courses 3160 and 3260.

Students in the Early Adolescent/Adolescent minor can fulfill the environmental science requirement by taking any of the following courses: GEO 1700, BIO 1020, or BIO 1030.

## Education

The Biological Science requirement can be fulfilled by taking either BIO 1020 or BIO 1030.

### General Education Requirements

Middle Childhood through Early Adolescent majors and Early Adolescent through Adolescent minors must meet the following requirements:

**Core Sequence:** appropriate catalog requirements

**Carthage Symposium:** appropriate approved interdisciplinary course

**Writing Across the Curriculum:** four courses including the following: 2 Heritage courses, 1 writing intensive labeled course in the department, and 1 choice writing intensive course in the college.

**HIS 1000:** Issues in American History: 4 credits

**Fine Arts:** Choose from approved catalog list of art, music, theatre, or communication courses with FAR distribution credit: 4 credits

**Natural Sciences:** Choose from courses with SCI distribution credits with one being a lab.  
1. Any approved biological science: 4 credits  
2. Any approved physical science course (Physics or Chemistry): 4 credits

**Social Science:** one class from the following areas with SOC distribution credit (4 credits): economics, geography, political science, psychology, or sociology.

**Modern Language:** Choose two courses (8 credits) with MLN distribution credit. Modern language is not required for Wisconsin teacher licensure.

**Mathematics:** Choose one course (4 credits) with MATH distribution credit.

**Religious Studies:** 8 credits

1. REL 1000 Understandings of Religion  
2. Choose one course with RELI distribution credit.

**Exercise and Sport Science\***

1. Concepts of Physical Fitness: 1 credit  
2. Choose any lifetime/fitness activity: 1 credit

Students that double major in Elementary Education and Cross- Categorical Special Education are exempt from the 82 credits that are required to have been taken outside of the department. All other general education requirement listed above must be fulfilled.

**NOTE:** Topics courses may not be used to satisfy content course requirements.

**Middle Childhood through Early Adolescent (Grades 1 through 8)**

The Department of Education offers a major in Middle Childhood through Early Adolescent (Grades 1-8), which requires completion of the following courses:

1. Courses for the major
  - EDU 1010 Education and Society (4 cr.)
  - EDU 1050 Characteristics of Exceptional Learners (4 cr.)
  - EDU 2150 Creative Arts (4 cr.)
  - EDU 3160 Social Studies in the Elementary/Middle School (4 cr.)
  - EDU 2720 Behavior Management in the Classroom (4 cr.)
  - EDU 3220 Reading & Language Arts I (4 cr.)
  - EDU 3230 Reading & Language Arts II (4 cr.)
  - EDU 3250 Effectively Teaching Math in Elementary/Middle School (4 cr.)
  - EDUC 3260 Effectively Teaching Science in Elementary/Middle School (4 cr.)
  - EDU 4130 Children's & Early Adolescents' Literature (4 cr.)
  - EXS 2450 Physical Education & Health Methods\* (2 cr.)

\*This course fulfills the concepts of physical fitness (1 cr.) and fitness activity (1 cr.) general education requirements for the Carthage degree.

2. The following courses are required to complete the Wisconsin teacher licensure requirements:

- EDU 2010 Educational Psychology and Assessment (4 cr.)
- EDU 2220 Methods & Materials: Portfolio (2 cr.)
- EDU 4900 Student Teaching & Seminar (12 cr.)

3. The following courses are required for licensure and are taken as general education requirements for the Carthage degree:

- HIST0 1000 Issues in American History (4 cr.)

Any appropriate Social Science course (4 cr.)

Any appropriate Biological Science course\* (4 cr.)

Any appropriate Physical Science course (Physics or Chemistry), at least one must be a lab science (4 cr.)

4. The Middle Childhood through Early Adolescent major also may earn a minor or second major in a content area for teacher licensure.

**Licensable Minors:** Biology, Chemistry, English, French, Geography, German, Health (for EXSS majors only), History,

Mathematics, Natural Science, Physics, Spanish, Communication.

Non Licensable Minors: Art (Studio or Art History), Business, Computer Science, Economics, Marketing, Music, Political Science, Psychology, Sociology, Theatre.

### Cross-Categorical Special Education

Students seeking the major in cross-categorical special education must also have a major in Middle Childhood through Early Adolescent education or a content major and an Early Adolescence and Adolescence minor. The cross-categorical special education major consists of the following courses:

- EDU 2080 Instructional Technology for Exceptional Learners (4 cr.)
- EDU 2140 Principles of Instructional Design (4 cr.)
- EDU 3110 Assessment of Exceptional Learners (4 cr.)
- EDU 4090 Methods for Teaching Elementary Level Exceptional Learners (4 cr.)
- EDU 4100 Methods for Teaching Secondary Level Exceptional Learners (4 cr.)
- EDU 4120 Advanced Study and Field Experience in Teaching Exceptional Learners (4 cr.)
- EDU 4300 Collaboration Between General and Special Educators (2 cr.)
- EDU 4140 Advanced Study and Field Experience in Teaching Exceptional Learners: Secondary (4 cr.)

### Early Adolescence and Adolescence Minor (Grades 6 through 12)

Students preparing for middle/secondary teaching must complete an appropriate major in the academic area in which they plan to teach and an early adolescence and adolescence education minor. The minor consist of the following education courses:

## 1. Courses for the minor

|             |  |         |
|-------------|--|---------|
| EDU 1010    | Education and Society  | (4 cr.) |
| EDU 1050    | Characteristics of Exceptional Learners  | (4 cr.) |
| EDU 2220    | Methods and Materials Portfolio  | (2 cr.) |
| EDU 3510    | Techniques and Strategies for K-12 Schools ( <i>Required of Music and Physical Education majors only</i> )   | (2 cr.) |
| EDU 3520    | Developmental and Content Reading  | (4 cr.) |
| EDU 3540    | Language Arts in Middle and Secondary Schools ( <i>Not required of Music and Physical Education majors</i> ) | (4 cr.) |
| EDU 3570    | Classroom Management Middle/Secondary ( <i>Not required of Music and Physical Education majors</i> )         | (4 cr.) |
| (DEPT) 4200 | Methods and Materials in the Major Field   | (4 cr.) |

Note: *English majors must also take EDU 4130 Children's & Early Adolescent Literature (4 credits)*

2. The following courses are required to complete the Wisconsin teacher licensure requirements:

|          |                                       |          |
|----------|---------------------------------------|----------|
| EDU 2010 | Educational Psychology and Assessment | (4 cr.)  |
| EDU 4900 | Student Teaching & Seminar            | (12 cr.) |

3. The following courses are required for licensure and taken as general education requirements for the Carthage degree:

|          |   |         |
|----------|---|---------|
| HIS 1000 | Issues in American History                                      | (4 cr.) |
|          | Any appropriate Social Science course                           | (4 cr.) |
|          | Any appropriate Biological Science course*                      | (4 cr.) |
|          | Any appropriate Physical Science course (Physics or Chemistry*) | (4 cr.) |

\**At least one must be a lab science.*

4. Science and social science majors, including history, must satisfy the environmental education requirement by completing BIO 2000 Plants and People or BIO 2200 Ecological Bases of Conservation as their biological science or GEO 1700 Physical Geography or GEO 2550 or an appropriate environmental science course.

5. Secondary Education students will complete the Senior Thesis in their major field.

6. All education majors and minors should plan their program with an advisor from the

major and minor academic area and an advisor from the education department.

**7. NOTE: Topics courses may not be used to satisfy content course requirements.**

**1010 Education and Society**

Short, Zavada, Wolff, Easley, Sconzert, Rieman  
The history and philosophy of education (elementary, middle/junior high, and secondary), as well as current social and political issues of education learning environments will be the basic content of this course. Governance issues will also be examined. Critical thinking skills will be developed through writing, speaking, and listening.  
*Fall/J-Term/Spring*

**1050 Characteristics of Exceptional Learners**

Moore, Zavada, Bass, Ryan 4 credits  
The student will gain a foundation of knowledge for working with students with disabilities in an individualized education program. The course includes relevant knowledge and basic methods for working with students in an inclusive classroom. Clinical experience required.  
*Fall/J-Term/Spring*

**200 Topics in Education**

Staff 1-4 credits  
Provides students the opportunity for learning experience in areas not readily available to them through normal curricular offerings.

**2010 Educational Psychology and Assessment**

Bass, Munk, Zavada, Wolff, Sconzert  
The course will provide introductions to major theoretical systems of relevance to education, background on instructional design tactics based on the theories covered, and historical background on key psychological and assessment issues that bear on current teaching practices. Contributions of educational psychology and assessment to the areas of classroom management, research foundations, reading and interpreting data, and current instructional methodologies will be addressed.  
*Fall/J-Term/Spring*

**2080 Instructional Technology for Exceptional Learners**

Moore 4 credits  
Students will demonstrate fluency in describing pedagogical approaches to incorporating technology into the instruction of exceptional learners, particularly students with learning disabilities, emotional disturbance, and cognitive disorders. Field experience required.  
*Prerequisite: EDU 1050*  
*Spring*

**2140 Principles of Instructional Design**

Moore, Bass 4 credits  
This course incorporates content on language and cognitive development, as well as theories of learning and modules for developing instructional systems. Students will develop the ability to link instructional methods to an underlying theory of learning and learner characteristics. Emphasis will be placed on methods for evaluating instructional systems.  
*Prerequisite: EDU 1050 and 2010*  
*Spring*

**2150 Creative Arts: Music and Art in the Elementary/Middle School**

Ward, Easley 4 credits  
A study of the philosophies, methods, and materials essential in facilitating artistic development in elementary and middle school students. This comprehensive approach to arts education includes art and music history, criticism, aesthetics, and active participation in art-making and musical performance. Emphasis will be placed upon the integration of the arts into the curriculum. Field work required.  
*Fall/Spring*

**2220 Methods and Materials: Portfolio Development**

Staff 2 credits  
This course incorporates applications of teaching methods and satisfies senior thesis for elementary education. The Wisconsin teaching standards, development of a portfolio, inclusion, and parental involvement are stressed. Emphasis within the course may change to reflect current classroom needs.  
*Fall/J-Term/Spring*

## **2720 Behavior Management in the Classroom**

Bass, Munk 4 credits

A study of the methods and techniques involved in organized behavior management programs in a school setting. Emphasis is placed on the role of the teacher in relationship to children with special needs. Field work required. Contributions of educational psychology to the areas of classroom management and conflict resolution will be addressed.

*Fall/Spring*

## **2810 Alcohol, Tobacco, and Other Drug (ATOD)**

Allen 2 credits

This course provides an overview of substance use and abuse among adolescents. The course will focus on understanding how to teach this topic as part of a comprehensive school health education curriculum.

## **3110 Informal Assessment of Exceptional Learners**

Bass 4 credits

Students will demonstrate competence in designing, implementing, and interpreting informal assessment instruments.

*Prerequisite: Admission to the Teacher Education Program*

*Fall*

## **3160 Social Studies in the Elementary/Middle School**

Ward, Short 4 credits

A study of the processes, skills, and learning approaches required for teaching social studies. Values, value clarification, moral development, simulations, and global concepts will be stressed. Field work required. This course must be taken at the same time that students take EDU 3260.

*Prerequisite: Admission to the Teacher Education Program and completion of HIS 1000 Must be taken at the same time as EDU 3260*

*Fall/Spring*

## **3220 Reading and Language Arts I (Grades 1-8)**

Easley, Rieman 4 credits

The study of the development and mastery of information that involves the integrated processes of reading and thinking. Emphasis will be placed on the developing reader, including the understanding of bilingual speakers as reader. In addition, the course will focus on the integration of language arts into the curriculum, implementation of word analysis strategies, comprehension of written discourse, reading in the content areas, and the management of reading programs. Field work required. This course must be taken at the same time as EDU 3250.

*Prerequisite: Admission to the Teacher Education Program This course must be taken at the same time as EDU 3250*

*Fall/Spring*

## **3230 Reading and Language Arts II**

Easley, Rieman 4 credits

The study of formal and informal diagnostic procedures for identifying strengths and weaknesses of students' reading, and the successful implementation of programs designed to meet the individual needs of students in learning the language arts. In addition, an emphasis will be placed on the identification, diagnosis, and remediation of reading and language arts abilities. Field work required.

*Prerequisite: Admission to the Teacher Education Program, EDU 3220*

*Spring*

## **3250 Effectively Teaching Mathematics in the Elementary/Middle School**

Short, Moore 4 credits

This course is designed to provide elementary/middle school pre-service teachers with knowledge of the development sequence of mathematical knowledge and fluency in the pedagogical concepts and skills needed for student success. The focus of this course is on the content, methods of teaching, and the curricula as taught at elementary and middle school levels. A wide range of teaching and learning experiences will be demonstrated and practiced. The course experiences include collaborating with the instructor and cooperating teachers who are involved in our partnerships with local schools in planning, implementing, and evaluating classroom mathematics instruction. Field experience required. This course must be taken at the same time as EDU 3220.

*Prerequisite: Admission to Teacher Education Program This course must be taken at the same time as EDU 3220*

*Fall/Spring*

## **3260 Effectively Teaching Science in the Elementary/Middle School**

Moore, Short 4 credits

This course is designed to provide elementary/middle school pre-service teachers with knowledge of the developmental sequence of scientific ideas and concepts and fluency in the pedagogical concepts and skills needed for student success. The focus of this course is on the content, methods of teaching and the curricula as taught at the early childhood, elementary and middle school levels. A wide range of teaching and learning experiences will be demonstrated and practiced. The course experiences include collaborating with the instructor and cooperating teachers who are involved in our partnerships with local schools in planning, implementing, and evaluating classroom science instruction. Environmental education will be incorporated into this course. Field experience required. This course must be taken at the same time as EDU 3160.

*Prerequisite: Admission to Teacher Education Program This course must be taken at the same time as EDU 3160*

*Fall/Spring*

**3510 Techniques and Strategies for K-12 Schools**

Staff 2 credits

An examination of courses of study, K-12, in the schools and the practical application of instruction in middle, junior and high schools. Practical application of audiovisuals, computers, teacher-generated materials, discipline and behavior management, teaching critical thinking, lesson plans, objective writing, mainstreaming and parental involvement will be covered and conflict resolution will be addressed. Computer laboratory work is included.

*Prerequisite: Admission to the Teacher Education Program*  
Fall/Spring

**3520 Developmental and Content Reading**

Easley, Rieman 4 credits

The study of written communication as an interactive process that requires the integration of the individual reader, text, and context factors. The course will focus on using reading to teach subject matter in middle and secondary schools. Note: The course is required for all subject matter certification candidates including music and physical education. Field experience required.

*Prerequisite: Admission to the Teacher Education Program*  
Fall/Spring

**3540 Language Arts in Middle and Secondary Schools**

Easley, Rieman 4 credits

A study of the content, organization, and methods of middle and secondary school language arts programs. Emphasis will also be placed on written communication. Required for all subject matter certification candidates except music and physical education. Field work required.

*Prerequisite: Admission to the Teacher Education Program*  
Fall/Spring

**3570 Classroom Management for Secondary Teachers**

Sconzert 4 credits

This course will prepare middle/secondary education majors to implement effective policies and strategies for creating a productive and safe classroom environment. Materials will cover basic teaching strategies for wide discipline programs. Students will complete field work, in which they evaluate effects of popular management strategies. Conflict resolution will be addressed.

*Prerequisite: Admission to the Teacher Education Program*  
Fall/Spring

**400 Topics in Education**

Staff 1-4 credits

Provides students the opportunity for learning experience in areas not readily available to them through normal curricular offerings.

**4090 Methods for Teaching Elementary Level Exceptional Learners**

Moore, Ryan 4 credits

Students will demonstrate understanding of instructional strategies and techniques for working with students with disabilities in inclusive classrooms (grades 1-5) and individualizing the general education curriculum. Students will complete a fieldwork project in which they will assess students with disabilities, develop individualized education programs, and demonstrate the program's effectiveness with performance-based assessment information. Field experience required.

*Prerequisite: Admission to the Teacher Education Program*  
Fall

**4100 Methods of Teaching Secondary Level Exceptional Learners**

Munk 4 credits

Students will demonstrate understanding of instructional strategies and techniques for working with students with disabilities in inclusive classrooms (grades 6-12) and individualizing the general education curriculum. Field experience required.

*Prerequisite: Admission to the Teacher Education Program; must be taken concurrently with EDU 4140*  
Spring

**4120 Advanced Study and Field Experience in Teaching****Exceptional Learners: Elementary**

Zavada, Moore, Bass 4 credits

Students will work independently with a special education faculty member to design and complete a field-based research project in which they will concentrate on a specific category of disability (either learning disabilities, cognitive disabilities, or emotional disturbance) by researching current issues and best practice in working with students with the specific disability. Field experience required.

*Prerequisite: Admission to the Teacher Education Program; (EDU 4090 must be taken concurrently)*  
Fall

**4130 Children's and Early Adolescents' Literature**

Ward, Easley, Rieman 4 credits

A study of the story interests of children and early adolescents. Emphasis will be placed on the interactive strategies that focus on content and process and encourage students' responses in social, affective, cognitive and metacognitive dimension. Literature will be used as an instructional tool to promote all aspects of reading in correlation with engaging students in literature experiences as a central theme.

*Prerequisite: Admission to the Teacher Education Program*  
Fall/Spring

**4140 Advanced Study and Field Experience in Teaching****Exceptional Learners: Middle/High School**

Bass, Munk, Moore 4 credits

Students will work independently with a special education faculty member to design and complete a field-based research project in which they will concentrate on a specific category of disability (either learning disabilities, cognitive disabilities, or emotional disturbance) by researching current issues and best practices in working with students with the specific disability. Field experience required.

*Prerequisite: Admission to the Teacher Education Program; EDU 4100 must be taken concurrently*  
Spring



**4200 Methods and Materials in Teaching Secondary Social Science**

Sconzert 4 credits

A study of social sciences teaching methods and instructional materials in the student's field of preparation. Special attention is given to the selection and organization of subject matter and learning activities. Field work required.

*Prerequisite: Admission to the Teacher Education Program*  
Fall

**4300 Collaboration between General and Special Education**

Moore, Zavada 2 credits

The readings and assignments in this class will develop students' skills in collaborating with colleagues and parents to support student learning and well-being.

*Prerequisite: This course is to be taken with EDU 4900 (student teaching)*  
Fall/Spring

**4900 Student Teaching Seminar**

Barca, Lauer 12 credits

Observation and teaching in a classroom under the joint supervision of a qualified cooperating teacher and a college supervisor.

A seminar covers current educational theories and topics related to professionalism and experiences in student teaching. Special attention will be given to classroom management. Students must be admitted to the Teacher Education Program at least one term prior to applying to student teaching.

*Prerequisite: Admission to the Teacher Education Program, passing Praxis II, and approval by the Teacher Education Committee*  
Fall/Spring

**English**

The purpose of the English major at Carthage is to foster the imaginative understanding of literature and appreciation of language. Students will acquire knowledge of literary history, literary forms and techniques, and the questions and issues particularly relevant to the discipline which developing critical thinking and writing skills. In addition, the department encourages interested students to explore the art and craft of creative writing. The creative writing track of the English major encourages serious writers from all majors to develop a passion for creative writing and allows them to expand their understanding and practice of the writing of fiction, poetry and creative non-fiction.

The Department of English offers a program with several kinds of students in mind: those

satisfying general education requirements, those who wish additional courses in composition, literature and creative writing as electives, those who wish to complete a teaching major or minor in English, and those who wish a major in English as preparation for graduate or professional school or a career in fields such as publishing, advertising, law, civil service, journalism, public relations and the ministry.

By majoring in English, students will develop skills that will aid them in any pursuit that requires the ability to think critically and creatively, write articulately, and to consider problems from a broad range of perspectives; they will develop skills that contribute to their professional and personal lives as informed and effective communicators.

English majors are expected to take advantage of the many opportunities to attend literary programs and performances of plays, including those of the theatre department. As a minimum, majors are encouraged to participate in at least one of the annual fall trips to the Stratford Theatre Festival in Ontario.

**English Major**

40 credits in English, including the following:

- 1160 Introduction to Literary Studies (usually taken within a year of the declaration of the major)
- 2010 American Literary Traditions
- 2020 English Literary Traditions I (prior to 1800)
- 2030 English Literary Traditions II (after 1800)
- 4100 Senior Seminar

Of the following courses, one must be taken from each category:

Category I

- 3010 Literature in Its Time I (prior to 1800)
- 3110 Shakespeare
- 3150 Special Studies in a Major Author Prior to 1800 (English 2020 is a prerequisite to 3010 and 3150).

Category II

- 3020 Literature in Its Time II (after 1800)
- 3070 Film and Literature
- 3090 Literatures of Diversity
- 3100 Literature and Gender
- 3160 Special Studies in a Major Author After 1800

The balance of the 40 credits may be completed by choosing among the department course offerings.

**English Minor**

24 credits in English, including the following:

2010 American Literary Traditions

Choice of one:

1060 Interpreting Literature

1160 Introduction to Literary Studies

Choice of one:

2020 English Literary Traditions I

2030 English Literary Traditions II

Choice of one:

3110 Shakespeare

3150 Special Studies in a Major Author Prior to 1800

3160 Special Studies in a Major Author After 1800

The balance of the 24 credits may be completed by choosing among the department course offerings.

**Teaching Licensure**

**English Major with Secondary Education Minor**

Students majoring in English and seeking teaching licensure at the secondary level must include the following among the 40 credits taken within the department: English 2040; English 2050 or 2060; and English 3750. In addition, students are required to take Education 4130 and Education/English 4200.

**Elementary Education Major with English Minor**

Students majoring in elementary education and minoring in English/language arts must include the following among the 24 credits taken within the department: English 1060 or 1160; English 2010; English 2050 or 2060; English 2020 or 3110; English 2030 or 2040 or 3750; and one elective. In addition, students are required to take Education 4130.

Students interested in teaching licensure should contact the Department of Education.

**The Emphasis in Creative Writing for English Majors**

Students majoring in English may also select an emphasis in creative writing. The emphasis is designed for students who wish to combine their literary study with study in the practice of creative writing. Students majoring in English who elect the emphasis in creative writing take 41 credits in the department, including the following required courses:

- 1160 Introduction to Literary Studies
- 2010 American Literary Traditions

- 2020 English Literary Traditions I
- 2030 English Literary Traditions II
- 2050 Creative Writing
- 3040 Advanced Writing (in the area appropriate to the student's writing interest)
- 3140 Literary Genre (in the area appropriate to the student's writing interest)
- 4100 Senior Seminar
- 4300 Seminar in Creative Writing

And a choice from Category I and Category II as listed under "The Major."

Students graduating with an emphasis in creative writing will also be required to take ENG 4300 Seminar in Creative Writing to produce a chapbook and give a public reading of their work. A chapbook is a short book of original poetry, fiction, or creative non-fiction that is unified by content, theme or style. Poetry chapbooks should be 10-20 pages; fiction and non-fiction chapbooks will generally be 15-30 pages. The chapbook will be written and revised during senior year under the guidance of two creative writing faculty members, and may satisfy part of the course requirements for English 3040: Advanced Writing (within the student's chosen genre). Guidelines for the chapbook and public reading can be obtained from the English Department chairperson or the Director of Creative Writing.

#### **Creative Writing Minor for Non-English Majors**

Students seeking to minor in creative writing must first pass COR 1100 and 1110 or the equivalent. The minor in creative writing for non-English majors consists of the following 25-credit course of study:

- 2010 American Literary Traditions
- 2050 Creative Writing
- 3040 Advanced Writing (in the area appropriate to the student's writing interest)
- 3140 Literary Genre (in the area appropriate to the student's writing interest)
- 4300 Seminar in Creative Writing

In addition, non-English majors seeking a minor in creative writing must take English 2020 or 2030, and one free elective from the department course offerings.

Like those majoring in English with an emphasis in creative writing, students who wish to graduate with a minor in creative writing will also be required to produce a chapbook and give a public reading of their work. A chapbook is a short book of original poetry, fiction, or creative non-fiction that is unified by content, theme or style. Poetry

chapbooks should be 10-20 pages; fiction and non-fiction chapbooks will generally be 15-30 pages. The chapbook will be written and revised during senior year under the guidance of two creative writing faculty members, and may satisfy part of the course requirements for English 3040: Advanced Writing (within the student's chosen genre). Guidelines for the chapbook and public reading can be obtained from the English Department chairperson or the Director of Creative Writing.

#### **Honors in the Major**

Students interested in pursuing honors in English should consult the department chair for details. Forms for departmental honors are available from the English Department chairperson. Basic requirements are listed under All-College Programs in the catalog.

#### **1060 Interpreting Literature**

Staff 4 credits  
HUM

This is a course designed to introduce students to critical reading and literary analysis, focusing on the terminology and tools needed to study literature in an informed, imaginative way. The course provides students with knowledge of the conventions and varieties of fiction, poetry, and drama, and seeks to instill in them an awareness of the range and diversity in literary voices and how literature and culture interact.

*Fall//Spring/Summer*

#### **1160 Introduction to Literary Studies**

Carrig, Michie, Smiley, Keisel 4 credits  
HUM

This gateway course for English majors and prospective English majors introduces students to the essential techniques, approaches, and fundamental questions of literary discourse and the practice of literary criticism, as well as to the central issues raised by literary theory. Although a review of genres and literary elements along with an introduction to the most frequently anthologized authors is a component of the course, its main aim is to teach students how to read with a greater awareness of the process of interpreting literary texts. This course is required of all majors, and must be taken within a year of declaration. English 1160 also may be used for distribution credit in the Humanities.

*Fall//Spring*

#### **200 Topics in Literature**

Staff 1-4 credits

A course of variable content for lower-level students. Topics will not duplicate material covered in other courses.

#### **2010 American Literary Traditions**

Duncan, Smiley, Steege, Wallace 4 credits  
HUM

This course is designed to give students an understanding of key characteristics, historical phases, and issues in American literature. In order to experience the range and diversity of American literature, students read both canonical authors such as Bradstreet, Hawthorne, Dickinson, Twain, Hemingway, Faulkner, and Ellison, and non-canonical writers from a variety of regional and ethnic backgrounds, such as Harriet Wilson and Emma Lazarus. The works will be arranged in chronological order and will be discussed as representative of the time period from which they come. The works taught will be chosen so that students will encounter a variety of genres such as poetry, novels, short stories, drama, and essays.

This course is a prerequisite for subsequent courses that focus on American literature (e.g. Literature in its Time II and Special Studies in a Major Author after 1700).

*Fall//Spring/Summer*

#### **2020 English Literary Traditions I**

Carrig 4 credits  
HUM

In this course, students study English literature written prior to 1800. Such works and writers as Beowulf, Chaucer, medieval lyrics, medieval drama, the major sonnet writers, Sidney, Spenser, Marlowe, Shakespeare, Milton, Swift and Pope will be included. In addition to these canonical writers and works, attention will be given to non-canonical works as well, such as *The Book of Margery Kempe* and *The Paston Letters*. The works will be arranged in chronological order and discussed as representative of the time period from which they come.

*Fall*

**2030 English Literary Traditions II (After 1800)**

Carrig, Keisel 4 credits  
HUM

In this course, students study English literature written after 1800, reading works by such writers as Wordsworth, Coleridge, Byron, Blake, Shelley, Keats, Tennyson, Browning, Arnold, Austen, Dickens, Conrad, Joyce, Lawrence, Yeats, and Woolf. In addition to these canonical writers, attention will be given to non-canonical writers whose works can provide diversity in ethnicity, class and gender.

Spring

**2040 The Classical Tradition in Literature**

Carrig, Alli 4 credits  
HUM

The content of the course consists of the great texts of the Western European tradition and also from non-Western traditions. The works included will represent the Heroic and Classical periods in Greece (Homer, Sappho, the Greek dramatists), the Golden Age of Latin Writings (Virgil, Ovid), and the medieval continuation of the tradition. Such non-Western works as Gilgamesh or Chinese poetry may be included. Emphasis will be on how these works both reflect their cultural world and treat problems which will confront us.

Spring

**2050 Creative Writing**

Meier, Wallace 4 credits

A workshop in writing poetry and fiction. Through reading and responding to published literary pieces as well as their own projects, students will acquire increased appreciation for the craft and aesthetic of literature and their own writing skills.

Prerequisite: COR 1100 and COR 1110  
Fall/Spring

**2060 Expository Composition**

Meier, Wallace 4 credits

This course will focus on the development of a clear and persuasive expository style suited for academic or professional writing. Students will gain a heightened sense of "audience" by reading and responding to each other's writing.

Prerequisite: COR 1100 and 1110

**3010 Literature in Its Time I**

Carrig 4 credits  
HUM

A rotating selection of courses engaging important themes, voices, and works of the medieval and Renaissance periods and the 18th century. Because literary works are not written in a vacuum but partake of the beliefs and concerns of a particular milieu, these courses provide the student with an interdisciplinary approach to literature by showing how philosophy, music, art, science, and society are reflected in and help shape the literature of each period.

Prerequisite: ENG 2020: English Literary Traditions I

**3020 Literature in Its Time II**

Smiley, Steege 4 credits  
HUM

A rotating selection of courses engaging important themes, voices, and works of the British romantic period, the Victorian period, the modern period, and 19th-21st century American literature. These courses follow the same interdisciplinary approach as Literature in Its Time I.

Prerequisite: ENG 2030: English Literary Traditions II or ENG 2010: The American Literary Tradition, depending on course content

**3040 Advanced Writing**

Meier, Wallace 4 credits

A rotating selection of courses focusing on the production of literary and expository writing, the art of the short story and the poem as well as the essay and creative nonfiction. Through intensive workshops each course will immerse students in the writing process, stressing the craft and technique of writing. In addition to reviewing students' own work, the course will include some study of exemplary works in the appropriate form of discourse.

Prerequisite: COR 1100, COR 1110 and ENG 2050; or consent of the instructor  
Spring

**3070 Film and Literature**

Smiley 4 credits  
HUM

This class will explore the relationship between film and literature. Students will be taught to "read" literature and film, analyzing narrative structure, genre conventions, technical and artistic factors to better understand the relationship between text and image. In addition, students will examine how film and literature reflect the times and conditions in which they are made, and conversely, how they sometimes help shape attitudes and values in society. Our reading and viewing of texts will not only address aesthetic achievement and cultural values, but also distinguish the unique ways in which film and literature construct their representative meanings.

**3090 Literatures of Diversity**

Ali, Smiley 4 credits  
HUM

Each offering in this rotating selection of courses explores a single diverse ethnic literature, such as African-American, Asian-American, Hispanic-American, and Native American. While content will vary according to the discretion of the instructor, this group of courses is united by a common desire to read a diverse literature according to its own heritage double-voiced as it is further complicated by issues of gender and class. To this end, a course in Native American literature, for example, might begin with a study of the creation myths in the oral tradition, then move to historical, anthropological, autobiographical, and fictional accounts of the Native American experience as the two (often conflicting) voices of Native American and American describe it.

**3100 Literature and Gender**

Carrig, Smiley 4 credits  
HUM

In this course the literature chosen for study will reflect issues relevant to considerations of gender. In some instances, works will be chosen in order to explore the idea of how literature portrays what it means to be male or female. In other instances, literature will be chosen in order to explore how writers of one gender portray characters of the opposite gender. In some instances the choice of literature will be based on extending awareness of writers who, because of their gender, have not historically been included within the canon. The historical and social contexts of these works will be an integral part of the conversation within the course.

**3110 Shakespeare**

Carrig, Michie 4 credits

HUM

Students may choose this course as one of the required upper-division courses prior to 1800. In this course, representative tragedies, comedies, histories, and romances will be studied. Attention will be given to how Shakespeare's plays reflect the fundamental concerns of the Renaissance. The course also will include attention to genre, history of ideas, and literary criticism.

*Spring*

**3140 Literary Genres**

Carrig, Michie, Smiley, Keisel 4 credits

HUM

This umbrella covers a series of courses on a single literary genre such as the short story, poetry, drama, the epic, the novel, that will vary in emphasis at the discretion of the instructor. The novel, for example, might be a course focusing on the novel as genre and as literature. The genre section of the course will acquaint the student with the relevant criticism. The literary section will approach the novel as literature according to formalist analysis of language and form, canonical issues, socio-historical contexts, the influence of gender, race, and class, and the role of the reader.

**3150 Special Studies in a Major Author Prior to 1800**

Carrig, Michie 4 credits

HUM

This seminar-style class studies the writing of a major English author prior to 1800. The variable content may draw from one or several genres and gives attention to literary criticism about the writer and the writer's own literary theories. Social, historical, and biographical contexts also constitute elements of the study. Featured authors may include Chaucer, Spenser, Marlowe, Donne, Milton, Swift or Pope; occasionally the instructor may chose to study two authors rather than one, if the two complement each other.

*Prerequisite: ENG 2020: English Literary Traditions I*

**3160 Special Studies in a Major Author After 1800**

Carrig, Michie, Smiley, Keisel 4 credits

HUM

This seminar-style class studies the writing of a major English author after 1800. The variable content may draw from one or several genres and will give attention to literary criticism about the writer and the writer's own literary theories. Social, historical, and biographical contexts will also constitute elements of the study. Featured authors may include Austen, George Eliot, Twain, Yeats, Hardy, Woolf, T.S. Eliot, and Faulkner; occasionally the instructor may choose to study two authors rather than one, if the two complement each other.

*Prerequisite: ENG 2030: English Literary Traditions II or ENG 2010: American Literary Traditions*

**3750 History and Structure of the English Language**

Carrig, Schulze, Wallace 4 credits

A course that seeks to enlarge students' understanding and appreciation of the English language by examining the history of its development and the systematic ways that it expresses meaning.

*Spring*

**400 Topics in Literature**

Staff 1-4 credits

An in-depth study in literature or related subject matter such as literary criticism, folklore, film, or great literary works representing a common theme, genre, perspective or period. Recent offerings have examined 20<sup>th</sup> century feminist literature, Faulkner, and Southern women writers. Topics that are under consideration include Midwestern literature, Anglo-Irish literature, and Arthurian literature.

**4100 Senior Seminar**

Carrig, Smiley 4 credits

This course, for senior English majors and seniors from other fields who may petition to be admitted, is a seminar for students to work independently on a substantial paper of literary criticism, while reporting progress and making a final seminar presentation before a group working in the same field of study. Instruction and discussion, especially in the early weeks of the course, will focus on the development of the English language, the history of literary criticism, and bibliographical tools necessary for further research in English. This course is required of all English majors and serves as an opportunity for them to demonstrate their ability to think critically and to express their ideas effectively in writing. They will, furthermore, be required to deal with questions and issues that derive from literary theory.

*Fall*

**4200 Methods and Materials in Teaching English**

Staff 4 credits

A study of English teaching methods and instructional materials. Special attention is given to the selection and organization of subject matter and learning activities. Field work required.

*Prerequisite: Admission into the Teacher Education Program (TEP)*

*Fall*

**4300 Seminar in Creative Writing**

Staff 1 credit

In this course students will develop the content of their senior chapbooks in a workshop setting, study various methods of chapbook production, produce a chapbook of their work, and prepare to present that work in a public reading.

**Entrepreneurial Studies in the Natural Sciences**

The Science Works (Entrepreneurial Studies in the Natural Sciences - ESNS) program is a unique offering at Carthage. It is nationally recognized and has been widely publicized. The program provides students with opportunities to explore and develop skills and knowledge needed to succeed in their careers and to potentially create new enterprises. Students can combine their studies at Carthage with career and business preparation that will enhance their post-graduate success, including job performance, graduate school training, or developing and operating a business.

The Science Works program includes a one-year course sequence, normally completed

during the junior year, that covers all aspects of business and careers. During their senior year, students will study and develop full scale business plans in partnership with a technology business company or organization. This mixture of courses, hands-on experience, and advanced project work gives the best training before beginning a career or graduate training. The program also provides the student with a business plan product that he or she can show to potential employers, making them more desirable in the job market after graduation and improving the likelihood for advancement. Preparing a full-scale business plan provides students with the skills that will help make them successful in all aspects of their future careers, including financial planning, strategic and operational planning, product and service development, market analysis, and staff and management strategy.

The program integrates a unique combination of skills and knowledge training. The coursework emphasizes integration of important skills, such as written and oral communication, graphical presentation, business finance and accounting, management, marketing, legal issues and regulation, intellectual property, and business ethics. In addition, the courses cover characteristics of many types of industries and businesses, and includes speakers from local, regional, and national organizations.

Carthage is a member of the National Collegiate Innovators and Inventors Association, through which students can apply for grants to support their business plan projects. Carthage is also a partner in the Center for Advanced Technology and Innovation, a technology transfer and entrepreneurship center in Racine, Wis., through which students can obtain projects and internships.

The program is offered as a minor, complementing majors across the Carthage curriculum. It requires 20 credits of work. Required courses include ESN 3100, 3200, 4100, 4300 and one of the following: ESN 2000, ESN 3250, ACC 2000, MGT 3600, MGT 3120, MKT 3130, ISS 3450 or GEO 2600.

In addition, ESN 3100 is generally offered as a Carthage Symposium, and ESN 3200 is a Writing Intensive Course, providing students with opportunities to meet those graduation requirements through participation in the program.

### 2000 Classic to Contemporary Leadership Theory

Williams 4 credits

Leadership theory has made a significant transformation over time. This course will examine the evolution of leadership theory from the classical period through contemporary models. Students will analyze these theories and identify the major perspectives, strengths, and areas of weakness. The course will provide the students an opportunity to become more self-aware of their own personality characteristics, current leadership strengths, and areas of challenge. Students will develop an authentic personal theory of leadership and use leadership theories and models to address contemporary problems in current and actual leadership settings.

### 3100 Elements of Technology-Based Business Careers

Staff 4 credits

Introduction to technology-based businesses and the skills necessary to succeed in a career. This course will introduce business and career topics such as business formation and incorporation, business structures and cultures, business economics, personal and business budgeting, oral and written communications skills for business, interviewing and resume reviews, and other topics appropriate for career development. Opportunities to meet with business leaders and other outside speakers will be provided. ESN 3100 is generally offered as a team-taught Carthage Symposium.

*Prerequisite: Permission of the ESN Program Director*

### 3200 Development and Operation of Technology-Based Business

Staff 4 credits

A comprehensive course covering all of the major aspects of operating a business. Included among the topics are management skills, legal and regulatory issues, business ethics, financial planning, business finance, investing and retirement planning, accounting and taxation, and intellectual property. Students will work in teams to develop business plans.

*Prerequisite: ESN 3100*

### 3250 Commercial Technologies in Business

Staff 4 credits

A January-term course designed around student teams engaging in week-long projects through which they learn how to develop and produce new products and services. The course emphasizes fact-finding and on-the-fly design and systems integration. The course includes field trips to regional industries.

*J-Term*

### 3500 Field Placement

Staff 2-8 credits

A field placement in entrepreneurial studies enables the student to explore a possible technology business career and to work in an individual, academically-oriented position designed to supplement or complement the student's academic experience. All field placements require faculty supervision and regular meetings between the student and the instructor.

*Prerequisite: Permission of the ESN Program Director*

### 3550 Internship

Staff 4-8 credits

An internship enables students to gain practical experience in technology business. Such internships are longer in duration than field placements. All internships require faculty supervision and regular meetings between the student and the instructor.

*Prerequisite: Permission of the ESN Program Director*

### 4100 Technology Based Business Project Development

Staff 4 credits

Students will develop a business concept in concert with an outside organization and industry mentor. Students will work directly with an industry mentor and College faculty to develop a product or business concept. Product design and market research form the core of the course activities. Students will present their projects and findings before the ScienceWorks Advisory Board.

*Prerequisite: ESN 3200*

### 4300 Business Plan Development and Presentations

Staff 4 credits

Students will develop business plans and other business documents for their core project. Students will work directly with an industry mentor and College faculty to develop a complete and detailed business plan. Students will defend their business plans before the ScienceWorks Advisory Board and a public audience. In addition, students are strongly urged to participate in an internship or work experience following completion of ESN 3200 and prior to enrolling in ESN 4100. Students must select a suitable business plan project and identify an industry mentor/partner prior to the start of ESN 4100. While this is best accomplished through an internship, students may elect to conduct projects with other organizations or companies. It is the student's responsibility to make arrangements for the project. Students can elect to enroll in a Carthage Symposium consisting of ESN 3100, 3250, and 3200. ESN 3250 may be taken out-of-sequence, but ESN 3100 and 3200 must be taken consecutively. Students enrolled as majors in the Division of Natural Sciences will have priority in enrolling in ScienceWorks courses. In addition to the above courses that constitute the ESN Minor, additional elective courses may be offered. These will not generally serve for completion of the minor.

*Prerequisite: ESN 4100*

### 4500 Independent Study

Staff 2-4 credits

A student can conduct independent study in a topic of interest in entrepreneurial studies. It is understood that this course will not duplicate any other course regularly offered in the curriculum, and that the student will work in this course as independently as the instructor believes possible.

*Prerequisite: Permission of the ESN*

*Program Director*

### 4900 Independent Research

Staff 2-4 credits

Independent research is an opportunity for students to develop and study an original or new idea within the Entrepreneurial Studies Program. Suitable topics are those that require substantial library and/or laboratory research, reading, and in-depth study, and will result in new knowledge or understanding.

*Prerequisite: Permission of the ESN*

*Program Director*

## Environmental Science

Students in the Environmental Science Program focus on the study of the problems

that arise when human beings interact with the physical/natural environment. As an area of study in a liberal arts college, this major highlights the interconnections between the natural and social sciences for approaching environmental problems. The approach is broadly based, and yet also focused on the student's choice of an individual study track (Conservation and Ecology, Environmental Policy Analysis, Environmental Data Analysis, or Water and Life). One of the primary goals is to educate natural and social scientists in the liberal arts tradition, so students will understand how to approach complex problems using methodologies and philosophies from multiple disciplines including biology, chemistry, economics, geography, and political science. The program prepares students for graduate study and/or careers in a variety of environmental fields.

### Environmental Science Major

The major in environmental science consists of at least 56 credits including a core set of courses (28 credits) and a plan of study (28 credits) chosen by the student in conjunction with his or her advisor. Students are also expected to attend one campus colloquium per month during their junior and senior years, unless they are participating in an off-campus program.

In consultation with an advisor the student selects a plan of study that is both focused and interdisciplinary. Four sequences of study from which to choose have been approved for students. Changes to the sequences must be approved by the academic advisor and the Environmental Science Oversight Committee. Under special circumstances, highly motivated students can self-design a sequence to best fit their needs. Again, the academic advisor and the Oversight Committee must approve the plan prior to student's beginning advanced coursework.

Per the college requirement, all Environmental Science majors must complete a Senior Thesis. An oral presentation of the Senior Thesis is required as part of the Environmental Science Senior Seminar (ENV 4000). Starting with the 2005-2006 catalog, Environmental Science majors who are double-majoring are required to take ENV 4000 even if they have completed a Senior Seminar in another major.

Students can choose any one of the following course sequences to fulfill their environmental science major:

### Focus in Conservation and Ecology

*Core*

ENV 1600: Introduction to Environmental

Science

ENV 2610: Case Studies in Environmental Science

Statistics Course that meets the Math requirement

GEO 2600: Introduction to GIS

ECN 3050: Environmental Economics

POL 3620: Environmental Politics

ENV 4000: Senior Seminar

ENV 4980: Field Experience Completion

ENV 4990: Senior Thesis Completion

*Track*

CHM 1000: Fundamentals of Chemistry

BIO 1030: Conservation OR BIO 2200:

Ecology

BIO 3050: Plant Physiology OR GEO 3800

Soil Science OR BIO 3060 Microbiology OR

BIO 4050 Entomology

GEO 2450: Biogeography OR GEO 3400:

Forest Ecology

GEO 3900: Field Methods

GEO 3200: Hydrology

Elective: 3000+ Level or Other Approved

Topics Course

### Focus on Environmental Policy Analysis

*Core*

ENV 1600: Introduction to Environmental Science

ENV 2610: Case Studies in Environmental Science

Statistics Course that meets the Math requirement

GEO 2600: Introduction to GIS

ECN 3050: Environmental Economics

POL 3620: Environmental Politics

ENV 4000: Senior Seminar

ENV 4980: Field Experience

ENV 4990: Senior Thesis Completion

*Track*

POL 2400: American Government: National, State, and Local

POL 3930: Environmental Law

SWK 3100: Social Welfare Policy Analysis

GEO 3450: Urban Geography OR SOC

3020: Sociological Research I

GEO 2100: Human Landscape

BIO 1030: Conservation OR BIO 2200:

Introductory Ecology

Elective: 3000+ Level or Other Approved

Topical Course

### Focus in Water and Life

*Core*

ENV 1600: Introduction to Environmental Science

ENV 2610: Case Studies in Environmental Science

Statistics Course that meets the Math requirement

GEO 2600: Introduction to GIS

ECN 3050: Environmental Economics

POL 3620: Environmental Politics

ENV 4000: Senior Seminar

ENV 4980: Field Experience Completion  
ENV 4990: Senior Thesis Completion

## Track

CHM 1020: General Chemistry II  
CHM 2070: Organic Chemistry I  
CHM 3230: Analytical Chemistry  
GEO 3200: Hydrology  
GEO 3800: Soil Science OR GEO 2950:  
Process Geomorphology  
BIO 3060: Microbiology  
BIO 3200: Aquatic Ecology

## Focus on Environmental Data Analysis

### Core

ENV 1600: Introduction to Environmental Science  
ENV 2610: Case Studies in Environmental Science  
Statistics Course that meets the Math requirement  
GEO 2600: Introduction to GIS  
ECN 3050: Environmental Economics  
POL 3620: Environmental Politics  
ENV 4000: Senior Seminar  
ENV 4980: Field Experience Completion  
ENV 4990: Senior Thesis Completion

## Track

GEO 2700: Satellite and Air Photo Analysis  
GEO 3600: Advanced GIS  
BIO 1030: Conservation OR BIOL 2200:  
Introductory Ecology  
CSC 1110: Principles of Computer Science  
CSC 2560: Data Structures and Algorithms  
CSC 3410: Database Design and Management  
ISS 3450: Information Systems Theory and Practice

Successful completion of ENV 1600 and 2610 will fulfill any prerequisites for the courses listed in each sequence.

Electives can be selected from courses offered within another track or can be approved by the academic advisor and the Environmental Science oversight committee.

## Field Experience (ENV 4980)

Finally, students must complete an approved field experience. It is the intention of this program that our students all have practical experience in the environmental science major before they graduate. The field experience can be completed in the following formats:

An off-campus field course.

A J-Term or summer trip.

Research experience through the Carthage SURE program or an off-campus program

An internship either as part of an interest group such as Greenpeace, Sierra Club, or the Reason Public Policy Institute, or by working in an industry or government setting.

Relevant employment in the discipline. Field experiences are approved as part of your plan of study. Consult your advisor for specific examples.

## 1600 Introduction to Environmental Science

Gartner Staff 4 credits  
SCI

This course integrates biology, chemistry, and physical geography, and will provide an introduction to the fundamental natural science foundation necessary to understand and be literate in environmental science. Topics include systems analysis (atmosphere, lithosphere, hydrosphere and biosphere), matter, energy, ecosystems, biodiversity, environmental risk, ozone, water, soil and air pollution, global warming, food resources and human health. Science and information literacy, with particular emphasis on the evaluation of sources, are emphasized in the classroom experience. Data analysis is an integral component of the course and is emphasized in laboratory work. The laboratory portion of this course will allow students hands-on experience with scientific and instrumental techniques typically used in environmental science with which data are analyzed at a variety of temporal and spatial scales.

Fall

## 200 Topics in Environmental Science

Staff 1-4 credits

Specialized topics in environmental science developed by the faculty. On occasion, the course is team-taught. Can be considered a SCI or SOC distribution requirement, depending on the topic and credit.

*Prerequisite: Varies based on topic*

## 2610 Case Studies in Environmental Science

Gartner, Staff 4 credits  
SCI

This course uses case studies and research experiences to build upon the concepts introduced in ENV 1600. There is further development of topics that integrate biology, chemistry, and physical geography. Topics may include invasive species, biodiversity, water, soil or air pollution, global warming, food resources and human health. Data analysis is an integral component of the course and is emphasized in class and laboratory work. The laboratory portion of this course will allow students hands-on experience with scientific and instrumental techniques typically used in environmental science with which data are analyzed at a variety of temporal and spatial scales. For Environmental Science majors, this course allows students to generate work that demonstrates their abilities to synthesize and integrate data and information from the biological, chemical, and geographical sciences. This course is often team-taught.

*Prerequisite: ENV 1600*

Spring

## 400 Topics in Environmental Science

Staff 1-4 credits

Specialized topics in environmental science developed by the faculty. On occasion, the course is team-taught. Can be considered a SCI or SOC distribution requirement, depending on the topic and credit.

*Prerequisite: Varies based on topic*

## 4000 Senior Seminar

Gartner 4 credits

This is the capstone course for Environmental Science majors. During this course seniors complete and present their Senior Thesis work in consultation with faculty in the Environmental Science program.

*Prerequisite: Senior Standing*

Fall

**4900 Research in Environmental Science**

Gartner 1-4 credits

An opportunity to conduct research in environmental science, culminating in a research paper and a formal presentation. Given the interdisciplinary nature of environmental science, students in related disciplines may participate in this course with the permission of the instructor and their departmental advisor. Students may enroll for credit more than once, but no more than 4 credits may be applied to the major.  
*Prerequisite: Permission of the instructor*

**4980 Field Experience Completion**

Staff 0 credits

Students must register for Field Experience Completion the term that they plan to complete their field experience.

**4990 Senior Thesis Completion**

Staff 0 credits

Students must register for ENV 4990 during the semester that they plan to complete their senior thesis. For most students this will be the Spring of their senior year.

*Prerequisite: Permission of the instructor*

**Exercise and Sport Science**

**Physical Education/Fitness Requirement**

All students pursuing graduation are required to participate in and pass two physical education experiences within the Exercise and Sport Science Department. The first is EXS 0010 Concepts of Physical Fitness (1 credit). This is a 7-week lecture/laboratory experience that presents basic knowledge and methods relevant to maintaining and developing good health, fitness, and overall wellness. The P.E. experiences are graded "S/U."

In addition, upon completion of the above course, all students are required to pass one of the following seven-week courses in a lifetime or fitness activity (1 cr.):

- 0020 Walking for Fitness
- 0030 Strength Training
- 0050 Rock Climbing
- 0060 Racquetball
- 0070 Lacrosse
- 0110 Badminton
- 0130 Golf
- 0140 Tennis
- 0160 Water Aerobics
- 0170 Conditioning
- 0180 Aerobics
- 0190 Beginning Swimming
- 0200 Lifeguard Training

- 0210 Water Safety Instructor
- 0220 Swimming for Fitness
- 0230 Handball
- 0240 Yoga
- 0250 Martial Arts
- 0260 Recreational Sports
- 0500 Pilates
- 1041 Ballet I
- 2041 Ballet II
- 1043 Tap
- 1044 Jazz Dance I
- 2044 Jazz Dance II
- 1046 Ballroom Dance
- 1047 Modern Dance
- 1049 International Dance: Folk

**Only Concepts of Physical Fitness and one life-time/fitness activity** count toward the 138 credits required for graduation.

A student who participates on an athletic team for an entire season can fulfill the one lifetime/fitness activity requirement (1 credit).

Exercise and Sport Science majors (ATH, PESF and PESF with licensure) are not required to take the EXS 0010 Concepts of Physical Fitness class or a life-time/fitness activity.

**Majors**

The Exercise and Sport Science Department offers the following programs:

- College Physical Education/Fitness Requirement
- Major in Physical Education, Sport and Fitness Instruction
- Major in Athletic Training
- Physical Education - K-12 Licensure
- Minor in School Health Education
- Athletic Coaching Certification Program

The Exercise and Sport Science Department offers two majors: (1) Physical Education, Sport & Fitness Instruction, and (2) Athletic Training.

**PHYSICAL EDUCATION, SPORT & FITNESS INSTRUCTION MAJOR**

43 credits

- EXS 1010 Foundations of Exercise & Sport (3 cr.)
- EXS 1051 Theory & Practice of Indv. Sports I (1 cr.)
- EXS 1052 Theory & Practice of Indv. Sports II (1 cr.)
- EXS 1061 Theory & Practice of Team Sports I (1 cr.)
- EXS 1062 Theory & Practice of Team sports II (1 cr.)
- EXS 2010 Swimming (WSI certification) (2 cr.)
- EXS 2110 First Aid & Safety (1 cr.)
- EXS 2180 Prevention and Care of Athletic Injuries (2 cr.)
- EXS 2620 Adaptive Aspects of Exercise & Sport (3 cr.)
- EXS 2700 Elementary PE/Principles of Movement (4 cr.)
- EXS 2750 Theory & Practice of Rhythm, Dance & Gymnastics (4 cr.)
- EXS 2800 Supervision of Intramurals (1 cr.)
- EXS 3010 Tests & Measurements in EXS (4 cr.)
- EXS 3070 Kinesiology (4 cr.)
- EXS 3900 Organization & Administration of EXS Programs (3 cr.)
- EXS 4050 Physiology of Exercise (4 cr.)

Senior Thesis:

- EDU 4900 Student Teaching (12 cr.)
- or
- EXS 3500 Field Placement in Recreation, Sport and Fitness (4 cr.)

**PHYSICAL EDUCATION TEACHING CERTIFICATION (K-12 Licensure)**

A student who intends to teach physical education in a school setting can obtain grades K-12 licensure from the Wisconsin Department of Public Instruction if they complete the following:

1. Complete all courses in the Physical Education, Sport & Fitness Instruction major.
2. Complete all required education courses for the K-12 Physical Education Licensure Program.
3. Complete Praxis I (PPST) and Praxis II
4. Apply for acceptance into the Teacher Education Program (TEP) sophomore year.
5. Pass Praxis II



6. Attend required student teaching meeting and apply for acceptance into the Student Teaching Program (STP), junior year.
7. Successfully complete student teaching. To be eligible for student teaching, students must complete pre-student teaching clinical experiences that are developmental in scope and sequence and will occur in a variety of settings with a balance of observation at the elementary, middle, and secondary level. To meet the clinical experience requirements students must register and successfully complete an education course requiring a pre-student teaching clinical experience. Please contact the Education Department for specific requirements to the STP and TEP Programs. Each program has specific requirements and deadlines that the student must meet to earn a physical education teaching license.

### Required Education Courses for Physical Education K-12 Licensure:

- EDU 1010 Education & Society
- EDU 1050 Education of Exceptional Children
- EDU 2010 Educational Psychology and Assessment
- EDU 2220 Methods and Materials: Portfolio
- EDU 3510 Techniques and Strategies for K-12 Schools
- EDU 3520 Development & Content Reading
- EXS 4200 Methods & Materials of Teaching P.E.
- EDU 4900 Student Teaching Seminar
- BIO 1040 Human Anatomy & Physiology
- HIS 1000 Issues in American History
- \*Any appropriate physical science
- \*Any appropriate social science course
- \*Contact the education department for a list of appropriate courses

### Certification 860 Physical Education/Special Education

Students seeking this certification must complete the coursework for a major in physical education, sport and fitness instruction, including EXS 2620 Adaptive Aspects of Exercise and Sport Science. Additional coursework for the certification includes: EDU 1010, 1050, 2010, 2220, 3510, 3520, EXS 4200, and PSY 2850. These courses must be completed prior to taking EXS 3520 Field Placement in Adaptive Physical Education, the required capstone class.

### Health Minor 21 credits

Students who earn a K-12 certification in physical education and wish to teach health education in the school setting need to complete the following coursework for

- a health minor and take the Praxis II health exam.
- Required courses for the School Health Certification:
  - EXS 1080 Introduction to Health & Wellness Education (3 cr.)
  - EXS 2150 Nutrition Education (2 cr.)
  - EXS 2270 Consumer Health Issues (2 cr.)
  - EXS 2500 Comprehensive School Health Prg. (2 cr.)
  - EXS 2810 ATOD Education (2 cr.)
  - EXS 3090 Sexuality Education (2 cr.)
  - EXS 3110 Personal & Community Health (3 cr.)
  - EXS 3120 Issues in Emotional and Mental Health (2 cr.)
  - EXS 4210 Methods & Materials of Teaching Health (3 cr.)

### Athletic Coaching Certification Program 21 credits

This program is very desirable for students who intend to coach athletic teams in a public/private school setting. It will assist students from three distinct academic areas:

1. EXS major with an emphasis in Physical Education, K-12 Licensure. Most of the course work is part of the major. If the student receives his/her teaching licensure, he/she also will receive a coaching certification recognition on their student transcript.
2. Education majors who will be licensed in a subject area. If the student receives his/her teaching licensure, he/she also will receive a coaching certification recognition on their student transcript.
3. A non-education major or a Physical Education, Sport and Fitness Instruction Major who does not seek a teaching licensure. These students cannot receive a coaching certification from the Wisconsin Department of Public Instruction. However, upon request, the EXS Department Chair will have the following statement placed on their transcripts: "This student has completed the course work for coaching certification required by the Wisconsin Department of Public Instruction."

The following course work is required:

- BIO 1040 Human Anatomy & Physiology (4 cr.)
- EXS 3900 Organization & Admin of Exercise and Sport Programs (3 cr.)
- EXS 3070 Kinesiology (4 cr.)
- EXS 4050 Physiology of Exercise (4 cr.)

- EXS 2180 Prevention of Athletic Injuries (2 cr.)
- EXS 2110 First Aid & Safety (2 cr.)
- EXS 4010 Theory of Coaching & Athletic Technique (2 cr.)
- EXS 4030 Practicum in Coaching (Pass/Fail) (2 cr.)

### Honors in the Major

Please see department chair for details. Basic requirements are listed under All-College Programs in the catalog.

### 1010 Foundations of Exercise and Sport

Witt, Domin 3 credits  
This course examines the history, philosophy, principles and development of exercise and sport programs.  
*Fall/Spring/*

### 1051 Theory and Practice of Individual Sports I

Staff 1 credit  
Through lectures, demonstrations and game play, the student will learn the basic rules, tactics and teaching strategies of badminton and golf.  
*Prerequisite: EXS 1010*

### 1052 Theory and Practice of Individual Sports II

Staff 1 credit  
Through lectures, demonstrations and game play, the student will learn the basic rules, tactics and teaching strategies of track and field and tennis.  
*Prerequisite: EXS 1010*

### 1061 Theory and Practice of Team Sports I

Staff 1 credit  
Through lectures, demonstrations and game play, the student will learn the basic rules, tactics and teaching strategies of soccer and volleyball.  
*Prerequisite: EXS 1010*

### 1062 Theory and Practice of Team Sports II

Staff 1 credit  
Through lectures, demonstrations and game play, the student will learn the basic rules, tactics and teaching strategies of softball and basketball.  
*Prerequisite: EXS 1010*

**1080 Introduction to Health and Wellness Education**

Allen 3 credits

This course will introduce students to health topics pertaining to the development of their physical, psychological and social well-being. Students will learn about the major theories in Health Education and gain experience teaching health topics.

**200 Topics in Exercise and Sport Science**

Staff 1-4 credits

A variable content course that will allow the student an opportunity to study in one of the areas of exercise sport science that is not typically offered.

Fall/Spring

**2010 Swimming for EXS Majors**

DeLaRosby 2 credits

A two-track course designed to teach students the techniques of the six basic swimming strokes, elementary rescue skills, self-rescue methods, and springboard diving competence and to gain WSI certification. The course will follow the American Red Cross progressions for certification of swim instructors through a mix of classroom sessions and water work, emphasizing teaching skills and practical teaching experience with 'real' students.

Fall/ Spring

**2110 First Aid and Safety**

Staff 1 credit

This class uses the curriculum designed by the American Red Cross. At the completion of this course students are certified in Community First Aid and Safety and in the use of automated external defibrillators (AED). (Pass/Fail)

Fall/Spring/Summer

**2150 Nutrition Education**

Allen 2 credits

Basic nutrition will be discussed with emphasis on foods, diets, facts, quackery, and consumer education. (Cross-listed in athletic training courses)

Spring

**2180 Prevention and Care of Athletic Injuries**

Everts 2 credits

A course designed for students with an emphasis in physical education (K-12 licensure), sport, and fitness instruction. It provides an overview of the major injuries and athletically related health conditions.

Prerequisite: BIO 1040

Fall

**2270 Consumer Health Issues**

Alamano 2 credits

Evaluation of health misinformation and quackery pertaining to health-related products and services. Examination of major health care issues from a consumer point of view, enabling the students to make intelligent decisions about how to obtain and use health-related products, services, and information.

**2350 Sport and Exercise Psychology**

Williams 4 credits

This course explores the field of sport and exercise psychology. The focus of the course will be on both the theoretical and practical applications of sport and exercise psychological processes including approaches to increase the effectiveness of coaches, and fitness professionals.

Prerequisite: EXS 1010, COR 1100, COR 1110

**2450 Physical Education and Health Methods**

Waltke 2 credits

This course consists of class activities, readings and lectures designed to provide elementary teachers with the knowledge of how to incorporate movement in their classrooms. Students will learn the latest research linking movement to enhanced learning.

Course fulfills the requirements for EXSS 0010-Concepts of Physical Fitness (1cr.) and one lifetime/fitness activity (1cr.).

Fall/Spring

**2500 Comprehensive School Health Programming**

Alamano 2 credits

This course is designed to teach students how to plan for and evaluate all the components of an effective school health program. Students will gain practical experience using the "School Health Index" developed by the CDC.

Spring

**2620 Adaptive Aspects of Exercise and Sport**

Staff 3 credits

A study of special populations and their exercise and sport needs. Emphasis will be placed on in-depth knowledge of specific handicaps, with modifications necessary to enable the pursuit of a healthy and productive lifestyle.

Prerequisite: EXS 1010

Spring

**2700 Elementary Physical Education/Principles of Movement**

Swensen 4 credits

An analysis of exercise, sport, and motor programs for young children. Emphasis will be placed on learning how to teach skills, concepts, and movement principles at an age-appropriate level.

Fall

**2750 Theory and Practice of Rhythm, Dance and Gymnastics**

M. Bonn 4 credits

The study and practice of rhythm, dance and gymnastics techniques with an emphasis on teaching, skill analysis, and progressions.

Prerequisite: EXS 1010

Fall

**2800 Supervision of Intramurals**

Staff 1 credit

An on-campus practical experience for the recreation, sport and fitness management emphasis. The student will assist with the management of the College intramural program.

Prerequisite: EXS 1010 and Sophomore

Standing

Fall/Spring

**2810 Alcohol, Tobacco, and Other Drug**

Allen 2 credits

This course provides an overview of substance use and abuse among adolescents. The course will focus on understanding how to teach this topic as part of a comprehensive school health education curriculum.

**3010 Tests & Measurement in Exercise and Sport**

M. Bonn 4 credits

A practical approach to measurement and evaluation activities as they apply to the field of physical education and exercise and sport science.

Prerequisite: EXS 1010

Spring

**3070 Kinesiology**

Staff 4 credits

An analysis of human movement with an emphasis on the skeletal system and mechanical principles.

Prerequisite: EXS 1010 and BIO 1040

Spring

### 3090 Sexuality Education

Staff 2 credits

This course will emphasize diversity in sexual feeling, behavior, cultural traditions and moral beliefs related to sex, with an emphasis on the physiology of sex and helping students become comfortable in discussing and teaching sexuality to adolescents.

### 3110 Personal and Community Health

Allen 3 credits

An introduction to the field of community health with an exploration of the interplay between individual health-promoting behaviors and the greater impact of the physical, social, and political environment.

### 3120 Issues in Emotional and Mental Health

Staff 2 credits

Development of insights into emotional wellness and understanding the body, mind, spirit connection. Students will be expected to develop strategies to effectively teach the principles and skills learned in this class.

### 3210 Advanced Techniques in Training and Conditioning

Everts 4 credits

An in depth study of the principles, concepts and guidelines of strength training, conditioning, and personal fitness. Special emphasis will be placed on designing strength and conditioning programs and preparing students for the National Strength and Conditioning Association (NSCA) exams.

*Prerequisite: EXS 4050*

### 3500 Field Placement in Sport & Fitness Instruction

Allen, M.Bonn 4 credits

An off-campus practical experience for the physical education, sport and fitness instruction majors who are not seeking licensure. The student will be placed in a recreation, sport or fitness environment to observe, teach, and manage under a qualified professional in the field. (Pass/Fail)

*Prerequisite: Junior Standing and EXS 1010 Fall/J-Term/Spring/Summer*

### 3520 Field Placement in Adaptive Physical Education

Staff 4 credits

An off-campus practical experience for students to work with special populations in a physical education setting. (Pass/Fail)

*Prerequisite: EXS 2620, EDU 1010, 1050, 2010, 2220, 3510, 3520, EXS 4200 and PSY 2850*

### 3530 Strength and Conditioning Practicum

Staff 2 credits

The goal of this course is to allow the student to apply the principles and concepts learned in Advanced Techniques in Training and Conditioning by designing and implementing strength, conditioning and fitness programs to various populations.

### 3720 General Medical Conditions for the Athletic Trainer

Ruffner 3 credits

This course is designed to introduce the athletic training student to general medical conditions they may be exposed to when working with physically active individuals. It is imperative that the entry-level athletic trainer recognize and manage these conditions for the successful treatment of those under their care. These conditions range from recognizing simple infections to systemic disorders.

*Prerequisite: ATH 1020 and ATH 2080*

*Spring*

### 3900 Organization and Administration of Exercise and Sport Science

Djurickovic 3 credits

A study of the management of exercise and sport programs. Emphasis will be placed on administrative problem solving.

*Spring*

### 400 Topics in Exercise and Sport Science

Staff 1-4 credits

A variable content course permitting the well-qualified student an opportunity to study in one of the areas of exercise and sport science not typically offered.

*Prerequisite: Senior Standing*

*Fall/Spring/Summer*

### 4010 Theory of Coaching and Athletic Techniques

Roehl 2 credits

A course designed to assist the prospective athletic coach in teaching and coaching an athletic team. Emphasis will be placed on principles of training, learning progressions and practice and game organization.

*Prerequisite: EXS 1010, EXS 1060*

*Fall*

### 4030 Coaching Practicum

Roehl 2 credits

The opportunity to assist and observe an intercollegiate/interscholastic coach and team. (Pass/Fail)

*Prerequisite: EXS 1010 and EXS 1060*

*Fall/Spring*

### 4050 Physiology of Exercise

Allen 4 credits

An analysis of the effects of exercise on the human body, with an emphasis placed on scientific research and the implications for exercise/sport prescription and programming.

*Prerequisite: EXS 1010 and BIO 1040*

*Fall*

### 4200 Methods and Materials of Teaching Physical Education

M. Bonn 4 credits

A course required of students pursuing the emphasis in physical education K-12 Licensure. Emphasizes teaching methods and instructional materials in physical education.

*Prerequisite: Prerequisite: EXS 1010, EXS 3010, Admitted to TEP, Junior standing*

*Fall*

### 4210 Methods and Materials of Teaching Health Education

Alamano 3 credits

Students will learn strategies and techniques for teaching health at an age-appropriate level.

## General Courses

### GNR 0000 College Success

#### Seminar

0 credit

This is Carthage's freshman seminar program. This program intends to help first-year students connect to multiple communities within Carthage in ways that will support and enhance individual confidence and success. The seminar covers topics of academic and extracurricular concerns such as: identity and community, learning and teaching styles, stress management, and academic and career planning. Seminars are led by staff members. S/U only.

### GNR 0002 Elements of College Learning for the Adult Education Student

2 credits

This course is designed for the specific academic and adjustment needs of adults who are coming to college for the first time or are returning to college after a long hiatus. The theory, study, and practice of college level study skills including critical reading and thinking, note taking, reading rate and preparation, use of college resources, stress management, and time management are some of the topics that will be included. Students will apply these techniques directly to their coursework as they adjust to their new role of being a bachelor of arts degree seeking student.

**GNR 0120 Elements of College Learning**

1 credit

The theory, study, and practice of college-level study skills include critical reading and thinking, note taking, reading rate and preparation, use of college resources, stress management, and time management. Students will apply these techniques directly to their coursework with emphasis for first-year students in the Heritage Program.

**GNR 0130 Elements of College Learning**

1 credit

The theory, study and practice of college-level study skills include critical reading and thinking, note taking, reading rate and preparation, use of college resources, stress management, and time management. Emphasis will be placed upon collaborative learning with a focus on individual goals and personal issues. This course is a holistic approach for students on academic probation.

**GNR 3510 Immersion Abroad**

12-16 credits

Linguistic and cultural immersion abroad for one term in an academic setting in a country speaking the target language. Classroom instruction for all courses, regardless of discipline, will be in the Target Language. (In exceptional cases, approval may be granted for substituting two summers for the term.)

*Prerequisite for applying study abroad to the major in any modern language: MLN 2200, 3010, 3110, and one of 3080 or 3090. P/F*

**Geography and Earth Science**

Geographers and Earth Scientists study spatial patterns to discover underlying natural and human processes at work in the hydrosphere, atmosphere, lithosphere and biosphere. They are concerned with primarily three interrelated aspects: (1) the physical characteristics and processes of the earth's surface and atmosphere; (2) the activities of people that have modified the natural landscape; and (3) the origins of and changes in cultural landscapes. The study of geography and earth science prepares majors for real-world problem solving, as many societal problems have geographic dimensions. A few examples include water management, agricultural productivity, environmental quality, hunger, crime, urban housing, and transportation. The department prepares students for productive and rewarding careers while instilling the thought processes, qualities, and habits which are the hallmarks of a liberally educated person.

Graduates of the department often are quickly employed in private industry or government positions, or they choose to continue their studies in a graduate program. The U.S. Department of Labor has recently identified geospatial analysis as one of the leading areas of employment in the coming years.

The diversity of opportunity is, in part, revealed by the course offerings listed below. Because of this breadth of opportunity, geography students' choices of elective courses outside the major are often as important as their choices within the major. Students majoring in geography and earth science are urged to achieve competency in mathematics, statistics, and/or computer studies. The desired level of competency within these disciplines varies with each student's career goals. Prospective geography and earth science students are urged to discuss career goals and opportunities with department faculty.

**Geography and Earth Science Major**

The Geography and Earth Science major consists of 40 credits. The core consists of 16 credits and is required of all students. Completion of the senior thesis is also required. Core courses are: GEO 1500, 1600, 1610, and 3300.

In addition, all students completing the major *must successfully complete one course from each of the three areas of concentrations:* human, physical, and research techniques.

The required senior thesis may be generated in conjunction with completion of GEO 4000. The remaining credit requirements may be fulfilled by taking elective courses in the department of Geography and Earth Science. Trip courses will be approved to count toward the major on a course by course basis.

**Minor in Geography and Earth Science**

The minor in geography consists of 24 credits. Required courses are GEO 1500, 1600, and 1610. In addition, all students completing the minor *must successfully complete one course from each of the three areas of concentrations:* human, physical, and research techniques.

**Course Distribution:**

*All majors must complete the core.*

**Geography core courses:**

GEO 1500, 1600, 1610, 3300, plus successful completion of the senior thesis.

*All majors and minors must choose one of these courses in **Human Geography:***

GEO 2100, 2300, and 3450.

*All majors and minors must choose one of these courses in **Physical Geography:***

GEO 3200, 3700, and 3800.

*All majors and minors must choose one of these courses in **Research techniques in Geography:***

GEO 2610 and 2700.

**Minor in Geographic Information Science (GIS)**

The minor in Geographic Information Science (GIS) allows students create a focus on the techniques and practice of spatial data analysis and its practice within the larger field of information science. This particular emphasis will be of value to students who intend to pursue a career in data analysis or pursue graduate degrees in the Natural or Social Sciences. The core material highlights the theory and application of Geographic Information Science. The remaining courses offer background in programming, statistics and other areas of information and computer science. *Students completing the minor will be awarded a certificate in Geographic Information Science.*

To earn the minor and the certificate, students will complete 24 credits in the following areas:

**GIS Core**

GEO 1610 Mapping Your World Introduction to Geographic Information Science

GEO 2610

Advanced Geographic Information Science and Analytical Cartography

GEO 2700 Satellite Image and Airphoto Analysis

**Statistics (Select one of three)**

MTH 1050 Elementary Statistics

BUS 2340 Business Statistics

GEO 2900 Population Geography and Statistical Analysis

**Computer Science**

CSC 1110 Principles of Computer Science I **Elective (select one from the following list)**

GEO 3100 Business Geographics

GEO 4600 Applied Projects in Geographic Information Science

CSC 3410 Database Design and Management

ISS 3450 Information Systems Theory and Practice

ISS 4250 Object-Oriented Systems Analysis

**Certificate in Geographic Information Science**

Upon the successful completion of the GIS minor, students will earn a certificate in Geographic Information Science.

## Minor in Climatology and Meteorology

Climatology and Meteorology Minor is directed toward students who are interested in pursuing atmospheric scholarship and research, focusing specifically on the atmospheric contributions that the disciplines of Geography and Physics provide.

There are prerequisites to some of the courses for this minor. Students should consult their advisor and seek guidance from the Departments of Geography & Earth Science and Physics.

For a Meteorology and Climatology Minor, students will complete 28 credits, comprising the following list of courses:

### Geography

GEO 1600 Earth Revealed

GEO 2550 Meteorology

GEO 3700 Climatology

GEO/PHY 4100 Science of Global Climate Change

### Physics

PHY 2200 General Physics I

PHY 3300 Thermostatistics

PHY/GEO 4100 Science of Global Climate Change

### Honors in the Major

Honors are awarded at the discretion of the Geography and Earth Science department faculty. Students are eligible for Honors in Geography and Earth Science if they have:

Completed all requirements for the major

Received a rating of "excellent" on the Senior Thesis from the faculty of the major department

Been formally recommended by the faculty of the Geography and Earth Science department

Maintained an overall G.P.A. of 3.5 at graduation

Please see department chair for details.

## 1500 Human Geography: an Introduction

Murphy, Rivera, Sun 4 credits  
SOC

An examination of the evolution of concepts concerning the nature, scope, and methods of Human Geography (population, economic, urban, landscape, etc.) with emphasis on current geographic thought, theory, and research themes.

*Fall/Spring*

## 1600 Earth Revealed

Edsall, Mast, Piepenburg, Zorn 4 credits  
SCI

Earth Revealed examines spatial patterns at varying scales to better understand the underlying processes at work in the atmosphere, hydrosphere, and lithosphere.

*Fall/Spring*

## 1610 Mapping Your World: Introduction to Geographic Information Science

Edsall, Rivera, Sun 4 credits  
SOC

This course is an entry-level introduction to making data maps for a variety of applications. Students work in a "hands-on" lab/lecture setting while exploring computer mapping production techniques; cartographic design; communication properties of thematic maps; data selection and quality; and the problems of graphic display in print and electronic formats. Students will apply the course material by completing a variety of mapping projects. Students need no specialized computer skills to enter the course, but they will be expected to manipulate data and maps using the computer methods discussed in class.

*Fall/Spring*

## 1700 Physical Geography: an introduction

Edsall, Mast, Piepenburg, Zorn 4 credits  
SCI

An overview of physical geography. Students will be introduced to meteorology, climatology, hydrology, biogeography, soils, geomorphology and landforms.

*Fall/Spring/Summer*

## 200 Topics in Geography

Edsall, Mast, Murphy, Piepenburg, Rivera, Sun, Zorn 1-4 credits  
Geography. May be repeated with different topics.

*Fall/Spring/Summer*

## 2100 The Human Landscape

Murphy, Rivera 4 credits  
SOC

An overview of contemporary themes in cultural/human geography which stresses the changing and changeable relationship between people and the environment. Topics include examination of urban, rural, and suburban landscapes; their functionality; how the human environment describes the culture and its values; the cultural basis for environmental problems; the origin and spread of human culture; human migration and the distribution of population.

*Fall/Spring*

## 2200 Conservation

Edsall, Mast, Piepenburg, Zorn 4 credits  
SCI

A survey of principles and problems in conservation, the historical and ecological backgrounds to these, and how they have impacted public and private stewardship of natural resources. Lecture, laboratory, and field trips.

*Fall/Spring*

## 2300 Economic Geography

Murphy, Rivera 4 credits  
SOC

A study of resource location and utilization, population and labor force characteristics, and the production and distribution of goods and service in selected regions of the world and its sustainability.

*Fall/Spring*

## 2400 Environmental Geography: Working with the Earth

Edsall, Mast, Piepenburg, Zorn 4 credits  
SCI

An evaluation of the physical environment with an emphasis upon human-environment interactions. It is an introduction to environmental issues within the scope of physical geography intended to be interdisciplinary through the combination of ideas and information from natural and social sciences. Topics include an overview of global population, scientific principles and concepts (conservation of matter, laws of energy, ecology of natural systems, climate and biosphere), natural resources, and sustainability.

*Fall/Spring/J-Term*

## 2450 Biogeography

Mast, Piepenburg, Zorn 4 credits  
SCI

This course is designed to provide the fundamentals of biogeography as the geographical study of the spatial distribution of organisms and the factors influencing those distributions, both past and present.

**2500 Natural Disasters**

Piepenburg, Zorn 4 credits  
SCI

A geographic examination of the causes and human consequences of natural disasters such as floods, volcanic eruptions, tornadoes and drought. Emphasis is placed on understanding the role that human perception plays in determining the steps that society takes to reduce natural hazard risks and disaster losses.

Spring

**2550 Meteorology**

Edsall, Piepenburg, Zorn 4 credits  
SCI

A study of atmospheric processes through the analysis of the structure and composition of the atmosphere. Emphasis is placed on dynamic meteorology and understanding the processes responsible for weather.

**2610 Advanced Geographic Information Science**

Edsall, Rivera, Sun 4 credits  
SCI

This course explores advanced problems and techniques in both raster and vector systems. Topics include scientific visualization of problems, layer overlays, distance measurement and transformation, data management, creation and analysis statistical surfaces, geographic pattern analysis, and data quality. Students will apply the course material by performing a variety of analysis on different types of geographic data.

*Prerequisite: GEO 1610 or consent of the instructor*  
Fall

**2700 Satellite Image and Airphoto Analysis**

Edsall, Sun 4 credits  
SCI

This course will focus on the use, analysis, and interpretation of aerial photographs and imagery from satellites to evaluate the environment (vegetation, climate, hydrology, etc.) and land-use analysis (urbanization, agriculture, forestry, etc.). Students will be introduced to various methods for obtaining and interpreting this type of data. The class will also discuss various types of data and formats available. Students need no specialized computer skills to enter the course, but they will be expected to manipulate and interpret imagery using the computer methods discussed in class.

Fall

**2800 Geography of East Asia**

Sun 4 credits  
SOC

This course is intended to provide students with broad exposure to what the "place" East Asia is from physical, cultural, economic and political perspectives. Emphasis will be placed on dimensions of human geography and human-environment interaction within the specific regional contexts.

Fall/Spring/J-Term

**2850 Geology of National Parks**

Edsall, Mast, Piepenburg, Zorn 4 credits  
SCI

Geology of National Parks focuses on physical geology and geography of the U.S. National Parks, highlighting features and developments of national parks formed by igneous activity, mountain building and uplift, glaciation, weathering and erosion, wave action, and ground water. The course includes interactions between rock and landscapes in different climates and how types of soil cover evolve, as well as also how life forms select habitats.

**2900 Population Geography and Statistical Analysis**

Edsall, Mast, Piepenburg, Rivera, Sun, Zorn MTH 4 credits

This course integrates traditional statistical analysis with issues and themes related to the spatial distribution of the world's population. While examining population change, fertility, mortality, sustainability, migration, immigration, food, health, and environmental concerns students will generate and test hypotheses about population data at different spatial scales. The course will incorporate descriptive and inferential statistics as well as sampling methods, probability, normal and non-normal distributions, linear correlation and goodness of fit tests.

Fall/Spring

**2950 Process Geomorphology**

Piepenburg 4 credits  
SCI

A systematic analysis of the physical and spatial characteristics of the earth's terrain. The emphasis of the course is on the identification of the formative processes in geomorphology.

Spring

**3100 Business Geographics**

Rivera, Sun 4 credits

This course will focus on questions of retail location and will examine this field from several perspectives including location theory and strategy modeling techniques, current trends, and research on specific retail companies and industries. The course will apply spatial analytical techniques to the study of consumers and retailers using real world data, examples, and projects.

Fall

**3200 Hydrology**

Zorn 4 credits  
SCI

An introduction to the physical characteristics of surface and subsurface waters and the hydrologic cycle, detailing its various components. Emphasis is placed on the nature of water movement, the interrelations of surface and groundwater systems, and modeling various aspects of the hydrologic cycle. Lab Sci

*Prerequisite: GEO 1600 or consent of instructor*  
Fall

**3300 Analytical Techniques in Geography and Earth Science**

Edsall, Mast, Piepenburg, Rivera, Sun, Zorn 4 credits

A technical course which develops technical skills used by geographers in both academic and commercial research. The techniques taught under Geography 3300 include remote sensing, cartography, geographic information science, and quantitative methods in geography.

Spring

**3400 Forest Ecology**

Mast 4 credits  
SCI

This course provides an introduction to forest ecology, incorporating the forest's climate, topography, geomorphology, hydrology, soils, and land use history into the development of the plant communities. We will examine the interactions of the physical environment and plant species through time, to include ecological and evolutionary patterns in each.

*Prerequisite: GEO 1600 or consent of instructor*  
Fall/Spring

## 3450 Urban Geography

Murphy, Rivera, Sun 4 credits  
SOC

An analysis of the geographic factors affecting urban development and growth; the distribution of urban areas, their function, character, sustainability, and relationship with their surrounding regions as well as the spatial variations of land use; population; and economic activity within cities. Fieldwork required.

*Fall/Spring*

## 3500 Transportation Geography and Business Logistics

Rivera, Sun 4 credits  
SOC

An examination of industrial location theory, site-selection analysis, market and service area estimation, network analysis and planning, the allocation problem, and related geographic data-gathering and analysis techniques which are applicable to the production and distribution of goods and services.

*Fall/Spring*

## 3700 Climatology

Edsall, Piepenburg, Zorn 4 credits  
SCI

An overview of atmospheric processes and climatic elements, followed by a more detailed examination of the spatial distribution of climates. Particular emphasis will be placed upon macro-scale climates of the global continents and climate change, culminating with micro-scale applications of the principles and concepts within the local area.

*Prerequisite: GEO 1600 or consent of instructor*  
*Spring*

## 3800 Soil Science

Mast 4 credits  
SCI

A study of the formation, classification, and management of soils. Topics addressed include the physical and chemical structure of soils, soil erosion control, and wetland soil identification.

*Prerequisite: GEO 1600 or consent of instructor*  
*Fall*

## 3900 Methods of Field Research

Edsall, Mast, Piepenburg, Rivera, Sun, Zorn 4 credits  
SCI

Techniques of field study with emphasis on the generation and interpretation of primary data derived in local, social, and physical situations. Fieldwork Required.

*Prerequisite: GEO 1600 or consent of instructor*

## 400 Topics in Geography

Edsall, Mast, Piepenburg, Rivera, Sun, Zorn 1-4 credits  
SOC

Course covers dynamic topics in Geography. May be repeated with different topics.  
*Fall*

## 4000 Senior Seminar in Geography

Edsall, Mast, Piepenburg, Rivera, Sun, Zorn 4 credits

This course emphasizes problem analysis in applied geography through the application of multiple working hypotheses within the framework of inductive and deductive logic. Students will be required to write a major research paper in their major area of emphasis in geography. The paper will follow the framework appropriate to research in the student's major area of interest, and will include the following: statement of problem; multiple working hypotheses; literature review; data analysis; application of hypotheses.

*Prerequisite: GEO 3300*  
*Fall*

## 4100 The Science of Global Climate Change

Zorn, Crosby 4 credits  
SCI

This course is designed to provide an understanding of the science of planetary climates for students with a background in physics and/or geography. Emphasis will be placed on the physical processes that control the state of Earth's climate, which include the roles of energy and moisture, atmospheric circulation, and atmosphere-ocean interaction.

*Prerequisite: GEO 3700 OR PHY 2200, or consent of the instructor*  
*Fall/Spring/J-term*

## 4500 Independent Study in Geography

Mast, Piepenburg, Rivera, Sun, Zorn 1-4 credits

A student can conduct an independent study in a topic of interest in geography. It is understood that this course will not duplicate any other course regularly offered in the curriculum, and that the student will work in this course as independently as the instructor believes possible.

*Prerequisite: Consent of instructor*  
*Fall/Spring/J-term*

## 4600 Applied Projects in

## Geographic Information Science

Edsall, Rivera, Sun 1-4 credits  
SOC

This course explores the problems inherent in setting up and managing GIS. Students will be expected to create a significant GIS application using available data to address an actual geographic problem. Other topics include GIS and organizations, social and ethical implications of GIS, and management of a GIS.

*Prerequisite: GEO 2610 or consent of the instructor*  
*Spring*

## 4900 Research in Geography

Edsall, Mast, Piepenburg, Rivera, Sun, Zorn 1-4 credits

Work on a research under the supervision of a faculty member. Students may enroll for credit more than once, but only 4 credits can count toward the major.

*Prerequisite: Consent of instructor*  
*Fall/Spring/J-term*

## 4990 Senior Thesis Completion

Staff 0 credits

Students should register for GEO 4990 during the semester that they plan to complete their senior thesis.

## Great Ideas: Intellectual Foundations of the West

The Great Ideas curriculum explores the ideas of some of the best minds of Western thought such as Homer, Plato, Virgil, Augustine, Aquinas, Machiavelli, Shakespeare, and Austen. Through careful reading of great literary, philosophical, scientific, and religious texts, students come to grips with the fundamental and immediately relevant questions they raise: *What is love? What is justice? What is the best way of life? What is the physical world? What is knowledge and how do we come to know things? What is faith and what does faith demand? What is happiness?* In class, students will grapple with the different and often opposing answers the texts contain in order to clarify, reflect upon, and further develop their own understandings. Students will begin to shape their own responses to these and other questions that necessarily occupy responsible and thoughtful human beings and citizens.

The Great Ideas curriculum introduces students to a broad range of texts while also permitting intense study of certain texts over an extended period of time. As they encounter some of the richest and most challenging texts ever written, students will become proficient at analyzing complex ideas and arguments, at comparing the texts

to each other, and at writing and speaking about them clearly and effectively.

### Major

The major consists of 40 credits. Five courses are required for all majors: GFW 2210, 2220, 2310, 2410, 2420. Two are seminars on the foundations of Western thought (it is suggested that students take these two courses as soon as possible); the remaining three narrow the focus somewhat by concentrating respectively on American, mathematical, and natural scientific thought. (It is suggested that students take the mathematics course before the natural science course.)

In addition, majors take four electives, all of which focus on primary texts of Western thought and at least two of which focus on the close reading of a small number of such texts.

Finally, students write a thesis in a capstone seminar (GFW 4000).

### Minor

The minor consists of 20 credits. Two courses will be required for all minors: GFW 2210 and 2220.

One of the following is also required: GFW 2410 or 2420.

The remaining two courses can be selected from among the courses taken by Great Ideas majors excluding the capstone seminar.

Majors/minors choose electives from among courses with an emphasis on major primary texts. Courses that may count towards a Great Ideas major or minor include:

GRK 2010 Intermediate Greek I

LTN 2010 Intermediate Latin I

ENG 3110 Shakespeare

ENG 3150 Special Studies in a Major Author Prior to 1700

ENG 3160 Special Studies in a Major Author After 1700

PHL 2000 Studies in the History of Philosophy

POL 2050 Philosophical Foundations of Political Economy

POL 3250 Classics of Social and Political Thought

POL 3260 Studies in Political Theory

REL 3060 Luther and the Reformation

If there are questions please consult the director of the Great Ideas program to see if a course will count towards a Great Ideas Major/Minor.

## 2210 Foundations of Western Thought: Ancient and Medieval

Staff 4 credits

HUM

One of two seminars on major Western texts and the fundamental questions they raise. This term covers ancient Greece through the Middle Ages. Works to be studied will include Homer's *Iliad*, Plato's *Meno*, Aristotle's *Nicomachean Ethics*, Vergil's *Aeneid*, Lucretius's *On the Nature of Things*, Augustine's *Confessions*, and *Beowulf*.  
Fall

## 2220 Foundations of Western Thought: Renaissance to Modern

Staff 4 credits

One of two seminars on major Western texts and the fundamental questions that they raise. This term covers the Renaissance to the twentieth century. Works to be studied will include some of these, among others: Dante's *Divine Comedy*, Machiavelli's *The Prince*, Luther's *On Christian Liberty*, Shakespeare's *Antony and Cleopatra*, Moliere's *The Misanthrope*, Locke's *Second Treatise*, Rousseau's *Second Discourse*, Freud's *Civilization and its Discontents*, and Woolf's *A Room of One's Own*.

## 2310 Foundations of American Thought

Staff 4 credits

An introduction to major American texts. Works to be studied will include some of these, among others: Benjamin Franklin's *Autobiography*, the *Federalist Papers*, Twain's *Huckleberry Finn*, Du Bois's *The Souls of Black Folk*, Cather's *My Antonia*.

## 2410 Foundations of Natural Sciences

Schwartz 4 credits

SCI

This course examines the development of Western scientific thought from its origins in Greece through the modern era. Special attention will be paid to the development of ideas such as the nature of matter, descriptions of motion, heredity, the relationship between experiment and theory as well as the standards natural scientists themselves hold of scientific truth. Works to be studied include selections from: Plato, Aristotle, Bacon, Copernicus, Galileo, Newton, Harvey, Lavoisier, Dalton, Mendel, Darwin, Einstein, Watson and Crick, and others. Non-Lab

## 2420 Foundations of Mathematical Thought

Chell 4 credits

This course examines the development of Western mathematical thought from its origins in Ancient Greece through the modern era. Special attention will be paid to the development of ideas such as geometry, logic, coordinate systems and algebra, calculus, non-Euclidean geometry, infinity, and proof theory. Works to be studied include selections from Euclid, Aristotle, Descartes, Newton, Lobachevski, Cantor, Boole, and G'del.

## 4000 Capstone Course

Staff 4 credits

Under the guidance of Great Ideas faculty, students write a thesis whose primary focus is the interpretation of a major Western text or texts. (Junior standing required; senior standing suggested in most cases.)

## 4990 Senior Thesis Completion

Staff 0 credits

Student should register for Gfw 4990 during the semester that they plan to complete their senior thesis.

## History

The study of history provides the necessary background for a sound understanding of the modern world. Because history is an interdisciplinary enterprise, the history faculty must draw upon both the liberal arts and social sciences to present an accurate and complete view of the human experience.

Few fields of study prepare students more broadly for the future than history. For history, as it is taught at Carthage, is far more than just names and dates. Through the lens of history, students learn to appreciate and understand how humans on all levels of society have lived and grappled with war, revolution, social change, and the environment. History also provides students with the tools for a lifetime of meaningful work and intellectual endeavor. Critical thinking, effective oral communication, and good writing are the skills that are developed through the study of history. These skills provide the foundation for successful careers in law, business, journalism, government, education, and the ministry.

### Major

A major concentration includes 10 courses in the History Department. These must include one course in ancient or European history prior to 1600, one in European history after 1600, Issues in American History, an additional course in American history, one course in Asian history, one course in the history of Latin America, Historical



Methods, Historiography, Senior Seminar, and one elective course.

## Minor

A minor, including the teaching minor, consists of six courses. These must include one course in ancient or European history prior to 1600, one in European history after 1600, Issues in American History, an additional American history course, a course in Asian history or the history of Latin America, and either Historical Methods, Historiography, or Senior Seminar.

## Course Categories:

### Europe

- HIS 1110 Issues in European History I
- HIS 1120 Issues in European History II
- HIS 2150 Modern Britain
- HIS 2250 20th Century Europe
- HIS 2310 The Greeks
- HIS 2350 The Romans
- HIS 3100 The Age of Augustus

### Non-Western Courses

- HIS 1200 Issues in Asian History
- HIS 1400 Issues in Latin American History: Central America
- HIS 1410 Dictatorship and Democracy: History of South America
- HIS 200T Topics in History
- HIS 3050 History of Mexico
- HIS 3400 Modern China
- HIS 3450 Modern Japan

### Research Courses

- HIS 2200 Historical Methods
- HIS 3990 Historiography
- HIS 4000 Seminar

### United States

- HIS 1000 Issues in American History
- HIS 2620 America in the 1960s
- HIS 2850 Comparative History: History of Chicago and Milwaukee
- HIS 2900 Twentieth Century U.S. History

### Honors in the Major

Please see department chair for details. Basic requirements are listed under All-College Programs in the catalog.

## 1000 Issues in American History

Noer 4 credits

HUM

A topical survey of American history from the colonial beginnings to the present with special emphasis on major themes, turning points and historical interpretations. Introduction to historical method through the study of primary sources also is emphasized. *Fall/J-Term/Spring/Summer*

## 1110 Issues in European History I

Leazer 4 credits

HUM

A topical survey of Western Civilization from earliest times to the Renaissance, with special emphasis on major themes, turning points, and historical interpretations. Introduction to historical method through the study of primary sources also is emphasized. *Fall*

## 1120 Issues in European History II

Leazer 4 credits

HUM

A topical survey of Western Civilization from the Reformation to the present with special emphasis on major themes, turning points, and historical interpretations. Introduction to historical method through the study of primary sources also is emphasized. *Spring*

## 1200 Issues in Asian History

Udry 4 credits

HUM

A survey of the cultural, social, political, and economic history of Asia from the 15th century to the present. *Fall/Spring*

## 1400 Issues in Latin American History: Central America

Mitchell 4 credits

HUM

A survey of the political, social, and economic history of Central America and the Caribbean, with emphasis on the period from independence to the present. This course views the history of the region through the theme of revolution, with emphasis on US-Latin American relations. Special attention is given to El Salvador, Nicaragua, Guatemala, Haiti, and Cuba. *Fall*

## 1410 Dictatorship and Democracy: History of South America

Mitchell 4 credits

HUM

A survey of the political and social history of South America from colonization through the 1980s. *Spring*

## 200 Topics in History

Staff 4 credits

A study of a particular period of development for which there is no specific, regular course. *Fall/Spring*

## 2150 Modern Britain

Leazer 4 credits

HUM

A study of British history from the beginning of the Tudor dynasty in 1485 to the present with emphasis on constitutional, social, and cultural developments.

## 2160 History of Central America

Staff 4 credits

HUM

By focusing on the theme of revolution, students will gain a general understanding of the political and social history of Central America from colonization through the contemporary period. Students will learn to take information and form critical analyses of historical trends and events, using both primary and secondary source material.

## 2200 Historical Methods

Leazer, Mitchell 4 credits

HUM

An introduction to historical research, writing, and criticism through concentrated study of a selected topic or period. Recent topics include: Shamanism; Women & Gender in Latin America. *Fall/Spring*

## 2240 The American Founding

Staff 4 credits

HUM

This course examines the events and ideas that contributed to the American Founding. Topics covered include the Declaration of Independence, the Constitutional Convention, the struggle over ratification of the Constitution, the creation of the Bill of Rights, and the formation of a national government.

## 2250 20th Century Europe

Leazer 4 credits

HUM

The study of recent European history with emphasis on political, social, economic, and cultural developments.

**2310 The Greeks**

Renaud, Heitman, DeSmidt, McAlhany  
 HUM 4 credits  
 A survey of Greek culture which introduces students to the achievements (political, social, intellectual, artistic, etc.) and ideas of the ancient Greeks. This course covers the sweep of Greek culture from the Mycenaean period (1600-1200 BCE) to the world of Alexander the Great and his successors. This course is cross-listed in Classics and History.

**2350 The Romans**

DeSmidt, McAlhany, Renaud 4 credits  
 HUM  
 A survey of Roman culture that introduces students to the achievements (political, social, intellectual artistic, etc.) and ideas of ancient Rome. This course covers Rome from its foundation in 753 BCE to its transformation in late antiquity. Within the chronological sweep of Roman history, the class focuses on special aspects of Roman society: class and status, daily life, slavery, etc. This course is cross-listed in Classics and History.

**2620 America in the 1960s**

Staff 4 credits  
 HUM  
 A survey of the major themes, events, and individuals in America in the 1960s.

**2850 Comparative History: History of Chicago and Milwaukee**

Noer 4 credits  
 HUM  
 A comprehensive history of two major Midwestern cities from earliest European settlements to the present. Students will prepare three papers for class presentation and discussion: one on the history of Chicago, one on the history of Milwaukee, and one comparing the two cities. Field trips to Chicago and Milwaukee are a required part of the course.

**2900 Twentieth Century U.S. History**

Noer 4 credits  
 HUM  
 A study of the major political, economic, diplomatic, and social changes in the United States from 1890 to the present.

**3050 History of Mexico**

Mitchell 4 credits  
 HUM  
 We share almost 2,000 miles of border with Mexico, and nearly eight million Mexicans live in the United States, yet many of us learn next to nothing about this fascinating country's history. This course attempts to address this gap in our education system by providing an in-depth look at Mexican history, with an emphasis on the period from independence to the present. The course will also look at the borderlands between our two countries, and the Mexican diaspora living in the United States today.

**3060 History of the Caribbean**

Staff 4 credits  
 HUM  
 Beginning in 1492, the Caribbean region has vacillated between the periphery and center stage of global history. Its strategic location within the Atlantic basin has, at various points, propelled nations in the Caribbean into importance disproportionate to the nations size, wealth, or political influence. Examples of this phenomenon include the Encounter (arguably the most important event in world history); the Haitian Revolution, with its profound consequences for the United States, Europe, and Africa; and the Cuban Missile Crisis, which served as an historical fulcrum in the trajectory of the Cold War. This course follows the dramatic trajectory of Caribbean history from 1492 to the present, introducing themes that include the European conquest; colonial economic transformation into sugar colonies; slavery; the Haitian revolution; abolition; the introduction of US economic, military, and political hegemony; the Cuban revolution and subsequent crises; and some contemporary issues.

**3100 The Age of Augustus**

Renaud 4 credits  
 HUM  
 An intensive and interdisciplinary approach to one of the most important and seminal periods of Western history, the age of the emperor Augustus. Students study the process of transformation from the Roman Republic to the Roman Empire during the Augustan principate. They also encounter the Augustan authors and creators of the Golden Age of Latin literature (Virgil, Horace, Livy etc.), as well as the major works of art and the imperial monuments of Augustus. This course is cross-listed in Classics and History.  
*Prerequisite: Upper division status or consent of instructor*

**3400 Modern China**

Udry 4 credits  
 HUM  
 An in-depth study of Chinese history from the early 19<sup>th</sup> century to the present with special emphasis on the role of Mao Tse-tung in shaping the People's Republic of China.  
*Spring*

**3450 Modern Japan**

Udry 4 credits  
 HUM  
 A study of Japanese history from the early nineteenth century to the present with emphasis on native Japanese culture, imperialism, militaristic and democratic forces, World War II, and the recent emergence of the nation as a world economic leader.  
*Fall*

**3990 Historiography**

Noer 4 credits  
 HUM  
 An introduction to the method and history of historical writing, acquainting the student with aspects of research and writing and with the work of representative historians and philosophers of history of various periods and approaches from antiquity to the present.  
*Prerequisite: Three courses in history and consent of the instructor*  
*Spring*

**4000 Seminar**

Udry, Mitchell 4 credits  
 The capstone of the history major: each seminar member produces a research paper on a topic of his or her own choosing, in consultation with the seminar leader, and based in part on primary material.  
*Prerequisite: Four courses in history and consent of the instructor*  
*Fall*

**Mathematics**

Courses in the Department of Mathematics help students acquire methods of logical reasoning and deduction, and develop problem-solving skills for a wide variety of applications. They also provide techniques for the description and analysis of physical and social phenomena. Department courses can be chosen to provide a foundation for graduate work, to prepare for the teaching profession, or to prepare the student for a career using problem-solving and analytical skills.

**Mathematics Major**

The major requires 44 credits, which must include:

MTH 1120: Calculus I  
MTH 1220: Calculus II  
MTH 1240: Discrete Structures  
MTH 2040: Linear Algebra  
MTH 3120: Real Analysis  
MTH 3040: Abstract Algebra  
MTH 4300: Senior Research (4 cr.)

MTH 4990: Senior Thesis Completion  
CSC 1110: Principles of Computer Science  
3 Mathematics electives: Students must take three additional mathematics courses numbered above 2000 (excluding MTH 4500 and MTH 4900). PHY 2200 or PHY 2420 may be substituted for one mathematics elective.

### Mathematics Minor

A minor consists of four courses beyond MTH 1220 and CSC 1110. PHY 2200 or PHY 2420 may be used as one of these courses.

### Additional Information:

The teaching minor for secondary education should include MTH 1120, 1220, 2040, 2080, 3050, 3040, and Computer Science 1110. The elementary education major desiring licensure for teaching mathematics should include MTH 1030, 1040, 1050, 1120, 1240, 2080, and CSC 1100 or 1110.

The mathematics major planning to attend graduate school should include MTH 2120, 2020, 3220, 3180, and 3140.

The mathematics major planning on secondary teaching should include MTH 2080, 3030, and 3050.

The mathematics major planning a career in actuarial science should include MTH 2120, 2130, 3030, 3050, and contact the chair of the Mathematics Department for additional information on preparing for the actuarial exams. MTH 3050 Theory of Statistics carries VEE credit. Students planning to become actuaries may also take MGT 3210 Financial Management, ECN 1010 Principles of Microeconomics, and ECN 1020 Principles of Macroeconomics for VEE credit.

### Placement Exam

The Department of Mathematics administers a placement exam upon request. A separate competency exam also is available for students wishing to meet the college quantitative literacy requirement without taking a mathematics course. See the chair of the Mathematics Department for details.

### Honors in the Major

Please see department chair for details. All students pursuing Honors in Mathematics must present their work at an undergraduate research conference. Basic requirements are listed under All-College Programs in the catalog.

## 1030 Applied Mathematics

All Mathematics Faculty 4 credits

MTH

This is an entry-level course appropriate for most college students that emphasizes mathematical reasoning in everyday experiences. The geometry unit deals with form, growth, size, and patterns found in living populations and created art. The mathematics of social choice studies techniques of decision-making, voting, and optimizing alternatives. Operations research discusses algorithms for scheduling, planning, and creating networks. Standard statistical measures also are studied and interpreted. This course is designed for any student who does not need the technical vocabulary of trigonometry or analytic geometry. A student may not receive credit for Applied Mathematics after receiving credit for any course numbered 1120 or above.

*Prerequisite: Placement via high school performance or satisfactory performance in GNRL 0700 Computational Skills Fall/Spring/J-Term*

## 1040 Principles of Modern Mathematics

All Mathematics Faculty 4 credits

MTH

An introduction to set theory, problem-solving, geometry, algebra, probability and statistics, with selected applications for each. The course satisfies teacher certification requirements.

*Prerequisite: Placement via high school performance Fall/Spring/J-term*

## 1050 Elementary Statistics

All Mathematics Faculty 4 credits

MTH

Methods of determining averages, variability, and correlation, and of testing the significance of the statistics, prediction, and distribution-free statistics. A student may not receive credit for Elementary Statistics after receiving credit for any other statistics course.

*Prerequisite: Placement via high school performance Fall/Spring*

## 1060 Finite Mathematics

All Mathematics Faculty 4 credits

MTH

The main topics covered are Boolean algebra, logic, sets, graph theory, combinatorics, number systems, probability, coding, information theory, recurrence relations, and algorithms. This course cannot be taken for credit after MTH 1240.

*Prerequisite: Placement via high school performance*

## 1070 Functions, Graphs, and Analysis

All Mathematics Faculty 4 credits

MTH

A study of polynomial, rational, trigonometric, and exponential functions and their applications. The nature of functions, equation-solving, solution estimation, graphing, and mathematical modeling will be emphasized. A student may not receive credit for Functions, Graphs and Analysis after receiving credit for any other course numbered 1120 or above.

*Prerequisite: Placement via high school performance Fall/Spring*

## 1120 Calculus I

Chell, S. Groleau, Nicholas, Snavelly,

Wheeler, Tou, Trautwein

MTH

4 credits

A study of coordinate systems; straight lines and conic sections; theory of limits; differentiations of algebraic functions; applications to slopes and curves; and maxima and minima.

*Prerequisite: Placement via high school performance or Math 1070 Fall/Spring*

## 1220 Calculus II

Chell, S. Groleau, Nicholas, Snavelly,

Wheeler, Trautwein, Tou

MTH

4 credits

A study of transcendental functions, infinite series, mean-value theorem, polar coordinates, integration, and application of integration. Students completing this course with a grade of C or better will be awarded credit for MTH 1220.

*Prerequisite: Math 1120 with "C" or better or departmental approval Fall/Spring*

**1240 Discrete Structures**

Chell, Snavelly, Wheeler, Trautwein, Tou  
MTH 4 credits  
A study of logic, proofs, and sets; graphs, digraphs, trees, colorings, and traversal; permutations and combinations; binomial coefficients; and recurrence relations.  
*Prerequisite: MTH 1120, CSC 1110, or departmental approval*  
*J-Term, Spring*

**200 Topics in Mathematics**

All Mathematics Faculty 1-4 credits  
A course of variable content for lower-level students. Recent topic offerings have included logic, problem solving, and actuarial science. Topics will not duplicate material covered in other courses.

**2020 Differential Equations**

Nicholas, Snavelly, Wheeler 4 credits  
MTH  
A study of common types of ordinary differential equations, their solutions and applications, singular solutions, and an introduction to mathematical modeling.  
*Prerequisite: MTH 1220*  
*Fall*

**2040 Linear Algebra**

Trautwein 4 credits  
MTH  
An examination of linear equations, matrices, vector spaces, transformations, and eigensystems.  
*Prerequisite: Math 1220*  
*Spring*

**2080 Modern Geometry**

Wheeler, Tou, Trautwein 4 credits  
MTH  
An introduction to the branches of geometry including plane, solid, higher dimensional, fractal, transformational, non-Euclidean, and combinatorial.  
*Prerequisite: Math 1120*  
*Fall*

**2120 Multivariate Calculus**

Tou, Trautwein 4 credits  
MTH  
A study of curvilinear motions, solid analytic geometry, vectors, partial derivatives, and multiple integration. Students completing this course with a grade of C or better will be awarded credit for MTH 1120 and 1220 if not previously taken.  
*Prerequisite: Math 1220 or departmental approval*  
*Spring*

**2130 Mathematics of Actuarial Science**

Snavelly 4 credits  
This course is designed to help students prepare for a career in the actuarial sciences, and to help students learn material covered on the first actuarial examination. Topics will include limits, series, sequences, derivatives of single and multivariate functions, integrals of single and multivariate functions, general probability, Bayes' Theorem, univariate probability distributions, and multivariate probability distributions.  
*Prerequisite: MTH 1220, MTH 1240*  
*Fall*

**2470 Mathematics for Scientists and Engineers**

Nicholas, Wheeler 4 credits  
MTH  
A study of differential equations, partial differential equations, multiple integration, Laplace transforms, Fourier transforms, and vector analysis. Most spring semesters.  
*Prerequisite: MTH 1220*

**3030 Theory of Probability**

Wheeler, Snavelly 4 credits  
MTH  
An introduction to discrete probability including combinations and permutations; conditional probability and independence; random variables; and expectation.  
*Prerequisite: MTH 1220*  
*Fall*

**3040 Abstract Algebra I**

Chell, Tou, Trautwein 4 credits  
MTH  
A study of groups, Lagrange's theorem, normal subgroups, fields, rings, integral domains, subrings, ideals, and vector spaces.  
*Prerequisite: MTH 1240 and 2040*  
*Fall*

**3050 Theory of Statistics**

Klingenberg 4 credits  
MTH  
Data collection and analysis; continuous and discrete distributions; Central Limit Theorem; sampling theory; confidence intervals and estimation theory; regression analysis and correlation including multiple linear regression models and hypothesis testing and confidence intervals in regression models; chi-square test of independence and other non-parametric statistical tests; time series models and forecasting, linear time series models, moving average and autoregressive models, estimation, data analysis, index numbers, and forecasting with time series models, forecasting errors and confidence intervals, and application of statistics to significant real-world data. This course carries VEE credit for actuaries.  
*Prerequisite: MTH 1220*  
*Spring*

**3120 Real Analysis**

Snavelly 4 credits  
MTH  
Fundamental concepts of analysis, limits, continuity, differentiation, and integration. Major topics include the real number system, sequences, series, the Riemann integral, and the Generalized Riemann integral.  
*Prerequisite: MTH 2040 or instructor approval*  
*Spring*

**3140 Abstract Algebra II**

Chell, Tou, Trautwein 4 credits  
MTH  
A continuation of Abstract Algebra I, concentrating on topics in ring theory and field theory, including applications. Specially arranged, odd numbered years.  
*Prerequisite: MTH 3040*

**3180 Introduction to Topology**

Trautwein 4 credits  
MTH  
This course will serve as an introduction to the topology of Euclidean spaces and manifolds, with an emphasis on basic sets (disks, spheres, annuli, Cantor sets) in lower dimensional space. Continuous maps, homeomorphisms, and embeddings will be studied in conjunction with connectedness and paths, convergence and compactness, manifolds, homotopy, contractible sets, the Brouwer fixed-point theorem, and covering spaces. At the end of the course, each student will complete an individual project based on a research article that examines one of the major areas (e.g. physical knot theory) in the modern study of topology.  
*Prerequisite: MTH 1220*  
*Fall*

## 3220 Complex Variables

Snavelly 4 credits  
MTH  
This course is an introduction to complex analysis, including the Cauchy-Riemann Equations, Cauchy's Theorem, residue theory, and conformal mapping.  
*Prerequisite: Math 2040 or instructor approval*

## 3240 Number Theory

Tou 4 credits  
MTH  
This course will primarily consist of a survey of the elementary arithmetic of the integers, including divisibility, primality, factorization, congruences, diophantine equations, arithmetic functions and cryptography. Some attention will be given to fundamental topics from advanced number theory, including cyclotomy, modern cryptographic techniques, and Dirichlet series. The focus of the course will be on understanding and communicating number-theoretic concepts through examples and written proofs. Additionally, elementary programming will be taught and used in the exploration and solving of problems. Attention will also be given to the historical study of important problems.  
*Prerequisite: MTH 1220*

## 400 Topics in Mathematics

All Mathematics Faculty 1-4 credits  
An examination of topics such as topology, number theory, dynamical systems, game theory, history of mathematics, and logic.  
*Prerequisite: Math 1220 and instructor approval*  
*Fall/Spring/J-term*

## 4200 Methods and Materials in Teaching Mathematics

D. King 4 credits  
A study of teaching methods and instructional materials in mathematics. Special attention is given to the selection and organization of subject matter and learning activities. Field work required.  
*Prerequisite: Admission to the Teacher Education Program and to be nearly completed with the major*  
*Spring*

## 4300 Senior Research

Snavelly 4 credits  
Students will engage in mathematics research. Technical oral and written communication skills will be emphasized. Students will produce a high-quality senior thesis as part of this course.  
*Prerequisite: Math 1220 and junior standing*  
*Fall*

## 4500 Independent Study

All Mathematics Faculty 2-4 credits  
Independent study in a topic of interest in mathematics which does not duplicate any other course in the regular course offerings.  
*Prerequisite: Math 1220 and instructor approval*

## 4900 Research in Mathematics

All Mathematics Faculty 2-4 credits  
An opportunity to conduct research in mathematics, culminating in a research paper.  
*Prerequisite: Math 1220 and instructor approval*

## 4990 Senior Thesis Completion

Staff 0 credits  
Students should register for MTH 499 during the semester in which they plan to complete their senior thesis.

## Modern Languages

The Department of Modern Languages understands the study of foreign languages and cultures to be at the core of a liberal arts education, and the Department embraces this role at Carthage with courses and major and minor programs in Chinese, French, German, Japanese and Spanish. The Department equips students to work, serve and lead in the world by preparing them to communicate using foreign languages in appropriate and culturally specific manners, and to reflect upon the role of language in human interactions and cultures.

The Department provides linguistic and cultural immersion experiences in the classroom, in the community and abroad that expose students to and allow participation across a breadth of global cultures. The Department is committed to providing these opportunities to students at all levels through the college-wide language requirement, majors and minors in five languages, study abroad and service learning.

The faculty of the Department of Modern Languages will use their training as scholars of language, literature and culture to develop students' communication skills in understanding, speaking, reading and writing and to provide students with the tools of textual interpretation so that students may engage with the discourses of our disciplines and with the challenges of cultural difference. Students minoring or majoring in Chinese, French, German, Japanese and Spanish will use these tools to hone their linguistic skills and deepen their cultural understanding so that they may become more effective communicators and globally sensitive citizens.

When coupled with programs of supporting courses, the major sequence will satisfy the needs of students with widely differing goals: (1) those who desire a broad liberal arts education cutting across several areas of humane studies; (2) those who wish to complete a teaching major or minor in a particular language; (3) those who intend to continue their language studies in graduate school; (4) those interested in government service, careers in international commerce and industry, or in other fields.

## Certification For Teaching Modern Language

In addition to the professional education sequence of courses and 12 credits of student teaching (both required of all students wishing to be certified as teachers), students seeking certification to teach French, German, Spanish, Chinese or Japanese in Wisconsin must have a major or minor in the language and complete these three additional requirements before they begin student teaching:

1. Successfully complete Methods and Materials in Teaching Modern Languages (MLA 4200).
2. Complete at least four weeks of immersion in the target culture (see below).
3. Achieve an ACTFL proficiency level of "Intermediate High" or better on the oral proficiency interview and the written proficiency test. (See below).

The Wisconsin Department of Public Instruction requires those seeking certification in a modern language to complete an immersion experience in the target culture. For Modern Language majors, this will be met by the required semester abroad. Modern Language minors wishing to be certified to teach must document an immersion experience of at least four weeks. STUDENTS PREPARING TO STUDY ABROAD ARE URGED TO TAKE MLA 2200 (required for majors).

Students who wish to be certified to teach French, German, Spanish, Chinese, and Japanese in Wisconsin must take the American Council on the Teaching of Foreign Languages (ACTFL) oral proficiency interview and the written proficiency test and receive a rating of "Intermediate High" or better prior to beginning their student teaching. Students should contact the Modern Language Department as soon as they have decided to seek certification in French, German, Spanish, Chinese, or Japanese in order to

receive information about preparing for the exam. The exams are given by examiners who are independent of the College. These examinations are arranged by the Departments of Modern Languages and Education and are paid for by the student.

## Placement and Competency

Students who have studied a modern language and plan to continue their studies in that language will be placed at the appropriate level on the basis of previous courses and grades and/or a departmentally-administered placement test. Students completing the Carthage course in which they were placed with at least a grade of "C" will be awarded credit for the preceding courses in the normal language sequence, to a maximum of 12 credits per language.

Carthage does not administer placement examinations or offer any form of credit by examination in languages not offered at the College. Carthage will recognize the results of proficiency examinations in modern languages administered by other colleges and universities if credit appears on an official transcript. All arrangements for, and costs related to, such examinations are the responsibility of the student.

Majors and minors in French, German, and Spanish are required to pass a target language competency exam during the term in which they take 3010.

## An Overview: French, German and Spanish Majors

Immersion in the linguistic and cultural setting of a foreign country is essential to the formation of a modern language major. Our programs for majors are structured around a requisite study abroad experience. The courses that modern language majors take prior to traveling abroad will prepare them both linguistically and culturally to profit from this experience. Students will immerse themselves in real communicative situations with people of other cultures to become culturally aware and linguistically proficient professionals in an interdependent world.

### Course requirements for French, German and Spanish majors:

|  |  |         |
|--|--|---------|
| 2010-2020  | Language acquisition                                       | (8 cr.) |
| 2200   | Cultural Awareness Orientation                             | (1 cr.) |
| 3010   | Language acquisition                                       | (4 cr.) |
| <i>(During the term in which this course is taken, students will take and be required to pass reading and oral competency evaluations. Passing scores on these evaluations are required before student can enroll in courses numbered 3080 or higher.)</i> |  |         |
| 3080   | The ML-Speaking World: Social, Political & Economic Issues | (4 cr.) |
| 3090   | The ML-Speaking World: Cultural and Intellectual Life      | (4 cr.) |
| 3110   | Interpreting Written Texts in ML                           | (4 cr.) |
| 4010   | Senior Seminar   | (4 cr.) |
| 4240   | Theater  | (4 cr.) |
| OR   |  |         |
| 4710   | Special Topics in the Language                             | (4 cr.) |

*Also required\*:*

|          |                  |           |
|----------|------------------|-----------|
| GNR 3510 | Immersion Abroad | 12-16 cr. |
|----------|------------------|-----------|

### Total 45-49 credits

STUDENTS PREPARING TO STUDY ABROAD ARE URGED TO TAKE MLA 2200.

Majors are required to study abroad over one term. Courses taken at foreign institutions are usually recorded on the student's Carthage transcript as GNR 3510. This is a global designation for experiential learning and courses that may be in History, Economics, Political Science, Linguistics, Art History, or a number of other fields supporting the MLA major. When faculty of any department agree, a specific course taken abroad may be accepted in lieu of a course in that department and be so noted on the student's transcript. Students are strongly urged to get such courses approved by Carthage faculty before taking them.

\*Students whose special circumstances do not permit an extended stay abroad must consult with the department chair.

### An Overview: French, German and Spanish Minors

|  |                                  |         |
|--|----------------------------------|---------|
| 2010-2020  | Language acquisition             | (8 cr.) |
| 3010   | Language acquisition             | (4 cr.) |
| <i>(During the term in which this course is taken, students will take and be required to pass reading and oral competency evaluations. Passing scores on these evaluations are required before student can enroll in courses numbered 3080 or higher.)</i> |                                  |         |
| 3110   | Interpreting Written Texts in ML | (4 cr.) |

Choice of **one** from:

|      |  |         |
|------|--|---------|
| 3080 | The ML-Speaking World: Social, Political and Economic Issues | (4 cr.) |
| 3090 | The ML-Speaking World: Cultural and Intellectual Life        | (4 cr.) |

At least two additional credits above 3010 in the target language.

### Total 22 credits

### Overview of Chinese and Japanese Majors

#### Required Core:

|          |                                       |             |
|----------|---------------------------------------|-------------|
| 2010     | Elementary Chinese/ Japanese I        | (4 cr.)     |
| 2011     | Elementary Oral Chinese/Japanese I    | (1 cr.)     |
| 2020     | Elementary Chinese/ Japanese II       | (4 cr.)     |
| 2021     | Elementary Oral Chinese/Japanese II   | (1 cr.)     |
| MLA 2200 | Cultural Awareness                    | (1 cr.)     |
| 3010     | Intermediate Chinese/ Japanese I      | (4 cr.)     |
| 3011     | Intermediate Oral Chinese/Japanese I  | (1 cr.)     |
| 3020     | Intermediate Chinese/ Japanese II     | (4 cr.)     |
| 3021     | Intermediate Oral Chinese/Japanese II | (1 cr.)     |
| 3510     | Immersion Abroad                      | (12-16 cr.) |
| 4070     | Advanced Chinese/ Japanese I          | (4 cr.)     |

**Total 47-53 Credits**

**Overview of Chinese and Japanese Minor**

- 2010 Elementary Chinese/Japanese I (4 cr.)
- 2011 Elementary Oral Chinese/  
Japanese I (1 cr.)
- 2020 Elementary Chinese/Japanese II (4 cr.)
- 2021 Elementary Oral Chinese/  
Japanese II (1 cr.)
- 3010 Intermediate Chinese/Japanese I (4 cr.)
- 3011 Intermediate Oral Chinese/  
Japanese I (1 cr.)
- 3020 Intermediate Chinese/  
Japanese II (4 cr.)
- 3021 Intermediate Oral Chinese/  
Japanese II (1 cr.)
- Choice of one from:**
- 2070 Calligraphy and Chinese/  
Japanese Language (4 cr.)
- 3070 Chinese/Japanese Culture and  
Language (4 cr.)
- 4070 Advanced Chinese/Japanese I (4 cr.)

**Total 24 credits**

**Honors in the Major**

**Please see department chair for details.**

**Basic requirements are listed under All-College Programs in the catalog.**

**Chinese**

**1010 Introductory Chinese I**

Staff 4 credits  
MLA

The course exposes beginners to the Mandarin Chinese phonetic system Pinyin, the four tones, and carefully selected Hanzi--the writing system. Listening, speaking, visual recognition, and writing skills are learned through active participation by the students in communicative and hands-on situations. By the end of the course, the students are able to initiate, and to some degree, sustain, oral communication in Chinese while gaining recognition and writing ability of Hanzi via email, handwriting, and calligraphy. 30-50 Hanzi is the goal. Cultural elements associated with Hanzi are introduced.

*Fall*

**1020 Introductory Chinese II**

Staff 4 credits  
MLA

In this course students continue learning listening, speaking, reading and writing skills using visual etymology, the four tones in Mandarin Chinese, and visualizing individual and combined radicals. The three inseparable dimensions of the Chinese language are studied in a more integrated manner: the visual, the phonetic, and the semantic, or Hanzi, Pinyin, and meaning. The interpersonal mode is stressed in communicative contexts. By the end of the course, the students are able to initiate, and to a greater degree, sustain, oral communication with some cultural nuances. Hanzi recognition and writing is increased via email, calligraphy and simple handwriting. 70-80 Hanzi is the goal.

*Prerequisite: Chinese 1010 or equivalent Spring*

**2010 Elementary Chinese I**

Staff 4 credits

This course proceeds with an integrated approach to Hanzi/Pinyin and rebalances the four language skills. Speaking and listening continue to be a focal point while more emphasis is placed on writing (handwriting, email, calligraphy) and reading. Listening, speaking, reading, and writing skills are now developed into an interpretative mode as well as the interpersonal one. By the end of the course, students will be able to express simple descriptions, interpretations, questions, ideas, identification, and preferences. Students are expected to recognize and master 100-150 Hanzi. Historical and philosophic aspects are introduced while studying Hanzi.

*Prerequisite: Chinese 1020 or equivalent Fall*

**2011 Elementary Oral Chinese I**

Staff 1 credit

This course must be taken concurrently with Chinese 2010. Chinese 2011 is an oral class and enhances the speaking aspect of Chinese 2010. It meets once a week to expand students oral competence in dealing with topics and themes presented in the regular Chinese 2010 class.

*Prerequisite: CHN 1020 or equivalent Corequisite: CHN 2010 Fall*

**2020 Elementary Chinese II**

Staff 4 credits

The class engages students in more complex communicative contexts. The four basic language skills, listening, speaking, reading, and writing, enter a mainly interpretative mode while students continue to expand the interpersonal one. By the end of the course, the students are expected to interpret, question, identify, negotiate, compare and choose in an orally communicable Chinese. Chinese idioms are taught as both language and culture. Students ability to write Chinese is evaluated only with Hanzi (calligraphy, emails and handwriting). 170-200 Hanzi are expected to be recognized and put into use for some daily functions, career objectives, diaries, memos among other simple writings. *Prerequisite: CHN 2010 and CHN 2011 or equivalent Corequisite: CHN 2021 Spring*

**2021 Elementary Oral Chinese II**

Staff 1 credit

This course must be taken concurrently with Chinese 2020. The class enhances the oral aspect of Chinese 2020. It meets once a week to expand students oral competence in dealing with topics and themes presented in the regular Chinese 2020 class.

*Prerequisite: CHN 2010 and CHN 2011 or equivalent Corequisite: CHN 3011*  
Spring

**2070 Calligraphy and Chinese/Japanese Language**

Yang, Wang 4 credits

This course integrates language and cultural studies through calligraphy--the writing of Chinese Hanzi and Japanese Kanji. It is open to both language and non-language students. This course carries a Global Heritage designation. It is conducted in English.

Fall or Spring

**3010 Intermediate Chinese I**

Staff 4 credits

While proceeding with an integrated approach to Hanzi, Pinyin, the students continue to increase Hanzi and decrease Pinyin. The four basic language skills, listening, speaking, reading, and writing, are mainly in an interpretative mode. The communicative context is idea or opinion-oriented and requires interpretative, subjective and emotional expressions and responses. The students are expected to initiate, sustain, and expand conversations on the topics studied in previous courses as well as the current one. Social relationships, some philosophic concepts, government institutions, and artistic pursuits are taught as vital aspects of cultural studies. 250-300 Hanzi are expected to be recognized and put into use for brief discussions, debates and exchange of ideas done through handwriting and emails.

*Prerequisite: CHN 2020 and CHN 2021 or equivalent Corequisite: CHN 3011*  
Fall

**3011 Intermediate Oral Chinese I**

Staff 1 credit

This course must be taken concurrently with Chinese 3010. Chinese 3011 is an oral class and enhances the speaking aspect of Chinese 3010. It meets once a week to expand students oral competence in dealing with topics and themes presented in the regular Chinese 3010 class.

*Prerequisite: CHN 2020 and CHN 2021 or equivalent Corequisite: CHN 3010*  
Fall

**3020 Intermediate Chinese II**

Staff 4 credits

In this course students continue to increase Hanzi and decrease Pinyin to attain a more authentic and more-native like language acquisition. While listening, speaking, reading, and writing skills are still developed in an interpretative mode, they progress towards a presentational direction. The communicative context at the 3020 level represents a bridge for students from the interpersonal to the interpretative and the presentational. Orally, the students are expected to initiate, sustain, and expand conversations on the topics studied from previous courses as well as the current one. Significant individuals and some historic/philosophic/ literary aspects are studied together with language acquisition. 350-400 Hanzi are expected to be recognized and put into use for thematic writing (emails and handwriting).

*Prerequisite: CHN 3010 and CHN 3011 or equivalent Corequisite: CHN 3021*

**3021 Intermediate Oral Chinese II**

Staff 1 credit

This course must be taken concurrently with Chinese 3020. This is an oral class and enhances the speaking aspect of Chinese 3020. It meets once a week to expand students oral competence in dealing with topics and themes presented in the regular Chinese 3020 class.

*Prerequisite: CHN 3010 and CHN 3011 or equivalent Corequisite: CHN 3020*  
Spring

**3070 Chinese/Japanese Culture and Language**

Yang, Wang 4 credits

Culture is manifested in language and language verbalizes culture. This course studies how Chinese and Japanese languages and cultures reflect this symbiotic relation. Students are engaged in an intercultural dialogue with a linguistic approach. Open to both language and non-language students, it is conducted in English and carries a Global Heritage designation.

Fall or Spring

**4010 Senior Project/Thesis**

Yang, Wang 2-4 credits

Students have two options to take this course: Senior Project/thesis in the discipline of Chinese language and culture within the Department of Modern Languages or an Interdisciplinary Senior Project/Thesis between the Department of Modern Languages and other departments/programs.

*Prerequisite: Study Abroad*  
Spring

**4070 Advanced Chinese**

Yang 4 credits

The course is typically designed for students who have declared their majors (optional for minors) in Chinese. Students are expected to perform advanced-level tasks. The four basic language skills, listening, speaking, reading, and writing are honed in a presentational mode. Cultivating students awareness and appreciation of the richness of the culture of Chinese-speaking world is thematically structured. Authentic materials will be incorporated into reading and listening. Oral communication will be enhanced with a theme or a viewpoint. 500-550 Hanzi are expected to be recognized and put into use for thematic writing (emails and handwriting).

*Prerequisite: Chinese 3020 and 3021 or Study Abroad*  
Fall or Spring

**Japanese**

Carthage has an exchange agreement with Tokyo Gakugei University, which permits up to three Carthage students to spend one semester or one academic year studying in Japan.



## 1010 Introductory Japanese I

Staff 4 credits

MLA

The course is an introduction to the Japanese language and culture, stressing both spoken and written Japanese. It teaches listening, speaking, visual recognition, and writing skills through active participation by the students in communicative situations. By the end of the course, the students are able to initiate, and to some degree, sustain oral communication in Japanese, gaining recognition and writing ability of "hiragana", "katakana", and some "kanji", the three sets of symbols used in written Japanese, while understanding some fundamentals of Japanese social values and ways of thinking.

Fall

## 1020 Introductory Japanese II

Staff 4 credits

MLA

This course continues to engage students in listening, speaking, reading and writing. An interpersonal mode is stressed in communicative contexts. By the end of the course, the students are able to initiate, and to a greater degree, sustain oral communication with some cultural nuances. Kanji recognition and writing is increased via email, calligraphy and simple handwriting. The students expected to learn approximately 80 "kanji" in Japanese.

*Prerequisite: Japanese 1010*

Spring

## 2010 Elementary Japanese I

Staff 4 credits

This course proceeds with an integrated approach and rebalances the four language skills. Speaking and listening continue to be a focal point while more emphasis is placed on writing and reading. Listening, speaking, reading, and writing skills are developed into an interpretative mode while expanding the interpersonal one. By the end of the course, students are expected to be able to perform communicative tasks such as description, interpretation, comparison, giving suggestions and asking questions in a culturally acceptable manner. Students are expected to recognize and master 150 Kanji.

*Prerequisite: JPN 1020 or equivalent*

*Corequisite: JPN 2011*

Fall

## 2011 Elementary Oral Japanese I

Staff 1 credit

This course must be taken concurrently with Japanese 2010 and enhances the oral aspect of Japanese 2010. It meets once a week to expand students' oral competence in dealing with topics and themes presented in Japanese.

*Prerequisite: JPN 1020 or equivalent*

*Corequisite: JPN 2010*

Fall

## 2020 Elementary Japanese II

Staff 4 credits

The class engages students in more complex communicative contexts. The four basic language skills, listening, speaking, reading, and writing, are now entering into a preliminarily interpretative mode while we continue to expand the interpersonal one. Basic grammar patterns will be thoroughly taught. By the end of the course, orally in a communicable manner, the students are expected to have the basic survival abilities to live in Japanese society using fundamental Japanese language structures and common vocabulary related to everyday and communication needs. Some basic Japanese honorific forms will also be introduced. Students are expected to master 200 Kanji and to be able to write greeting letters, career objectives, diaries and memos among other simple writings.

*Prerequisite: JPN 2010 and JPN 2011*

*Corequisite: JPN 2021*

Spring

## 2021 Elementary Oral Japanese II

Staff 1 credit

This course must be taken concurrently with Japanese 2020. Japanese 2021 is an oral class and enhances the speaking aspect of Japanese 2020. It meets once a week to expand students' oral competence in dealing with topics and themes presented in the regular Japanese 2020 class.

*Prerequisite: JPN 2010 and JPN 2011*

*Corequisite: JPN 2020*

Spring

## 2070 Calligraphy and Chinese/Japanese Language

Yang, Wang 4 credits

This course integrates language and cultural studies through calligraphy--the writing of Chinese Hanzi and Japanese Kanji. It is open to both language and non-language students. This course carries a Global Heritage designation. It is conducted in English.

Fall or Spring

## 3010 Intermediate Japanese I

Wang 4 credits

This course will complete the study of basic Japanese grammar and syntax. The four basic language skills, listening, speaking, reading, and writing, are mainly in an interpretative mode. The communicative context is idea or opinion-oriented and requires interpretative, subjective and emotional expressions and responses. Orally in a culturally and pragmatically appropriate manner, the students are expected to initiate, sustain, and expand conversations on various topics beyond their daily lives. Cultural differences and social relationships will be introduced and brought to discussions in Japanese as vital aspects of cultural studies. By the end of the term, the students will have been introduced to all the basic grammar patterns of Japanese and will have mastered a total of at least 300 "kanji".

*Prerequisite: JPN 2020 and JPN 2021*

*Corequisite: JPN 3011*

Fall

## 3011 Intermediate Oral Japanese I

Staff 1 credit

This course must be taken concurrently with Japanese 3010. Japanese 3011 is an oral class and enhances the speaking aspect of Japanese 3010. It meets once a week to expand students oral competence in dealing with topics and themes presented in the regular Japanese 3010 class.

*Prerequisite: JPN 2020 and JPN 2021*

*Corequisite: JPN 3010*

Fall

## 3020 Intermediate Japanese II

Wang 4 credits

In this course we further practice in speaking, listening, reading, and writing to attain a more authentic and more native-like language acquisition. While listening, speaking, reading, and writing skills are still developed in an interpretative mode, they progress towards a presentational direction. The communicative context at 3020 level represents a bridge for students to cross back and forth from the interpersonal to the interpretative and to the presentational. Orally, the students are expected to initiate, sustain, expand, and deepen conversations on various topics in a culturally appropriate manner. Cultural components will be emphasized and significant individuals and some historic/philosophic/ literary aspects are studied together with language acquisition. Approximately 400 Kanji are expected to be recognized and put into use for thematic writing.

*Prerequisite: JPN 3010 and JPN 3011*

*Corequisite: 3021*

Spring

**3021 Intermediate Oral Japanese II**

Staff 1 credit

This course must be taken concurrently with Japanese 3020. This is an oral class and enhances the speaking aspect of Japanese 3020. It meets once a week to expand students' oral competence in dealing with topics and themes presented in the regular Japanese 3020 class.

*Prerequisite: JPN 3010 and JPN 3011*

*Corequisite: JPN 3020*

*Spring*

**3070 Chinese/Japanese Culture and Language**

Yang, Wang 4 credits

Culture is manifested in language and language verbalizes culture. This course studies how Chinese and Japanese languages and cultures reflect this symbiotic relation. Students are engaged in an intercultural dialogue with a linguistic approach. Open to both language and non-language students, it is conducted in English and carries a Global Heritage designation.

*Fall or Spring*

**4010 Senior Project/Thesis**

Wang 2-4 credits

Students have two options to take this course: Senior Project/thesis in the discipline of Japanese language and culture within the Department of Modern Languages or Interdisciplinary Senior Project/Thesis between the Department of Modern Languages and other departments/programs.

*Prerequisite: Study Abroad*

*Spring*

**4070 Advanced Japanese**

Wang 4 credits

The course is typically designed for students who have declared their majors (optional for minors) in Japanese, and who are planning (or occasionally, have already done) study abroad. Students are expected to perform advanced-level tasks. The four basic language skills, listening, speaking, reading, and writing are honed with the purpose to present a theme, a topic or to make a point. Authentic materials will be incorporated into reading and listening. Cultivating students' awareness and appreciation of the richness of the culture of Japanese-speaking world is thematically structured and is the foundation of this class. About 500 Kanji are expected to be recognized and put into use for thematic writing.

*Prerequisite: Japanese 3020 and 3021 or study abroad*

*Fall or Spring*

**Modern Language Courses**

(taught in English)

**1010 Modern Literature in Translation**

Staff 4 credits

HUM

Critical reading of modern literary masterpieces translated into English.

**200 Topics in Language and Culture in Translation**

Staff 1-4 credits

This course, given in English, explores selected topics of literature, film, culture, or language with an emphasis on the cultural products of communities where English is not the primary language.

**2200 Cultural Awareness Orientation**

Staff 1 credit

Preparation for encountering cultural differences that will be part of the linguistic and cultural immersion experiences (either in the U.S. or abroad). The focus of the course will include values clarification, cultural diversity, multicultural awareness training, and culture shock orientation. Majors who have returned from study abroad will give presentations on their experiences and be contributors to course content and activities.

*Prerequisite: 2020 or equivalent in target language*

**3050 Community-based Language Learning**

Staff 1-4 credits

Students in this Service-Learning course are given the opportunity to utilize their language skills in a variety of settings within the greater Kenosha community. Students will work with a local agency approved by Modern Language faculty, in order to volunteer as language instructors, translators, tutors, support personnel or other such positions that make use of their language abilities. Students are trained and guided by weekly meetings with the course instructor in order to prepare for their site placement and their volunteer duties. (This course may be repeated for credit.)

*Prerequisite: Students must have taken or be enrolled in 3010; or instructor's consent*

**400 Topics in Language and Culture in Translation**

Staff 1-4 credits

This course, given in English, explores selected topics of literature, film, culture, or language with an emphasis on the cultural products of communities where English is not the primary language.

**4200 Methods and Materials in Teaching Modern Languages**

Staff 4 credits

A study of the philosophies, methods, and materials used by the classroom teacher in elementary, middle, and secondary modern language classrooms. Emphasis will be placed on the practical teaching application of the communicative approach. Field work required.

The methods course can be taken before or after the language immersion experience (16 credits of study abroad for majors; four weeks immersion experience for minors). Students should check with the Modern Language department the first semester of their sophomore year to plan for this course.

*Prerequisite: 3010 or equivalent in the target language*

*Fall Only*

**French**

**1010 Elementary French I**

Staff 4 credits

MLA

This course teaches listening and speaking skills in French through active participation by the students in communicative situations. By the end of the course, the students are able to comprehend and communicate orally in a culturally acceptable manner, using basic language structures and common vocabulary related to everyday topics and communication needs.

*Fall/Spring*

**1020 Elementary French II**

Staff 4 credits

MLA

This course teaches listening, speaking, reading, and some writing skills in French through active participation by the students in a wide variety of communicative contexts. By the end of the course, the students are able to comprehend, communicate orally, read intelligently and write simply in French, using basic language structures. They also will be able to employ constructively a broad range of vocabulary related to the themes studied and to survival communication and cultural needs.

*Prerequisite: French 1010 or equivalent*

*Fall/Spring*

**2010 Intermediate French I**

Staff 4 credits

This course teaches listening, speaking, reading comprehension, and basic writing skills in sequential development following 1010/1020, using a variety of original texts in French and exposing students to native French speakers and cultural events.

*Prerequisite: French 1020 or equivalent Spring Only*

**2020 Intermediate French II**

Staff 4 credits

Expanding on French 2010, this course provides original texts, film media, music, and cross-cultural experiences. Students speak and read, using all verb tenses and a broad range of structures and vocabulary. They create original compositions at their level, geared to their interests.

*Prerequisite: French 2010 or equivalent Fall Only*

**3010 Advanced French I**

Staff 4 credits

This course continues the linguistic and cultural experiences of 2010/2020. Grammar and phonetics are studied in relation to the language skills the students have acquired. Cultural inquiry and current foreign events are emphasized. Original compositions are linked to course goals as well as student interests. Majors and minors are required to pass a target language competency exam during the term in which they take 3010.

*Prerequisite: French 2020 or equivalent Fall/ Spring*

**3030 French Conversation**

French Target Language Experts 1 credit

An opportunity for extended use of the target language to improve oral fluency and proficiency. A wide range of communicative opportunities will encourage active exploration of the target culture. (The course can be repeated for up to a total of 4 credits.) S or U.

*Prerequisite: French 3010 or consent of department chair Fall/Spring*

**3080 The French-Speaking World: Social, Political, and Economic Issues**

Staff 4 credits

HUM  
Students will learn about social, political, and economic issues affecting the French-speaking world, using a variety of media and texts. Issues will be contextualized in the contemporary world, and examination of their historical background will further students' understanding of these issues in their cultural context.

*Prerequisite: French 3010 or consent of instructor*

*Alternate Fall Semesters*

**3090 The French-Speaking World: Cultural and Intellectual Life**

Staff 4 credits

HUM  
Students will study major currents of cultural and intellectual life in French-speaking regions. Topics will range from high culture to daily life. Students will examine the historical background of cultural manifestations. A variety of media including printed texts will guide students' understanding of both past and present cultural life.

*Prerequisite: French 3010 or consent of instructor*

*Alternate Fall Semesters*

**3110 Interpreting Written Texts in French**

Staff 4 credits

HUM  
Students will learn to read and discuss in French a range of French texts. They will be exposed to the French literary tradition and learn to interpret textual intentions and assumptions.

*Prerequisite: French 3010*

*Spring*

**400 Topics in French**

Staff 1-4 credits

Intensive study of specific topics relating to French literature and culture.

*Prerequisite: French 3080 or 3090 and 3110 and GNR 3510 or consent of the instructor*

*Fall*

**4010 Senior Seminar in French**

Staff 4 credits

A capstone experience in which the students will study the theoretical foundations of French studies (cultural as well as literary). They will be introduced to the problems of translation. A major component of the course will be the preparation of an independent research paper, the Senior Thesis, which will culminate in a formal oral presentation of the results of the investigation as well as in a major paper written in French.

*Prerequisite: Senior standing or consent of instructor and GNR 3510 Spring*

**4240 French Theatre**

Staff 4 credits

HUM  
Students stage a play in French. Students also read and discuss related texts; these include such topics as other plays that contextualize the play being performed or texts expanding on cultural or historical issues raised by it. The course fulfills a topics course requirement of the major.

*Prerequisite: French 3080 or 3090 and 3110 and GNR 3510 or consent of instructor*

**German**

**1010 Elementary German I**

Staff 4 credits

MLA  
This course teaches listening and speaking skills in German through active participation by the students in communicative situations. By the end of the course, students are able to comprehend and communicate orally in a culturally acceptable manner, using basic language structures and common vocabulary relating to everyday topics and communication needs.

*Fall/Spring*

**1020 Elementary German II**

Staff 4 credits

MLA  
This course teaches listening, speaking, reading, and some writing skills in German through active participation by the students in a wide variety of communicative contexts. By the end of the course, the students are able to comprehend, communicate orally, read intelligently, and write simply in German, using basic language structures. They will also be able to employ constructively a broad range of vocabulary related to the themes studied and to survival communication and cultural needs.

*Prerequisite: German 1010 or equivalent Fall/Spring*

**2010 Intermediate German I**

Staff 4 credits

This course teaches listening, speaking, reading comprehension, and basic writing skills in sequential development following 1010/1020, using a variety of original texts in German and exposing students to native German speakers and cultural events.

*Prerequisite: German 1020 or equivalent Spring Only*

**2020 Intermediate German II**

Staff 4 credits

Expanding on German 2010, this course provides original texts, film media, music, and cross-cultural experiences. Students speak and read using all verb tenses and a broad range of structures and vocabulary. They create original compositions at their level, geared to their interests.

*Prerequisite: German 2010 or equivalent Fall Only*

**3010 Advanced German I**

Staff 4 credits

This course continues the linguistic and cultural experiences of 2010/2020. Grammar and phonetics are studied in relation to the language skills the students have acquired. Cultural inquiry and current foreign events are emphasized. Original compositions are linked to course goals as well as student interests. Majors and minors are required to pass a target language competency exam during the term in which they take 3010.

*Prerequisite: German 2020 or equivalent Spring Only*

**3030 German Conversation**

German Target Language Experts 1 credit

An opportunity for extended use of the target language to improve oral fluency and proficiency. A wide range of communicative opportunities will encourage active exploration of the target culture. (The course can be repeated for up to a total of 4 credits). S or U.

*Prerequisite: German 3010 or consent of department chair Fall/Spring*

**3080 The German-Speaking World: Social, Political, and Economic Issues**

Staff 4 credits

HUM

Students will learn about social, political, and economic issues affecting the German-speaking world, using a variety of media and texts. Issues will be discussed within the context of the contemporary world, and examination of their historical background will further students' understanding of these issues in their cultural context.

*Prerequisite: German 3010 or consent of instructor*

*Alternate Fall Semesters*

**3090 The German-Speaking World: Cultural and Intellectual Life**

Staff 4 credits

HUM

Students will study major currents of cultural and intellectual life in German-speaking regions. Topics will range from high culture to daily life. The course will examine the historical background of cultural manifestations. A variety of media including printed texts will guide students' understanding of both past and present cultural life.

*Prerequisite: German 3010 or consent of instructor*

*Alternate Fall Semesters*

**3110 Interpreting Written Texts in German**

Staff 4 credits

HUM

Students will learn to read and discuss in German a range of German texts. They will be exposed to the German literary tradition and learn to interpret textual intentions and assumptions.

*Prerequisite: German 3010*

*Spring Only*

**400 Topics in German**

Staff 1-4 credits

Intensive study of specific topics relating to German literature and culture.

*Prerequisite: German 3080 or 3090 and 3110 and GNR 3510 or consent of the instructor*

*Fall*

**4010 Senior Seminar in German**

Staff 4 credits

A capstone experience in which the students will study the theoretical foundations of German studies (cultural as well as literary). They will be introduced to the problems of translation. A major component of the course will be the preparation of an independent research paper, the Senior Thesis, which will culminate in a formal oral presentation of the results of the investigation as well as in a major paper written in German.

*Prerequisite: Senior standing or consent of instructor and GNR 3510 Spring*

**4240 German Theatre**

Staff 4 credits

HUM

Students in the course stage a play in German. Students also read and discuss related texts; these include such topics as other plays which contextualize the play being performed or texts expanding on cultural or historical issues raised by it. The course may fulfill a topics course requirement of the major.

*Prerequisite: German 3080 or 3090 and 3110 and GNR 3510 or consent of instructor*

**Spanish**

**1010 Elementary Spanish I**

Staff 4 credits

MLA

This course teaches listening and speaking skills in Spanish through active participation by the students in communicative situations. By the end of the course, the students are able to comprehend and communicate orally in a culturally acceptable manner, using basic language structures and common vocabulary related to everyday topics and communication needs.

*Fall/Spring*

**1020 Elementary Spanish II**

Staff 4 credits

MLA

This course teaches listening, speaking, reading, and some writing skills in Spanish through active participation by the students in a wide variety of communicative contexts. By the end of the course, the students are able to comprehend, communicate orally, read intelligently, and write simply in Spanish, using basic language structures. They will also be able to employ constructively a broad range of vocabulary related to the themes studied and to survival communication and cultural needs.

*Prerequisite: Spanish 1010 or equivalent Fall/Spring*

**2010 Intermediate Spanish I**

Staff 4 credits

This course teaches listening, speaking, reading comprehension, and basic writing skills in sequential development following 1010/1020, using a variety of original texts in Spanish and exposing students to native Spanish speakers and cultural events.

*Prerequisite: Spanish 1020 or equivalent Fall/Spring*

**2020 Intermediate Spanish II**

Staff 4 credits

Expanding on Spanish 2010, this course provides original texts, film media, music, and cross-cultural experiences. Students speak and read using all verb tenses and a broad range of structures and vocabulary. They create original compositions at their level, geared to their interests.

*Prerequisite: Spanish 2010 or equivalent Fall/Spring*

**3010 Advanced Spanish I**

Staff 4 credits

This course continues the linguistic and cultural experiences of 2010/2020. Grammar and phonetics are studied in relation to the language skills the students have acquired. Cultural inquiry and current foreign events are emphasized. Original compositions are linked to course goals as well as student interests. Majors and minors are required to pass a target language competency exam during the term in which they take 3010.

*Prerequisite: Spanish 2020 or equivalent Fall/Spring*

**3030 Spanish Conversation**

Spanish Target Language Experts 1 credit

An opportunity for extended use of the target language to improve oral fluency and proficiency. A wide range of communicative opportunities will encourage active exploration of the target culture. (The course can be repeated for up to a total of 4 credits.) S or U.

*Prerequisite: Spanish 3010 or consent of the instructor Fall/Spring*

**3040 Spanish Composition**

Staff 2 credits

The course will focus on writing as a process. Using the workshop format students will be involved in the different stages of writing from the beginning to end. Prerequisites: Students' writing will be evaluated in 3010. Those students who would benefit from further writing opportunities will enroll in 3040 before they are permitted to enroll in courses above 3010.

*Prerequisite: Spanish 3010 Fall/Spring*

**3050 Intensive Spanish Encounter**

Staff 4 credits

This intensive conversation course will increase the students ability to express themselves orally in a wide variety of everyday situations, while interacting with the Hispanic culture. Contact with the larger Hispanic community off campus as well as contextualized in-class course activities will improve overall oral expression and extend awareness of cultural practices.

*Prerequisite: SPN 3010*

**3080 The Spanish-Speaking World: Social, Political, and Economic Issues**

Staff 4 credits

HUM  
Students will learn about social, political, and economic issues affecting the Spanish-speaking world, using a variety of media and texts. Issues will be discussed within the context of the contemporary world, and examination of the historical background will further students' understanding of these issues in their cultural context.

*Prerequisite: Spanish 3010 or consent of instructor*

**3090 The Spanish-Speaking World: Cultural and Intellectual Life**

Staff 4 credits

HUM  
Students will study major currents of cultural and intellectual life in Spanish-speaking regions. Topics will range from high culture to daily life. Students will examine the historical background of cultural manifestations. A variety of media including printed texts will guide students' understanding of both past and present cultural life.

*Prerequisite: Spanish 3010 or consent of instructor*

**3110 Interpreting Written Texts in Spanish**

Staff 4 credits

HUM  
Students will learn to read and discuss in Spanish a range of Spanish texts. They will be exposed to the Spanish literary tradition and learn to interpret textual intentions and assumptions.

*Prerequisite: Spanish 3010*

**400 Topics in Spanish**

Staff 1-4 credits

Intensive study of specific topics related to Spanish literature and culture.

*Prerequisite: Spanish 3080 or 3090 and 3110 and GNR 3510 or consent of instructor Fall*

**4010 Senior Seminar in Spanish**

Staff 4 credits

A capstone experience in which the students will study the theoretical foundations of Spanish studies (cultural as well as literary). They will be introduced to the problems of translation. A major component of the course will be the preparation of an independent research paper, the Senior Thesis, which will culminate in a formal oral presentation of the results of the investigation as well as in a major paper written in Spanish.

*Prerequisite: Senior standing or consent of instructor and GNR 3510 Spring*

**4240 Hispanic Theatre**

Staff 4 credits

HUM  
Students stage a play in Spanish. Students also read and discuss related texts; these include such topics as other plays which contextualize the play being performed or texts expanding on cultural or historical issues raised by it. The course may fulfill a topics course requirement of the major.

*Prerequisite: Spanish 3080 or 3090 and 3110 and GNR 3510 or consent of instructor Spring*

**Music**

**Goals and Objectives**

1. Offer substantial opportunities to the general student, through appropriate courses, performing ensembles, and private lessons, which will develop a love for and understanding of music, the ability to communicate that appreciation and understanding, and the means to continue life-long music experiences.
2. Develop comprehensive musicianship and provide career preparation, a basic mastery of the music discipline, and performance skills for music majors in a

- particular emphasis (core major, music education, music performance, music theater, piano pedagogy, jazz, and church music).
- Enhance and enrich the cultural life of the campus community and the community at large through a regular and well-supported program that presents students, faculty, and guest musicians in recitals, concerts, and other musical events.
  - Participate in worship and liturgy and to assist in proclaiming the Gospel to the campus community and to the larger community.
  - Function as a center providing comprehensive opportunities to the surrounding communities for music study and for participation in music performance activities.

To realize these goals and objectives, the department offers academic courses, a variety of performance ensembles, class and private lessons, and on- and off-campus concerts. For those who would specialize in music, the program provides professional training wholly compatible with the College's liberal arts tradition.

An audition before members of the music faculty is required for entrance into the music major. At the end of their sophomore year, all music majors are evaluated for junior standing. They must show they have fulfilled repertoire requirements in their performance area through the sophomore year, and they must satisfactorily perform 15-20 minutes of music from that list. If this junior-standing jury is insufficient in either repertoire or performance, the faculty may admit the student provisionally to junior standing in the major or advise the student to discontinue the music major.

**Major in Music**

A major in music consists of these courses:

|          |                  |         |
|----------|------------------|---------|
| MUS 1010 | Music Theory I   | (3 cr.) |
| MUS 1020 | Aural Skills I   | (1 cr.) |
| MUS 1030 | Music Theory II  | (3 cr.) |
| MUS 1040 | Aural Skills II  | (1 cr.) |
| MUS 2010 | Music Theory III | (3 cr.) |
| MUS 2020 | Aural Skills III | (1 cr.) |
| MUS 2030 | Music Theory IV  | (3 cr.) |
| MUS 2040 | Aural Skills IV  | (1 cr.) |

|          |                              |                  |
|----------|------------------------------|------------------|
| MUS 0160 | Keyboard Skills I            | (1 cr.)          |
| MUS 0170 | Keyboard Skills II           | (1 cr.)          |
| MUS 0180 | Keyboard Skills III          | (1 cr.)          |
| MUS 0190 | Keyboard Skills IV           | (1 cr.)          |
| MUS 3050 | Music History I              | (4 cr.)          |
| MUS 3060 | Music History II             | (4 cr.)          |
| MUS 400T | Music History Depth Elective | (4 cr.)          |
| MUS 0700 | Recital Attendance           | (0 cr., 8 terms) |

(Music education emphasis students are exempt during the term in which they student-teach.)

Applied Lessons in the principal area ( 8 cr., 1 cr. each term)

Ensemble participation (0 cr., 8 terms)

(Music majors are placed in an approved ensemble in their principle performing area.)

Total credits: 40

**Minor in Music**

The department offers a minor in music. Its requirements are:

|          |                                       |                  |
|----------|---------------------------------------|------------------|
| MUS 1010 | Music Theory I                        | (3 cr.)          |
| MUS 1020 | Aural Skills I                        | (1 cr.)          |
| MUS 1030 | Music Theory II                       | (3 cr.)          |
| MUS 1040 | Aural Skills II                       | (1 cr.)          |
| MUS 0700 | Recital Attendance                    | (0 cr., 4 terms) |
| MUS 2110 | Introduction to Western Music History | (4 cr.)          |

Choose One:

|           |                  |         |
|-----------|------------------|---------|
| MUS 3050  | Music History I  |         |
| <i>or</i> |                  |         |
| MUS 3060  | Music History II | (4 cr.) |

Applied music lessons in the principal performance area (4 cr., 1 cr. each term)

Ensemble participation (0 cr., 4 terms)

(Music minors are placed in an approved ensemble in their principal performing area.)

**Total credits: 20**

**Emphases in Music**

The previous represents the minimum requirements for a music major or minor. In addition to the basic Bachelor of Arts in Music, emphases in specific areas are available. The emphases in Music Education - Vocal and Instrumental - meet current Wisconsin licensure requirements and they also meet the standards of the National Association of Schools of Music.

For students who seek further depth and skills development, emphases are also available in Vocal Performance, Instrumental Performance, Church Music, Piano Pedagogy, and Jazz Studies. An interdisciplinary major in Music Theatre is also offered by the department.

**Emphases in Music Education**

Carthage offers an emphasis that meets licensure requirements in both vocal and instrumental areas. In addition to the information regarding the emphases listed below, students should also consult the Education Department section of this catalog for information about the teacher licensure program and information about courses required of all special fields licensure candidates.

In addition to the core music major, the following courses are required of students pursuing an emphasis in **Vocal Music Education**:

|          |                                 |         |
|----------|---------------------------------|---------|
| MUS 1180 | Introduction to Music Education | (2 cr.) |
| MUS 2090 | Global Music Education          | (2 cr.) |
| MUS 2180 | Basic Conducting                | (2 cr.) |
| MUS 3110 | Choral Conducting               | (2 cr.) |
| MUS 3140 | Learning About Instruments      | (1 cr.) |
| MUS 3200 | Field Experience                | (0 cr.) |
| MUS 4210 | General Music Methods           | (4 cr.) |
| MUS 4220 | Vocal Music Methods             | (4 cr.) |
|          | Satisfactory half recital       | (0 cr.) |

**Additional Notes:**

If voice is not the principal performing area, at least two credits of applied music must be in voice.

**Total additional credits for an emphasis in Vocal Music Education: 17**

In addition to the core music major, the following courses are required of students pursuing an emphasis in **Instrumental Music Education**:

|          |                                 |                 |
|----------|---------------------------------|-----------------|
| MUS 1180 | Introduction to Music Education | (2 cr.)         |
| MUS 2050 | Woodwind Techniques             | (1 cr.)         |
| MUS 2060 | Brass Techniques                | (1 cr.)         |
| MUS 2070 | Percussion Techniques           | (1 cr.)         |
| MUS 2080 | String Techniques               | (1 cr.)         |
| MUS 2090 | Global Music Education          | (2 cr.)         |
| MUS 2180 | Basic Conducting                | (2 cr.)         |
| MUS 3100 | Instrumental Conducting         | (2 cr.)         |
| MUS 3200 | Field Experience                | (0 cr.)         |
| MUS 4210 | General Music Methods           | (4 cr.)         |
| MUS 4200 | Instrumental Music Methods      | (4 cr.)         |
|          | Satisfactory half recital       | (0 cr.)         |
|          | Choral ensemble participation   | (0 cr., 1 term) |

**Total additional credits for an emphasis in Instrumental Music Education: 20**

# Music

## Emphasis in Church Music

In addition to the core music major, the following courses are required of students pursuing an emphasis in church music:

|   |         |
|---|---------|
| MUS 2180 Basic Conducting                     | (2 cr.) |
| MUS 3040 Hymnology                            | (2 cr.) |
| MUS 3080 Liturgics                            | (2 cr.) |
| MUS 3090 Church Music Program                 | (2 cr.) |
| MUS 3110 Choral Conducting                    | (2 cr.) |
| MUS 3130 Choral Literature                    | (2 cr.) |
| MUS 3150 Service Playing and Improvisation I  | (1 cr.) |
| MUS 3160 Service Playing and Improvisation II | (1 cr.) |
| MUS 4030 Practicum in Church Music            | (2 cr.) |
| Full Senior Recital (Thesis)                  | (0 cr.) |

## Total additional credits for an emphasis in Church Music: 16

## Emphasis in Performance

The Carthage Music Department offers emphases in vocal performance and instrumental performance.

In addition to the core music major, the following courses are required of students pursuing an emphasis in **Vocal Performance**:

|  |         |
|--|---------|
| MUS 2180 Basic Conducting                                    | (2 cr.) |
| MUS 4710 Vocal Pedagogy                                      | (2 cr.) |
| MUS 2490 Vocal Diction and Literature                        | (4 cr.) |
| MUS 2210 Opera   | (4 cr.) |
| Additional applied lessons in the principle performance area | (4 cr.) |
| Satisfactory half-recital                                    | (0 cr.) |
| Satisfactory full-recital                                    | (0 cr.) |

## Additional notes:

Students in the vocal performance track are strongly encouraged to participate in the opera lab class and j-term opera productions. Electives in acting and dance are strongly encouraged.

## Total additional credits for an emphasis in Vocal Performance: 16

In addition to the core music major, the following courses are required of students pursuing an emphasis in **Instrumental Performance**:

|   |         |
|---|---------|
| MUS 2180 Basic Conducting                                   | (2 cr.) |
| MUS 3010 Form and Analysis                                  | (2 cr.) |
| MUS 4710 Pedagogy in Performing Area                        | (4 cr.) |
| MUS 2000 Symphonic Literature                               | (4 cr.) |
| Additional applied lessons in the principle performing area | (4 cr.) |
| Satisfactory half-recital                                   | (0 cr.) |
| Satisfactory full-recital                                   | (0 cr.) |

## Total additional credits for an emphasis in Instrumental Performance: 16

## Emphasis in Piano Pedagogy

In addition to the core music major, the following courses are required of students pursuing an emphasis in piano pedagogy

|   |                          |
|---|--------------------------|
| MUS 2180 Basic Conducting                               | (2 cr.)                  |
| MUS 2510 Piano Pedagogy and Literature I                | (2 cr.)                  |
| MUS 2520 Piano Pedagogy and Literature II               | (2 cr.)                  |
| MUS 3510 Practicum in Piano Pedagogy                    | (2 cr., 1 cr. each term) |
| MUS 4100 Piano Literature                               | (4 cr.)                  |
| Additional applied lessons in principle performing area | (4 cr.)                  |
| Satisfactory full recital                               | (0 cr.)                  |

## Total additional credits required for an emphasis in Piano Pedagogy: 16

## Emphasis in Jazz Studies

In addition to the core music major, the following courses are required of students pursuing an emphasis in jazz studies.

|   |                          |
|---|--------------------------|
| MUS 2180 Basic Conducting                 | (2 cr.)                  |
| MUS 6710 Jazz History                     | (4 cr.)                  |
| MUS 0080 Jazz Ensemble or 0090 Jazz Combo | (0 - 4 credits, 4 terms) |
| MUS 3170 Jazz Arranging I                 | (2 cr.)                  |
| MUS 3180 Jazz Arranging II                | (2 cr.)                  |
| MUS 2130 Jazz Improvisation I             | (1 cr.)                  |
| MUS 2140 Jazz Improvisation II            | (1 cr.)                  |
| Satisfactory full recital                 | (0 cr.)                  |

Total additional credits for an emphasis in jazz studies: 12-16

## Music Theatre Major

The Carthage music department houses the music theatre major, which is comprised of courses in music, theatre, and dance.

Students that intend to major in music theatre must pass an entrance audition for both the music and theatre departments. The following courses comprise the Bachelor of Arts in music theatre:

|                          |         |
|--------------------------|---------|
| MUS 1010 Music Theory I  | (3 cr.) |
| MUS 1020 Aural Skills I  | (1 cr.) |
| MUS 1030 Music Theory II | (3 cr.) |

|  |                            |
|--|----------------------------|
| MUS 1040 Aural Skills II   | (1 cr.)                    |
| MUS 2110 Introduction to Western Music History                   | (4 cr.)                    |
| MUS/THR 3300 Music Theatre History                               | (4 cr.)                    |
| MUS 0250 Private Voice   | (1 cr. each term, 8 terms) |
| MUS 0160 Keyboard Skills   | (1 cr.)                    |
| MUS 0170 Keyboard Skills   | (1 cr.)                    |
| MUS 0180 Keyboard Skills   | (1 cr.)                    |
| MUS 0190 Keyboard Skills   | (1 cr.)                    |
| MUS 0010, 0020, 0030, or 0240 ensemble participation for 4 terms | (0-8 cr.)                  |
| MUS 0700 Recital Attendance                                      | (0 cr., 4 terms)           |
| MUS/THR 2620 Music Theatre Workshop                              | (0-8 cr., 4 terms)         |
| THR/EXS Applied dance electives                                  | (4 cr., 1 cr. each term)   |
| THR 2110 Acting I  | (4 cr.)                    |
| THR 3110 Acting II   | (4 cr.)                    |
| THR 2900 Play Reading and Analysis                               | (4 cr.)                    |
| THR 2910 Play Production I                                       | (4 cr.)                    |
| THR 2920 Play Production II                                      | (4 cr.)                    |
| <i>Either:</i>   |                            |
| THR 2260, 2270, or 2280 History of Theatre                       | (4 cr.)                    |

## Total credits for a Bachelor of Arts degree in music theatre: 56

**Recitals**

Applied music students have opportunities nearly every week to participate in regular recitals, either within each studio or in department-wide recitals that feature students from all the performing areas. The department believes these recitals are important in broadening students' experience with live music and in expanding their knowledge of solo literature, and requires all who study applied music to attend them.

Students in the performance emphases must perform in studio and departmental recitals and must present two satisfactory solo recitals. Normally, they give a half-hour recital in the junior year and a full-hour recital in the senior year. Students in the church music emphasis give a full recital, traditionally during the senior year. Students in the music education emphasis give one half-recital in the junior or senior year. All recitals are presented only with permission of the music faculty, following a pre-recital jury. In order to satisfy the recital requirements of each emphasis, recitals must include an interesting and representative program and demonstrate a high level of performing competency.

**Applied Music**

The Music Department offers private and class instruction in applied music to music majors and minors, and within limitations of staff, to non-music majors as well. Music majors must take their applied music lessons within the Music Department unless the department approves an exception. Outstanding students, normally music majors completing an emphasis in performance, may elect two private lessons per week in one applied area.

**AREAS:****Class Lessons**

- MUS 0160 Keyboard Skills I (1 cr.)
- MUS 0170 Keyboard Skills II (1 cr.)
- MUS 0180 Keyboard Skills III (1 cr.)
- MUS 0190 Keyboard Skills IV (1 cr.)
- MUS 0200 Class Voice (1 cr.)
- MUS 0210 Class Guitar (1 cr.)

**Private Lessons** (may be repeated)

- MUS 0150 Private Piano (1 cr.)
- MUS 0250 Private Voice (1 cr.)
- MUS 0450 Private Organ (1 cr.)
- MUS 0550 Private Instrument (1 cr.)
- MUS 0650 Private Conducting (1 cr.)

*Four private applied lessons in a single area, or one class lesson and three private applied lessons in a single area may count as a course for the fine arts distribution requirement.*

**Honors in the Major**

Please see department chair for details.

**0010 Carthage Choir**

E. Garcia-Novelli 0,1 or 2 credits  
The Carthage Choir presents concerts of both anthems and longer works, sings for school and community functions, hosts an annual choral workshop, takes an annual spring tour, and tours in Europe every third J-Term. Membership by individual audition. 0-2 credits

**0020 Chapel Choir**

D. Shapovalov 0 - 1 credits  
The Chapel Choir is a mixed choral ensemble that regularly sings both sacred and secular music in a variety of venues. Membership by individual audition. 0 or 1 credit.

**1010 Music Theory I**

M. Petering, W. Hodges 3 credits  
A historical-analytical approach to the study of theory and harmony. Includes music notation, rhythmic analysis, concepts of key and scale, interval quality and inversion, tertian harmony, chord analysis, and non-harmonic tone analysis.  
*Prerequisite: Prerequisite: passing grade on Music Literacy Assessment*  
Fall

**1020 Aural Skills I**

E. Garcia-Novelli, W. Hodges 1 credit  
The development of aural skills, applied to the musical concepts studied in Music Theory I, through sight-singing, rhythmic reading, and melodic and harmonic dictation.  
*Prerequisite: Taken concurrently with MUS 1010*  
Fall

**1030 Music Theory II**

M. Petering, W. Hodges 3 credits  
A continuation of Music Theory I. Includes tonicization and modulation, small melodic forms, binary and ternary forms, and principles of melodic analysis.  
*Prerequisite: MUS 1010 or consent of the instructor*  
Spring

**1040 Aural Skills II**

E. Garcia-Novelli, W. Hodges 1 credit  
A continuation of Aural Skills I, applied to musical concepts studied in Music Theory II.  
*Prerequisite: MUS 1020 or consent of the instructor*  
Spring

**1150 Exploring Music**

Berg, Haines, Hodges, Ripley, Dennee, Shapovalov  
FAR 4 credits  
A basic music appreciation course covering a representative body of Western music from the 18th through the 20th centuries. The course intends to enable students to learn the basic language needed to talk and write about music, to be able to recognize and differentiate the standard styles, structures, and mediums of music, and to appreciate different styles of music in their cultural contexts.  
*Fall/Spring*

**1160 Musicianship Skills in Context**

D. Shapovalov 2 credits  
A course for music majors that works to build facility in musical communication within and aligned with performance. Students will explore stylistic characteristics of western art music, using that background to develop fundamental skills in music listening, reading, writing and discourse.  
(Fall only)  
Fall

**1170 Music Technology and Industry**

M. Petering 2 credits  
A course for music majors to explore the range of business applications inherent in the music industry. Certain practical skills in technology such as recording techniques, website development, and other computer-assisted music applications will support a general survey of the current climate for professional musicians. (Spring only)  
*Prerequisite: MUS 1160*  
Spring

**1180 Introduction to Music Education**

C. Ness 2 credits  
The history of music education as well as traditional music education philosophies and methodologies comprise the basic content of this course. Additionally, students will examine current trends in the field of music education. Observation experience required.  
*Prerequisite: MUS 1160 or consent of department*  
Spring

**120 Pep Band**

Saucedo 0 credits  
The Pep Band regularly plays at all home football and basketball games. Membership by individual audition.



**130 Gospel Messengers**

Tillman-Kemp 0 credits  
The Gospel Messengers perform gospel music.

**150 Private Piano**

Livingston, Shapovalov, Masloski, A. Mark  
Fall 1 credit

**160 Keyboard Skills I**

Livingston 1 credit  
Introduction to the basic fundamentals of keyboard study including elementary solo repertoire. Pre-requisite: music major status or consent of department.  
Fall

**170 Keyboard Skills II**

J. Livingston 1 credit  
Accompaniment patterns, transposition and basic improvisation skills through harmonization study. Continued development of keyboard technique through solo and ensemble literature. Pre-requisite: MUSI 0160 or consent of instructor.  
Fall

**180 Keyboard Skills III**

J. Livingston 1 credit  
Intermediate study of chord progressions, improvisation, harmonization and accompaniment patterns. Beginning study of four-part sight-reading, analysis of hymns, and score reading. Solo and ensemble literature will focus on intermediate level standard repertoire. Pre-requisite: MUSI 0170 or consent of instructor.  
Fall

**190 Keyboard Skills IV**

J. Livingston 1 credit  
Chord progressions correlated to chromatic harmonic materials of Music Theory III and basic jazz chords. Four- part open choral score, hymn reading and applied composition. Intermediate level solo and accompaniment standard literature. Pre-requisite: MUSI 0180 or consent of instructor.  
Fall

**200 Class Voice**

Haines 1 credit  
Fall

**2000 A Survey of Symphonic Literature**

Hodges 4 credits  
FAR  
A study of music for the symphony orchestra from the Classical, Romantic, and 20th century style periods. Depending on class size and ticket availability, it may be possible to attend orchestra concerts or rehearsals in the evening. A background in music is not assumed, since the course will introduce students to basic music terminology and the families of instruments.  
J-Term

**2010 Music Theory III**

M. Petering 3 credits  
A continuation of Music Theory II. Music Theory III includes a study of the fugue, counterpoint, harmonization, and analysis of larger forms (variation, rondo, sonata).  
Prerequisite: MUS 1030 or consent of the instructor  
Fall

**2020 Aural Skills III**

E. Garcia-Novelli 1 credit  
A continuation of Aural Skills II, applied to the musical concepts studied in Music Theory III, with particular emphasis on secondary key areas, modulations, and nineteenth-century harmony.  
Prerequisite: MUS 1040 or consent of the instructor  
Fall

**2030 Music Theory IV**

M. Petering 3 credits  
A continuation of Music Theory III. Music Theory IV includes early and late chromaticism, musical form within larger structures, and the extension of traditional tonality with emphasis on 20th century compositional techniques, including serial music, electronic music, and other avant-garde music.  
Prerequisite: MUS 2010 or consent of the instructor  
Spring

**2040 Aural Skills IV**

E. Garcia-Novelli 1 credit  
A continuation of Aural Skills III, applied to musical concepts studied in Music Theory IV and with particular focus on 20th century melody, harmony, and rhythm.  
Prerequisite: MUS 2020 or consent of the instructor  
Spring

**2050 Woodwind Techniques in Schools**

Hodges 1 credit  
A course designed to acquaint the music student with techniques and problems involved in the teaching and performance of woodwind instruments in grades five through twelve.  
Spring

**2060 Brass Techniques in Schools**

Ripley 1 credit  
A course designed to acquaint the music student with techniques and problems involved in the teaching and performance of brass instruments in grades five through twelve.  
Spring

**2070 Percussion Techniques in Schools**

Ripley 1 credit  
A course designed to acquaint the music student with techniques and problems involved in the teaching and performance of percussion instruments in grades five through twelve.  
Fall

**2080 String Techniques in Schools**

D. Rivest 1 credit  
A course designed to acquaint the music student with techniques and problems involved in the teaching and performance of stringed instruments in grades five through twelve.  
Fall

**2090 Global Music Education**

Staff 2 credits  
A survey of materials for teaching global music in the classroom. Emphasis will be placed on non-Western art music, including music from cultures around the world as well as indigenous American music such as jazz, blues, and Native American music. Students will develop an understanding of culturally authentic music through listening, participating, and leading activities. Global improvisation lab required - a lab experience in the folk, popular, and art music of Western and non-Western cultures, incorporating ethnic and non-Western instruments suitable for classroom use.  
Prerequisite: MUS 1180 or consent of the department  
Spring

**210 Class Guitar**

Staff 1 credit  
Fall

**2110 Introduction to Western Music History**

Staff 4 credits

This introductory course will survey music from the Western classical tradition from the early Christian era through contemporary Western art music. The course will acquaint the student with major works through musical analysis and critical listening. Significant attention will be paid to musical forms and their cultural context.

*Spring*

**2130 Jazz Improvisation I**

S. Carmichael 1 credit

Beginning improvisation techniques in a group setting with an emphasis on repertoire, analysis, transcription, and improvisational tools.

*Prerequisite: MUS 1020 or consent of instructor*

*Fall*

**2140 Jazz Improvisation II**

S. Carmichael 1 credit

Continuation of techniques and skills introduced in Jazz Improvisation I. Intermediate techniques in a group setting with an emphasis on repertoire, analysis, transcription, and improvisational tools.

*Prerequisite: MUS 2130 or consent of instructor*

*Spring*

**2180 Basic Conducting**

Staff 2 credits

Basic gestures of conducting and basic procedures for leading a musical ensemble to achieve its musical and technical potential.

*Fall*

**220 Carthage College Masterworks Choral**

P. Dennee 1 credit

The Carthage College Masterworks Choral is comprised of students and community performers.

**2200 Popular Music in America**

J. Ripley, M. Petering 4 credits

FAR  
An appreciation course focusing on the broad range of popular music in America. It presents an overview of popular music and demonstrates how the elements of music—rhythm, melody, instrumentation—apply to the style. The heart of the course is devoted to a survey of American popular music from 1840 to the present as well as related musical styles that influenced its development.

*Fall*

**2210 Opera**

Berg 4 credits

FAR  
Intended for music majors and non-majors, this course is a study in appreciation of the structure and form of opera, ranging from recitative and aria to the people involved, and a brief overview of the historical development and importance of opera. Emphasis is placed on experiencing opera both through recorded example and live performances.

*Spring*

**240 Carthage Women's Ensemble**

P. Dennee 0 - 1 credits

The Carthage Women's Ensemble regularly sings both sacred and secular music on and off-campus. Membership by individual audition. 0 or 1 credit.

**2490 Vocal Diction and Literature**

G. Berg 4 credits

Fundamentals of phonetics and sound production as applied to singing in English, Italian, German, and French. Study of representative vocal literature of each language.

*Fall*

**250 Private Voice**

Berg, K. Georg, Gorke, Haines, Hull, C. Ness, Schwaber 1 credit

**2510 Piano Pedagogy and Literature I**

J. Livingston 2 credits

Includes basic knowledge of learning theories and their application to piano teaching; communication skills for private and group teaching; curriculum and lesson planning; teaching of practice skills; the fundamentals of developing piano technique; the fundamentals of style and historical performance practice; elements of student preparation for performance; and an introduction to the business of piano teaching (set-up and operation of a studio, selecting materials and equipment, strategies for marketing and publicity). The focus of pre-collegiate literature in this term is on the beginning piano method.

*Spring*

**2520 Piano Pedagogy and Literature II**

J. Livingston 2 credits

Continues development of topics described in Piano Pedagogy and Literature I; also includes the acquisition of bibliographic information and the importance of continuing education and ongoing professional development. The focus of pre-collegiate literature in this term is intermediate and early advanced repertoire.

*Fall*

**2620 Music Theater Workshop**

C. Ness 0,1 or 2 credits

This course for the singer-actor provides formal and informal venues to develop Music Theater skills: character development and portrayal, scene study, and audition skills. The laboratory format allows students to learn from the instructor as well as each other as they cover varied repertory. The course culminates in a performance at the end of each term.

*Prerequisite: Consent of instructor required*

*Fall/Spring*

**30 Lincoln Chamber Singers**

P. Dennee 0 - 1 credits

The Lincoln Chamber Singers is a select, small vocal ensemble that performs secular and sacred music of a more intimate nature both on and off-campus. 0 or 1 credit.

**3000 Opera Production**

G. Berg and M. Boresi 4 credits

The study and application of the various facets involved in opera production: scenes from the operatic repertoire and/or full-scale operas will be studied and performed. May be repeated.

*Prerequisite: Consent of the instructor*

*J-Term*

**3010 Seminar in Form and Analysis**

Hodges, Ripley, Petering 2 credits

Advanced formal and stylistic analysis of selected major works from the Baroque to the present.

*Prerequisite: MUS 2010 or consent of the instructor*

*Fall*

**3040 Hymnology**

Hoskins 2 credits

A study of hymns and psalms in Christian worship from an historical perspective as well as a survey of contemporary hymns and performance practices.

*Prerequisite: Consent of the instructor*

**3050 Music History I**

D. Shapolavov 4 credits

This segment of the two-part music history survey covers the music of the Western classical tradition from chant through Beethoven. The course will acquaint the student with a substantial body of musical works by placing them within the larger context of European history. In examining these works and their aesthetic underpinnings, the course employs various techniques, including music analysis, critical listening, cultural critique, and aesthetic theory.

**3060 Music History II**

D. Shapolavov 4 credits

This segment of the two-part music history survey covers the music of the Western classical and popular traditions from Romanticism through the present day. The course will acquaint the student with a substantial body of musical works by placing them within the larger context of European and American history. In examining these works and their aesthetic underpinnings, the course employs various techniques, including music analysis, critical listening, cultural critique, and aesthetic theory.

Fall

**3080 Liturgics**

Hoskins 2 credits

The study of Christian liturgics from an historical perspective as well as an overview of contemporary practice.

*Prerequisite: Consent of the instructor*

Spring

**3090 The Church Music Program**

Hoskins 2 credits

The philosophy and materials of music in worship. This includes strategies for implementing good church music programs, planning weekly services, choosing music for liturgical and non-liturgical services, programs and concerts with and without choir, and purchasing and maintaining instruments.

*Prerequisite: Consent of instructor*

Fall

**3100 Instrumental Conducting and Techniques**

Ripley 2 credits

Basic gestures of conducting and basic procedures for training an instrumental ensemble to achieve its musical and technical potential.

*Prerequisite: Music 1010 or consent of the instructor*

Spring

**3110 Choral Conducting and Techniques**

E. Garcia-Novelli 2 credits

Basic gestures of conducting and basic procedures for training a choral ensemble to achieve its musical and technical potential.

*Prerequisite: Music 1010 or consent of the instructor*

Spring

**3120 Orchestration**

Ripley, Petering 2 credits

The study of instrumental timbres and idioms. Scoring and arranging for various ensembles with performance whenever possible.

*Prerequisite: Music 1010 and 1020*

Spring

**3130 Choral Literature**

P. Dennee, E. Garcia-Novelli 2 credits

Survey of choral literature of all eras, for all voices, and of all types major works and short pieces, sacred and secular, accompanied and unaccompanied.

Spring

**3140 Learning About Instruments**

Ripley 1 credit

A lab course designed for music students in the general and choral music education emphases that will provide the background for teaching about instruments in the elementary general music classroom. By means of hands-on experiences, students will gain competencies with the four basic families of instruments.

Fall

**3150 Service Playing and Improvisation I**

Hoskins 1 credit

The first term of a two-term study of service playing techniques, learning to lead the congregation in the music of worship services.

*Prerequisite: Two terms of applied organ study*

**3160 Service Playing and Improvisation II**

Hoskins 1 credit

The second term of a two-term study of service playing techniques, learning to lead the congregation in the music of worship services.

*Prerequisite: MUS 3150*

Spring

**3170 Jazz Arranging I**

S. Carmichael 2 credits

Exploration of scoring techniques for jazz and popular ensembles with an emphasis on writing arrangements for smaller ensembles.

*Prerequisite: MUS 2020 or consent of instructor*

Fall

**3180 Jazz Arranging II**

S. Carmichael 2 credits

Advanced scoring techniques for jazz and popular ensembles with an emphasis on writing arrangements for larger ensembles.

*Prerequisite: MUS 3170 or consent of instructor*

Spring

**3200 Field Experience**

P. Dennee and C. Ness 0 credits

Each student is assigned to a specific school. The central feature of the field experience is the opportunity it affords to explore the relationship between professional academic courses and the future teaching experience. Placements require faculty supervision and regular meetings between the student and the supervising faculty member.

J-Term

**3400 Music Theater History**

C. Ness 4 credits

An exploration of how drama, art, movement, and music combine into the "spectacular" form of Music Theater. This course is designed to provide foundational grounding in music theatre history and criticism. Specific attention will be paid to developing analytical skills specific to the art form of music theatre. Course activities will include critical listening and analysis as well as research practices in music theatre. Given that music theatre is performance-based, application of course content to performance practice will constitute an important dimension of the course. Ticket fee.

Fall

**3510 Practicum in Piano Pedagogy**

J. Livingston 1 credit

Includes observation of group and private teaching by experienced teachers, practice teaching lessons with two students (one beginner and one with some prior training) under the supervision of a pedagogy instructor and with peer/teacher evaluation, critique, and commentary of lessons through audio and video taping. May be repeated once.

Fall/Spring

**40 Small Vocal Ensembles**

P. Dennee 0 credits  
 This experience is geared toward individuals or very small groups in order for them to become acquainted with and perform vocal chamber literature with instruments. Enrollment with consent of instructor.

**400 Topics in Music**

Staff 1-4 credits  
 Possible topics include Pedagogy (vocal or instrumental), Piano Plus (chamber music, accompanying, and/or arranged two-piano literature), Entrepreneurship, and Composition (with consent of instructor).

**4000 Seminar**

Staff 4 credits  
 An intensive study of a selected topic or period in music with occasional reports and a final seminar paper.  
*Prerequisite: Consent of the department chairperson and the instructor*

**4030 Practicum in Church Music**

Staff 2 credits  
 The Practicum in Church Music in the church music emphasis is comparable to student teaching in the education curriculum. It offers the student an opportunity to experience church music work first-hand, supervised by a member of the music faculty. The student interns at a local church, possibly working with the staff church musician there, or at one of the many churches in the area needing a church musician. The faculty member observes, oversees, and guides the student.  
*Prerequisite: MUS 3160, MUS 3110, MUS 3040, MUS 3090 or consent of instructor*  
 Fall/Spring

**4100 Piano Literature**

J. Livingston 4 credits  
 This course is an historical survey of piano literature from the late Baroque through the twentieth century. It is intended for music majors who are piano students and for any other students who have substantial background and skills in piano performance. Representative literature of each composer and style period will be studied so that students may gain a comprehensive foundation of structural, stylistic, and technical points.  
 Spring

**4200 Instrumental Music Methods**

Ripley 4 credits  
 A survey of methods and materials for teaching instrumental music in the public schools. Course content will include development of instrumental music programs at the elementary and secondary level, including materials, instructional methods, organization, management, and assessment. A significant portion of the course will involve practice microteaching off campus. Students seeking licensure are required to have a grade of C- or better.  
*Prerequisite: Junior Standing or consent of department*

**4202 HL Choral Symposium**

Denee 2 credits  
 The HL Choral Symposium is designed for high school, community, and college choral directors (or those who aspire to be) and college undergraduate and graduate choral music majors. Workshop will be led by nationally and internationally renowned choral musicians (teachers, conductors, and composers) and will explore a variety of choral topics in depth.

**4210 General Music Methods**

C. Ness 4 credits  
 The survey of methods and materials for teaching general music in the elementary and secondary classroom. Course content will include developing lesson plans, effective classroom management strategies, and evaluation in the general music classroom. A significant portion of the course will involve practice microteachings off-campus. Guitar lab required. Students seeking Wisconsin licensure are required to have a grade of C- or better.  
*Prerequisite: Junior Standing*  
 Fall

**4220 Vocal Music Methods**

P. Dennee 4 credits  
 A survey of methods and materials for teaching in the public school vocal program. Course content will include development of choral music programs at the elementary and secondary level, including materials, instructional methods, organization, management, and assessment. A significant portion of the course will involve practice microteaching off campus. Students seeking licensure are required to have a grade of C- or better.  
*Prerequisite: Junior Standing or consent of department*

**450 Private Organ**

Hoskins 1 credit  
 Fall

**4990 Senior Thesis Completion**

C. Ness 0 credits  
 Students should register for MUS 4990 the semester they intend to complete their senior project.

**50 Carthage Wind Orchestra**

Ripley 0,1 or 2 credits  
 The Carthage Wind Orchestra focuses on developing individual musical expression within a large ensemble setting, presents concerts and participates in various campus and community events. Membership by individual audition. 0 - 2 credits.

**550 Private Instrument**

Staff 1 credit  
 A full complement of applied lessons in brass, woodwinds, strings, and percussion.  
 Fall

**60 Kenosha Symphony**

Staff 0 - 1 credits  
 The Kenosha Symphony is a municipal orchestra of amateur and professional musicians. Membership by audition only. 0 or 1 credit.

**650 Private Conducting**

Ripley, Staff 1 credit  
 Fall

**70 Carthage String Orchestra**

D. Rivest 0 - 1 credits  
 The Carthage String Orchestra is a chamber orchestra that performs as a unit and in smaller ensembles. 0 or 1 credit.

**700 Recital Attendance**

C. Ness 0 credits  
 Required of all music majors each term and of all music minors during their four semesters of applied study. Music education emphasis majors are exempt during their practice-teaching term.  
 Fall/Spring

**80 Carthage Jazz Orchestra**

S. Carmichael 0 - 1 credits  
 The Jazz Band is a laboratory ensemble that studies and performs music in various jazz styles, both on and off-campus. Membership by individual audition. 0 or 1 credit.

**90 Small Instrumental Ensembles**

S. Carmichael 0 credits  
 This experience is geared toward individuals or very small groups in order for them to become acquainted with and perform chamber literature. Enrollment with consent of instructor. This includes the Carthage Acolytes of Jazz and the Carthage Jazz Crusaders.

## Neuroscience

Neuroscience is an interdisciplinary field dedicated to the scientific study of the structure and function of the nervous system. It encompasses issues such as the molecular and cellular basis of neuronal function, nervous system structure, neural correlates of behavior, and mechanisms of nervous system disorders.

The Neuroscience major reflects the interdisciplinary focus of the field. Required courses in the areas of biology, psychology, and chemistry provide a solid foundation for understanding the methods and principles of the natural and social sciences. The major also provides an opportunity for students to choose elective courses in the above areas. Students interested in the molecular and cellular function of the nervous system are encouraged to take electives in biology. Students interested in the behavioral correlates of nervous system function are encouraged to take electives in psychology. Students interested in the chemical properties of the nervous system are encouraged to take electives in chemistry. BIO 1100 is recommended for all students in the major.

The Neuroscience major provides both a breadth of understanding in basic scientific principles and depth of understanding in the emerging area of nervous system research, preparing students for graduate school and career opportunities in a diverse range of scientific research and medical/therapeutic fields.

Practical, hands-on research experience is an important component for understanding the discipline of neuroscience. Majors are encouraged to work in the laboratory of a faculty member for at least two semesters to experience the process of obtaining, analyzing, and interpreting neuroscience data.

Students majoring in Neuroscience must complete the following courses:

PYC 2100 Introduction to Behavioral Neuroscience  
NEU 2500 Research Methods in Neuroscience  
NEU 3950 Neuroscience II: Electrical and Chemical Properties  
NEU 4100 Neuroscience III: Development and Neuroanatomy  
BIO 2300 Cell and Molecular Biology  
CHM 1010 General Chemistry I  
CHM 1020 General Chemistry II  
SSC 2330 Behavioral Research Statistics  
And **four** electives from any of the following courses:

NEU 3450 Contemporary Issues in Sex and Gender  
BIO 1040 Human Anatomy and Physiology  
BIO 2400 Genetics  
BIO 3300 Human Anatomical Systems  
BIO 4310 Developmental Biology  
BIO 3310 Systemic Physiology  
CHM 2070 Organic Chemistry I  
CHM 2080 Organic Chemistry II  
CHM 3010 Biochemistry  
CHM 3230 Analytical Chemistry I  
CHM 3240 Analytical Chemistry II  
CHM 4070 Advanced Organic Chemistry  
PYC 2300 Cognition: Theories and Applications  
PYC 2850 Child and Adolescent Development  
PYC 2900 Experimental Psychology  
PYC 3700 Thesis Development  
PYC 4000 Senior Seminar  
PHY 3120 Electronics  
PHY 4300 Electricity and Magnetism

## 2500 Research Methods in Neuroscience

Miller 4 credits  
SCI

This course is an introduction to the methods used in neuroscience research. Students participate in experimental design, data collection, statistical analysis and interpretation, and manuscript preparation. Students also are exposed to research techniques including surgery, histology, and pharmacological manipulations. Students are encouraged to take a course in statistical applications (SSC 2330 or MTH 1050) prior to enrolling in this course. This course offers Writing Intensive credit. *Prerequisite: Grade of 'C' or better in Psychology 2100 or consent of instructor Spring*

## 3350 Neural Mechanisms of Stress

Staff 4 credits  
SCI

This course will follow the integrated Neuroscience model by combining information from biology, chemistry, and psychology to provide an understanding of the two neural mechanisms that regulate physical stress responses. One of these responses, known colloquially as the Flight or Fight Response, occurs through rapid changes in neurohormone levels in several brain regions that direct equally rapid changes of hormones in target tissues in the body. Formally this is the Sympathetic Adrenal Medullary (SAM) system and this mechanism evolved in mammals to respond to emergency situations. In contrast, the Hypothalamic-Pituitary-Adrenal (HPA) axis developed in mammals to respond on a slower, cyclic basis to daily events and chronic situations. The HPA axis is of particular research interest because the regulation of this system is vulnerable to fetal and early life events, and changes in HPA functioning in young organisms can result in enhanced or aberrant responses to perceptions of stress across the lifespan of the organism. Students in this course will read, discuss, and critique a range of research literature that examines these neural mechanisms in a variety of mammalian species, including humans. *Prerequisite: PYC 2100 or consent of the instructor*

**3450 Contemporary Issues in Sex and Gender**

Seymour 4 credits  
SOC

This course is an examination of the interaction of the endocrine system and nervous system and the resultant effect on behavior. Gender and sex-related differences are studied from a biological and an environmental perspective. Formerly titled Sexual Dimorphism, cross-listed as PYC 3450 and WMG.

*Prerequisite: PYC 2100*  
*Spring*

**3950 Neuroscience II: Electrical and Chemical Properties**

Miller 4 credits  
SOC

This course is an examination of the fundamental function of the nervous system. Molecular examination of the electrical and chemical properties of the nervous system is studied, then put into systemic context through examination of pharmacological effects and learning paradigms. Cross-listed in Neuroscience and Psychology.

*Prerequisite: Grade of 'C' or better in PYC 2100 and NEU 2500 or PSY 2900, or consent of instructor*  
*Fall*

**3950 Neuroscience II: Electrical and Chemical Properties**

Miller 4 credits  
SOC

This course is an examination of the fundamental function of the nervous system. Molecular examination of the electrical and chemical properties of the nervous system is studied, then put into systemic context through examination of pharmacological effects and learning paradigms. Cross-listed in Neuroscience and Psychology.

*Prerequisite: Grade of 'C' or better in PYC 2100 and NEU 2500 or PSY 2900, or consent of instructor*  
*Fall*

**4990 Senior Thesis Completion**

Staff 0 credits

Student should register for NEU 4990 in the semester that they plan to complete their senior thesis.

**Physics and Astronomy**

The Physics and Astronomy department offers a major in physics that provides students with an opportunity to learn and apply physical principles to a wide variety of applications. An understanding of physics is excellent preparation for a diverse array of careers, including engineering, medical physics, astronomy, meteorology, and

financial modeling. The major requirements are flexible. Each student, with the help of his or her advisor, may select the courses that best suit his or her interests and abilities.

**The Physics Major** requires 42 credits, which must include:

- PHY 1200: \*Fundamental Physics
- PHY 2200: General Physics I
- PHY 2210: General Physics II
- PHY 2300: Modern Physics
- PHY 2470: Mathematics for Scientists & Engineers
- OR
- PHY 3120: Electronics

- PHY 4120: Experimental Physics
- OR
- PHY 4110: Observational Astrophysics
- PHY 4000: Senior Thesis Seminar (1 cr)
- PHY 4010: Senior Thesis Research (1 cr)
- PHY 4990: Senior Thesis Completion (0 cr)
- \*With departmental approval CHM 1020 may substitute PHY 1200.

In addition, physics majors are required to take 16 credits of coursework at the 3000 level or higher (excludes PHY 4900). With approval of the department chair, up to 8 credits may be selected from an approved list of science courses outside the Physics and Astronomy Department. MTH 1120, 1220, and 2020 also are required.

The physics major elective courses may be selected to accommodate various interests and career objectives. In consultation with a faculty advisor, students may elect to concentrate in any of several different areas.

Students electing to pursue a concentration in astrophysics have access to instruments at Yerkes and Steward Observatories, some of the premier astrophysical research observatories in the world. Carthage also owns and maintains a variety of telescopes, CCD cameras, and research equipment, which the student may use. The astrophysics concentration includes PHY 3100, 4100, 4110, (3200 and 4300), or (3300 and 4200).

Students planning to pursue further education in engineering or medical physics should consult a faculty advisor to select course electives appropriate to their intended engineering specialty.

Students intending to pursue advanced degrees in physics should take electives that cover the core material required for admission to graduate school. These include PHY 2470, 3100, 3200, 3300, 4200, 4300, and 400T.

**The Physics Minor** consists of:

PHY 1200\*, 2200, 2210, 2300, and two additional 3000 or higher PHY courses (24 credits total).

\*With departmental approval, CHM 1020 may substitute PHY 1200.

**The Climatology and Meteorology Minor**

is directed toward students who are interested in pursuing atmospheric scholarship and research, focusing specifically on the atmospheric contributions that the disciplines of geography and physics provide. There are prerequisites to some of the courses for this minor. Students should consult their advisors and seek guidance from the Departments of Geography and Earth Science and Physics and Astronomy.

For a Climatology and Meteorology Minor, students will complete 24 credits, comprising the following list of courses:

- Introduction to Physical Geography (GEO 1700)
- Meteorology (GEO 2400)
- Climatology (GEO 3700)
- Science of Global Climate Change (GEO/PHY 4150)
- General Physics I (PHY 2200)
- Thermodynamics (PHY 3300) or
- Mechanics (PHY 3200)

**Honors in the Major**

Honors are awarded at the discretion of the Physics and Astronomy Department. Students are eligible for Honors in Physics if they: maintain an overall GPA above 3.5 and a physics GPA above 3.0 at graduation, undertake scholarly physics research (in addition to the Senior Thesis) that is presented in public or published, earn a rating of "excellent" for the Senior Thesis, and receive the formal recommendation of the Physics Department.

**FOR SCIENCE DESIGNATION: CHECK COURSE DESCRIPTIONS TO SEE IF A LABORATORY IS INCLUDED IN ORDER TO FULFILL A LAB SCIENCE REQUIREMENT.**

## 1000 Physics for Future Presidents

Staff 4 credits  
SCI

This course presents a topical introduction to the key principles and concepts of physics in the context of the world events and natural phenomena that confront world leaders and that require informed decisions and responses. Energy, health, counter-terrorism, remote sensing, space programs, nuclear proliferation, and a host of other modern challenges have technological and scientific dimensions, the understanding of which is essential to avoiding disastrous policy decisions. This course considers the application of physics to these societal challenges. The material is covered at a level and pace that a future world leader should be able to handle; the emphasis is on the development of physical reasoning skills, and not on detailed, mathematical problem solving.

*Prerequisite: High school algebra  
Fall/ Spring/ J-term*

## 1030 Astronomy

Staff 4 credits  
SCI

A study of astronomy beginning with its historical roots and leading to our current understanding of the sun and other components of the solar system, stars, galaxies and the universe. Students study the night sky and methods used by astronomers. Lecture and laboratory. Some evening laboratories are required.

*Prerequisite: High school algebra  
Fall/Spring*

## 1050 Cosmology: The Big Bang

Quashnock 4 credits  
SCI

A study of the people and ideas that have shaped our current view and understanding of the cosmos. Topics will include: astronomy of ancient civilizations, the development of the Copernican solar system, the size of the galaxy and the cosmological distance ladder, relativity and black holes, Hubble and the expanding universe, big-bang cosmology and the history of the early universe, exotic particles, funny energy, and the fate of the universe, current and future space science missions and the search for extra-solar planets and intelligent life.

*Prerequisite: High school algebra  
Fall/Spring*

## 1200 Fundamental Physics

Staff 4 credits  
SCI

This course covers fundamental physical principles including descriptions of mechanical, electrical, wave and atomic phenomena. The course highlights ways in which physical principles are used to describe and understand the vast array of observable phenomena in the universe. Students will study applications of physics to a range of important historical and contemporary scientific and technological questions. This course is intended for potential physics majors or students planning further study in the physical sciences. Lecture and Laboratory.

*Prerequisite: Concurrent enrollment in MTH 1120 or departmental approval  
Fall*

## 200 Topics in Physics

Staff 1-4 credits

A course of variable content on issues not covered in other courses in the department with a focus on issues that are of current interest to the physics community.

*Prerequisite: Completion of lab science or permission of the instructor*

## 2100 Physics I

Burling, Schwartz 4 credits  
SCI

An introduction to physics in which no prior training in physics or chemistry is required. The study of mechanics, heat, and sound. Lecture and laboratory.

*Prerequisite: High school algebra  
Fall*

## 2110 Physics II

Burling, Schwartz 4 credits  
SCI

A study of electricity and magnetism, light and atomic physics. Lecture and laboratory. *Prerequisite: PHY 2100 or departmental approval*

*Spring*

## 2200 General Physics I

Crosby, Dahlstrom 4 credits  
SCI

An introduction to mechanics, heat, and sound, requiring the use of calculus. Lecture and laboratory.

*Prerequisite: PHY 1200 or CHM 1020, MTH 1120 and concurrent enrollment in MTH 1220, or departmental approval  
Fall/Spring*

## 2210 General Physics II

Burling, Quashnock 4 credits  
SCI

An introduction to electricity, magnetism, light, and modern physics; requires the use of calculus. Lecture and laboratory.

*Prerequisite: PHY 2200 and MTH 1220  
Fall/Spring*

## 2300 Modern Physics

Burling, Quashnock 4 credits  
SCI

A study of waves in all their aspects, leading to the development of modern physics in the early 20th century. Topics include vibrations, wave phenomena in media, optics and electromagnetism, relativity, quanta, and wave-particle duality. Quantum mechanics is introduced and applied to atoms and crystalline solids. Nuclear properties and radioactivity may also be also discussed. Mathematical and physical tools essential for upper-level physics courses will be developed.

*Prerequisite: PHY 2210 or departmental approval  
Spring*

## 2470 Mathematics for Scientists and Engineers

Staff 4 credits  
SCI

A study of differential equations, partial differential equations, multiple integration, Laplace transforms, Fourier transforms, and vector analysis. Most spring semesters.

*Prerequisite: MTH 1220 or departmental approval  
Spring*

## 3100 Optics

Staff 4 credits  
SCI

Addresses optical phenomena across the electromagnetic spectrum. Topics include propagation of light, lenses and mirrors, and optical systems. Optics suitable for IR, Visible, UV, and X-ray regimes will be considered.

*Prerequisite: PHY 2210 and concurrent enrollment in MTH 2020, or departmental approval  
Fall*

**3120 Electronics**

Schwartz 4 credits  
 SCI  
 Study of the principles of operation of thermionic and solid state devices and their function. Topics from both analog (electronic components, power supplies, amplifiers) and digital circuits (Boolean algebra, logic gauges, de-multiplexers, shift registers) will be covered. Lecture and laboratory.  
*Prerequisite: PHY 2110 or 2210, or departmental approval*  
 Fall/ Spring

**3200 Mechanics**

Crosby, Quashnock 4 credits  
 SCI  
 Study of particle dynamics in inertial and accelerated reference frames, gravitational potential, motion in a central force field and an introduction to Lagrangian methods.  
*Prerequisite: PHY 2210 and concurrent enrollment in MTH 2020 or departmental approval*  
 Fall

**3300 Thermodynamics**

Burling, Crosby 4 credits  
 SCI  
 A study of the thermodynamic concepts used to describe the macroscopic properties and behavior of systems; namely, temperature, internal energy and entropy, and the relationship of these to microscopic behavior of systems as developed through statistical mechanics.  
*Prerequisite: PHY 2210 and concurrent enrollment in MTH 2020, or departmental approval*  
 Fall

**3500 Field Placement**

Staff 2-8 credits  
 Enables the student to explore a possible physics career and to work in an individual, academically-oriented position designed to supplement or complement the student's academic experience. All field placements require faculty supervision and regular meetings between the student and the instructor.  
*Prerequisite: Permission of the instructor*

**3550 Internship**

Staff 4-12 credits  
 An internship enables students to gain practical experience in physics. Such internships are longer in duration than field placements. All internships require faculty supervision and regular meetings between the student and the instructor.  
*Prerequisite: Permission of the instructor*

**400 Topics in Physics**

Staff 1-4 credits  
 A course of variable content on topics not covered in other courses offered by the department. Topics include biophysics, condensed matter physics, nuclear physics, fluid mechanics, and relativity.  
*Prerequisite: Permission from the instructor*

**4000 Senior Thesis Seminar**

Staff 1 credit  
 Work on a research topic under the supervision of staff members. Students learn the research techniques and presentation skills necessary to successfully complete a senior thesis in physics. Seminar is required of all senior physics students. Students may not receive credit more than once.  
*Prerequisite: Senior standing*  
 Fall

**4010 Senior Thesis Research**

Staff 1 credit  
 Engage in physics research under the supervision of staff members, complete a senior thesis in physics, and present thesis to an audience of faculty and students. This course is required of all senior physics students. Spring Semester.  
*Prerequisite: PHY 4000*  
 Spring

**4100 Astrophysics**

Dahlstrom, Quashnock 4 credits  
 SCI  
 Covers key elements of the field of astrophysics. Topical areas may include stellar structure and evolution, introduction to general relativity, cosmology, and particle astrophysics.  
*Prerequisite: PHY 2210 and concurrent enrollment in MTH 2020, or departmental approval*  
 Fall

**4110 Observational Astrophysics**

Arion 4 credits  
 SCI  
 Covers the observational research used by astrophysicists to study the universe. Students will conduct observing projects using equipment at Carthage, Yerkes Observatory, and other facilities. Observational techniques include imaging, image analysis and other methods appropriate to student projects. Lecture and laboratory.  
*Prerequisite: PHY 4100 or departmental approval*  
 J-Term

**4120 Experimental Physics**

Schwartz 4 credits  
 SCI  
 An advanced laboratory course for senior physics majors. Students are expected to draw heavily upon their previous course work in physics and mathematics, and to apply their acquired skills and knowledge in planning and carrying out significant experimental work in physics. Laboratory, six hours scheduled; additional time will be required.  
*Prerequisite: Senior standing and successful completion of at least 22 credits in physics*  
 J-Term

**4150 Science of Global Climate Change**

Crosby, Zorn 4 credits  
 SCI  
 This course is designed to provide an understanding of the science of planetary climates for students with a background in physics and/or geography. Emphasis will be placed on the physical processes that control the state of Earth's climate, which include the roles of energy and moisture, atmospheric circulation, and atmosphere-ocean interaction. Cross-listed in Geography and Physics.  
*Prerequisite: GEO 3700 or PHY 2200*  
 Fall/J-Term/Spring

**4200 Quantum Mechanics**

Crosby, Quashnock 4 credits  
 SCI  
 A study of the principles of quantum mechanics. Schroedinger theory and operator algebra are applied to the study of such problems as potential wells and barriers, tunneling, the harmonic oscillator and the hydrogen atom.  
*Prerequisite: PHY 2210, MTH 2020,, and concurrent enrollment in PHY 2470, or departmental approval*  
 Spring

**4300 Electricity and Magnetism**

Staff 4 credits  
 SCI  
 The study of the electric and magnetic effects of charges and currents leading to a presentation of Maxwell's equations and including such topics as electrostatic fields, electrostatic and magnetic energy, and potential theory.  
*Prerequisite: PHY 2210, MTH 2020,, and concurrent enrollment in PHY 2470, or departmental approval*  
 Spring



## 4500 Independent Study

Staff 2 or 4 credits

A student can conduct independent study in a topic of interest in physics. It is understood that this course will not duplicate other courses regularly offered in the curriculum, and that the student will work in this course as independently as the instructor believes possible.

*Prerequisite: Permission of the instructor*

## 4900 Independent Research

Staff 2 or 4 credits

An opportunity for students to conduct original research in physics. Suitable topics are those which require substantial library and/or laboratory research, reading, and in-depth study.

*Prerequisite: Permission of the instructor*

## 4990 Senior Thesis Completion

Staff 0 credits

Students should register for PHY 4990 during the semester that they plan to complete their senior thesis.

## Philosophy

At the core of any well-rounded life stands the ongoing task of examining, clarifying, and revising, where necessary, one's beliefs and values. The study of philosophy bears directly upon this enterprise. For this reason, all students engaged in liberal education are encouraged to take one or more basic courses in philosophy and even to consider a major or minor in philosophy.

Philosophy, in its broadest sense, is the sustained and thoughtful inquiry into the nature of the universe and the role of human beings within it. To this end, philosophy aims to develop students' capacity for independent, critical thinking and to acquaint them with humankind's efforts to carry out this investigation. The courses offered by the department emphasize both the mastery of the material and the development of skills, such as patient, careful reading; recognition, analysis, and evaluation of arguments; and the clear presentation and justification of one's own beliefs. Students thus become more capable of thinking independently.

Thirty-six credits are required for the major. With the consent of the chairperson of the Department of Philosophy, courses in other departments may be counted for a philosophy major.

A minor in philosophy consists of 24 credit hours in this discipline. With the chairperson's permission, certain courses with substantive philosophical content from other disciplines may count toward the minor.

## Award for Philosophical Excellence

A book is presented to the student(s) who has demonstrated outstanding performance in philosophy course work during the academic year. The department faculty will nominate and evaluate student(s) based on outstanding philosophical writing and demonstrated excellence in the classroom. The winner's name will be added to the department's plaque.

## 1000 Introduction to Philosophy

Heitman 4 credits

HUM

The course introduces the student to major problems discussed by key figures in the history of Western philosophy. Problems, such as the proof of God's existence, the nature of reality, and what counts as knowledge, are examined through a careful study of selected writings of Plato, Hume, and others. Basic skills of careful reading, critical analysis, and argumentative writing and discussion are stressed.

*Fall/Spring*

## 1100 Contemporary Ethical Issues

Magurshak 4 credits

HUM

This course introduces the student to methods of ethical thinking by applying them to specific issues such as abortion, human sexuality, nuclear weaponry, and preservation of the environment, among others. The course also examines the nature of morality itself and the central role that moral character plays in making moral decisions.

*Fall*

## 1200 The Art of Thinking

Staff 4 credits

HUM

This course aims at sharpening the critical thinking skills of the student by examining in some depth the nature of inductive reasoning, the fallacies that may be committed, and the nature of certain classical and contemporary forms of deductive argument.

*Fall/Spring*

## 1300 Philosophy and Literature

Magurshak 4 credits

HUM

This course, taught by a philosopher and a member of a language department when possible, examines philosophical concepts, insights, and positions as they emerge from the study of selected literary works. Issues such as the relationship between literary form and philosophical content also will be examined.

*Fall/Spring*

## 200 Topics in Philosophy

Magurshak 1-4 credits

A variable content course designed to offer special topics in philosophy.

*Spring*

## 2000 Studies in the History of Philosophy

Magurshak 4 credits

HUM

This variable content course covers major epochs and figures in the history of philosophy. Courses offered on a periodic, rotating basis include surveys of ancient and medieval philosophy, modern philosophy, recent continental philosophy, and courses on major figures such as Plato, Aristotle, Kierkegaard, and Nietzsche. This course satisfies the Humanities **or** a second Religion requirement.

*Prerequisite: 1000-level philosophy course*

*Fall/Spring*

## 2100 Topics in Ethics

Magurshak 4 credits

HUM

This variable content course offers students an opportunity to probe theoretical ethical issues. Offerings include: The Ethics of War and Nuclear Weaponry, Ethics and the Environment, and the Ethics of the Academy.

*Prerequisite: 1 Ethics course*

*Fall/Spring*

## 2110 Business Ethics

Miller, Magurshak 4 credits

HUM

In this course, students explore major ethical issues arising in the practice of business and learn to apply various methods of ethics in solving these problems. Whistle-blowing, inside trading, employees' rights, multinational corporations and other topics are discussed. Course offered as BUS 2110 and PHL 2110.

## 2400 Philosophy of Religion

Magurshak 4 credits

HUM

A philosophical examination of the traditional issues raised by the Judeo-Christian religious tradition, e.g., the proofs for God's existence, the question about knowing the nature of God, the meaning of religious language, the problem of evil, etc. The course will also briefly examine what philosophical problems arise in a non-Western religion, e.g., Hinduism or Buddhism. This course satisfies the Humanities **or** a second Religion requirement.

**2750 Research Methods**

Staff 4 credits

An introduction on how to conduct research through the focus on one topic from the following disciplines: philosophy, religion, or classics. The class will focus on learning how to distinguish and evaluate primary and secondary sources; write a researched paper; recognize different approaches (theoretical) to a given topic; and become familiar with the work of representative classicists/philosophers/theologians/historians.

**3400 Homer's Iliad and Odyssey**

R. Heitman 4 credits

HUM

The Iliad and the Odyssey are the earliest texts of the Western tradition. Though everyone recognizes the sophistication of their poetic style and the breadth of their epic vision, too many readers have assumed that Homer composed in an oral tradition that had no conscious interest in philosophy or cultural critique. This course will investigate the philosophy that is embedded, implied, and elaborated in each epic as well as through a comparison of the two. Why is each story told so differently? How do Achilles, Agamemnon, Hector, Helen, compare to Odysseus, Telemachos, and Penelope? We will especially study Penelope for what she reveals about the Homeric view of ethics and epistemology, of what should be done and of what can be known.

**3420 Socrates: Then and Now**

R. Heitman 4 credits

HUM

This course will investigate Socrates from three points of view. First, we will investigate the historical Socrates and his profound but vexed relationship to Athenian history in the fifth century. Next, it will look at the philosophical Socrates, concentrating on the innovations that he brought to philosophy before people began to write about him: ethics, elenchus, irony, self-examination, independence, inwardness, and rationality. We will then study what subsequent classical philosophers made of the innovations and to what extent Socrates was eclipsed by their writings. Finally, we will look at the cultural Socrates beginning in the Renaissance rediscovery of him and continuing through the great reinvigoration of his significance for the problems of modernity.

**3440 Herodotus and Thucydides**

R. Heitman 4 credits

HUM

Unlike previous writers, Herodotus and Thucydides attempted to explain human nature and human institutions through humanistic inquiry, not divine revelation. In this, they earned the claim to be the first historians. But is reading them as though they privileged the reporting of fact over imaginative interpretation to blind ourselves to much of what is best in them? Were they not also artists strongly influenced by the poets who had gone before? Herodotus, who traveled Greece entertaining people with his colorful stories, patterned himself on Homer and the Homeric bards. Thucydides, though scornful of romantic escapism, seems to have been bent on outdoing the tragic dramatists. And both seem to anticipate the philosophical concerns of Plato and Aristotle.

**3460 Thoreau's Walden: The Practical Poetic Life**

Staff 4 credits

HUM

Few have ever tried so hard to lead as sincere and integrated a life as Thoreau, as well as one that could be open to all who make the effort. In Walden: Or Life in the Woods, the great American writer Henry David Thoreau does not report wonders that only a few lucky people could experience, but the wonders that are around every man or woman who is awake to the world. If you are interested in philosophy that can be applied to your life, are keen to study the writing of one of the best American writers, or are passionate about nature and environmentalism, this is a course for you. We will be spending most of our time on a careful and thorough reading of Walden, but students will be asked to become authorities in some aspect of the text that most interests them.

**4990 Senior Thesis Completion**

Staff 0 credits

Students should register for PHL 4990 during the semester that they intend to complete their senior thesis.

**Political Science**

The study of political science is designed to widen cultural perspectives by providing an insight into political institutions and behavior; to impart an interest in, and an understanding of, the responsibilities of intelligent citizenship; and to promote understanding of the realities of politics and political behavior. The department seeks further to provide a foundation for graduate study; to provide, with other social science

courses, preparation for careers in government service, teaching, journalism and related professions; and to afford the pre-law student preparation for professional legal study.

**Political Science Major:**

A major in political science consists of 10 courses. These must include one course from the area of American Government and Politics, one course from the area of Public Law and Judicial Politics, one course from the area of Comparative Government, one course from the area of International Relations, Political Science 3100, two courses from the area of Political Thought and Theory, Political Science 4000, and two additional courses in political science. **All majors must take at least three courses in one of the five areas of the discipline.**

Students fulfilling their Political Thought and Theory two-course requirement may take any Political Theory course in addition to Political Science 1070: Introduction to Political Theory. For students who select Political Theory as their area of emphasis, Political Science 1070 and 3250 are both required courses in addition to a third Political Theory course.

**Political Science Minor:**

A minor in political science consists of five courses. These courses must be chosen from at least three of the five areas designated for political science. Those courses under the heading "general courses" do not constitute an area of political science but may be chosen as electives.

Although not required for the major, it is *strongly recommended* that students planning to attend graduate and/or professional school take a course in statistics. Possible courses include Mathematics 1050: Elementary Statistics; Social Science 2330: Behavioral Research Statistics; or Business 2340: Applied Statistics. Recommended supporting areas include courses from other departments in the Social Science Division (Psychology, Sociology, and Economics) and from the Humanities Division (Philosophy, History, and English).

The Department of Political Science also offers a number of J-Term courses and trips that are not listed in the catalog. Please check the Department's website or consult a Political Science faculty member for more information about these options.

More information on the Department of Political Science can be found at <http://www.carthage.edu/dept/polisci/>

## American Government and Politics

- POL 1040 Introduction to Public Policy  
POL 2400 American Government: National, State and Local  
POL 3510 Campaigns and Elections  
POL 3520 America at War  
POL 3530 American Political Institutions  
POL 3580 American Foreign Policy  
Russian/East European Politics

## Comparative Politics

- POL 1030 Introduction to Comparative Politics  
POL 3030 Women of Africa  
POL 3200 Women and Politics  
POL 3350 Human Rights  
POL 3360 Latin American Politics  
POL 3370

- POL 3380 West European Politics  
POL 3390 Politics of Rapid Growth in East Asia  
POL 3400 Chinese Politics  
POL 3040 African Transitions  
POL 3450 Global Poverty

## General Courses

- POL 2050 Philosophical Foundations of Political Economy  
POL 3100 The Logic of Political Inquiry  
POL 200T Topics in Political Science  
POL 4000 Senior Seminar  
POL 4050 Seminar in International Political Economy

## International Relations

- POL 1050 Introduction to International Relations  
POL 3600 International Security  
POL 3610 Nuclear Proliferation  
POL 3620 Environmental Politics

## Political Thought and Theory

- POL 1070 Introduction to Political Theory  
POL 3250 Classics of Political Thought  
POL 3260 Studies in Political Theory

## Public Law and Judicial Politics

- POL 1900 Constitutional Rights: Freedom of Expression  
POL 1910 Law and Society  
POL 2900 Constitutional Law I  
POL 2910 Constitutional Law II  
POL 3900 Comparative Law  
POL 3930 Environmental Law

## Honors in the Major

Please see department chair for details. Basic

requirements are listed under All-College Programs in the catalog.

## 1030 Introduction to Comparative Politics

Marshall, Roberg 4 credits  
SOC

This course is an introduction to the study of comparative politics. The first half of the term focuses on the nature of comparative politics while the second half looks at a range of specific countries, both Third and First World. The readings and assignments do not merely consider governmental institutions but the broader range of political activity, ranging from grassroots organizing to social movements, the role of the church and formal political participation.

*Fall*

## 1040 Introduction to Public Policy

Mast 4 credits  
SOC

Introduction to Public Policy examines the actions undertaken by government. The course explores theoretical explanations and justifications for government actions, as well as quantitative and qualitative techniques for evaluating alternative courses of government action. These theories and concepts will be used to analyze specific policy issues and the political environments in which they exist.

## 1050 Introduction to International Relations

Roberg 4 credits  
SOC

This course offers an introduction to the major concepts and theories in international politics and their application to the events of the postwar world, particularly the Cold War and the North-South conflict. Attention is also given to disruptive forces in the international community, such as the nuclear arms race and ethnic conflict, as well as those forces, such as the United Nations, that contribute to world order.

*Fall*

## 1070 Introduction to Political Theory

Kirkland, Lynch, Ulrich 4 credits  
SOC

This course will introduce the student to a variety of political theorists. Included would likely be theorists such as Aristotle, St. Thomas Aquinas, Machiavelli, Locke, Madison, etc., as well as more contemporary theorists such as Rawls and Nozick. The empirical and normative features of theories will be identified and examined. The course also will focus on how effective or adequately theories integrate critically necessary, yet apparently inconsonant political principles and values.

## 1900 Constitutional Rights: Freedom of Expression

Marshall 4 credits  
SOC

The assertion of a right to freedom of expression has come to refer broadly to a variety of rights which find their support in guarantees provided by the First and Fourteenth Amendments of the U.S. Constitution. The term "expression" has come to be a generic reference to rights such as speech, press, assembly, protest, strike, symbolic speech, artistic expression, etc. Judgments respecting the acceptability of instances of various forms of expression have been determined by judicial standards such as bad tendency, clear and present danger, fighting words, balancing, etc. These matters will be explored through the reading of Supreme Court decisions and the discussions that these decisions have provoked.

## 1910 Law and Society

Marshall 4 credits

Law & Society introduces how disputes are authoritatively resolved and how the mechanisms for resolving disputes actually work. Students will examine legal institutions (the Bar, courts, prisons, interest groups), rules (bills of rights, criminal procedure, contract law), and participants (parties, judges, prosecutors, police, attorneys) and ask when, why, and how they come into play. The course will also investigate the potential for bias in law and the uses of law as a tool for political and social change.

**200 Topics in Political Science**

Staff 1-4 credits

This course covers selected topics such as jurisprudence, international law, women and politics, U.S. foreign policy in Central America, art and politics, politics of developing areas, political socialization, the Presidency, criminal justice and internal security. The course content will determine in which area credit will be given.

**2050 Philosophical Foundations of Political Economy**

Cyr 4 credits

SOC  
An introduction to the philosophical foundations of political economy from classical times through the Enlightenment and to the modern era. Students will read, discuss, and analyze the works of both European political economists (Smith, Ricardo, Mill, and Marx) and American thinkers and statesmen in the field (Jefferson, Mason, Hamilton, and Madison).

Fall

**2400 American Government: National, State and Local**

Staff 4 credits

SOC  
This course involves a study of the institutions of American government at the national, state, and local levels and is designed to serve students seeking teacher certification. It will stress the informal as well as the formal dimensions of government and will, thereby, attempt to broaden and deepen insight into the processes of policy-making and implementation.

Fall/Spring

**2900 Constitutional Law I: Separation of Powers**

Marshall 4 credits

SOC  
An examination of the U.S. Supreme Court and its interpretation of the U.S. Constitution over time on such topics as judicial review; executive and legislative branch powers; federalism and the role of states; and political and economic regulation.

*Prerequisite: Sophomore standing*  
Fall

**2910 Constitutional Law II: Civil Rights and Civil Liberties**

Marshall 4 credits

SOC  
An examination of the U.S. Supreme Court's interpretation of the U.S. Constitution over time on such topics as freedom of expression and religion; criminal and civil due process; privacy; equal protection; and the nationalization of the Bill of Rights.

*Prerequisite: Sophomore standing*  
Spring

**3030 Women of Africa**

Hauser 4 credits

SOC  
The study of the countries in Africa has frequently focused on public events: colonialism, political change, war, government actions, and the formal economy. In recent years, researchers have begun to explore in more depth how women's lives are impacted by these events, and how women in Africa are active participants in the various sectors of their societies.

This course will look at life in various African countries through the eyes of women and will examine how women of Africa actively engage in and are affected by political, cultural, and economic events both domestically and internationally. Themes will include: human rights issues of women; the impact of modernity and tradition on women's lives; images of appropriate female behavior; economic hardship and survival techniques; cultural issues surrounding marriage and motherhood; women's participation in the public spheres of their countries.

**3040 African Transitions**

Staff 4 credits

African countries and peoples have often been examined through the lenses of European and North American cultures. These analyses have sometimes been helpful and other times have resulted in inaccurate portrayals of African life and people. This course uses texts written predominantly by African authors from various parts of the continent to provide African perspectives of transitions that have occurred on the continent. These transitions include: the transition from traditional life to colonial rule; the shift to independence; attempts at democratization; adaptations rural Africans make when moving to urban areas; and the clashes between Western and African cultures that continue today. Using themes of governance, community and reference groups to examine different African cultures, the course incorporates theories and concepts from the disciplines of political science and sociology.

**3100 The Logic of Political Inquiry**

Mast 4 credits

SOC  
This class is an introduction to the research process in political science. Questions about the history and structure of the discipline, how inquiry is framed by philosophical assumptions, and the role of observation and experimental design are all examined. Students will use their understanding of these issues to plan a research project, collect and analyze data, and effectively present their findings. This class is a direct link to the Senior Seminar/Senior Thesis.  
*Prerequisite: Junior Standing*  
Spring

**3200 Women and Politics**

Hauser 4 credits

SOC  
This class is an examination of the political roles and activities of women internationally. Exploring cultural, religious, racial, economic, and social constraints, as well as opportunities for women's involvement in politics, the course will keep in mind theory and practice as well as the problems in specific countries. Attention will be given to how the discipline defines political participation, how various feminists may influence change, and what it means to look for "common differences".

Fall

**3250 Classics of Political Thought**

Lynch, Ulrich 4 credits  
SOC

An analysis, interpretation, and synthesis of the major trends of Western political thought and philosophy from Machiavelli to the present. The course emphasis will be on the development of constitutional democratic thought. The approach emphasizes the connection between normative and empirical matters.

*Prerequisite: POL 1070*

**3260 Studies in Political Theory**

Lynch, Ulrich 4 credits  
SOC

This course covers a major figure or epoch in the history of political philosophy; on a rotating basis this will include individual authors such as Plato, Augustine, Machiavelli or Tocqueville, or specific periods of political philosophy and thought such as ancient, medieval, early modern American, or contemporary.

*Prerequisite: POL 1070 or consent of instructor*

**3350 Human Rights**

Roberg 4 credits

This course examines the politics of human rights and the changing nature of sovereignty in the international system. To do this we will explore the major threats to human rights in the contemporary world as well as the cultural and political obstacles to international consensus on human rights norms. Finally, we will attempt to determine the appropriate mechanisms for their implementation.

**3360 Latin American Politics**

Roberg 4 credits

This course examines the origin and development of Latin American political institutions by exploring the history, politics, economics, and social issues of the region. While examining the remaining effects of colonialism on Latin America, this course also investigates questions of political and economic development and dependency, democratization, political culture and relations with extra-regional actors. Individual countries will be examined as a way to discuss the status and prospect of democracies and dictatorships in the region.

**3370 Russian/East European**

**Politics**

Roberg 4 credits  
SOC

This course will focus on the changes that have occurred in the countries that occupy the territory of the former Soviet Union and Eastern Europe. The newly independent states that succeeded the disintegration of the former Soviet Union are still struggling with the Soviet legacy. We will explore whether the successor states will be able to throw off their past and become "successful" independent countries.

**3380 West European Politics**

Cyr 4 credits  
SOC

This course will focus on Western Europe's historical experience, the organization of its decision-making institutions, and its electoral politics after 1945, with a largely contemporary emphasis. The country or countries that receive the most attention will vary from topic to topic. In general, the approach will be comparative across countries. This course will also explore the European Union by examining its history, institutions, policies, and future.

**3390 Politics of Rapid Growth in East Asia**

Marshall 4 credits  
SOC

Politics of Rapid Growth introduces theoretical approaches to economic development and investigates the role of the state in economic development in Japan, South Korea, and Taiwan. Students will also investigate democratization in Taiwan and South Korea and the consequences of the changing global economy for domestic politics in the three countries. Finally, students will examine the environmental and social costs of rapid growth.

**3400 Chinese Politics**

Staff 4 credits  
SOC

Chinese Politics surveys the organization and policies of the post-1949 Chinese state, with a focus on state-building, economic reform, and the problems created by economic change. The course covers both the Maoist and Reform periods and explores politics and policy in a Leninist party-state that has organized its economy using market mechanisms.

**3450 Global Poverty**

Hauser 4 credits

While the focus of this course will be theoretical, the class will begin by introducing some general background information on global stratification. We will examine the geography of stratification (i.e. which countries are rich, which countries are poor, etc.). The basic demographics of poverty will also be explored. Particular attention will be paid to infant mortality rates, life expectancy rates, health care quality and access, education, the status of women, and the availability of foreign and domestic assistance. Finally, we will analyze various concepts of poverty, measures of poverty, and different kinds of stratification systems.

**3510 Campaigns and Elections**

Roberg 4 credits  
SOC

This course focuses on three institutions of American politics that serve as the linkage between the average citizen and the government: political parties, interest groups, and elections in the American political system. Specifically, we will examine how a political campaign is conducted during election season.

*Prerequisite: POL 2400 or instructor's consent*  
*Fall*

**3520 America at War**

Lynch 4 credits

This course covers events and debates surrounding major military conflicts in U.S. history. It will focus on particular conflicts such as the Vietnam War, consider specific periods such as the emergence of the U.S. as a great power at the end of the 19th century, and survey military developments over broader periods of time. The ultimate purpose of the course is to understand and evaluate the principles governing the United States' defense policies and practices.

**3530 American Political Institutions**

Mast 4 credits  
SOC

This course provides an examination of the principal policy making institutions of the United States government: the Congress and Presidency. The political and Constitutional dimensions of these institutions will be addressed as well as the administrative structures and processes that allow them to carry out their legislative and executive functions.

**3580 American Foreign Policy**Cyr 4 credits  
SOC

A study of the formulation and execution of foreign policy in the United States, together with an examination of the substantive issues of American foreign policy since World War II. A primary objective of the course is to provide the student with a basis for an intelligent analysis of current foreign policy issues.

**3600 International Security**Roberg 4 credits  
SOC

With the fall of the Berlin Wall in 1989 and the end of the Cold War in 1991, the world seemed to become a less threatening place and there was hope that a "New World Order" would bring peace and prosperity to all the world's inhabitants. Only a few years later the events in Bosnia, Somalia, Rwanda, and Kosovo, among others, have made some ask how the New World Order differs from the old Cold War Order. Are we really more secure? This course will explore what it really means to be "secure" by examining some of the sources of conflict and instability that exist in the world today.

*Spring***3610 Nuclear Proliferation**Roberg 4 credits  
SOC

Is it important for a country to acquire nuclear weapons? This is the question with which countries both with and without nuclear weapons currently are dealing. This course will explore the costs and benefits of acquiring nuclear weapons both to the country trying to gain them, and the countries that have to deal with the new nuclear power(s). Moreover, if the world community has come to the conclusion that we do not want more countries to possess them, how can the acquisition of nuclear weapons and materials be prevented?

**3620 Environmental Politics**Mast, Roberg 4 credits  
SOC

This course introduces students to important theoretical and policy issues in the study and practice of environmental politics. It is designed to provide a better understanding of past, present, and future events by:

a) framing environmental issues within various theories of political science; b) introducing prominent actors, institutions and issues; and c) examining recent attempts to create effective institutions to address specific environmental problems. This course examines the politics of environmental problems at all geographic scales, however, when taught by Dr. Mast there is an emphasis on domestic issues; when taught by Dr. Roberg, the emphasis is on international issues.

**3900 Comparative Law**

Marshall 4 credits

Comparative Law examines the role of written constitutions, legal institutions, and legal traditions across countries. Special attention will be given to the role of constitutional courts and judicial organization. While the course will focus on the Anglo-American and Civil Law traditions, students will also read on Islamic and other legal systems.

**3930 Environmental Law**Mast 4 credits  
SOC

This course provides an introduction to the field of environmental law, the legal processes and outcomes that affect environmental policies. Both statutory and case law will be explored in ways that will develop students analytical skills and abilities to form legal arguments related to the fields of natural resource management and pollution regulation. Political, economic and philosophical issues are interwoven throughout the subject and speak to the complexity that characterizes the relationships between society and nature.

**4000 Senior Seminar**Roberg 4 credits  
SOC

This course serves as the capstone to a student's political science studies. The senior seminar will help students to organize the analytical frameworks, perspectives, and theories they have learned throughout their political science career into a coherent structure in the form of a Senior Thesis. Students are required to present their senior thesis as part of the course.

*Prerequisite: Senior Standing*  
*Fall***4050 Seminar in International Political Economy**Cyr 4 credits  
SOC

Serving as a capstone for the International Political Economy major, the seminar goes beyond disciplinary lines in an attempt to further integrate diverse and often competing perspectives, methodologies, and values. A research thesis, on a topic of the individual student's choice made in consultation with an advisor, is required along with an oral presentation to faculty and students involved in the program.

*Prerequisite: Senior standing***4990 Senior Thesis Completion**

Staff 0 credits

Students should register for POL 4990 during the semester that they intend to complete their senior thesis.

**Psychology**

Courses in psychology provide a background for a better understanding of the modern world, other academic fields, and one's self. Classes can be taken as courses for a major or minor concentration in psychology, as supporting courses for other majors, or because of general interest.

The major concentration in psychology is designed to encourage an understanding of human behavior from a broad perspective, to prepare students for graduate study in psychology, for employment in a psychology-related field, or for further education or career training in a variety of other fields.

**Psychology Major (48 credits):**

Four courses are required of all psychology majors:

PYC 150 Introduction to Psychology  
SSC 2330 Social Science Behavioral Research Statistics  
PYC 2900 Experimental Psychology  
PYC 3700 Thesis Development

In addition, majors are required to take at least four breadth courses from the following five breadth courses:

PYC 2100 Introduction to Behavioral Neuroscience  
PYC 2200 Social Psychology  
PYC 2300 Cognition  
PYC 2450 Abnormal Psychology  
PYC 2850 Child and Adolescent Development

Majors also are required to take three depth courses after they have met the prerequisites for the respective depth course. These depth courses include:

PYC 3150 Sensation and Perception  
PYC 3350 Tests and Measurements  
PYC 3450 Contemporary Issues in Sex and Gender  
PYC 3650 Childhood Psychopathology  
PYC 3750 Personality  
PYC 3950 Neuroscience II  
PYC 400T Topics

Finally, students may take one or more electives from the following:

PYC 200T Topics  
PYC 4000 Senior Seminar  
PYC 4700 Field Work  
PYC 4990 Senior Thesis Completion

All majors are required to complete a thesis. Thesis projects are begun in the course titled Thesis Development 3700.

### Psychology Minor ( 24 credits):

PYC 1500 Introduction to Psychology  
PYC 2900 Experimental Psychology  
SSC 2330 Social Science Behavioral Research Statistics

and any three additional courses from the listing of the department.

### Independent Study and Field Work

Students desiring to enroll in Independent Study or Field Work in psychology must consult the fieldwork instructor regarding deadlines and other procedural details.

Students involved in an overseas language experience should consult with the chair of the psychology department about the completion of their Senior Thesis in Senior Seminar 4000.

Students with a broad field Social Science major with a concentration in psychology should complete a minor in Psychology and a Senior Thesis in psychology; they should be enrolled in Thesis Development 3700 or Senior Seminar 4000 as one of their three additional courses.

### Honors in the Major

Please see department chair for details. Basic requirements are listed under All-College Programs in the catalog.

### 1500 Introduction to Psychology

Seymour, Cameron 4 credits  
SOC  
An introduction to the methods and principles of psychology.  
*Fall/Spring/Summer*

### 2100 Introduction to Behavioral Neuroscience

Miller, Seymour 4 credits  
SCI  
An introduction to psychological processes as they relate to behavior. Basic neurophysiology and sensory processes will be covered along with research relevant to topics or current interest in the field.  
*Prerequisite: PYC 1500 or BIO 1100*  
*Fall/Spring*

### 2200 Social Psychology

Tiegel 4 credits  
SOC  
A study of the ways in which people think about, influence, and relate to one another. Topics include conformity, attitudes, gender roles, interpersonal attraction, competition, aggression, prejudice, and the social construction of beliefs about the self and world amongst others.  
*Fall*

### 2300 Cognition: Theories and Applications

Cameron 4 credits  
SOC  
A study of both the theories which attempt to explain human thought processes and the applications of these theories to practical concerns such as critical thinking and problem-solving.  
*Prerequisite: PYC 1500*  
*Fall, Spring*

### 2450 Abnormal Psychology

Staff 4 credits  
SOC  
This course is an introduction to the study of abnormal behavior and psychological or mental disorders. Major psychological disorders will be reviewed. Each disorder will be examined by its description, the etiology of the disorder, and treatment.  
*Prerequisite: Psychology 1500*  
*Fall*

### 2850 Child and Adolescent Development

Tiegel, Staff 4 credits  
SOC  
A study of behavioral changes during the first years of life through adolescence and of the important theories and models about these changes. Physical, language (normal and atypical), cognitive, and socio-emotional changes will be considered with specific emphasis on the practical significance of these changes for educators and others.  
*Fall/Spring*

### 2900 Experimental Psychology

Maleske 4 credits  
SOC  
An introduction to research methods in psychology, including the designing and conducting of experiments and the interpretation of results.  
*Prerequisite: PYC 1500 and SSC 2330 with a grade of "C" or better*  
*Fall/Spring*

### 3150 Sensation and Perception

Cameron 4 credits  
SOC  
This class tackles the basic, but very complex question of how our sense organs communicate with our brain to process and organize the vast amount of sensory information available in the environment.  
*Prerequisite: PYC 2100 or PYC 2300*

### 3350 Tests and Measurements

Staff 4 credits  
SOC  
A detailed examination of test construction and standardization and the uses of tests in educational, industrial, clinical, and research settings.  
*Prerequisite: PYC 1500 and SSC 2330 variable*

### 3450 Contemporary Issues in Sex and Gender

Seymour 4 credits  
SOC  
This course is an examination of the interaction of the endocrine system and nervous system and the resultant effect on behavior. Gender and sex-related differences are studied from a biological and an environmental perspective. Crosslisted as Neu 3450.  
*Prerequisite: PYC 2100 or consent of instructor*

**3650 Childhood Psychopathology**Tiegel 4 credits  
SOC

This course concerns the diagnosis, assessment, and intervention with children and adolescents who are experiencing or are at risk for significant emotional, cognitive or mental disabilities. Specific risk factors for children of the disadvantaged will also be studied.

*Prerequisite: PYC 2450 or PYC 2850*

Fall

**3700 Thesis Development**

Maleske 4 credits

An exploration of empirical questions in psychology driven by student interests within the context of identifying theoretical perspectives and designing research strategies to test explicit hypotheses. A main objective is to facilitate the student's development of a Senior Thesis proposal.

*Prerequisite: SSC 2330 (with grade of 'C' or better), NEU 2500 (with grade of 'C' or better), or PYC 2900 (with grade of 'C' or better) Junior standing*

Spring

**3750 Psychology of Personality**Tiegel 4 credits  
SOC

An examination of the major approaches to the explanation of personality. How do various theorists understand the basic processes that are common to all people, the traits which are shared by some people, and the specific ways in which individuals are unique?

*Prerequisite: PYC 2200 or PYC 2450*

Spring

**3850 Adult Development and Aging**Staff 4 credits  
SOC

The psychology of adult development and the processes of aging will be studied. Theories and empirical study of adult functioning during the contemporary long lifespan will be considered, including the cognitive, social, emotional and physical domains. Practical implications for the education and societal care of a growing population of middle-aged and aging persons will be emphasized.

*Prerequisite: PYC 2850*

**3950 Neuroscience II: Electrical and Chemical Properties**Miller 4 credits  
SOC

This course is an examination of the fundamental function of the nervous system. Molecular examination of the electrical and chemical properties of the nervous system is studied, then put into systemic context through examination of pharmacological effects and learning paradigms. Cross-listed in Neuroscience and Psychology.

*Prerequisite: Grade of 'C' or better in PYC 2100 and NEU 2500 or PSY 2900, or consent of instructor*

Fall

**400 Topics in Psychology**

Staff 1-4 credits

A variable content course permitting advanced students the opportunity to study a specific topic in psychology in depth. The course will offer the opportunity for students to specialize in a topic normally given only cursory attention or not covered in other courses.

*Prerequisite: PYC 1500 or consent of the instructor*

**4000 Senior Seminar**

Maleske 4 credits

Students conduct the research portion of their Senior Thesis project, analyze the data they've collected, and complete the writing of their thesis. An poster presentation of their thesis is required to complete the process.

The classroom portion of the seminar provides instruction and guidance in completing the research project and in preparing a publication-quality document written in the official format of the American Psychological Association.

*Prerequisite: SSC 2330 (with grade of 'C' or better), PYC 2900 (with grade of 'C' or better), senior status*

Fall

**4700 Field Work in Psychology**

Tiegel 4 credits

Seminar class with psychology instructor combined with field experience under the supervision of psychologists and other professionals in various selected agencies in the community. Must receive approval from the fieldwork instructor before student can register. Graded: A-F.

*Prerequisite: Permission of the chair of the department of psychology, senior standing, and Psychology 1500*

Fall/Spring

**4990 Senior Thesis Completion**

Staff 0 credits

Students should register for PYC 4990 during the semester that they intend to complete their senior thesis.

**Religion**

The Department of Religion aims to provide all students with an introduction to the academic study of religion, to give them the conceptual skills to interpret religious experience in its varying manifestations, and to instill in all students a sense of religion as a fundamental dimension of human experience.

For graduation, all students must successfully complete Religion 1000: Understandings of Religion (preferably in their freshman or sophomore year), and any one of the following courses: Religion 2000, 2010, 2020, 2030, 2040, 2070, 2200, 2300, 3010, 3020, 3030, 3040, 3050, 3060, 3070, 3090, 3100, 3110, 3120, 3130, 3140, 3310, 3320, 3350, 3360, 3400, 3700, SOC 2040 or PHL 2400. Certain topics courses (REL 200T or 400T) and some courses offered by other departments may also be approved to fulfill the second course requirement.

**Religion Major (40 credits)**

REL 1000: Understandings of Religion

REL 2750: Research Methods

REL 4000: Senior Seminar

Two courses from each of areas I, II, and III below

One course from area IV below

(Any course listed in more than one category may only count once)

**Religion Minor (24 credits)**

REL 1000: Understandings of Religion

Five other courses

(At least one course must be taken from each of the following four categories. Any course listed in more than one category may only count once.)



## I. Biblical

- REL 2010 Jewish Bible/Old Testament  
REL 2020 The Gospels  
REL 2030 Letters of the New Testament  
REL 3010 Post-Exilic Judaism  
REL 3020 Women and the Bible  
REL 3400 Biblical Images of Christ  
REL 3700 The Dead Sea Scrolls

## II. Church History/Christian Theology

- REL 2000 History of Christian Thought  
REL 2040 Christian Spirituality  
REL 3040 Church History  
REL 3060 Luther and the Reformation  
REL 3070 Religion in America  
REL 3090 African-American Religion  
REL 4140 Religious Thinkers of Modern Times

## III. World Religion

- REL 3100 Judaism  
REL 3110 Hinduism  
REL 3120 Islam  
REL 3130 Buddhism  
REL 3140 East Asian Religions  
REL 3310 Greek Religions  
REL 3320 Roman Religions  
REL 3360 Religion and Society in Modern India  
REL 3700 Dead Sea Scrolls

## IV. Religion and Society

- REL 2070 Understandings of Love  
REL 2200 Faith, Love and Ethics  
REL 2300 Issues in Living and Dying  
REL 3020 Women and the Bible  
REL 3030 Creation and Apocalypse  
REL3050 Images of Aging and Spirituality  
REL 3070 Religion in America  
REL 3080 Parish Service  
REL 3350 Religion and Society  
REL 3360 Religion and Society in Modern India  
SOC 2040 Sociology of Religion

## Honors in the Major

Please see department chair for details. Basic requirements are listed under All-College Programs in the catalog.

## 1000 Understandings of Religion

Bisciglia, Lochtefeld, Long, Maczka, Musa, Schowalter, von Dehsen  
RELI 4 credits  
A study of the religious dimension in the lives of individuals, communities, and cultures. Students will explore understandings of religion and roles of religion, along with commonalities and differences in expression of religion. This will be accomplished by examining topics such as God, scripture, ritual, values, ethical issues and cosmology, as expressed within several specific religious traditions, including Judaism and Christianity.  
*Fall/Spring*

## 200 Topics in Religion

Staff 1-4 credits  
A study in a major area or subject of current concern which will build upon courses now offered or move into areas beyond the scope of present courses.

## 2000 History of Christian Thought

Long, Maczka 4 credits  
RELI  
Students will concentrate on major Christian issues, such as dogma, canon, creed, Christology, justification, salvation, Word and sacraments and church unity, from an historical and ecumenical point of view. Special attention will be given to the ways history and cultures have influenced and shaped Christian thought.

## 2010 Jewish Bible/Old Testament

Schowalter, Von Dehsen, Bisciglia 4 credits  
RELI  
Concentrating on representative sampling of texts from the Torah (Law), Prophets, and Writings, students will be introduced to the current methods of Biblical studies. Attention will be directed to the historical periods in which this literature developed and to the basic theological concepts in the literature. Students will also become acquainted with the history of Israel, prominent Hebrew leaders, covenants, laws, and worship practices of Hebrew life.

## 2020 The Gospels

Schowalter, von Dehsen, Larson 4 credits  
RELI  
Concentrating on the New Testament gospels (Matthew, Mark, Luke, and John), students will be introduced to the basic methods of Biblical studies. Specifically, students will examine the particular historical, theological, and literary emphasis of each Biblical author in light of modern Biblical research.

## 2030 The Letters of the New Testament

Larson, Schowalter, von Dehsen 4 credits  
RELI  
Concentrating on the letters of the New Testament (e.g. Romans, Galatians, Ephesians), students will be introduced to the basic methods of Biblical studies to examine the theological, historical, and literary questions raised by each letter. Careful attention will be given to matters of structure and authorship, as well as to the information contained in these letters about the early Christian communities.

## 2040 Christian Spirituality

Maczka 4 credits  
RELI  
An in-depth exploration of Christian spirituality, or how ardent Christians throughout history have variously understood and sought relationship with their God. Inquiry into the writings and activities of the earliest desert-dwelling monastics is followed by readings from such great mystics of the Middle Ages as Teresa of Avila, Meister Eckhart, Julian of Norwich, and John of the Cross. These are supplemented by the works of contemporary advocates of the inner life, including Thomas Greene, Henri Nouwen and Thomas Merton. Literature study is balanced by practical exploration of Christian and other forms of prayer and meditation, and with dialogue in religious communities with monks and nuns who have elected a contemplative lifestyle.

## 2070 Understandings of Love

Maczka 4 credits  
RELI  
A study of love, expressions of love, and failures to love in the light of Biblical, Christian, Jewish, and Muslim traditions, and in the light of contemporary experience. Special attention is given to exploring the dynamics of liking, romantically loving, romance, sexuality, intimacy, and mature, disciplined love. The course aims at opening participants to the many rewards awaiting persons, couples, families, and communities that cultivate an understanding and observance of the distinction between love as romance and love as disciplined intervention to foster the welfare of another. This is achieved through reading, analysis, and debate of several case studies using a collection of diverse interpretive models.

**2200 Faith, Love, and Ethics**

Staff 4 credits

RELI

Students will concentrate on the nature and bases of ethics and morality as informed by the Bible, Christian theology, and tradition. Special attention will be given to specific issues such as human sexuality, divorce, war and peace, personal and corporate responsibility, poverty and world hunger.

**2300 Issues in Living and Dying**

Tracy 4 credits

RELI

Students will concentrate on concepts and issues related to illness, dying, death, and grief. Special attention will be given to issues such as definitions of death, attitudes toward death, rights and wishes of the dying, forms of euthanasia, views of suffering and death, funeral packages and the grief process. A particular effort will be made to enable students to see the issues in the light of Christian understandings and to help students arrive at their own positions.

**2750 Research Methods**

Staff 4 credits

An introduction on how to conduct research through the focus on one topic from the following disciplines: philosophy, religion, or classics. The class will focus on learning how to distinguish and evaluate primary and secondary sources; write a researched paper; to recognize different approaches (theoretical) to a given topic; and become familiar with the work of representative classicists/philosophers/ theologians/ historians.

*Spring***3010 Post-Exilic Judaism**

Bisciglia, von Dehsen 4 credits

RELI

Concentrating on the period from the end of the Babylonian exile to the first century of the Common Era (c.500 BCE - 100 CE), students will explore the various ways Judaism evolved into its present "rabbinic" form, and simultaneously unfolded in other diverse ways. Students will explore such topics as: Messianic expectations, apocalyptic Judaism, the Dead Sea Scrolls, Philo, the expansion of the law, and the emergence of Christianity. This range of issues will focus students on that period of Israel's life not specifically covered by study of the biblical texts.

**3020 Women and The Bible**

Bisciglia, Schowalter 4 credits

RELI

This course is an opportunity to study the situation of women at the time of the Biblical writings, to investigate evidence for how women were treated in the earliest Christian churches, and to take seriously the impact that the interpretation of Biblical texts has had on women's social roles throughout history and in our own day.

**3030 Creation and Apocalypse: Explorations in Religion and Science**

Schowalter 4 credits

RELI

This course will look at themes of human origin and destruction as articulated in the Bible and related Jewish and Christian material. We will also consider how different views on creation and the end of the world have influenced theological beliefs, social issues, and scientific investigation throughout Western history, and in contemporary U.S. culture. Students will have the opportunity to analyze modern-day debates about creation, evolution, and the end of the world based on their interaction with these ancient texts and ideas.

**3040 Church History**

Long, Maczka 4 credits

HUM

A study of the Christian Church from apostolic times to the present with special attention to the sociological, economic, psychological, and doctrinal factors in its development. While primary emphasis is placed on the Western European tradition, consideration is given to the worldwide development of Christianity. A background of world history or religion is beneficial.

**3050 Images of Aging and Spirituality**

Larson 4 credits

RELI

Readings in Western Literature from ancient to modern times will probe both the readers and the authors religious and spiritual foundations for attitudes toward aging. A Gerontological analysis of contemporary social stereotypes will challenge students to identify the sources and define the effects of those stereotypes on both our environment and ourselves. Students will gain skill in discovering and refining their own attitudes toward aging, their relationship toward aging people, and an awareness of the influence of culture on common attitudes. Students will seek to understand the phenomenon of spirituality, both within and aside from major religions, and to understand attitudes toward spirituality as they relate to self-described successful aging.

*Prerequisite: REL 1000 or consent of instructor*

**3060 Luther and the Reformation**

Long, Maczka 4 credits

RELI

Students will concentrate on the Reformation era and give special attention to the life and thought of Martin Luther and other reformers. Specific attention will be given to the Protestant and Roman Catholic Reformation and to the religious, political, intellectual, cultural, social, and economic influences and issues of the sixteenth century.

**3070 Religion in America**

Musa 4 credits

RELI

From the earliest explorers to the latest modern "cult," this course will consider the impact that religion has had on the United States, and the impact that the United States has had on religion. The focus in this historical survey will be on both large-scale movements or denominations and the personal experience of small groups and individual believers.

**3080 Parish Service**

Staff 2 or 4 credits

The student is assigned to a congregation or other church organization in order to practice leadership in several self-chosen areas of church life. Students will meet regularly with their placement supervisor, will participate in classroom conferences with the professor, submit complete reports of plans and activities, and complete supplemental readings.

## **3090 African-American Religion**

Musa 4 credits

RELI

The experience of African slaves in North America - from the time of capture off the Guinea Coast of Africa to becoming American citizens - is one of the most intriguing phenomena in American history. This course examines the crucial and ambiguous role of religion in that transformation process. The major thesis of the course is that a proper understanding of African-American Religion stems from knowledge of the African religious heritage of the slaves. Thus a large section of the course is devoted to the study of African Traditional Religion. The mutual impact of Christianity and African Traditional Religion in the context of North American slavery also receives substantial attention.

## **3100 Judaism**

Bisciglia 4 credits

RELI

This introduction to the self-definition of Judaism analyzes Judaism by examining such central concepts as God, Torah, and Israel. This central self-definition will then be tested by means of close readings of representative texts, and by investigating the range of Jewish history. The course will also examine significant events which shaped 20th century Judaism, including the creation of the State of Israel, the Holocaust, and modern American Jewish movements.

## **3110 Hinduism**

Lochtefeld 4 credits

RELI

This course will provide an in-depth introduction to those social, philosophical, and religious phenomena that Western observers have called Hinduism. The first part of the course will focus on religious texts, as we explore the roots of the tradition and the flowering of the devotional movement. The latter part of the course will focus more on modern Hindu life, in an attempt to give some appreciation of its religious quality. This process will provide some opportunity to reflect on the nature and meaning of religious life, and to consider the ways in which the faith of these men and women can inform our own lives.

## **3120 Islam**

Lochtefeld 4 credits

RELI

This course will provide an in-depth introduction to the world of Islam, the most recent of the great faiths tracing its descent from the prophet Abraham. The beginning of the course will examine the roots and development of Islam, and the gradual growth of Islamic institutions. The latter part of the course will focus on modern Muslim life, partly on its individual dimensions, in an effort to convey some appreciation for its religious quality, and to consider the ways in which the faith of these men and women can inform our own lives; but more pointedly on the political influence of Islam, and the ways in which growth of Islamic revivalism has shaped and continues to shape the world in which we live.

## **3130 Buddhism**

Lochtefeld 4 credits

RELI

An intensive look at the world's oldest missionary religion, from its origin in the Ganges basin in 500 BCE to its contemporary manifestations. The course's primary emphasis will be on the historical development of the tradition, and the ways that its message has been transformed through the influence of different cultures, including the United States. An important part of this will be closely examining the Buddhist way of life throughout the centuries, and the ways in which this ancient message is still relevant in the modern world.

## **3140 East Asian Religion**

Lochtefeld 4 credits

RELI

An intensive look at religion in East Asia, focusing both on the region's indigenous religious traditions- Confucianism, Daoism, and Shinto- as well as Buddhism, its best-known and most successful transplant. The primary emphasis will be on the historical development of these traditions, their mutual influence on one another, and the way that their values have shaped and continue to shape the cultures in which they appear. This process will provide some opportunity to reflect on the nature and meaning of religious life, and to consider the ways in which the faith of these men and women can inform our own lives.

## **3150 The Sikhs**

Staff 4 credits

RELI

This course will trace the history and development of the Sikh religious community. The early part of the course will focus on its origins in the Punjab, the social, political, and religious forces shaping its development in that milieu, and the community's evolution over time. The course will then examine 19<sup>th</sup> and 20<sup>th</sup> century Sikh efforts to stress their identity as a distinct religious community, both inside and outside of India. Finally, the course will look at contemporary Sikh piety and practice, in an effort to convey some appreciation for its religious message, and to consider the ways in which Sikh faith and concerns can illuminate and inform our own.

*Prerequisite: REL 1000*

## **3310 Greek Religions**

Renaud, Schowalter 4 credits

RELI

Like most ancient peoples, the Greeks believed that a pantheon of heavenly, sublunar, and subterranean divinities controlled or supervised every detail of life on earth, and they often went to great extremes to appease certain of these gods and goddesses. In this course we will consider the history and practice of Greek religions in the public sphere and the relationship between religious practices, rites and beliefs and the rich body of Greek myth.

*Prerequisite: Understandings of Religion 1000 or consent of instructor*

## **3320 Roman Religions**

Renaud, Schowalter 4 credits

RELI

Like most ancient peoples, the Romans believed that a pantheon of heavenly, sublunar, and subterranean divinities controlled every detail of life on earth, and they often went to great extremes to appease certain of these gods and goddesses. In this course we will consider the history and practice of Roman religion in both the public and private spheres, including Roman Mystery Religions. We also will discuss how Romans, particularly the elite, reacted to new and different religious cults and how they wove religious practices into every aspect of ancient Roman life.

*Prerequisite: Understandings of Religion 1000; Core 1100; or consent of instructor Fall*

**3350 Religion and Society**

Musa 4 credits

RELI

Students will examine various perspectives on the relationship between religion and society. This study will encourage students to explore such diverse themes as the relationship of religion and the state; national and global economic structures; ethics; counter-cultural religious movements; and the religious principles which may undergird a social matrix. Students will write a series of analytical essays, applying some of the religious principles encountered to the analysis of political, social, or economic issues.

**3360 Religion and Society in Modern India**

Lochtefeld 4 credits

RELI

Selected topics illustrating the mutual involvement of religion and society in India since the 16th century. Major themes will include Hindu devotional movements, the rise and development of the Sikhs, Hindu reform movements, Islamic self-definition, the rise of nationalistic (or independence) movements in each of these three groups, and responses to the pressures of globalization.

**3400 Biblical Images of Christ**

von Dehsen 4 credits

RELI

The Christologies of the New Testament will be examined both by investigating their background in the history of religions and by analyzing the images of Christ presented in various documents of the New Testament (e.g., Mark, John, Paul, Hebrews). Specific attention will be given to christological titles and to the pre-Christian figures with whom Jesus is identified (e.g., Moses, Wisdom).

**3700 The Dead Sea Scrolls**

von Dehsen 4 credits

RELI

Through a careful examination of some of the texts discovered at Qumran on the Dead Sea, students will investigate the history and theology of the Jewish sect known as the Essenes. This investigation will include an examination of the archaeological evidence uncovered at the site as well as an analysis of the relationship of this community with other contemporary Jewish sects (the Pharisees and the Sadducees). In addition, students will examine possible points of contact between the Essenes and early Christian communities.

**400 Topics in Religion**

Staff 1-4 credits

A course of variable content for upper-level students. Topics will not duplicate material covered in other courses.

**4000 Senior Seminar**

Staff 4 credits

The Senior Seminar is taught and directed by one member of the department with the assistance and participation of other members. The seminar will lead the student toward the completion of the Senior Project, which will be determined by the student and the directing professor.

*Fall***4140 Religious Thinkers of Modern Times**

Maczka 4 credits

RELI

A seminar dedicated to 19<sup>th</sup> and 20<sup>th</sup> century development in religious thought. While some focused attention falls on specifically Christian developments such as distinctions among the liberal, neo-orthodox, and conservative orthodox theological currents, some modern thought in Hindu, Muslim, Jewish, and Buddhist traditions also is explored. Emphasis falls upon free analysis and evaluation of particular writers whose works are especially provocative and relevant to daily life.

**Social Science**

The student who wishes to major in broad-based Social Science without a concentration in one discipline may elect a general Social Science major.

**Social Science Major (56 credits):**

24 credits in the core subject restricted to following departments:

Geography, History, Political Science, Sociology, Economics, or Psychology.

*See specific department for its specific requirements to meet the core.*

Any combination of 32 credits restricted to the following departments not covered by the core: Geography, History, Political Science, Psychology, Sociology or Economics. No more than eight credits should be from any one department to fulfill minimum requirements. Those seeking broad field social studies certification must have one course from each of the above areas.

An upper division seminar, colloquium, theory, and/or research course in the core subject, or in one of the other departments listed above.

Senior Thesis required in core. See appropriate department for requirements.

More specific details can be obtained from the social science program director or the specific departmental advisor for the concentration. Prospective social science teachers need to consult with the education faculty advisor regarding certification requirements.

Please note that there is no teaching minor for broad field social science. Students wishing teacher certification need to minor in Secondary Education.

**2330 Behavioral Research****Statistics**

Maleske 4 credits

A beginning course in statistical concepts and procedures needed for critically evaluating and conducting research in psychology, sociology, political science and other behavioral sciences.

*Prerequisite: PYC 1500 or permission of instructor  
Fall/Spring*

**4200 Teaching of Social Science**

Staff 4 credits

A survey of current literature, curricular trends, and developments in methods of teaching junior and senior high school social studies. Required for teaching certification in any of the social sciences, or for the Wisconsin Social Studies broad fields teaching major. Special schedule.

**Social Work**

The undergraduate major in social work prepares students for beginning professional social work practice and is fully accredited by the Council on Social Work Education.

**Social Work Major**

The social work major consists of ten core courses: SWK 2300 Contemporary Social Work Practice; Human Behavior in the Social Environment 2400; Social Welfare Research 3000; Social Welfare Policy Analysis 3100; Social Work Practice I 3200; Social Work Practice II 3300; Social Work Practice III 4200; Integrative Seminar in Social Work 4300; and Field Placement in Social Work 4610 and 4620. In addition, four supporting courses are required: SOC 1000, PYC 1500, SSC 2330, ECN 3240, or ECN 3250.

**Recommended:**

To meet CSWE guidelines, BIO 1040 Human Anatomy or PYC 3100 Introduction to Behavioral Neuroscience can fulfill Natural Science distributional requirements. CSWE further recommends POL 2400 American Government to meet Social Science distribution requirements.

## Senior Thesis

All students will complete a senior project in SWK 4300.

## Admission to Social Work Program

Students may apply for admission after completion of SWK 2000 with a grade of "B" or better and should submit the Social Work admission form and three references to department chair Ruth Fangmeier. All forms are found in the *Student Social Work Handbook* online. Students must maintain a cumulative G.P.A. of 2.50 on a 4.0 scale at the time of admission and throughout their academic career. In addition, they must obtain grades no lower than "C-" in required courses for the social work major.

Students must complete a declaration of major form (from the Registrar's office) and be assigned to a social work department faculty advisor; obtain a copy of current transcript (unofficial copy is available at no charge in the Registrar's Office); complete the writing skills assessment administered by the Writing Center; and schedule an admissions interview with a committee of the social work faculty.

Prior to acceptance into senior level courses, faculty will review students' evaluations and commitment to pursue Senior Field Placement. To enroll in senior classes, students must demonstrate social work skills, values, and ethics in supervisory practice and academic settings. Academic and non-academic performance requirements are defined in the *Student Social Work Handbook* online. Non-academic standards measure a student's "likely performance as a social work generalist practitioner." Termination from the program is based on the student's failure to demonstrate professional conduct and behavior consistent with the values and ethics of the profession. However, knowledge, skill, and value expectations are all academic in a professional program.

**\*\*It is very important that all transfer students see the department chair immediately upon acceptance to Carthage.**

## Social Work Major Requirements

The social work major consists of 11 social work courses and 4 supporting courses:

|   |       |
|---|-------|
| SWK 2300 Contemporary Social Work Practice        | 4 cr. |
| SWK 2400 Human Behavior in the Social Environment | 4 cr. |
| SWK 3000 Social Welfare Research                  | 4 cr. |
| SWK 3100 Social Welfare Policy Analysis           | 4 cr. |
| SWK 3200 Social Work Practice I                   | 4 cr. |
| SWK 3300 Social Work Practice II                  | 4 cr. |
| SWK 4200 Social Work Practice III                 | 4 cr. |
| SWK 4300 Integrative Seminar                      | 4 cr. |
| SWK 4610 Field Placement in Social Work           | 4 cr. |
| SWK 4620 Field Placement in Social Work           | 4 cr. |

## Four Supporting Courses (Required)

|   |       |
|---|-------|
| SOC 1000 Principles of Sociology        | 4 cr. |
| PYC 1500 Intro to Psychology            | 4 cr. |
| SSC 2330 Behavioral Research Statistics | 4 cr. |

## Choice of one:

|  |       |
|--|-------|
| ECN 3240 Public Finance                      | 4 cr. |
| ECN 3250 Economics of Poverty and Inequality | 4 cr. |

## Honors in the Major

Please see department chair for details. Basic requirements are listed under All-College Programs in the catalog.

## 2200 Child Welfare Policy and Practice

Staff 4 credits  
Examination of the economic, social, and political responses to children's policies and the American welfare system from private, voluntary, and government agencies.

## 2210 Family Violence

Staff 4 credits  
This course is an overview of family violence. Particular attention will be given to groups that have been disproportionately affected by family violence, namely women, older adults and children. Emerging knowledge related to violence in gay and lesbian families, minority families and special populations will be included.  
*Prerequisite: SOC 1000 and PYC 1500*  
*Spring*

## 2250 Communicating with Hispanic Client Systems

Kauffman 4 credits

The focus of this course is on the development of ethical and effective communication with client systems in a manner which addresses the complexities of cultural and individual identity, religious and spiritual beliefs, as well as the differences related to age, economic class, geographical and national origin, gender, sexual orientation and levels of disability.

*Prerequisite: Acceptance into the SWK program*

## 2300 Contemporary Social Work Practice

Staff 4 credits

This course provides the student with awareness of the scope of the social work profession. Students explore their interest in pursuing social work as a profession and identify how to begin to conduct oneself as a professional. Course includes 32 hours of voluntary field experience.

*Prerequisite: SOC 1000*  
*Spring*

## 2400 Human Behavior in the Social Environment

Noer 4 credits  
SOC

An integrating course designed to provide a systems framework for analysis of human biological needs within diverse social and cultural environments. Examines human diversity variables through literary case analysis and review.

*Prerequisite: Psychology 1500*  
*Fall/Spring*

## 3000 Social Welfare Research

Geary 4 credits  
SOC

An introduction to the methods of social science research. Emphasis on research consumership and on practical experience in gathering, organizing, and analyzing data.

*Prerequisite: Social Science 2330: Behavioral Research Statistics*  
*Fall/Spring*

**3100 Social Welfare Policy****Analysis**

Geary 4 credits  
SOC

Study of the past, present, and possible future of social welfare programming with an emphasis on the general process of policy making, including the interaction of social, economic, and political influences. The course will include critical analysis of several specific social welfare issues and problems.

*Prerequisite: Social Work 2100*

Fall/Spring

**3200 Social Work Practice I**

Staff 4 credits

Beginning study of the generalist method of social work intervention with emphasis on the acquisition of professional practice skills in engagement, data collection, assessment, intervention, evaluation, and termination. Students spend 52 hours in volunteer work.

*Prerequisite: Social Work 2000, 2100, and 2400*

Fall/Spring

**3300 Social Work Practice II**

Noer 4 credits

Continued study of the generalist method of social work intervention with emphasis on systems theory for problem-solving with small groups and families. Students spend 52 hours in volunteer work.

*Prerequisite: Social Work 3200*

Fall/Spring

**400 Topics in Social Work**

Staff 1-4 credits

Advanced, variable content course permitting study in a specific topic of social welfare policy or social work practice such as aging, family, violence, and women.

**4200 Social Work Practice III**

Fangmeier 4 credits

Advanced study of generalist social work intervention with agencies and community systems with emphasis on the acquisition of values, knowledge, and practice skills. Requires 52 hours volunteer field experience.

*Prerequisite: Social Work 3300*

Fall

**4300 Integrative Seminar**

Fangmeier 4 credits

Weekly seminar to integrate and synthesize social work theory and practice through a critical review of professional ethics. Student will complete their Senior Project in this course.

*Prerequisite: SWK 4200 and concurrent enrollment in SWK 4610 and 4990*

Spring

**4610 Field Placement in Social Work**

Fangmeier 4 credits

Field instruction under the supervision of an MSW in a social service agency for 250 hours. Application of generalist skills to provide services to individuals, groups, families, and communities.

*Prerequisite: Social Work 3000, Social Work 3100, Social Work 4200 and concurrent enrollment in Social Work 4300*

Spring

**4620 Field Placement in Social Work**

Fangmeier 4 credits

Field instruction under the supervision of an MSW in a social service agency for 250 hours. Application of generalist skills to provide services to individuals, groups, families, and communities.

*Prerequisite: Social Work 3000, Social Work 3100, Social Work 4200, enrollment in Social Work 4300 and Social Work 4610*

Spring

**Sociology**

Sociology, which is the science of society, examines social patterns and social change wherever found, in small groups; in a range of political, economic, and cultural organizations; in whole societies and in world systems. It liberates our thinking from a host of social myths. It reveals the social forces constraining our lives and discloses the critical play of economic, racial, and gender inequalities. The sociological imagination illuminates the roots of social problems and devises potential remedies. It probes the links between historical eras and personal biographies, between social structures and private lives. This modern mode of thought is useful in diverse walks of life, which benefit from an informed, critical view of the society's master, middle-range and minor institutions.

**Sociology Major (44 credits)**

The Sociology major consists of 44 credit hours including a 4-hour senior seminar and one additional course outside the major (see below for approved courses). **A total of six courses consisting of 24 credits constitute the core. These courses include the following:**

SOC 1000 Introduction to Sociology  
SOC 3240 Logic of Sociological Inquiry  
SOC 3020 Sociological Research  
SOC 3900 Data Analysis  
SOC 4010 Social Theory Seminar  
SOC 4990 Senior Seminar

An additional 16 hours of sociology electives are required for the major. **Any course offered in Sociology with a 2000 or higher**

**designation that is not required for the core may be used to meet this requirement.** Frequently offered courses include the following:

SOC 2040 Sociology of Religion  
SOC 2530 Racial and Cultural Minorities  
SOC 3110 Deviance  
SOC 3440 Sociology of Health and Illness  
SOC 3120 Elite Deviance  
SOC 3450 Global Poverty  
SOC 3500 Field Placement  
SOC 3550 Internship  
SOC 200T/400T Topics in Sociology  
SOC 2270 Juvenile Delinquency

**Finally, students must take ONE of the following courses outside the Sociology department:**

CDM 2100 Communication and Community  
CDM 3400 Communication and Technology  
ECN 3240 Public Sector Economics  
ECN 3250 Economics of Poverty and Income  
ECN 3220 Regional and Urban Economics  
GEO 2100 The Human Landscape  
GEO 2600 Introduction to Geographical Information Systems  
GEO 3450 Urban Geography  
POL 2400 American Government  
POL 3350 Human Rights  
PYC 2200 Social Psychology  
PYC 2850 Child and Adolescent Development  
PYC 3450 Contemporary Issues in Sex and Gender  
SWK 2400 Human Behavior and Social Environment  
SWK 3100 Social Welfare Policy Analysis  
SWK 2210 Family Violence  
WMG 1100 Introduction to Women's/Gender Studies  
WMG 3110 Women's and Gender Studies Theory

**Sociology Minor (24 credits)**

It must include Introduction to Sociology 1000 and Sociological Research I 3020.

**Honors in the Major**

Please see department chair for details. Basic requirements are listed under All-College Programs in the catalog.

**1000 Introduction to Sociology**

Johnson S. Lyng, R. Matthews, W. Miller, W. Thompson  
SOC 4 credits  
Explores how social structures and social forces shape beliefs, values, and behavior. Applies theoretical frameworks to historical and contemporary social institutions. The course stresses the impact of social class, race, and gender inequalities.  
*Fall/Spring/Summer*

**1010 Social Problems**

E. Hauser, R. Matthews, W. Miller, E. Mottinger, C. Shoen  
SOC 4 credits  
Studies the social structural bases of current social problems with a particular focus on the inequities of socioeconomic condition, race, and gender. Students develop transnational comparisons concerning such areas of social life as employment, the workplace, health care, energy use, environmental imbalances, and crime. Analyzes policies designed to remedy specific problems.  
*Fall/Summer/J-Term*

**1020 Cultural Anthropology**

M. Somlai 4 credits  
SOC  
This course provides an introductory exploration of anthropological approaches to society, culture, language, and history. Students are given the opportunity to consider the intellectual and ethical challenges that confront anthropologies in making sense of human difference, experience and complexity.

**200 Topics in Sociology**

Staff 1-4 credits  
A variable content course for intermediate students who will study in depth specific topics such as the news media, religion, sociological social psychology, social stratification, social movements, complex organizations, etc.  
*Fall/Spring*

**2040 Sociology of Religion**

Thompson 4 credits  
SOC  
This course explores sociological perspectives and research on religion. The course is focused upon the study of religion as a social institution. The course considers religion and religious movements as forces that may both resist and encourage social change. Beyond institutional dimensions and group dynamics, this course also seeks to broaden student understanding of religion as a basis for personal adjustment in modern societies characterized by diverse meaning systems.

**2100 The Human Landscape**

Murphy, Rivera 4 credits  
SOC  
An overview of contemporary themes in cultural/human geography which stresses the changing and changeable relationship between people and the environment. Topics include examination of urban, rural, and suburban landscapes; their functionality; how the human environment describes the culture and its values; the cultural basis for environmental problems; the origin and spread of human culture; human migration and the distribution of population.  
*Fall/Spring*

**2270 Juvenile Delinquency**

R. Matthews, W. Miller 4 credits  
Studies causes of unconventional youthful behavior, societal reactions to it, specialized agencies, treatment strategies, policy proposals for prevention of juvenile delinquency, and the juvenile justice system with its competing functions and personnel.  
*Prerequisite: Sociology 1000*  
*Fall*

**2520 Marriage and Family**

Staff 4 credits  
Traces the development of the modern American family as a social institution. Stresses the values and problems of the modern family in comparative perspective.  
*Prerequisite: Sociology 1000*

**2530 Racial and Cultural**

**Minorities**  
W. Thompson 4 credits  
Examines the sociological, economic, and psychological nature of the relationships between racial and ethnic groups with differential access to political and economic power. Focus is on the United States, with some discussion of racism, cultural discrimination, and sexism in other parts of the world.  
*Prerequisite: Sociology 1000 or permission of the instructor*  
*Fall/Spring*

**3020 Sociological Research I**

Thompson 4 credits  
SOC  
Studies the sociological methods of research, including their relation to social theory. Examines the main types of research designs, research ethics, the writing of reports, and the evaluation of research information.  
*Prerequisite: Sociology 1000 and junior standing*  
*Fall*

**3040 Women of Africa**

Hauser 4 credits  
The study of the countries in Africa has frequently focused on public events: colonialism, political change, war, government actions, and the formal economy. In recent years, researchers have begun to explore in more depth how women's lives are impacted by these events, and how women in Africa are active participants in the various sectors of their societies.  
This course will look at life in various African countries through the eyes of women and will examine how women of Africa actively engage in and are affected by political, cultural, and economic events both domestically and internationally. Themes will include: human rights issues of women; the impact of modernity and tradition on women's lives; images of appropriate female behavior; economic hardship and survival techniques; cultural issues surrounding marriage and motherhood; women's participation in the public spheres of their countries.

**3110 Deviance**

Thompson 4 credits

This course examines deviance as a sociological concept. Students will gain a theoretical understanding of the ways in which has been defined historically, as well as contemporary definitions. Societal reactions, ranging from informal social control to formal control are also examined. *Prerequisite: SOC 1000 or permission from instructor*

**3120 Elite Deviance**

Matthews 4 credits

This course explores the social and institutional contexts of various forms of corporate and governmental deviance and/or crime. A range of cases that constitute elite deviance and/or criminal activity will be examined (e.g., insider trading, political corruption, corporate harm caused to consumers and the environment). Each case will be discussed within its larger political, social and historical context.

*Prerequisite: SOC 1000 or permission from instructor*

**3240 Logic of Sociological Inquiry**

Matthews, Miller, Lyng, Thompson 4 credits

This course provides the Sociology major with an intermediate overview of sociological theories and research methods. Students will read original research monographs and journal articles representing both historical and contemporary research and theory within the discipline of Sociology. Finally, the history of the discipline in relation to other social and natural sciences will be explored (i.e., how are the ways in which a sociologist understands the world different or similar to those in other disciplines?).

*Prerequisite: Prerequisites: SOC 1000, sophomore or higher standing*  
Fall

**3310 Meditations on the Holocaust**

Matthews 4 credits

A broad overview and understanding of the Holocaust from a sociological perspective, this course begins by introducing students to the history of Jews in Europe. Subsequent topics include the following: The Weimar Republic and the rise of fascism in Germany, the political ideology of the Nazis, an overview of the means by which the Holocaust was carried out, and an exploration of selected literature written by Holocaust survivors.

**3440 Sociology of Health and Illness**

Lyng 4 credits

This course surveys a broad range of issues and topics examined by various health-related fields of study, including medical anthropology, epidemiology, health psychology, and health-care policy analysis. In general terms, the course deals with the study of social factors affecting health and health care systems.

*Prerequisite: Introduction to Sociology (SOC 1000) or consent of instructor*

**3450 Global Poverty**

Hauser 4 credits

While the focus of this course will be theoretical, the class will begin by introducing some general background information on global stratification. We will examine the geography of stratification (i.e. which countries are rich, which countries are poor, etc.). The basic demographics of poverty will also be explored. Particular attention will be paid to infant mortality rates, life expectancy rates, health care quality and access, education, the status of women, and the availability of foreign and domestic assistance. Finally, we will analyze various concepts of poverty, measures of poverty, and different kinds of stratification systems.

*Prerequisite: SOC 1000*

**3900 Data Analysis**

Thompson 4 credits

Quantitative data analysis is an integral part of the work of sociologists. In this course, students will learn how to use SPSS to analyze data from various secondary data sources. Students will learn common statistical analysis used in Sociology, data base management, and how to summarize and interpret statistical outcomes.

*Prerequisite: SOC 3250, Sociological Inquiry*

**400 Topics in Sociology**

Staff 1-4 credits

A variable content course for advanced students who will study in depth such specific topics as the news media, religion, sociological social psychology, social stratification, social movements, and complex organizations.

*Prerequisite: Sociology 1000 or permission of the instructor*  
Fall/Spring

**4010 Social Theory Seminar**

S. Lyng 4 credits

SOC  
Investigates the development of the sociological understanding of modern societies. Focuses on major classical and contemporary, European and American, social theories. Stresses the application of theoretical concepts to contemporary social realities.

*Prerequisite: Sociology 1000 and junior standing*  
Fall

**4990 Senior Seminar**

Miller, Matthews, Thompson, Lyng 4 credits

The capstone experience for all majors in the department, the primary emphasis of this course will be writing the senior thesis. An oral presentation of the thesis is required for this course.

*Prerequisite: Prerequisite: Senior standing in either Sociology or criminal justice*  
Fall/ Spring

**Theatre**

Theatre at Carthage has a rich tradition, and never has the department been better positioned to cultivate and empower ambitious students of the theatre arts than today. Carthage's proximity to both Chicago and Milwaukee gives students access to some of America's best regional theatre. College-sponsored trips -such as Carthage's annual trip to the Stratford Shakespeare Festival in Stratford, Ontario, and J-Term trips to Ireland, Greece, New York City, and Berlin expose students to great theatre beyond the Midwest.

Majors are available in several areas including a general major with optional teaching certification, Theatre Performance, Technical Design, and production with emphases in Scenery, Costuming, and Stage Management an Interdisciplinary Music Theatre major with the Music department, and minors in Theatre and Dance.

The Department of Theatre, its courses, and its season are central to Carthage's liberal arts curriculum. Auditions are open to all students, and the program helps students from all disciplines to become sophisticated audience members and skillful communicators. Students who study performance receive a new lens through which to examine all areas of human behavior--including religion, politics, history, psychology and art.



## Mission Statement

The Mission of Carthage College Theatre is to guide, encourage, and cultivate students as they flourish into mature, well rounded, and capable theatre artists and critics. It seeks to produce excellent, diverse, innovative theatre that educates, challenges, entertains, and addresses the needs of the full Carthage community. Vital to the liberal arts tradition, a Carthage theatre education enables students to contribute meaningfully to both the world of theatre and the world at-large.

### The Carthage Theatre experience encompasses:

Examining and presenting truths pleasant and unpleasant concerning the human condition through theatre.

Recognizing and responsibly wielding theatre's powers- a vitality rooted in the fact that all men and women are inexorably linked through humanity's story.

Engaging and mastering a significant body of knowledge connected to theatre practice- performance theatre theory and technique, dramatic literature, stagecraft, and theatre history.

Communicating effectively on-, off-, and backstage, ably engaging texts and people critically and compassionately.

Embracing theatre artistry as a lifelong pursuit rooted in a love of learning and an openness to diverse ideas.

Shaping and cultivating his/her faith, values, and philosophy, utilizing theatre as a vehicle for exploration and growth.

Becoming an informed and responsive citizen, deploying theatre to seek solutions to problems in the community, the nation, and the world.

Entering the world of theatre, education, or a related field (i.e. any field) as free men and women, committed to and equipped for service and continued growth.

### Theatre Major Admission Policy

An audition and interview, or a portfolio presentation and interview before members of the theatre faculty are required for entrance into any of the theatre majors. At the end of their Sophomore year, all theatre majors are evaluated for Junior standing. Students must have a GPA of 2.5 or better within their theatre major; demonstrate participation in and commitment to the co-curricular elements of the theatre program, and have fulfilled the necessary service requirements to the department. If this Junior standing jury is insufficient in any area, the

faculty may choose to admit the student provisionally to Junior standing in the major or advise the student to discontinue their theatre major.

### Theatre Major

#### Core 20 credits

THR 2110 Acting I: Fundamentals of Acting

THR 2900 Play Reading and Analysis

THR 2910 Play Production I: Stagecraft

THR 2920 Play Production II: Costumes and Make-Up

THR 4000 Senior Seminar

THR 4990 Senior Thesis Completion

#### Additional credits:

Eight credits from the following three courses:

THR 2260 History of Pre-Modern Theatre

THR 2270 History of Classical Theatre

THR 2280 History of Modern Theatre

Chose one:

THR 2930 Play Production III

THR 2940 Play Production IV

Chose one: (any combination/repeatable)

THR 0020 Applied Tech. Production

THR 0030 Applied Acting and Directing

Eight credits from the following:

THR 2010 Oral Interpretation of Literature

THR 3100 Voice for the Stage

THR 3110 Acting II

THR 4110 Acting III

THR 4550 Directing

And

Four additional THR credits

### Total of 44 Credits

### Students preparing for teacher licensure:

THR 2180 Children's Theatre

THR 4200 Methods and Materials in Teaching Theatre

THR 4550 Directing

### Theatre Minor

#### Core credits

THR 2110 Acting I: Fundamentals of Acting

THR 2900 Play Reading and Analysis

Four credits from the following:

THR 2260 History of Pre-Modern Theatre

THR 2270 History of Classical Theatre

THR 2280 History of Modern Theatre

Four credits of the following:

THR 2910 Play Production I: Stagecraft

THR 2920 Play Production II: Costumes and Make-Up

AND

Eight additional THR credits

### Total 24 credits

### Theatre Major in Performance

#### Core credits (20)

THR 2110 Acting I: Fundamentals of Acting

THR 2900 Play Reading and Analysis

THR 2910 Play Production I: Stagecraft

THR 2920 Play Production II: Costumes and Make-Up

THR 4000 Senior Seminar

THR 4990 Senior Thesis Completion

#### 34 additional credits:

THR 0300 Applied Acting and Directing (two 1 credit)

THR 2280 History of Modern Theatre

THR 3100 Voice for the Stage

THR 3110 Acting II

THR 4110 Acting III

THR 4550 Directing

ENG 3110 Shakespeare

EXS Applied Dance (chose two one credit dance techniques)

#### Two credits of the following:

MUS 2620 Music Theatre (1 or 2 cr.) Workshop

MUS 0200 Voice (1 cr. repeatable)

#### Four credits of the following:

CDM 2700 Digital Cinema Production

OR

CDM/ Approved CDM or ART topics  
ART courses

### Total 54 credits

### Theatre Major in Technical Production and Design

#### Core 20 credits

THR 2110 Acting I: Fundamentals of Acting

THR 2900 Play Reading and Analysis

THR 2910 Play Production I: Stagecraft

THR 2920 Play Production II: Costumes and Make-Up

THR 4000 Senior Seminar

THR 4990 Senior Thesis Completion

## 32 additional credits

THR Theatre Lab 4 credits

0200

THR 2930 Play Production III: Lighting and Sound

THR 2940 Play Production IV: Scenic Painting

THR 400T Topics: Advanced Design

ART 1070 Introduction to Studio (two-dimensional)

ART 1071 Introduction to Studio (three-dimensional)

ART 2000 Drawing I

*Eight credits from the following:*

THR 2260 History of Pre-Modern Theatre

THR 2270 History of Classical Theatre

THR 2280 History of Modern Theatre

**Total 52 credits****Dance Minor**

6 credits of Technique

10 credits in Foundations

8 additional credits in recommended or complementary courses

Dance Techniques (6 cr.)

THR 1041 Ballet I

THR 2041 Ballet II

THR 1043 Tap I

THR 1044 Jazz I

THR 2044 Jazz II

THR 1046 Ballroom

THR 3041 Advanced Ballet

THR 1047 Modern Dance

THR 1050 Pilates

Foundation credits (10 cr.)

THR 1120 Introduction to Dance &amp; Improvisation

THR 2050 Dance History

THR 2060 Dance Theory and Composition I

THR 2070 Dance Choreography and Repertory

8 Additional Credits Required from the following:

THR 0200 Theatre Lab (repeatable)

THR 200T Topics in Theatre: Dance

BIO 1040 Anatomy and Physiology

MUS 1150 Exploring Music or (MUS 211)

THR 2930 Lighting and Sound

THR 2920 Costume and Make-up

THR/MUS 262 Music Theatre Workshop

**Total: 24 credits****Honors in the Major**

Please see department chair for details. Basic requirements are listed under All-College Programs in the catalog

**0200 Applied Tech. Production**

Staff 1 credit

Students may receive one credit hour for assuming significant responsibility as stage manager, designer, crew chief, assistant director, publicity director or dramaturg of a production. Lab may be repeated if a student has successfully completed one production/design course. Limit: one credit hour per semester or January-term. Students will write an outline of goals for the experience and upon completion will write a short self-assessment paper.

*Prerequisite: Consent of instructor  
Fall/Spring*

**0300 Applied Acting & Directing**

Staff 1 credit

Students may receive one credit hour for assuming significant responsibility for a sizable role in a pre-approved theatre production, or by directing a one-act or full length play for public performance. The actor or director will keep an ongoing log documenting the learning experience and upon completion will write a short self-assessment paper.

*Prerequisite: Consent of instructor  
Fall/Spring*

**1041 Applied Dance: Ballet I**

A. Hackett 1 credit

Beginning ballet instruction in fundamental movement: positions, barre, and floor exercises. Open to all students. Fulfills general education requirement for Exercise & Sports Science experience and is a graded course.

**1043 Applied Dance: Tap**

Staff 1 credit

Beginning tap dance skill in steps at the barre and on the floor. Open to all students. Fulfills general education requirement for Exercise & Sports Science experience and is a graded course.

**1044 Applied Dance: Jazz I**

Pottinger 1 credit

Beginning jazz dance instruction in a variety of steps and combinations. Develops dance experience for the stage. Open to all students. Fulfills general education requirement for Exercise & Sports Science experience and is a graded course.

**1046 Applied Dance: Ballroom**

F. Mitchell 1 credit

Beginning ballroom dance instruction in swing, waltz, and Latin styles. Open to all students. Fulfills general education requirement for Exercise & Sports Science experience and is a graded course.

**1047 Applied Dance: Modern**

Pottinger 1 credit

This course offers a form of contemporary theatrical and concert dance employing a special technique for developing the use of the entire body in movements expressive of abstract ideas. Each class begins with a structured warm-up designed to prepare the entire body for full-out moving. Center combinations, turning, partnering, small jumps and leaps, as well as traveling across the floor develop a strong foundation for future study.

*Prerequisite: THR 1120 or consent of the instructor*

**1049 International Dance (Folk Dance)**

Ottmann 1 credit

International dance combines the elements of diversity, movement, sound and athletic conditioning. There is an emphasis on muscle conditioning, definition, flexibility, movement and balance. This exercise program is designed to accommodate all fitness levels and encourage even those with little or no dance experience to discover the benefits of international dance.

**1050 Pilates**

Mitchell 1 credit

In this course students will be given instruction in fundamental Pilates Mat exercises focusing on coordination, posture, body awareness, and strength. The specific approach designed for this course will emphasize neutral spine and proper pelvic alignment to improve core stability and overall health. Open to all students.

**1110 Introduction to Acting**

Staff 4 credits

FAR

This course offers an examination of the basic concepts, vocabulary, and techniques of acting. The class will include improvisation, monologue preparation, scene study, character development, and textual analysis.

**1120 Introduction to Dance and Improvisation**

Pottinger 2 credits

This introductory course surveys the many forms of concert dance in America from vaudeville to today. Through readings and practice, students will discuss and physically experience each genre of dance as well as discuss the cultural context in which it emerged.

*Fall*

## 1150 Introduction to Theatre

K. Instenes 4 credits

FAR

An introduction to texts, practice, and production in the theatre in order to understand it as a social and aesthetic experience and as a reflection of culture. Various aspects of theatre, a broad view of theatre history, and a study of representative plays of the past and present will constitute the content of the course.

*Fall/Spring*

## 200 Theatre Topics

Staff 1-4 credits

Intensive study of a selected topic, movement, or figure in theatre. Oral and written presentations required.

## 2010 Oral Interpretation of Literature

Maclay 4 credits

FAR

A study of, and participation in, the techniques employed in translating print narrative into oral communication.

*J-Term*

## 2041 Applied Dance: Ballet II

A. Hackett 1 credit

Continued ballet instruction in floor combinations and beginning allegro and adagio. Fulfills general education requirement for Exercise & Sports Science experience and is a graded course.

*Prerequisite: THR 1041 or consent of the instructor*

## 2044 Applied Dance: Jazz II

Pottinger 1 credit

Continued jazz dance instruction in a variety of steps and combinations including floor combinations and stylized dances. Fulfills general education requirement for Exercise & Sports Science experience and is a graded course.

*Prerequisite: Jazz I or consent of instructor*

## 2050 Dance History

Pottinger 4 credits

This class will explore American concert dance from the early 1900s until today. By examining key figures in early modern dance through current choreographers, we will discuss society's impact on the development of American concert dance and the impact of American concert dance on society. Readings, group discussions, videos, movement exploration, performances, and journaling will be used to reflect upon additional issues associated with American concert dance.

*Prerequisite: THR 1120 or consent of Instructor*  
*Spring*

## 2060 Dance Theory and Composition

Pottinger 2 credits

Dance Theory and Composition I is designed to explore the fundamentals of tools and ideas in dance-making. Students will explore a variety of traditional composition tools in dance as well as other art forms and will discuss the fundamentals of reviewing and assessing compositions in performance.

*Prerequisite: THR 1120 or consent of the instructor*  
*Spring*

## 2070 Dance Choreography and Repertory

Hackett 2 credits

The class will produce a dance concert to be performed by the class with original work choreographed by each student. Students will document on paper and by video, the entire show concept, personal piece concept, rehearsal process, development, production process, and final performance of an original work.

*Prerequisite: THR 1120 or consent of instructor*  
*Spring*

## 2110 Acting I: Fundamentals of Acting

M. McClendon, Maclay 4 credits

A beginning course for the theatre major or minor, with an introduction to the art of acting through individual and group work. Students will develop basic acting skills with a strong emphasis on the Stanislavski system. The class will include improvisation, monologue preparation, scene study, character development, textual analysis, vocal development, and historical research.

*Prerequisite: Theatre major or minor or Music Theatre major*  
*Fall*

## 2180 Theatre for Children

Maclay 4 credits

FAR

The course includes a study of drama and community settings for persons of all ages, as well as study and experiences designed to develop the skills needed to provide environments conducive to the development of creativity in the individual, and an examination of the child's potential for creative achievement at different age and grade levels.

*Spring*

## 2260 History of Pre-Modern Theatre

N. Scharnick 4 credits

FAR

This survey course introduces students to the major playwrights and movements in the European theatre from 1650-1850, from the beginning of the English restoration until the rise of Romanticism. Coursework will include both practical applications and written evaluations of play texts and theatre productions.

## 2270 History of Classical Theatre

N. Scharnick, M. Carrig 4 credits

FAR

A comprehensive study of dramatic literary forms and the theatrical expressions of civilizations and cultures from the inception of theatre to the Renaissance. Coursework will include both practical applications and written evaluations of theatre productions.

## 2280 History of Modern Theatre

N. Scharnick 4 credits

FAR

This course provides a detailed study of theatre and its development in the West since the rise of Modernism. Particular attention is given to the immeasurable influence of Marx, Darwin, and Freud on the world, and therefore on the theatre. Students will consider representative works from several late-nineteenth and 20<sup>th</sup> century movements such as: Realism, Naturalism, Symbolism, German Expressionism, Futurism, Dadaism, and Absurdism. Coursework will include both practical applications and written evaluations of play texts and theatre productions.

**2620 Music Theater Workshop**

C. Ness 0,1 or 2 credits

This course for the singer-actor provides formal and informal venues to develop music theater skills: character development and portrayal, scene study, and audition skills. The laboratory format allows students to learn from the instructor as well as each other as they cover varied repertory. The course culminates in a performance at the end of each term. May be repeated for credit. 1 or 2 credits.

*Fall/Spring***2900 Play Reading and Analysis**

Scharnick 4 credits

The course will include a critical examination of dramatic literature for the purposes of production. Students in this course will consider representative dramatic works from the ancient Greeks into the 21<sup>st</sup> century. Students will study the play script as literature, an historical artifact, and a blueprint for production. Course materials may be linked to Carthage theatre productions. This course involves extensive play reading and analysis, historical research, practical application, and a major project.

*Prerequisite: COR 1110**Fall***2910 Play Production I: Stagecrafts**

Newcomb 4 credits

A beginning stagecraft course for all theatre majors and minors. This course introduces students to the basic aspects of technical theatre production and construction of theatrical scenery. Students will learn how to operate the necessary power tools and stage machinery safely. Students will be involved directly with the Carthage theatre productions. Lecture and laboratory.

*Prerequisite: Theatre major or minor or Music Theatre major or minor, or permission of the instructor**Fall and Spring***2920 Play Production II: Costuming and Makeup**

K. Instenes 4 credits

Practical study and experiences to develop technical skills including effective planning and safety practices for basic elements of costume design, acquisition and construction, and makeup design and application. Students will work on projects currently in production by the department.

*Prerequisite: Theatre major or minor or Music Theatre major or minor, or permission of the instructor*  
*Fall and Spring***2930 Play Production III: Stage Lighting**

M. McClendon 2 credits

This course introduces students to the basic technology of theatrical stage lighting. Students will learn the fundamentals of lighting instrument identification and use, as well as how to hang, focus, and operate the theatre lighting system. Students will be involved directly with Carthage theatre productions. Lecture and laboratory.

*Prerequisite: THR 2910***2940 Play Production IV: Scenic Painting**

M. McClendon 2 credits

An introductory scenic painting course introducing students to the basic practices of theatrical scenic painting. The class will cover color theory, scenic painting techniques, and the use of color renderings and elevations. Students will be involved directly with Carthage theatre productions. Lecture and laboratory.

*Prerequisite: Theatre or Studio Art Majors***3000 Playwriting**

L. Jacqmin 4 credits

In this workshop, students examine great plays of the 20<sup>th</sup> century in order to develop a deeper understanding of the playwrights craft. Students then develop their own writing skills by creating an original dramatic work.

*Prerequisite: Junior or Senior Standing*  
*Every other Spring***3041 Advanced Ballet**

Hackett 1 credit

A continuation and extension of the techniques learned in Ballet I and II including application of more difficult elements of the ballet style. Each class will include barre, port de bras, center barre, adagio, petit allegro, grand allegro, and entournant. Discussions will include theory and history of ballet as it applies to the styles being studied

*Prerequisite: Ballet II or consent of Instructor***3100 Voice for the Stage**

Maclay 4 credits

This course provides instruction in the proper use and maintenance of the performer's voice, with special attention given to the unique needs of the stage actor. Exercises and training will help students to understand and develop breath control, resonance, vocal range, and articulation. Accurate vocal style and characterization will be taught as key components to performing various historical periods and styles. Students will also work to minimize vocal tension, improve body alignment and awareness, and acquire or shed dialects as required for a role. Offered every other year.

*Prerequisite: THR 2110 or instructor consent***3110 Acting II: Character and Scene Study**

H. Kruger 4 credits

An intermediate course for the theatre major or minor. A continuation of the acting skills presented in Acting I. A process-oriented course exploring modern and contemporary playwrights. The class will include scene study, character development, textual analysis, vocal development, and historical research.

*Prerequisite: THR 2110**Spring***3400 Music Theater History**

C. Ness 4 credits

An exploration of how drama, art, movement, and music combine into the "spectacular" form of Music Theater. Students survey and study a variety of works from Music Theater's operatic beginnings through present day "patchwork" rock shows. We will attend at least four live productions. Ticket fee.

*Fall***400 Theatre Topics**

Staff 4 credits

Intensive study of a selected topic, movement, or figure in theatre. Oral and written presentations required.

**4010 Senior Seminar in Theatre**

N. Scharnick 4 credits

A guided preparation and revision process for the completion of a Senior Thesis or Senior Project.

## 4110 Acting III: Periods and Styles

L. Gordon 4 credits

An advanced course for the theatre major, focusing on the techniques needed for classical drama. The course will include advanced acting techniques exploring period and style work from the Greek/Roman Theatre, Shakespeare and the English Renaissance, and Moliere and the French Restoration. Activities will include scene study, textual analysis, vocal development, and historical research.

*Prerequisite: THR 3110*

Fall

## 4200 Methods and Materials in Teaching Theatre

Skonzert 4 credits

A study of theatre teaching methods and instructional materials. Special attention is given to the selection and organization of subject matter and learning activities. Field work required.

*Prerequisite: Acceptance into the Teacher Education Program*

## 4550 Directing

H. Kruger 4 credits

This course is designed to introduce students to the fundamentals of directing plays for the stage. We will carefully examine play structure and analysis, interpretation, communication with the actor and designer, as well as the rehearsal process and performance.

*Prerequisite: THR 2900, 3110, 2910, 2920, or consent of the instructor*

## 4990 Senior Thesis Completion

Staff 0 credits

Students should register for THR 4990 during the semester they intend to complete their senior thesis

## Women's and Gender Studies

A minor in Women's and Gender Studies is a cross-disciplinary course of study that addresses the way gender functions in society. At the same time it seeks to fill gaps in all of the traditional disciplines where women and others have been omitted.

The minor in Women's and Gender Studies at Carthage introduces students at the undergraduate level to some of the most important ways in which the study of gender has been transforming knowledge across academic disciplines.

The program presents students with new knowledge that enlivens, challenges, and contributes to all academic disciplines as well as to the personal growth of each

individual. It promotes critical thinking, a love of learning, and effective communication skills. A minor in Women's and Gender Studies is a strong selling point in an age where companies increasingly require their employees to be conversant on issues relating to diversity and tolerance and for any career demanding synthetic and creative critical thinking skills.

The minor consists of five courses (18 credits): three required (WMG 1100, WMG 3110, WMG 4090) and two electives.

Among the many electives a student pursuing a minor may take, we offer the following:

CLS 2450 Race, Gender and Sex in Greece and Rome

ENG 3100 Literature and Gender

POL 2910 Constitutional Law

POL 3200 Women and Politics

POL 3350 Human Rights

PYC 3450 Contemporary Issues in Sex and Gender

REL 3020 Women and the Bible

SOC 2530 Racial and Cultural Minorities

SOC 3030 Women of Africa

SOC 3450 Global Poverty

## 1100 Introduction to Women's and Gender Studies

Staff 4 credits

This course will begin by drawing a distinction between biology (the body) and current theories of gender (culture and biology). Leaving the definition of sexuality unresolved (because irresolvable), the course, using a variety of disciplinary approaches, concentrates on Western cultures interpretations of Woman and Man as cultural symbols.

Fall

## 200 Topics in Women's Gender Studies

Staff 1-4 credits

Course Descriptions will vary according to the topic. Courses prepare students to wrestle with the nature of truth by allowing for examination of the role of women's experience or gender within that exploration. They encourage gender-related questioning of canonical knowledge, and equip students to re-examine assumptions of the discipline or broader culture through such lenses as race, ethnicity, sexual orientation, class, and age.

## 3110 Women's and Gender Studies Theory

Staff 4 credits

This is a reading seminar that will investigate the writings of feminist theorists as well as the critical questions raised by feminism pertinent to the academic disciplines. "Sexes (gender), difference between the sexes, man, woman, race, black, white, nature are at the core of [the straight minds'] set of parameters. They have shaped our concepts, our laws, our institutions, our history, and our cultures. To reexamine the parameters on which universal thought is founded requires a reevaluation of all the basic tools of analysis, including dialectics. Not in order to discard it, but to make it more effective" (Monique Wittig). We will examine the feminist critique of culture as a way of examining our philosophical heritage and as a way of understanding the relationship of culture to academic inquiry.

*Prerequisite: There are no prerequisites for this course. However, for minors, it is recommended that students first take Introduction to Women's and Gender Studies, then their elective credits, then this course*

## 400 Topic in Women's and Gender Studies

Staff 1-4 credits

Course Descriptions will vary according to the topic. Courses prepare students to wrestle with the nature of truth by allowing for examination of the role of women's experience or gender within that exploration. They encourage gender-related questioning of canonical knowledge, and equip students to re-examine assumptions of the discipline or broader culture through such lenses as race, ethnicity, sexual orientation, class, and age.

**4010 Senior Seminar**

Staff 4 credits

A member of those who teach in Women's and Gender Studies will teach and direct student thesis/projects, with the assistance of others who teach in WMG. The seminar will lead the student toward the completion of the Senior Thesis/Project, the topic of which will be determined by the student and directing professor.

**4090 Capstone Course**

Staff 2 credits

The WMG Capstone course is a two-credit experience, in which the students may choose to pursue any field related to issues addressed in any of the four previous courses they have taken and pursue the learning experience a step further. The student may choose to express this advanced stage of learning in a variety of ways, including a research project, practicum, internships, or other method proposed by the student. Capstone projects will be arranged as independent studies or as scheduled courses, depending on demand.

## Graduate Academic Program of Study

The Master of Education program at Carthage fosters intellectual and professional learning opportunities within the context of a liberal arts education. Classes enable teachers to keep abreast of current issues relating to education such as curricula, counseling, guidance and administration. Initial licensure is available in Education Administration and Reading. Program of study may be devised for add-on licenses.

After admission to the graduate school, an individualized program of study will be developed by the student and advisor. The graduate program will accept no more than 12 transfer credits earned at another institution within the past five years prior to the filing of the program of study. A Program of Studies (POS) form must be completed and submitted to the graduate school. The program consists of 36 credits of course work. Master's Thesis EDU 550 or 531, 532 or EDU 549 Integrative Seminar may be included in the 36 credits of course work. Individuals are required to enroll in courses at the 300 level or above. No continuing education credits will be counted toward a Master's Degree.

Upon completion of course work necessary for a concentration, students must sign up for EDU 5490 Integrative project or EDU 5500 Master's Thesis. Students will be granted two terms to successfully finish the project or thesis as well as other requirements for the master's degree. If students go beyond the two semesters they must again register for EDU 5490 or EDU 5500 and maintain continuous registration until they have completed the thesis or project.

### Master of Education Core classes

#### Required courses for all areas of concentration

|          |                          |       |
|----------|--------------------------|-------|
| EDU 5060 | Foundations of Education | 2 cr. |
| EDU 5240 | Qualitative Research     | 3 cr. |
| EDU 5250 | Quantitative Research    | 3 cr. |
| EDU 5490 | Integrative Project      | 4 cr. |
| OR       |                          |       |
| EDU 5500 | Master's Thesis          | 4 cr. |

### Track Options

Carthage offers three track options that lead to licensure as well as a track option designed to help teachers enhance their skills.

### Track I: Contemporary Issues in the Classroom

#### Required Courses

|           |  |       |
|-----------|--|-------|
| EDU 4020G | Guidance and Counseling                      | 4 cr. |
| EDU 5060  | Foundations of Education                     | 2 cr. |
| EDU 5240  | Qualitative Methods in Educational Research  | 3 cr. |
| EDU 5250  | Quantitative Methods in Educational Research | 3 cr. |

#### Suggested Courses

|          |                                       |       |
|----------|---------------------------------------|-------|
| EDU 5180 | Mental Hygiene                        | 4 cr. |
| EDU 5210 | Sex Education                         | 4 cr. |
| EDU 5170 | Ethics in Teaching                    |       |
| SWK 4250 | Topics: Family Dysfunction: The Child | 2 cr. |
| SWK 3400 | Topics: Fundamental Aspects of AODA   | 2 cr. |
| SWK 3400 | Topics: Special Issues in AODA        | 2 cr. |

#### Required Culminating Experience

|          |                              |       |
|----------|------------------------------|-------|
| EDU 5500 | Master's Thesis              | 4 cr. |
| OR       |                              |       |
| EDU 5490 | Integrative Graduate Project | 4 cr. |

### Track II: Classroom Management

#### Required Courses

|           |  |       |
|-----------|--|-------|
| EDU 4020G | Guidance and Counseling                      | 4 cr. |
| EDU 5060  | Foundations of Education                     | 2 cr. |
| EDU 5240  | Qualitative Methods in Educational Research  | 3 cr. |
| EDU 5250  | Quantitative Methods in Educational Research | 3 cr. |

#### Suggested Courses

|          |  |       |
|----------|--|-------|
| EDU 5080 | Behavior Management for Classroom      | 4 cr. |
| EDU 5170 | Ethics in Teaching                     | 4 cr. |
| EDU 5180 | Mental Hygiene                         | 4 cr. |
| EDU 5190 | Teaching in a Multi-Cultural Classroom | 4 cr. |
| EDU 5220 | Teachers Helping Troubled Youth        | 4 cr. |
| PYC 3500 | Counseling and Psychotherapy           | 4 cr. |

#### Required Culminating Experience

|          |                              |       |
|----------|------------------------------|-------|
| EDU 5500 | Master's Thesis              | 4 cr. |
| OR       |                              |       |
| EDU 5490 | Integrative Graduate Project | 4 cr. |

### Education Administration Program K-12 (#51)

Developed by a team of administrators from Kenosha Unified School District and Racine Unified School District and the Carthage education department, the administration concentration prepares educators for leadership roles as building principals in the K-12 setting. The course work focuses on site-based management, school law, school finance and leadership development. Eligible candidates must hold a valid education license or be licensed as a school counselor, school psychologist or a school social worker and have at least three years and 540 hours of successful experience in these areas. The programs capstone course is the seminar and practicum in field experience as a principal, which will be the foundation for the master's thesis. The program can be completed in two years by taking two courses per term. Students who already possess a master's degree and who wish to gain the Wisconsin Principal #51 license will need to complete the required courses only. No culmination experience or research courses will be required.

#### Required Courses (Department of Public Instruction-approved curriculum)

|          |  |       |
|----------|--|-------|
| EDU 5000 | School Law                             | 4 cr. |
| EDU 5010 | Organizational Management in Education | 4 cr. |
| EDU 5020 | School Finance                         | 4 cr. |
| EDU 5030 | Evidence-Based Decision Making         | 4 cr. |
| EDU 5040 | School Principalship Practicum         | 4 cr. |
| EDU 5110 | Curricular Issues                      | 4 cr. |
| EDU 5160 | Professionalism and Leadership         | 4 cr. |

#### Required Courses to complete a Master's Degree

|          |  |       |
|----------|--|-------|
| EDU 5060 | Foundations of Education                     | 2 cr. |
| EDU 5240 | Qualitative Methods in Educational Research  | 3 cr. |
| EDU 5250 | Quantitative Methods in Educational Research | 3 cr. |
| EDU 5500 | Master's Thesis                              | 4 cr. |
| OR       |  |       |
| EDU 5490 | Integrative Graduate Project                 | 4 cr. |

**Gifted and Talented Program**

The Carthage gifted and talented concentration prepares teachers to satisfy the needs of the gifted and talented students in their regular classrooms. The course concentration explores learning strategies and curriculum modification for the gifted child. Additionally, teachers may acquire depth of study in an academic discipline. Offered during the summer months, the program is designed to accommodate the professional educator's schedule. The program exceeds Illinois endorsement requirements, and is the only one of its kind in southeastern Wisconsin and northern Illinois.

**Required Courses**

|   |       |
|---|-------|
| EDU 5060 Foundations of Education                               | 2 cr. |
| EDU 5240 Qualitative Methods in Educational Research            | 3 cr. |
| EDU 5250 Quantitative Methods in Educational Research           | 3 cr. |
| EDU 5260 Problem Solving and Creativity                         | 4 cr. |
| EDU 5270 Instructional Strategies                               | 4 cr. |
| EDU 5460 Curriculum Modification for Gifted & Talented Children | 4 cr. |
| EDU 5470 Practicum for Teachers of Gifted & Talented Children   | 4 cr. |
| EDU 5480 Seminar in Gifted and Talented Education               | 4 cr. |
| Required Culminating Experience                                 |       |
| EDU 5500 Master's Thesis  | 4 cr. |
| OR  |       |
| EDU 5490 Integrative Graduate Project                           | 4 cr. |

**Language Arts**

Courses in written and spoken discourse, normally offered in the English, communication and performing arts, and education departments, cultivate the student's use of language as a reader, writer and speaker. The program also may be designed to lead to the Wisconsin Reading Teacher License #316.

**Required Courses**

|  |       |
|--|-------|
| EDU 5060 Foundations of Education                    | 2 cr. |
| EDU 5240 Qualitative Methods in Educational Research | 3 cr. |
| EDU 5250 Quantitative Methods                        | 3 cr. |

**Suggested Courses**

|  |       |
|--|-------|
| EDU 3540 Language Arts in Middle/Secondary School                    | 4 cr. |
| EDU 5230 Readings & Research in Childrens and Young Adult Literature | 4 cr. |
| EDU 5410 Curriculum & Instruction in Reading K-12                    | 4 cr. |

|  |       |
|--|-------|
| 3 courses from the following                     |       |
| ENG 3040 Advanced Writing                        | 4 cr. |
| ENG 3070 Film and Literature                     | 4 cr. |
| ENG 3090 Literatures of Diversity                | 4 cr. |
| ENG 3100 Literature and Gender                   | 4 cr. |
| ENG 3140 Literary Genres                         | 4 cr. |
| ENG 3750 History & Structure of English Language | 4 cr. |
| ENG 4400 Independent Study                       | 4 cr. |
| Required Culminating Experience                  |       |
| EDU 5500 Master's Thesis                         | 4 cr. |
| OR   |       |
| EDU 5490 Integrative Graduate Project            | 4 cr. |

**Leadership in Teaching**

Developed collaboratively by a team of K-12 teachers and administrators and Carthage professors, the leadership in teaching concentration prepares educators for leadership roles in site-based management, curriculum developments, assessment programs and data-based decision making. Innovative course work on curriculum issues, assessment, professionalism and action research enables teacher to develop professionally as the educational environment continues to change. Participants can complete the leadership in teaching program in two years by taking two courses per term. The program's elective course options allow teachers to complete course work for an additional license or further professional development.

**Required Courses**

|   |       |
|---|-------|
| EDU 5060 Foundations of Education                     | 2 cr. |
| EDU 5110 Curricular Issues                            | 4 cr. |
| EDU 5240 Qualitative Methods in Educational Research  | 3 cr. |
| EDU 5250 Quantitative Methods in Educational Research | 3 cr. |

**Suggested Elective Courses**

|  |       |
|--|-------|
| EDU 5120 Urban Issues in Education                       | 4 cr. |
| EDU 5130 Methods & Materials in Urban Education          | 4 cr. |
| EDU 5140 Development of Curricula                        | 4 cr. |
| EDU 5150 Student Achievement & Learning                  | 4 cr. |
| EDU 5160 Professionalism & Leadership in Today's Schools | 4 cr. |
| Required Culminating Experience                          |       |
| EDU 5500 Master's Thesis                                 | 4 cr. |
| OR   |       |
| EDU 5490 Integrative Graduate Project                    | 4 cr. |

**Wisconsin Reading Teacher Licensure K-12 (#316)**

To earn the #316 Reading Teacher license, the student must receive the institutional endorsement for the license and meet all the following requirements:

1. Students must be eligible to hold a Wisconsin license to teach or complete an approved teacher education program.
2. Have two years of successful regular classroom teaching experience.
3. Complete four courses, with at least 12 credits earned, beyond the bachelors degree. The four courses shall include a practicum in teaching reading at the elementary level and at the middle/secondary level.

In addition, students must complete and maintain a high standard of performance in all course work and program requirements in the following areas:

- Development reading K-12
- Assessment and instructional techniques for readers with special needs
- Language development
- Content area reading
- Literature for children or adolescents

To achieve the required 18 credits for this licensing program, students may apply up to six credits in the study of reading at the undergraduate level. The program requires all teachers seeking #316 licensure to apply to the graduate program and to schedule an appointment with the Director of the Reading Program at the beginning of the course work. Completion of the Miller Analogies Test is not required for #316 licenses candidates unless they also are pursuing a masters degree.

**Wisconsin Reading Specialist Licensure K-12 (#317)**

To earn the Reading Specialist license, a student must complete an approved program, receive the institutional endorsement and meet all of the following requirements:

1. Be eligible to hold a Wisconsin reading teacher license #316.
2. Maintain a high standard of performance in all course work and program requirements
3. Have a master's degree with an emphasis in reading with a minimum of 15 graduate-semester credits, including course work in:
  - Guiding and directing the K-12 reading programs
  - Field experience in guiding and directing K-12 reading programs
  - Research relating to reading



# Graduate Academic Program of Study

- Supervision of instruction

Content area reading for the reading specialist Wisconsin D.P.I. Approved #316 Curriculum

## Required Courses

- EDU 5230 Readings and Research in Children's and Young Adult Literature 4 cr.
- EDU 5410 Curriculum and Instruction in Reading K-12 4 cr.
- EDU 5420 Diagnostic and Remediation Techniques for Reading Disabilities K-12 4 cr.
- EDU 5430 Practicum in Reading Disabilities K-12 4 cr.

## Wisconsin D.P.I. Approved #317 Curriculum

Students must complete all #316 requirements as well as all master's degree requirements. In addition, students must complete the following required courses:

## Required Courses

- EDU 5340 Psycholinguistics and Developing Effective Readers in Content Areas K-12 4 cr.
- EDU 5350 Seminar in Reading Research 4 cr.
- EDU 5360 Supervision, Administration, Guiding, and Directing Reading Programs K-12 4 cr.
- EDU 5370 Field Experience in Supervision 2 cr.

## Special Education (Add-on License) Note:

Candidates must have a valid Wisconsin teaching license.

## Required Courses:

- EDU 5450 Characteristics and Assessment of Learners with Exceptionalities 4 cr
- EDU 5451 Academic and Behavioral Interventions for Learners with Exceptionalities- Middle/Secondary 4 cr
- EDU 5452 Academic and Behavioral Interventions for Learners with Exceptionalities-Elementary 4 cr
- EDU 5453 Instructional and Assistive Technology for Learners with Exceptionalities 2 cr
- EDU 5454 Collaboration with Parents and Professionals 2 cr
- EDU 5090 Conflict Resolution 4 cr

## Accelerated Certification for Teachers and Masters Program

Accelerated Certification for Teachers offers programs leading to certification in areas such as: Cross-Categorical Special Education and a full range of secondary education

areas; Math, Science, History, Music, Physical Education, Biology, Chemistry, Business Education, Economics, English, French, Geography, Political Science, Sociology, Spanish, Speech Communications, and Theater.

Upon completion of the Accelerated Certification for Teachers program, participants are approximately 12 credits away from earning a master of education.

## Eligibility Requirements

Accelerated Certification for Teachers is dedicated to high standards that are reflected in the admissions and course requirements:

Obtain an application from the Adult Education Office or Education Department.

Be currently employed (or will be employed) by a public or private middle or high school.

Receive admission to the Carthage Education Program by providing evidence of:

1. 3.0 G.P.A. in all courses taken.
2. A record demonstrating the completion of a bachelor's or advanced degree from an accredited institution.
3. Passing the Praxis I Pre-Professional Skills Tests
4. Passing the appropriate Praxis II content knowledge test for their area.

If the applicant wishes to be admitted to the program, he or she should complete the application for admission.

Individuals who have failed a teacher preparation program are not eligible for Accelerated Certification for Teachers.

## Secondary Teachers

### First Summer Session

- EDU 5130 Methods and Materials in Urban Education 4 cr.
- EDU 5520 Learning and Reading in Secondary Schools 4 cr.
- EDU 3570 Classroom Management for Secondary Teachers 4 cr.

### Fall and Spring

Clinical Experience at the Sponsoring School

- EDU 3560 Field Placement Fall & Spring 8 cr.
- EDU 4100 Methods for Teaching Secondary Exceptional Learners 4 cr.
- EDU 400T TP: Seminar/ Portfolio Fall & Spring 4 cr.

## Second Summer Session

- EDU 5150 Student Achievement and Learning 4 cr.
  - EDU 5190 Teaching in a Multi-Cultural Classroom 4 cr.
  - EDU 5090 Conflict Resolution 4 cr.
- Total: 40 credits

## Special Education Teachers

(Early Adolescent through Adolescent or Middle Childhood through Early Adolescent)

### First Summer Session

- EDU 5130 Methods and Materials in Urban Education 4cr.
- EDU 5520 Learning and Reading in Secondary School 4cr.
- EDU 5450 Characteristics and Assessment of Learners with Exceptionalities 4cr.

### Fall and Spring

Clinical Experience at the Sponsoring School

- EDU 3560 Field Placement Fall & Spring 8 cr.
- EDU 5451 Academic and Behavioral Interventions for Learners with Exceptionalities (Mid/Sec) 4 cr.
- EDU 400T TP: Seminar/Portfolio Fall & Spring 4 cr.

**Second Summer Session**

|  |       |
|--|-------|
| EDU 5452 Academic and Behavioral Interventions for Learners with Exceptionalities-Elementary | 4 cr. |
| EDU 5453 Instructional and Assistive Technology for Learners with Exceptionalities           | 2 cr. |
| EDU 5454 Collaboration with Parents and Professionals  | 2 cr. |
| EDU 5090 Conflict Resolution   | 4 cr. |

**Total: 40 cr.**

**Carthage Master's Program**

After completion of the teacher certification courses, participants in Accelerated Certification for Teachers may choose to continue their Carthage studies in pursuit of a master in education degree. The following additional courses are required for the master's degree:

|  |       |
|--|-------|
| EDU 5060 Foundations of Education  | 2 cr. |
| EDU 5240 Qualitative Methods in Educational Research                                     | 3 cr. |
| EDU 5250 Quantitative Methods in Educational Research                                    | 3 cr. |
| EDU 5490 Integrative Graduate Project Seminar and Current Issues in Educational Research | 4 cr. |

**OR**

|   |       |
|---|-------|
| EDU 550G Master's Thesis and Current Issues and Practices in Educational Research | 4 cr. |
|---|-------|

**3650 Field Placement**

Staff 4 credits  
This course provides students an opportunity to practice and refine their skills in a naturalistic setting. Faculty will provide class supervision and ongoing feedback.

**4020 Guidance and Counseling**

Staff 4 credits  
This course introduces students to the role and function of the counselor. It explains the purpose and nature of counseling in a variety of professional settings.

**5000 School Law**

Staff 4 credits  
A review of laws which directly impact students, teachers, and the educational enterprise. These would include special education laws, landmark cases in education, hiring and termination issues, and other topical issues related to the law and schools.

**5010 Organizational Management in Educational Settings**

Staff 4 credits  
The analysis of human behavior in organizations in terms of the individual, small group, inter-group relationships, and the total organization. Includes change management process and interventions.

**5020 School Finance**

Staff 4 credits  
Financing and reporting from a budgeting and managerial decision-making perspective.

**5030 Evidenced-Based Decision-Making**

Staff 4 credits  
Data analysis, statistical models, estimation, tests or hypotheses, review of qualitative and quantitative data, score comparisons and analyses including item analyses, processes of building achievable goals related to data, process of aligning staff/professional development to curricular goals. In this course, the emphasis will be on the use of data to make effective educational decisions.

**5040 School Principalship**

Staff 4 credits  
A practicum or field experience with seminars in the principalship included in this course may be the foundation for the master's thesis. A practicum will be arranged by the master's candidate, his or her employer, and his or her advisor. This will be a part-time assignment that may be following a principal, substituting for a principal, acting as an assistant principal, or some other mutually agreed-upon and mutually beneficial arrangement. Seminar discussions will revolve around topical issues such as scheduling, community relationships, suspension, bullying and harassment, and conflict resolution.

**5060 Foundations in Education**

Staff 2 credits  
As a comprehensive overview of the foundations of education in the United States, this course provides a historical perspective of the philosophical and psychological underpinnings of the field of education. The purpose of the course is to provide teachers with the background needed to understand confronting the U.S. educational system.

**5080 Behavior Management for Classroom Teachers**

Staff 4 credits  
A study of the methods and techniques involved in organized behavior management program in school settings. Emphasis is placed on the role of the teacher in relationship to children with special needs.

**5090 Conflict Resolution**

Staff 4 credits  
Learn to use various forms of conflict resolution in association with students, parents and colleagues. The course assists in training student mediators in methods of resolving conflict between other students.

**5110 Curricular Issues**

Staff 4 credits  
This course is required for the teacher leadership program. Historical and current trends in curriculum development are studied. The relationship among curriculum, instructional methodology and assessment is addressed, as well as the role of national, state and local standards in classroom curriculum.

**5120 Urban Issues in Education**

Staff 4 credits  
The focus is on defining issues and problems related to education in urban settings and on discovering solutions to existing problems. Some of the issues that will be explored include the education of illegal aliens, living conditions in urban settings and how it might impact education, parental and community support and empowering students from urban settings.

**5130 Methods and Materials in Urban Education**

Staff 4 credits  
This practical approach to education in urban settings will include the use of methods and materials and pedagogical strategies designed for instructing culturally diverse groups of students. Emphasis will be given to examining and closing the achievement gap between suburban and urban students through academic expectations for success. Urban education models also will be reviewed.

**5140 Development of Curricula**

Staff 4 credits  
This practical approach to writing curriculum includes the development of standards-based goals, objectives, outcomes, benchmarks, rubrics and assessment. Special emphasis is placed on student-developed curricula.  
*Prerequisite: EDU 5110*

## **5150 Student Achievement and Learning**

Staff 4 credits

This study of the cognitive strategies students employ while learning gives attention to current trends, such as the role of multiple intelligences, brain adaptations and development of high-level thinking skills. Special emphasis is placed on development of practical classroom techniques employing a peer coaching model.

## **5160 Professionalism and Leadership in Today's Schools**

Staff 4 credits

The role of the professional educator as leader and change agent is studied. Emphasis is placed on data-based decision-making, team-building, facilitation and shared decision-making. The intent of this course is the rejuvenation of professionalism.

## **5165 Advanced Techniques in Coaching Psychology**

Williams 4 credits

This course is an advanced seminar course in the area of coaching and sport psychology. The focus of the course will be on both the theoretical and practical applications of sport and exercise psychological processes and approaches to increase sport and exercise teaching effectiveness.

## **5170 Ethics in Teaching**

Staff 4 credits

An exploration of the role of ethics in making professional decisions. Participants are introduced to concepts of ethical decision-making, different normative points of view and the application of ethical decision-making in elementary, secondary and post-secondary settings.

## **5175 Leadership in Sport**

Williams 4 credits

This course is an advanced seminar course in the area of sport leadership. The focus of the course will be on both the theoretical and practical applications of leadership concepts and theories and assist the student in examining and creating an authentic personal theory of leadership in sport settings.

## **5180 Mental Hygiene**

Staff 4 credits

A course designed to promote understanding, awareness and acceptance of both yourself and others. The course borrows mainly from cognitive therapy. Material discussed is useful in dealing with daily problems and stress. The format primarily is reading, discussion and group activities.

## **5190 Teaching in a Multi-Cultural Classroom**

Staff 4 credits

This course addresses the increasing racial, ethnic, cultural and social diversity concerns in the nation's schools and classrooms. This critical overview of the major issues and concepts in multicultural education clarifies racial and ethnic attitudes and develops the pedagogical knowledge and skills needed to work effectively with students from diverse cultures.

## **5200 Advanced Conducting Techniques**

Dennee, Garcia-Novelli, Ripley 2-4 credits

Development of advanced conducting techniques for the secondary school music teacher. Emphasis is placed on strengthening rehearsal and performance conducting skills including development of appropriate conducting gestures as they relate to repertoire under study.

## **5201 Advanced Performance Techniques**

Staff 2-4 credits

Development of advanced skills in performance and pedagogy on primary instrument.

## **5202 HL Choral Symposium**

Dennee 2 credits

The HL Choral Symposium is designed for high school, community, and college choral directors (or those who aspire to be) and college undergraduate and graduate choral music majors. Workshop will be led by nationally and internationally renowned choral musicians (teachers, conductors, and composers) and will explore a variety of choral topics in depth.

## **5210 Sex Education**

Staff 4 credits

A study of the biology, physiology of sex, sexuality and human behavior. Additional emphasis is placed upon broadening understanding and acceptance of the varieties of forms of sexual expression that exist among and between people.

## **5220 Teachers Helping Troubled Youth**

Staff 4 credits

A study of the methods and techniques involved in organized behavioral management programs in school settings. Emphasis is placed on the role of the teacher in relationship to children with special needs. In addition, the procedures learned in the class will enhance one's everyday living skills for a more positive well-being.

## **5230 Readings and Research in Children's and Young Adult Literature**

Staff 4 credits

An opportunity for graduate students to investigate the nature of children's and young adult literature, the uses of children's and young adult literature in school, public and special library settings, trends in children's and young adult literature as a part of the total body of literature and as an educational force and current research in the field.

## **5240 Qualitative Methods in Educational Research**

Staff 3 credits

This course prepares educators to interpret and critique educational research employing qualitative methods and to demonstrate understanding of qualitative methods of inquiry through design of research proposals. Emphasis will be placed on traditional methods such as case-study analysis, interviews, and focus groups, and on mixed-model (blend of qualitative and quantitative) approaches that involve questionnaires and surveys.

## **5250 Quantitative Methods in Educational Research**

Staff 3 credits

This course addresses quantitative research and complements a second, qualitative, course. Together they will form the foundation for analysis and evaluation of educational literature in subsequent classes.

## **5260 Problem Solving and Creativity**

Staff 4 credits

This course provides teachers with theories and definitions of creativity, creative problem-solving strategies, questioning skills, and activities that challenge students to interact with the world in new, unusual and mind-opening ways.

## **5270 Instructional Strategies**

Staff 4 credits

This course emphasizes learning strategies suited to gifted, talented and creative students. These strategies highlight each student's unique combination of skills, multiple intelligences and capacities for self-expression, using individual activities, cooperative groups, and multicultural perspectives.

*Prerequisite: Consent of director of graduate program or admission into the master of education program*

**5310 Introduction to Action Research**

Staff 2 credits

The proposal that was developed in the research course is expanded into the development of a classroom action research project. Data collection techniques that can be applied in an authentic classroom are studied and practiced. Students write the introduction and methods sections for their classroom action research projects. Opportunities for peer editing and coaching are provided.

*Prerequisite: EDU5300*

**5320 Action Research and Assessment**

Staff 2 credits

Students conduct their classroom action research project, collect and analyze data, and continue the literature review. Opportunities for peer editing and interpretation of results are available.

*Prerequisite: EDU 5300*

**5340 Psycholinguistics and Developing Effective Readers in Content**

Staff 4 credits

This course focuses on research in psycholinguistics, metacognition, interactive model theories, language learning and their application to the reading curricula in elementary and junior/middle/high schools. Special attention is placed on the relationship between learning styles and reading comprehension and the development of methods and materials to enhance comprehension in the content areas.

**5350 Seminar in Reading Research**

Staff 4 credits

A critical analysis of recent research and professional literature relevant to reading in K-12 is examined. Emphasis is on the tools of educational research related to the theories of reading, including metacognition and models of comprehension, schema theory, psycholinguistics and the interactive model.

**5360 Supervision, Administration, Guiding, and Directing Reading Programs K-12**

Staff 4 credits

This course studies the roles of reading specialists and their relationships to the guiding and directing of reading programs ranging from kindergarten to high school level. Special emphasis is placed on the role the specialist plays in the coordination and facilitation of the total reading programs. Students will examine the responsibilities of staff development leader, researcher, diagnostician, and facilitator of individual needs programs.

*Prerequisite: 10-14 credits in graduate reading courses*

**5370 Field Experience in Supervision, Administration, Guiding K-12, and Directing Reading Programs**

Staff 4 credits

Students will discover skills to guide, administer and direct effective reading programs in cooperation with a qualified reading specialist. They will study the interactive model of comprehension, metacognition, scope and sequence of reading skills in EDU 5360.

*Prerequisite: EDU 5360*

**5410 Curriculum and Instruction in Reading K-12**

Staff 4 credits

This course explores the psychology and pedagogy of reading instruction and evaluation of reading curricula and programs on the elementary, junior and senior high school levels. Analyses of recent trends and theories in reading instruction are included, such as interactive models, cognitive processes, development of word recognition competence, improvement in reading comprehension, and content area reading comprehension and content area reading instruction.

*Prerequisite: Undergraduate reading methods classes*

**5420 Diagnostic and Remediation Techniques for Reading Disabilities K-12**

Staff 4 credits

Students will study the types of reading abilities and disabilities, the processes related to the cognitive function, the interaction among the reader, writer, and text, the schema theory and other related theories to enable assessment and instruction in reading in K-12. Emphasis is on interview procedures, informal diagnostic testing, case study writing and methods and materials of instruction. Special emphasis is placed on the individualization of reading instruction.

**5430 Practicum A & B in Reading Disabilities K-12**

Staff 4 credits

This course provides college-supervised clinical or laboratory practicum, including experience at the elementary level and at the middle/secondary level. Students develop programs for use with individual cases in the assessment and teaching of needed reading skills. Attention is given to the child's reading needs and to classification of these problems through affective and cognitive correlates. Emphasis is on metacognition, models of comprehension, schema theory, psycholinguistics and the interactive process.

*Prerequisite: EDU 5420*

**5450 Characteristics and Assessment of Learners with Exceptionalities**

Staff 4 credits

Participants will gain foundational knowledge for working with middle/secondary students with disabilities in the inclusive educational environment. Participants will learn the role that assessment plays in formulating teaching practices. Contributions of educational psychology and assessment in the areas of classroom management, research foundations, reading and interpreting data, and current instructional methodologies will be addressed.

**5451 Academic and Behavioral Interventions for Learners with Exceptionalities -Middle/Secondary**

Staff 4 credits

Participants will learn the role that academic and behavioral interventions play in the successful managing of the middle/secondary classroom. Participants will learn academic strategies that produce effective classroom learning with middle/secondary exceptional students.

## **5452 Academic and Behavioral Interventions for Learners with Exceptionalities -Elementary**

Staff 4 credits

Participants will learn the role that academic and behavioral interventions play in the successful managing of elementary students. Participants will learn academic strategies that produce effective classroom learning with primary grade exceptional students.

## **5453 Instructional and Assistive Technologies for Learners with Exceptionalities**

Staff 2 credits

Participants will demonstrate fluency in describing pedagogical approaches to incorporating technology into the instruction of exceptional learners.

## **5454 Collaboration with Parents and Professionals**

Staff 2 credits

Readings and assignments in this course will develop the participants' abilities to successfully interact with colleagues and parents to support student learning and well being as well as successful implementation of the student's I.E.P.

## **5460 Curriculum Modification for Gifted and Talented Children**

Staff 4 credits

This course provides an overview of the historical development and current trends in providing programs and learning materials for gifted pupils in K-12. Field work required.

## **5470 Practicum for Teachers of Gifted and Talented Children**

Staff 4 credits

Students learn to plan, promote and implement a two-week summer school program for gifted and talented children. Participants build community awareness by presenting the program to various local groups. This is a culmination course taken at the end of the graduate program.

## **5480 Seminar in Gifted and Talented Education**

Staff 4 credits

Students discuss current issues and areas of concern in gifted education, review current literature and evaluate program models in gifted and talented education. It requires methods for implementing these models into the participant's classroom.

*Prerequisite: Acceptance into the Master of Education program*

## **5490 Integrative Graduate Project**

Staff 4 credits

This capstone seminar guides and supports students in completing an Integrative Graduate Project that exhibits their ability to conceptualize a problem in education, engage in a thorough literature review and construct conclusions and implications that extend the knowledge base.

## **5500 Master's Thesis**

Staff 4 credits

This course is taken by thesis writers to aid in the development and execution of this major research paper. Graduate candidates arrange this course with their advisor.

## Admissions

### Application Procedures for Part-time Students

### Admission to Carthage

### Freshman Entrance Requirements

### Early Review/Early Notification (EREN) Program

### Early Admission

### Advanced Placement

### GED Applicants

### International Students

### Transfer Students

### Admission to the Graduate Program

## Application Procedures for Part-time Students

Prospective students considering part-time study (less than 12 credits) may choose from a variety of day or evening courses. Full-time students apply through the Office of Admissions. Part-time students apply through Adult Education.

**Degree Seeking:** All part-time students interested in earning an undergraduate degree must apply for degree status. To apply for degree status, submit an application for part-time enrollment, a non-refundable \$10 application fee, and official college transcripts of all prior college course work. Students who have never attended college must submit official high school transcripts.

**Non-Degree Seeking:** Applicants who do not plan to earn a degree, but wish to take courses for personal or professional enrichment should apply for non-degree status. To apply for non-degree status, submit an application and the non-refundable \$10 application fee. High school/college transcripts are not required.

## Admission to Carthage

Carthage offers educational opportunities for full-time or part-time students in both undergraduate and graduate programs. Complete information and applications may be obtained by calling the Office of Admissions at 262-551-6000 or 800-351-4058, or by contacting the office in person or by mail:

Office of Admissions  
Carthage  
2001 Alford Park Drive  
Kenosha, Wis. 53140-1994

Carthage welcomes students of all races and religious preferences.

Students considering Carthage are encouraged to visit the campus. The Carthage Office of Admissions is open year-round, Monday through Friday, with group visit days on most Saturdays during the school year. Reservations are recommended. These visits include a student-led campus tour and a meeting with an admissions and financial aid representative. If pre-arranged, your visit also may include meetings with professors and coaches, or an opportunity to observe a class.

## Admission to the Undergraduate Program

Freshmen and transfer students usually enter in the Fall Term, but applications also are considered for terms beginning in January, February, and June. The College operates on a year-round calendar and accepts applications on a rolling admission basis. Applications are immediately reviewed upon completion. High school seniors who wish to enter Carthage during the Fall Term are strongly encouraged to apply by December of their senior year. A nonrefundable application fee of \$35 must accompany the application. A waiver of this fee is possible if the applicant demonstrates financial limitation and submits the College Board application fee waiver, usually sent by the student's high school guidance office. The application fee also is waived for children and grandchildren of Carthage alumni.

## Freshman Entrance Requirements

During the evaluation process, admissions representatives consider all aspects of a student's academic background. Primary emphasis focuses on the secondary school record, including the number and nature of courses completed, grade point average in academic courses, rank in class, and scores from the ACT (American College Testing program) or the SAT I (Scholastic Assessment Testing program). Carthage will accept these scores from your official high school transcript.

Students graduating from an accredited secondary school with a strong college preparatory background are best prepared for academics at Carthage. The College strongly recommends that students complete a minimum of 16 academic units in high

school, including English, foreign language, science, mathematics, and social studies.

High school students should submit the following when applying for admission: (1) a completed application; (2) an official high school transcript; (3) official results from the SAT or ACT Program; and (4) a \$35 application fee.

All freshman applicants are encouraged to apply by December 3 of their senior year in high school.

## Early Review/Early Notification (EREN) Program

Students who have completed three years of high school may apply early for admission under the EREN program. Applications must be received by mid-July and students are notified of their admission status in late September.

Applications, transcripts, and other credentials become part of the permanent file of the College and may not be returned or forwarded.

Once a student has been admitted to Carthage, an advance payment of \$300 is requested to hold a place in the entering class. For students starting in the Fall Term, this deposit is completely refundable up to May 1 of the initial year of attendance. The deposit is non-refundable after November 1 for the Spring Term and Summer Sessions.

## Early Admission

It is possible for a student to be accepted for admission to Carthage after completing secondary school in three years. On the basis of outstanding academic achievement, a student may be admitted to the College in lieu of completing the senior year of secondary school.

Additional information may be obtained from the high school guidance office or by contacting the Office of Admissions.

## Advanced Placement

A maximum of 32 credit hours of alternative credit may be counted toward graduation. This includes IB, AP, and CLEP. No credit will be awarded for Subsidiary level examinations. For additional information, contact the Office of Admissions.

## Advanced Placement Courses and Carthage Policy

Advanced Placement Examinations, consisting of both objective and free response sections, are administered by the College Board to students who have completed college-level Advanced

# Admissions

Placement courses in high school. A score of 1 through 5 is assigned by a group of evaluators based on the score for the objective section and review of the free response questions. Carthage awards credit in recognition of scores 3 through 5. Entering students who wish credit for Advanced Placement must submit official results to the Registrar's Office.

All Advanced Placement courses are subject to departmental review of scores and/or booklet before credits are awarded. AP scores must be 3 or above to receive Carthage credit.

**Art History:** 4 credits in ART 1700 (Introduction to Art History).

**Biology:** 4 credits in BIO 11010 (Concepts in Biology).

**Calculus AB** (subgrade): 4 credits in MTH 1120 (Calculus I).

**Calculus AB:** 4 credits in MTH 1120 (Calculus I) with score of 3 or 4. (See department for score of 5).

**Calculus BC:** 8 credits in MTH 1120 and 1130 (Calculus I and II) with score of 5.

4 credits in MTH 1120 (Calculus I) with score of 3 or 4. (See department for scores of 4).

**Chemistry:** 4 credits in CHM 1010 (General Chemistry).

**Computer Science A:** Submit scores and booklet for departmental review.

**Computer Science AB:** Submit scores and booklet for departmental review.

**Macroeconomics:** 4 credits in ECN 1020 (Principles of Macroeconomics).

**Microeconomics:** 4 credits in ECN 1010 (Principles of Microeconomics).

**English Language:** 4 credits in English (elective).

**English Literature:** 4 credits in ENG 1060 (Interpreting Literature).

**Environmental Science:** 4 credits in GEO 2400 (Environmental Geog: Working with the Earth).

**European History:** 4 credits in HIS 1120 (Issues in European History II).

**French Language/Literature:** Placement indicator at Carthage College required.

**German Language:** Placement indicator at Carthage College required.

**Government & Politics: U.S.:** 4 credits in POL 2400 (American Government: National, State and Local).

**Government & Politics: Comparative:** 4 credits in POL 1030 (Introduction to Comparative Politics).

**Human Geography:** 4 credits in GEO 1500 (Introduction to Geography).

**Latin:** Placement indicator at Carthage College required.

**Music Theory (Aural):** 1 credit in MUS 1020 (Aural Skills I).

**Music Theory (Non-Aural):** 3 credits in MUS 1010 (Music Theory I).

**Physics B:** Submit scores and booklet for departmental review. Score of 4 or 5 required.

**Physics C (Electricity/Magnetism):** Submit scores and booklet for departmental review. Score of 4 or 5 required.

**Physics C (Mechanics):** Submit scores and booklet for departmental review. Score of 4 or 5 required.

**Psychology:** 4 credits in PYC 1500 (Introduction to Psychology) with score of 4 or 5.

**Spanish Language/Literature:** Placement indicator at Carthage College required.

**Statistics:** 4 credits in MTH 1050 (Elementary Statistics).

**Studio Art/Drawing :** Submit scores and booklet for departmental review.

**U.S. History:** 4 credits in HIS 1000 (Issues in American History).

**World History:** 4 elective credits in Asian History.

## International Baccalaureate

The International Baccalaureate (IB) is an internationally-recognized program that enables students to follow a special curriculum and take specific examinations to fulfill secondary school graduation requirements. The IB diploma program is recognized by Carthage for purposes of admission, course credit, and advanced standing or placement. These examinations are given in high schools that have the IB program. Credit is based on a review of the candidate's IB program. Credit may be given for scores of 4 or higher in selected Higher Level examinations.

## GED Applicants

Students having completed the Graduate Equivalency Diploma (GED) program must provide evidence of their achievement by submitting an official copy of the GED certificate that includes the score. The certificate must be provided in addition to a transcript of the applicant's high school grades.

## International Students

In addition to submitting the application and secondary school transcript, international

students must demonstrate proficiency in the English language, as indicated by the TOEFL (Test of English as a Foreign Language). Preference is given to international students who score at least 500 on the TOEFL, or have completed Level 109 at an ELS Language Center. For secondary school transcripts in a language other than English, English translations are required. A non-refundable fee of \$40 must accompany the application. The I-20 form is issued once a student has been admitted to the College. Students who have taken courses at an institution that is not on the American System will need to have their transcripts evaluated by an accredited agency such as Educational Credential Evaluators, Inc. (ECE). The College will use the evaluation to make an admission decision.

## Transfer Students

A student who has completed course work at other collegiate institutions is welcome to transfer to Carthage. Students wishing to transfer college credits to Carthage may do so by contacting the appropriate office. Students wishing to take 12 or more credits in the term should contact the Office of Admissions. Students wishing to take 11 or fewer credits in the term should contact Adult Education. After admission and acceptance to the College, official evaluations will be completed by the Registrar's Office only when official transcripts from all previously attended collegiate institutions are received.

Transfer students planning to enroll full-time (12 or more credits) should submit the following to the Office of Admissions: (1) a completed application; (2) an official and final high school transcript; (3) official transcripts from all college-level course work and each previously attended college/university; and (4) the \$35 application fee.

Students considered for transfer admission to Carthage should be in good standing with all previous or current colleges and have a minimum grade point average of 2.0 (on a 4.0 scale).

Carthage gives appropriate value to transcripts and records from institutions accredited by the North Central Association of Colleges and Secondary Schools and similar regional associations when comparable courses or areas are taught at Carthage.

Credits from a junior college cannot be transferred if earned after a student has accumulated half of the number of credits needed for a bachelor's degree at Carthage (69 credits). Students holding an Associate of Arts degree from an accredited junior

college receive automatic junior class standing when they transfer to Carthage.

Credits will be transferred for courses in which grades of "C-" (or its equivalent at Carthage) or above are earned. Credits transferred will be entered on the student's permanent record without reference to the grade earned. Grades are not transferred. Grades from all attended institutions are used in computing the cumulative grade point average for teacher education.

## **Admission to the Graduate Program**

Applicants to the Master of Education or Advanced Licensure programs are considered throughout the year, with matriculation occurring in Summer, Fall, January, or Spring Term. Qualifications for admissions include successful completion of a bachelor's degree, employment in a profession that is educational in nature, and a grade point average indicating capacity for graduate study.

Each applicant must submit an application and personal statement, official transcripts of all college work, proof of a valid teaching license, the results of a recent Miller Analogies Test, three letters of recommendation, and have an interview with the director of the Graduate Program. A nonrefundable application fee of \$25 must accompany the application.



## Tuition and Fees

Carthage Student Fees

Advance Payments

Billing Procedures

2011-2012 Undergraduate Tuition and Fees

Late Payment Fees

2011-2012 Graduate Tuition and Fees

Fees for Optional Services

Refund Schedule

Veterans Administration Educational Program

Payment Options

### Carthage Student Fees

The College operates on an annual budget with commitments for faculty, student services, and facilities made one year in advance. Since Carthage develops its operational plan based on anticipated enrollment, the College must have a firm commitment from all students regarding their educational intentions.

Carthage operates under a comprehensive fee program covering standard charges for the academic year for all full-time students. This comprehensive fee includes: tuition for 12 to 17 credit hours during each of the Fall and Spring Terms and up to four (4) credit hours during the January Term; and charges for a double room and standard meal board plan for resident students. For the 2011 - 2012 academic year, the comprehensive fee is \$31,300 for commuting students and \$39,900 for resident students.

All full-time students who are not living at home must reside in a College residence hall and eat their meals at the College dining hall, unless other arrangements have been made specifically with the College administration.

### Advance Payments

Carthage requires all new, full-time students to make a \$300 advance payment to confirm their enrollment at the College. This advance payment is fully refundable through the Office of Admissions, if requested in writing on or before May 1. After May 1, this advance payment will be credited to a student's account but will be forfeited to the College by any student who fails to register for the Fall Term.

Returning students will have an opportunity to register for the Fall Term during the prior Spring Term. This registration process gives returning students preference in the selection of classes, as registration for new students does not begin until the close of this registration period. Commuting and resident students must submit a \$300 advance payment to complete the registration process. These fees are fully refundable until June 1, and refund requests must be made in writing through the Business Office. After June 1, this advance payment will be credited to the student's account, but will be forfeited to the College by any student who fails to complete registration for the Fall Term.

Returning students electing not to sign up for classes or a room assignment during the appropriate period in the spring will be allowed to register for classes and/or a room at any time until mid-August with the appropriate registration payment. However, the selection of classes, rooms, or roommates may be severely limited.

### Billing Procedures

College policy requires payment of all charges to be received prior to the start of classes, unless arrangements for a budget payment plan have been completed. In May, all returning and newly admitted students are billed for tuition plus room and board, where applicable, for a full academic year. No payment is required immediately, but each student may select a payment program with as many as 11 or as few as one scheduled payments during the academic year.

Financial aid will be applied to student accounts in essentially equal amounts during the Fall and Spring Terms.

Students registering for only one term will be responsible for the advance payment plus the appropriate charge for the term attended.

### 2011-2012 Undergraduate Tuition and Fees

In addition to the cost of tuition, room, and board, Carthage provides other student services at additional costs. Following are the fees for the 2011-2012 academic year:

|  | Annual Fee | Per Term |
|--|------------|----------|
| <b>Full-time Tuition</b><br>(12-17 credits per semester plus J-Term) | \$31,300   | \$16,600 |
| <b>Residence Fee</b><br>(Double Room)                                | \$8,600    | \$4,600  |
| <b>Total fee</b>   | \$39,900   | \$21,200 |

### Late Payment Fees

A \$150 late registration fee will be assessed to any full-time student failing to complete the registration process during the scheduled period. Regardless of the date of registration, the \$300 advance payment will be required to complete the registration process.

Carthage does not charge interest on student accounts if payments are received as scheduled. However, the College will charge a fee for late receipt of a scheduled payment. The late fee is equal to 1% per month of the past due balance.

### 2011-2012 Graduate Tuition and Fees

Tuition: Full-time per term (12 to 17 credits, excludes J-Term) \$15,650

Tuition: Summer Session (per credit hour) \$440

Tuition: Part-time (per credit hour) \$440

Application fee (full-time) \$35

Master's degree graduation fee \$25

Carthage reserves the right to change the amount charged for tuition or related fees at any time without prior notification.

### Fees for Optional Services

Overload fee (per credit hour exceeding 17 hours Fall and Spring or 4 hours J-Term) \$440

Tuition: Part-time day students (per credit hour) \$440

Tuition: Part-time evening students (per credit hour, maximum 11 credit hours) \$440

Tuition: Accelerated Program (per credit hour) \$390

Resident student parking permit per academic year \$0 - 1,000

Full-time Summer Session (7 weeks) 12 credits \$5,580

Summer Session Residence fee (100 meals) \$2,430

Summer day school tuition (part-time per credit hour) \$440

Summer evening school tuition (per credit hour) \$440

|  |       |
|--|-------|
| Transcript fee (each)*                   | \$10  |
| Audit fee per credit hour                | \$150 |
| Examination for credit (per course)      | \$610 |
| Music lesson fee per semester:           |       |
| - day students                           | \$275 |
| - evening students                       | \$420 |
| Late registration fee                    | \$150 |
| Return check fee (each occurrence)       | \$25  |
| I.D. replacement                         | \$25  |
| Mailbox                                  | \$25  |
| Room lock replacement                    | \$85  |
| C.O. Key                                 | \$35  |
| Full-time, undergraduate application fee | \$35  |
| Part-time, undergraduate application fee | \$10  |

\* To obtain an official transcript, the student must submit a written request to the Registrar's Office.

## Refund Schedule

2011-2012 Academic Year refunds are made for tuition, meals, and auditing fees only. No refunds or adjustments will be made for residency charges (except meals), late fees, course or lesson fees, parking permits, or other administrative or miscellaneous charges.

### ***ALL NOTICES OF WITHDRAWAL MUST BE MADE IN WRITING***

All notices of withdrawal and/or requests for refunds from the College, including cancellation of registration and/or residential status, must be in writing and addressed to either the Office of the Dean of Students, the Office of the Registrar, or the Business Office. The official date of withdrawal will be earliest of: the date the student appears in person at one of the designated offices and signs an appropriate withdrawal document; the date of receipt of any faxed message indicating withdrawal from the College or specific class; or the postmark on the envelope containing the request.

## Tuition and Audit Fee Refunds

Refunds are based upon the percentage of the term which has elapsed during the period of attendance. This percentage of attendance is determined by dividing the number of term days elapsed by the total days in the term. A student withdrawing after one-third of the term has been completed will receive a tuition credit equal to two-thirds of the tuition charge. All Carthage and federal

scholarship or loan awards will be applied to the student account in proportion to period of attendance and federal guidelines. Again, the student withdrawing after completing one-third of the term will receive one-third of the scholarship and loan awards for the term.

**AFTER SIXTY PERCENT (60) OF THE TERM HAS ELAPSED, NO TUITION OR AUDIT FEES WILL BE REFUNDED AND 100 PERCENT OF THE SCHOLARSHIP AND LOAN AWARDS WILL BE CREDITED TO THE STUDENT ACCOUNT.**

## Billing and Refund Policy for Accelerated Certification for Teachers (ACT)

Billing:

This is a 14 month cohort-based program taught over four consecutive semesters. The entire tuition for the 2011-2012 cohort is \$15,360, which is billed to students in three equal amounts at the beginning of each of the first three semesters. There is no billing for the fourth and final semester.

ACT Program Refund Policy:

All notices of withdrawal and/or requests for refunds must be in writing and addressed to the ACT program director, Paul Zavada. The official date of withdrawal will be the earliest of: the date the student appears in person at the Program Director's office and signs an appropriate withdrawal document; the date of receipt of any faxed message indicating withdrawal from the program; or the postmark on the envelope containing the withdrawal request.

Refunds can only be made during the first sixty percent (60%) of the entire program. After 60% of the program has elapsed, no program tuition will be refunded and one hundred percent (100%) of the scholarship and loan awards will be credited to the student account.

The percentage of the program completion is determined by dividing the number of calendar days elapsed since the start of the program by the total number of calendar days in the entire cohort program.

## Residency Refunds

Resident students withdrawing from Carthage during an academic term are entitled to an adjustment based only upon the meals not provided. Board adjustment will be based upon the rate of \$19.23 per day multiplied by the number of board days remaining between the official withdrawal date, and the last day of the final examination period.

## Special Note:

Students beginning the academic year during the Fall Term will be billed for the full academic year unless Carthage is notified of an intention to attend a single term only. Students who are billed for the full academic year and withdraw during the Fall Term will receive credit for the term of non-attendance at an amount equal to the difference between these posted rates, plus the appropriate Fall Term refund as defined above.

## Final Accounting

A final statement showing all final charges, credits, and/or adjustments normally will be mailed within 30 days of the notice of withdrawal. This final statement will show any balance due to the College, or indicate an amount to be returned to the student. Refund checks will be available approximately ten (10) days following the preparation of this final statement.

Individuals seeking clarification or review of either this final statement or the application of the refund policy to his or her individual situation should address all inquiries to:

William R. Abt  
Senior Vice President for  
Administration and Business  
Carthage College  
Kenosha, WI 53140-1994

## Appeal Process

Students wishing to appeal the refund decision may do so by writing to the Vice President for Administration and Business.

## Veterans Administration Educational Program

Students who plan to attend Carthage under the Veterans Administration Educational Program are urged to promptly apply to the appropriate V.A. agency for necessary authorization well in advance of their registration date. The proper authorization should be presented to the Registrar's Office immediately after admission to the College.

Veterans enrolling under the educational program should be prepared to pay all charges in full or make application for a Deferred Payment Plan.

## Payment Options

Carthage allows students to pay for tuition and room and board in regular installments during the academic year. Specific information regarding these payment options is provided at the time of the initial billing of the comprehensive annual fee, or may be obtained directly from the Business Office.

## Student Financial Planning

Financial Aid Rights and Responsibility

Carthage Scholarship/Grant Program

Federal Programs

Wisconsin State Programs

Institutional Grant Programs

Applying Aid to Student Accounts

Refunds

Applying for Need-Based Financial Aid

Satisfactory Academic Progress Policy

Endowed Scholarships

Annually-Funded Scholarships

Carthage believes that cost should not be a barrier to a student's education. All students are eligible to receive some type of financial assistance through scholarships, grants, loans, or part-time employment.

### Financial Aid Rights and Responsibility

**Financial Aid Recipients Have the Right To:**

- Seek financial aid counseling.
- Know how much aid you will receive each term and when it will be disbursed. Contact the Office of Student Financial Planning for disbursement dates.
- Know the terms of any work-study awards you are offered.
- Know the interest rate, repayment terms, and procedures for any loan(s) you are offered.
- Access your financial aid file.
- Privacy of information regarding your financial aid file. Information from your student file will not be released without your permission to anyone except College staff and financial aid donors requesting such information.
- Receive financial aid as long as you are eligible and as long as funds are available.

- Appeal any award decisions you feel warrant consideration due to emergency circumstances beyond your control, or office error.

**Financial Aid Recipients Have the Responsibility To:**

- Check your Carthage e-mail account regularly. College assigned e-mail accounts are the College's official means of communication with you.
- Update your address, phone, and cell numbers as soon as you become aware of a change.
- Read all materials sent to you.
- Be prepared to provide the expected family contribution (EFC) to cover college costs.
- Provide accurate, factual information on all financial aid forms requested, within 30 days of the request, but no later than the last date of attendance, whichever is earlier. Failure to do so will result in cancellation of part or all of your financial aid awards.
- Register early. Registration after the start of a term may result in additional fees, plus a delay or cancellation of part or all of your financial aid and/or additional fees.
- Once admitted, maintain satisfactory academic progress.
- Understand that if you withdraw from any or all of your classes, federal regulations require that all or a portion of any tuition refund you receive be credited to the financial aid funds from which you received assistance. You may also be required to repay any funds you received in excess of your tuition costs that were intended to assist you with living expenses while you attend school.
- Check your financial aid awards disbursed against your Financial Aid Award Letter each semester on your bill from the Business Office.
- Know that if you are in default on any loans and/or owe aid repayments you will be denied further aid.
- Know that if you receive aid which exceeds your calculated need, you must repay the excess.
- Notify the Office of Student Financial Planning if you drop below half-time enrollment (less than 6 credits each term).
- Notify the Office of Student Financial Planning if you change your name.
- Apply for financial assistance annually.
- Keep copies of all billing statements.

- Seek clarification if you do not understand any portion of the financial aid process.

### Carthage Scholarship/Grant Program

Carthage administers an aggressive merit scholarship program. These awards are made at the time of admission without regard to financial need. Several of these scholarships are competitive and require a special application, while others are automatically awarded. They are based upon demonstrated academic achievement to date and potential to succeed. Available for up to four years of continuous, full-time undergraduate enrollment, each award requires maintenance of a minimum cumulative grade point average (G.P.A.) at the end of each Spring Term as indicated below:

| Scholarship/Grant                   | Minimum G.P.A. |
|-------------------------------------|----------------|
| Academic Honors Scholarship         | 2.75           |
| Alumni Grant                        | 2.00           |
| Badger Boys/Girls State Scholarship | 2.50           |
| Bridges Scholarship                 | 2.25           |
| Carthage Grant                      | 2.00           |
| Clausen Scholarship                 | 3.25           |
| Dean's Scholarship                  | 2.50           |
| ELCA Grant                          | 2.00           |
| Faculty Scholarship                 | 2.50           |
| Kenosha Police and Fire Scholarship | 2.00           |
| Kenosha Scholarship                 | 2.75           |
| Lincoln Scholarship                 | 3.25           |
| Math/Science Scholarship            | 3.00           |
| Ministerial Grant                   | 2.00           |
| Modern Language Scholarship         | 3.00           |
| Multicultural Scholarship           | 2.00           |
| Music Scholarship                   | 2.00           |
| Phi Theta Kappa Scholarship         | 2.75           |
| Presidential Scholarship            | 2.75           |
| Ruud Scholarship                    | 3.25           |
| Sibling Grant                       | 2.00           |
| Spring Scholarship                  | 3.00           |
| Theatre Scholarship                 | 2.00           |
| Transfer Scholarship                | 3.00           |
| Tri-County Grant                    | 2.00           |

Each year, at the end of the Fall Term, the cumulative grade point average (G.P.A.) is reviewed for continued scholarship eligibility. Students wishing to use J-Term grades toward their cumulative G.P.A. must submit a written request to the Office of Student Financial Planning prior to the first day of J-Term classes. Warning letters are sent to those who currently are not meeting their scholarship terms and the Spring Term is considered probationary. At the end of each Spring Term, the cumulative G.P.A. is reviewed to determine renewal of scholarship(s).

If the student's cumulative G.P.A. leads to the termination of the scholarship, the student may submit a written appeal to the

Director of Student Financial Planning and/or enroll in summer classes at Carthage. Reinstatement of the financial aid depends upon the outcome of the appeal.

The College offers continuing students an opportunity to compete for merit awards, such as Heritage Scholarships, departmental honors, and selected endowed scholarships. These require faculty recommendation, and may have additional stipulations as developed by the department or donor. The Office of Student Financial Planning can provide more details.

**Verification**

Each year the Federal Government randomly selects students to complete a process called verification. This process requires the College to verify information submitted on your Free Application for Federal Student Aid (FAFSA). If you have been selected, you will receive notification from the Carthage Office of Financial Planning asking you to complete our Verification Worksheet and submit signed federal income tax returns as soon as possible.

Financial aid awards calculated prior to completing the verification process are considered estimates until we have verified your information. If necessary, we will make corrections with the federal FAFSA processor and then confirm the level of financial assistance for which you are eligible to receive. We strongly encourage you to complete this process in a timely manner to lock in your eligibility for state, federal, and institutional assistance.

Eligibility for many awards is based on financial need, as determined through the Free Application for Federal Student Aid (FAFSA).

**Federal Programs**

**Federal Pell Grant**

This program provides students with grants of up to \$5,550 in 2010-2011. The amount is determined by a federally mandated formula.

**Federal Supplemental Education Opportunity Grant (FSEOG)**

Grants range from \$250 - \$1,000 per year. Awards are made only to students who apply early and demonstrate exceptional financial need.

**Federal Work-Study (FWS)**

The Federal Work-Study program extends part-time employment opportunities to students who apply early and need financial assistance/ earnings from part-time

employment to help meet their education costs.

Students given FWS allotment will be eligible to work an average of ten hours per week. Work hours will be determined between the student and her/his supervisor. Students may not work more than 20 hours per week during the academic school year.

The value of the work-study award is not deducted from the student's account at the time of billing.

Students are paid monthly based upon the number of hours worked during the preceding pay period. The student may deposit these checks into his or her account by completing a form available in the Business Office.

**Federal Perkins Loan Program**

This loan is available to students who apply early and demonstrate exceptional financial need.

Carthage students may be awarded as much as \$1,000 each academic year, depending upon availability of funds. The repayment period and the interest charge (5 percent) do not begin until nine months after students end their studies.

When a student ceases to attend Carthage, the student borrower must make arrangements with the College business office for repayment, deferment, or cancellation of this loan. Students will participate in an exit interview, during which these options will be explained in more detail.

**Federal Stafford Student Loan Program**

These programs allow undergraduate dependent students to borrow up to \$5,500 during their freshman year, \$6,500 during their sophomore year, and \$7,500 in each of their junior and senior years. Independent undergraduate students may be eligible to borrow an additional unsubsidized Stafford loan up to \$4000 (freshman/sophomores) or \$5000 (juniors/seniors). Graduate students may borrow up to \$20,500 per year. The type of Stafford loan (subsidized or unsubsidized) that students are eligible to receive is determined by completing the FAFSA. Interest is paid by the government during enrollment and gross period for a subsidized Stafford loan. Interest accrues on an unsubsidized Stafford loan and can either be paid monthly by the student or allowed to accrue and add into the principal loan amount upon prepayment.

Loan repayment begins six months after termination of at least half-time enrollment. The interest rate is fixed, but capped at 8.25

percent. For 2010-2011, interest on unsubsidized Stafford loans is 6.8% fixed. Upon repayment, subsidized Stafford loans will accumulate interest at 4.5% fixed.

Generally, loan applications will be processed electronically unless the student indicates otherwise. The student's initial award letter packet will provide more information.

In order to receive any Title IV monies (e.g., Pell, FSEOG, FWS, Perkins, Stafford Student Loan), the student must submit all necessary, requested documents to the Office of Student Financial Planning in a timely manner. The student must not be in default or owe a refund on any Title IV program, and must maintain satisfactory academic progress according to the guidelines established by the U.S. Department of Education and Carthage.

Individuals must be enrolled as degree-seeking students in order to receive Title IV funding or enrolled in an eligible certification program.

## **Federal Parent Loan for Undergraduate Students (PLUS)**

This loan program allows parents of dependent students to borrow an amount up to their entire out-of-pocket cost. Applications can be processed electronically, or obtained from the Office of Student Financial Planning.

## **Alternative Loans**

These are designed to provide students with a loan beyond what federal programs can offer to help meet out-of-pocket expenses. In most cases, a qualified co-signer is required. Students may borrow the entire out-of-pocket expense with a credit-worthy co-signer.

## **Teacher Education Assistance for College and Higher Education Grant (TEACH)**

The Teacher Education Assistance for College and Higher Education (TEACH) Grant of up to \$4,000 per year is awarded to students who are considering, or intending to complete, coursework to begin a career in teaching and who agree to serve for a minimum of four years as a full-time, highly qualified, high-need field teacher in a low-income school.

## **National Science and Mathematics Access to Retain Talent Grant (SMART)**

The National SMART Grant provides up to \$4,000 for each of the third and fourth years

of undergraduate study for qualified students. The National SMART Grant award is in addition to the student's Pell Grant award.

## **Academic Competitiveness Grant (ACG)**

The Academic Competitiveness Grant provides up to \$750 for the first year of undergraduate study and up to \$1,300 for the second year of undergraduate study for qualified students. The program became available for the first time for the 2006-07 school year for first year students who graduated from high school after January 1, 2006 and for second year students who graduated from high school after January 1, 2005. The Academic Competitiveness Grant award is in addition to the student's Pell Grant award.

## **Wisconsin State Programs**

### **Wisconsin Tuition Grant (WTG)**

The state provides a grant program for Wisconsin residents attending a private college within the state. Students must submit the FAFSA to be considered for the grant. The WTG is based upon need and varies up to \$2,900. Students are encouraged to file early in order to qualify.

### **Talent Incentive Program Grant (TIP)**

This state program provides grants to students who demonstrate exceptional need. Students who qualify may be nominated through Carthage to the state agency or can make application for this program at their Wisconsin Educational Opportunity Program (WEOP) Office. The FAFSA also must be filed to be considered for the grant.

### **Minority Undergraduate Retention Grant**

The grant program provides limited funds to selected minority students with exceptional financial need. Available to sophomores, juniors, and seniors only.

### **Minority Teacher Loan**

The state offers a forgivable loan to any fulltime, eligible junior or senior who carries a minimum G.P.A. of 2.50 in a Teacher Certification Program. The value of the loan varies up to \$2,500 per year for maximum of two years. For each year spent teaching in an eligible school, 25 percent of the loan is forgiven. The Office of Student Financial Planning will nominate students who apply early and demonstrate exceptional financial need.

## **Hearing and Visually Handicapped Student Grant**

The state offers funding to Wisconsin residents who demonstrate financial need and have severe or profound hearing or visual impairment. Students are eligible to receive up to \$1,800 per year for up to five years. In order to qualify for the grant, the FAFSA must be filed and the student must be enrolled at least half-time.

## **Indian Student Assistance Grant**

The state offers up to \$1,100 per year to any Wisconsin resident who is at least 25 percent Native American and is enrolled in an undergraduate or graduate degree or certificate program for up to ten terms. The Office of Student Financial Planning will nominate students who apply early and demonstrate exceptional financial need.

## **Wisconsin Army National Guard Tuition Grant**

The Wisconsin Army National Guard tuition grant offers tuition benefits to student soldiers. All Wisconsin Army National Guard enlisted members and warrant officers who do not possess a bachelor's degree are eligible. The tuition grant is based on 100 percent of the resident, undergraduate tuition charged by the University of Wisconsin at Madison. The grant can be used at any school with a Title IV school code. This tax-free tuition grant is paid as a reimbursement to the soldier/student after completing a class or term of school. Contact your local unit or recruiter for details.

## **Academic Competitiveness Grant (ACG)**

The Academic Competitiveness Grant provides up to \$750 for the first year of undergraduate study and up to \$1,300 for the second year of undergraduate study. The program became available for the first time for the 2006-07 school year for first year students who graduated from high school after January 1, 2006 and for second year students who graduated from high school after January 1, 2005. The Academic Competitiveness Grant award is in addition to the student's Pell Grant award.

## **Academic Excellence Scholarship**

Academic Excellence Scholarships are awarded to Wisconsin high school seniors who have the highest grade point average in each public and private high school throughout the State of Wisconsin. The value of the scholarship is \$2,250 per year to be applied towards tuition. Half of the

scholarship is funded by the state while the other half is matched by the institution.

## Institutional Grant Programs

In addition to a broad range of federal and state programs, Carthage supplements these awards with a generous commitment of institutional need-based grants. The financial grant is just one form of institutional aid in which the amount varies based on need, and completion of the FAFSA.

## Applying Aid to Student Accounts

Federal regulations and Carthage policy require that all grants and scholarships - whether from the College, or from federal, state, or private source - be applied directly to the student's account. (Work-Study is a payroll program, and no transfer of funds is made. Please see the section on Work-Study for more information.) For many programs, the aid will be credited to students' accounts electronically, without the need for students to intervene. Anytime Carthage receives a check requiring a student's endorsement, the student will be asked to visit the Business Office to sign the check(s).

Early each term, the Office of Student Financial Planning will initiate a process to assure that all funds for which students are eligible be applied to their student account with the Business Office. The bills that students receive from the Business Office will detail the charges and the aid credited to the account. After all charges have been paid, any credit balance remaining will be refunded from loan proceeds.

## Refunds

If a student withdraws or is dismissed from Carthage, then the student may be eligible for a refund of a portion of the tuition and board paid to Carthage for that term. (See tuition and residency refunds, page 126). If the student received financial assistance from outside of the family, then a portion of the refund will be returned to the grant, scholarship, or loan source from which the assistance was received.

If a student will be withdrawing, the student should obtain a notification of withdrawal form from the Registrar's Office. The student officially has begun the withdrawal process when this form is completed and returned to the Registrar. This procedure will enable Carthage to refund the maximum possible institutional charges.

The federal "Return of Title IV Aid" formula derived from the Reauthorization of the Higher Education Act (10/7/98) establishes

the percentage of federal aid to be repaid. The federal formula is applicable to any student receiving TIP funding or federal Title IV aid other than Federal Work-Study, if that student withdraws on or before the completion of 60 percent of the term. Other financial assistance will be returned using the same percentage as is used for Title IV aid, whether or not the student received Title IV aid. If a student withdraws without notifying Carthage, then the refund is 50 percent, unless Carthage documents that the student was in attendance beyond the completion of 50 percent of the term.

The federal formula provides a return of Title IV aid if the student received federal financial assistance in the form of a Pell Grant, Supplemental Educational Opportunity Grant, TIP Grant, Perkins Loan, Stafford Loan, or PLUS loan, and withdrew on or before the completion of 60 percent of the term. The percentage of the refund is equal to the number of calendar days remaining in the term, divided by the number of calendar days in the term. Scheduled vacation periods of more than four days are excluded.

For purposes of repayment, if federal Title IV aid exceeds institutional charges, then the student will be required to repay some of the federal grants or loans released to the student if the student withdraws on or before the completion of 60 percent of the term.

Worksheets used to determine the amount of refund, Return of Title IV aid, or repayment are available upon request from the Financial Aid Office.

The following example illustrates how the policy would apply:

Suppose a student withdraws on the 20th day of a 100-calendar-day term. Also, suppose that the charge for tuition was \$8,875 and the residency charge was \$2,555. The student received a \$2,500 federal loan, a \$1,500 federal Pell Grant, a \$1,150 Wisconsin Tuition Grant, and a \$4,000 Carthage grant. The family also paid the balance due in full in the amount of \$2,280. Eighty percent of the total Title IV aid and 80 percent of each non-federal aid source would be returned since the student withdrew at the completion of 20 percent of the term. The tuition would be reduced by 80 percent and the board charges would be reduced by \$715.20 (\$8.94 per day, multiplied by 80 days). The family would then receive a refund check in the amount of \$492.50.

This policy went into effect September 1, 1999.

## Applying for Need-Based Financial Aid

The financial aid application process is an annual responsibility. The Free Application for Student Financial Aid should be completed electronically at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The federal processor will send renewal information each year thereafter. If your renewal information is not received by January 1, stop by the Office of Student Financial Planning for directions on how to proceed. Failure to file the FAFSA each year may jeopardize your smooth progression through registration and check-in.

For additional financial aid information, contact the Office of Student Financial Planning at 262-551-6001.

## Satisfactory Academic Progress Policy

Federal regulations require that a student receiving financial aid maintain satisfactory academic progress according to the policies established by the institution. Academic progress will be evaluated on the basis of cumulative credit hours and cumulative grade point average.

Course incompletes, withdrawals, course repeats, and non-credit remedial courses do not count as credit in maintaining satisfactory academic progress. The maximum time frame in which students must complete their degree program is as follows:

### 1. Full-time Students

| Full academic years attempted | Min. number of cumulative credit hours completed at the end of that year |
|-------------------------------|--|
| 1                             | 24   |
| 2                             | 50   |
| 3                             | 78   |
| 4                             | 108  |
| 5                             | 138  |

### Part-time Students

#### 2. Allowed an 8-year period.

| Full academic years attempted | Min. number of cumulative credit hours completed at the end of that year |
|-------------------------------|--|
| 1                             | 12   |
| 2                             | 24   |
| 3                             | 48   |
| 4                             | 64   |
| 5                             | 84   |
| 6                             | 100  |
| 7                             | 120  |
| 8                             | 138  |

3. Graduate students shall have a four-year period as defined by the Master's program, completing a total of 8 credits per academic year.
4. **G.P.A. and Completion Standards**  
Students must maintain at least a 2.0 cumulative G.P.A. Students who do not maintain the required G.P.A. will have their academic standing evaluated on the basis of the chart under Academic Standards. In addition to the G.P.A. requirement a student must also complete a minimum of 67% of coursework attempted.
5. **Financial Aid Probation Criteria**  
Students who do not meet the satisfactory academic progress requirement may appeal for one term of probation in which they can receive financial aid. Since progress is evaluated at the end of each Spring Term, the probationary term will usually be upcoming Fall Term. If the student has not shown progress at the end of the probationary term, additional financial assistance may be withheld until the cumulative hour requirement and/or G.P.A. requirement is met.
6. **Financial Aid Appeal Process**  
Students whose financial aid has been withheld because they have not met the Satisfactory Academic Progress policy may appeal to the Financial Aid Committee.
7. **Financial Aid Adjustments**  
Occasionally, adjustments are made to financial aid awards reflecting either an increase or decrease in state, federal, private, or institutional funding. Understand that your eligibility for specific funds may be altered due to federal guidelines if you later find you qualify for outside assistance (e.g., veterans' benefits, private scholarships, grants, etc.). In the event this should occur, you will receive a revised award letter and your next billing statements will reflect the changes.
8. **Less Than Full-Time Enrollment**  
Students enrolled with less than 12 credits during any one term are considered part-time students. Financial aid to part-time students is limited to eligibility for Federal Pell Grants, Federal Grad PLUS, ACG, SMART, TEACH, Federal Stafford Loan, or Federal Unsubsidized Stafford Loan. Individuals enrolled on a part-time basis must be degree-seeking students in order to receive Title IV funding, or enrolled in an eligible certification program. Students who are awarded a full-time aid package and drop below full-time

status prior to the end of the refund period will be considered part-time students and have the aid award adjusted. Should a student be enrolled full-time at the end of the refund period, and subsequently drop to less than 12 credits, the aid package is unaffected, but the student may have difficulty maintaining satisfactory academic progress, and future aid eligibility may be jeopardized. Students should visit the Office of Student Financial Planning before changing enrollment from full-time to part-time status.

## 9. Housing Status

Students who change their living status from resident to commuter, or vice versa, may see changes in their financial aid awards. To make sure these changes will fit within your financial budget, discuss any residence changes with a financial aid representative before committing to a new residence.

## Endowed Scholarships

The College gratefully acknowledges the following endowed scholarship funds that provide permanent scholarship opportunities in support of deserving full-time undergraduate students:

- Wilbur M. and Mabel M. Allen Scholarship
- Anton B. & Adele R. Altera Scholarship
- Alan & Irma (Niekamp) Anderson Scholarship
- Clarence Anderson Scholarship
- Joseph F. Andrea Scholarship
- Arneson Family Scholarship
- Thomas R. Beau Memorial Scholarship
- Ella Sue Beck & Mildred Beck Scholarship
- Edgar W. Belter Scholarship
- Carthage Benefactor's Scholarship
- Donald O. Sr. & Anne C. Benson Scholarship
- Samuel H. & Helen E. Bess Scholarship
- Rev. James P. Bishop Scholarship
- Dexter & Nancy Black Scholarship
- Frank J. Borsh Scholarship
- Hazel Bothe Memorial Scholarship
- Merle & Eunice Boyer Scholarship
- Patricia & Harold Brainard Scholarship
- Melissa Brannon Memorial Scholarship

- Muriel N. & Jerald C. Brauer Scholarship
- Russell H. Brauer Scholarship
- Walter H. & Irene B. Brinkman Scholarship
- David & Lyn Brunn Scholarship
- Brunswick Corporation / Niemann Scholarship
- Edith J. & William H. Bullamore Scholarship
- Dwight W. Byram Scholarship
- Wilbur D. & Martha S. Capps Scholarship
- Harry F. & Elizabeth Leshner Carlson Scholarship
- Carthage College Women's Club Scholarship
- Blake R. & Marie E. Children Scholarship
- Class of '25 Scholarship
- Class of '27 Scholarship
- Class of '28 Scholarship
- Class of '30 Scholarship
- Class of '35 Scholarship
- Class of '40 Scholarship
- Class of '42 Scholarship
- Class of '51 Scholarship
- Class of '57 Scholarship
- Class of '64 Scholarship
- Class of '65 Scholarship
- A.W. Clausen & Joycelynn Clausen Student Scholarship
- George & Valborg Crossland Scholarship
- Rev. J. E. & Mary A. Dale Scholarship
- W. Howard Dawe Scholarship
- Jacob & Sara Diehl Scholarship
- William A. & June M. Diehl Scholarship
- Diskrud-Eller Scholarship
- Robert & Lois Dittus Scholarship
- Ronald J. & Wilma G. Dopp Scholarship
- David J. Dorak Memorial Scholarship
- Downing/Michie Scholarship
- Stephen B. Dozier Scholarship
- Karl & Lydia (Engelman) Easterday Scholarship
- David and Doris Ehlert Scholarship

|  |   |  |
|--|---|--|
| James C. and Mary Ellis Scholarship            | Conrad Kuhl Scholarship   | Susan (Worley) Pietrowski Memorial Scholarship           |
| Rev. Dr. Ellsworth & Kay Freyer Scholarship    | Henry & Vera Kuhn Scholarship   | The Pi Theta Scholarship                                 |
| John and Judith Fritsch Scholarship            | Herbert C. Kurth Scholarship  | Mary Etta & Dr. Richard A. Powell Scholarship            |
| Emmert & Leola Gassman Memorial Scholarship    | Flora Testa Lalli Classics Scholarship  | Albert & Marion Pufahl Memorial Scholarship              |
| Dr. Pearl E. Goeller & Family Scholarship      | Anna K. Larsen Memorial Scholarship   | Raymond J. Pugeseck, Jr. Scholarship                     |
| Herbert H. Goodman Scholarship                 | Lester O. Leenerts Scholarship  | Henry Queckenstedt Family Scholarship                    |
| Kenneth F. & Edna L. Gross Scholarship         | Eleanor & Harold Lentz Scholarship  | Rhine & Unglaube Scholarship                             |
| Gutkind-Kraemer Scholarship                    | Thomas W. Lentz Scholarship   | Nelson Peter Ross Memorial Scholarship                   |
| Fred O. Haas Scholarship                       | Lukas Family Scholarship  | Alice Mack & Neill O. Rowe Scholarship                   |
| Richard and Diane Halom Scholarship            | Lutheran Brotherhood Scholarship  | Russell & Marion Rutter Scholarship                      |
| Kenneth & Janice (Van Zile) Hamm Scholarship   | Lutz Memorial Scholarship   | Alan J. Ruud & Susan B. Stover Scholarship               |
| Nancy Ross Hanisch Memorial Scholarship        | Gladys D. Lynch Scholarship   | Ruud Academic Excellence Scholarship                     |
| Elmer & Eudora Hanke Scholarship               | Joseph F. & Shirley M. Madrigano Scholarship                                  | Glenn A. & Eleanor S. Sather Scholarship                 |
| Burdette Harris Scholarship                    | Thomasina & Aldo Madrigano Family Scholarship                                 | Grace C. Scheel Scholarship                              |
| Mae & Jack Harris Scholarship                  | Elizabeth Mancuso Memorial Scholarship  | Lois A. Schmidt Scholarship                              |
| Verna Hey & William J. Harshman Scholarship    | Frederick and Jewel Marks Scholarship   | Gwendolyn (Braun) Schmiedeskamp Scholarship              |
| Christen P. & Anna J. Heide Scholarship        | Edith B. & Frank C. Matthies Scholarship                                      | Ceola Erlsten Yeager Schoenig Scholarship                |
| Janet L. & Steen W. Heimke Scholarship         | Mr. & Mrs. William McFetridge & Barbara McFetridge Scholarship                | Martha Shippert Scholarship                              |
| Walter O. & Adele E. Helwig Scholarship        | LTC Jack M. Meiss, Barbara J. (Meiss) Welling, & Dr. Guy T. Meiss Scholarship | Schumacher/Broderdorf Scholarship                        |
| Donald Hensey Scholarship                      | R. William Miller Scholarship   | Marie & John Sladek Fine Arts/Nat. Science Scholarship   |
| T. Shandy Holland Scholarship                  | Melvin and Linda Miritz Scholarship   | Louis W. Smith, Jr. Scholarship                          |
| Anna, Stefan and Suzzanne Hrajnoha Scholarship | Erva Moody Memorial Scholarship   | Karl L. Solum Memorial Scholarship                       |
| Charles Melvin & Harriet Howe Hurd Scholarship | Martin Mortensen Scholarship  | Wilfred J. & Marie Sonntag Scholarship                   |
| Edna M. Johnson Scholarship                    | Neergaard-Arhelger Scholarship  | Lili Sorokin Scholarship                                 |
| John & Elizabeth Johnson Scholarship           | Pastor Carl O. & Edith W. Nelson Scholarship                                  | Special Opportunities Scholarship                        |
| Kaelber Scholarship                            | Carl Wilbur Nelson Scholarship  | Fred and Margaret Spangler Scholarship                   |
| Rev. Oscar C. & Victoria Kaitschuk Scholarship | Ernest & Edna Newhouse Scholarship  | John R. & Margaret O. Spangler Scholarship               |
| Kappa Phi Eta Scholarship                      | Theodore & Mildred Nicholson Scholarship                                      | W. Carl & Esther C. Spielman Scholarship                 |
| Kaye/Morin Scholarship                         | William L. Niemann Scholarship  | Grace C. Staber Scholarship                              |
| Arthur T. Keller Scholarship                   | The Rev. Jack and Marian Nitz Scholarship                                     | Ronald and Barbara Stamer Scholarship                    |
| Mary Katherine Kent-Rohan Scholarship          | Duane M. Olson Scholarship  | The Irene Kraemer Starting Over Scholarship              |
| Harriet & Joseph Kern Scholarship              | Eric H. Olson & Anna Olson-Thom Scholarship                                   | Donna Wolf Steigerwaldt/Jockey International Scholarship |
| Clayton & Pearl Kesselring Scholarship         | George & Hazel Osborn Scholarship   | John & Evelyn Susina/Barbara Susina Stewart Scholarship  |
| Merton Elihu Knisely Scholarship               | Dr. Clifton E. Peterson Scholarship   |  |
| David B. Knowles Memorial Scholarship          | The Petretti Family Scholarship   |  |
| William C. Krauss Scholarship                  |   |  |



Thorberg Swenson Scholarship  
Robert J. and Dawn C. Smick  
Scholarship  
J. Bannen Swope Scholarship  
Tarble Family California Scholarship  
Tau Delta Psi Foreign Student  
Scholarship  
Alois H. Tennesen Scholarship  
Ralph J. & Margaret A. Tenuta  
Scholarship  
Dorothy Myhre Tolleson Memorial  
Scholarship  
Joy Valentine Scholarship  
Veteran's Scholarship  
Frank & Ruth E. (Wuerzberger) Vorpahl  
Scholarship  
Wagner Brothers Scholarship  
Walker Manufacturing Scholarship  
Georgene L. Wall Scholarship  
Mildred & Delferd Walser Scholarship  
Albert & Mary Kimbrough Webb  
Memorial Scholarship  
Weightman Memorial Scholarship  
Robert D. Wolff Scholarship  
Kathy Harris Scholarship  
Business and Professional Coalition  
William and Amanda Eller Scholarship  
Paul G. Goerner Scholarship  
Ralph S. Leonard Scholarship  
John H. and Mary L. (Hall) Meiss and  
Olive C. (Meiss) Padre Scholarship  
Evelyn A. Rodgers Scholarship  
Lentz Presidential Scholarship  
Anderson Presidential Scholarship  
Dahl Presidential Scholarship

### **Annually-Funded Scholarships**

Alumni Association Scholarship  
Judith Law Anderson Scholarship  
Donald and Barbara Boe Scholarship  
Delta Upsilon Scholarship  
Kathy Harris Scholarship  
Semler Family Scholarship  
Ware's Grove Church Scholarship  
Jessie C. and Ward Cropley Scholarship  
E. David Matthaide III Scholarship

## Student Affairs

Student Life

New Student Orientation

Housing and Residential Life

Student Organizational  
Development

General Regulations

Health and Counseling  
Services

Organizations and Activities

Student Awards

### Student Life

The Dean of Students Office is responsible for a variety of functions that aid students in many phases of their campus life. These include new student orientation, personal counseling, health services, housing and residential life, student activities, Greek life, and leadership development.

### New Student Orientation

Orientation for new students is a three-day event that begins the Sunday before the start of the Fall Term. During the program, the College welcomes new students and introduces them to the Carthage community. Activities include academic sessions with first year advisors, small group meetings designed to integrate the individual into the community, and educational programming. Opportunities to meet students and faculty are provided through social events. Individuals entering as full-time students are required to participate in Orientation.

### Housing and Residential Life

Carthage College long has been committed to the residential nature of a college education; it is one of our core values. The best collegiate experience is one where the curriculum and the co-curriculum are seamlessly integrated. With this value in mind, full-time students will be expected to live in the residence halls and be enrolled in a meal plan until their senior year.

Professional hall directors are employed by Carthage and reside in the residence halls. They team up with assistant hall directors and resident assistants to create an environment that facilitates the development of the whole individual. The residence hall staff strives to create a supportive and dynamic living/learning atmosphere in order

to provide opportunities for educational, social, emotional, physical, recreational, and cultural growth.

Residence halls are closed during Thanksgiving, Christmas, and spring recesses. Students who cannot leave must be granted permission to stay by the Dean of Students' Office. Carthage assumes no responsibility for students during these periods, or for personal property left in residence hall rooms. Reasonable precautions are taken, however, to safeguard the buildings.

All returning residential students must complete an online housing contract for the following academic year and make an advance payment with Carthage by the deadline date. An advance payment of \$300 is required before a student is able to register for housing. Residential students desiring entry at the second term must also complete a housing contract and make an advance payment when they are admitted to the College. Advance payments made for the autumn (by current students) are not refundable after June 1. Advance payments made by new students for the Fall Term are non-refundable after May 1. Advance payments made for January or February (by new students) are not refundable after Nov. 1.

Advance payments are necessary for eligibility for Carthage housing, but do not guarantee a housing assignment. For a full list of requirements to live in housing, and an update on the availability of housing, please contact the Dean of Students Office. All housing assignments are made by the Dean of Students Office.

### Student Organizational Development

Carthage strongly believes that through involvement in organizations and activities, a student truly completes the circle of education that a residential liberal arts college strives to create. For that reason, the Dean of Students Office promotes the development of student organizations. Assistance on a wide range of subjects is available pertaining to student organizations including activities, programs, and constitution development. In addition, student organizations are encouraged to utilize the facilities of the Todd Wehr Center. Organizations may promote their activities through the Carthage calendar maintained by the Director of Student Activities.

### General Regulations

Regulations and standards pertaining to student conduct are presented in detail in the

Carthage Community Code which is available on the Carthage website. A paper version is available from the Dean of Students Office. Students are expected to know and adhere to the rules and standards. Carthage reserves the right to discipline those who ignore established rules, practices, and procedures as well as those whose conduct is in violation of the Community Code, or is otherwise contrary to the best interests of the individual, fellow students, or Carthage.

### Motor Vehicle Regulations

While enrolled at Carthage, all students who possess an automobile, motor scooter, motorbike, or motorcycle must register the vehicle(s) with Carthage. Parking permits are limited and must be purchased by any student wishing to have a car on campus. Complete information concerning this regulation is provided at registration. Further information is available from the Business Office or the Public Safety Office.

### Health and Counseling Services

The Health and Counseling Center, located in the N. E. Tarble Athletic and Recreation Center, is staffed by a registered nurse and counselor. The resources of the Health and Counseling Center are available to students through the nurse. Students also may choose other local physicians for consultation and treatment. Expenditures for treatment outside the Health and Counseling Center are assumed by the student, whether the physician is called by the student, by a friend, or by a Carthage staff member.

Students under 18 years of age must have a signed parental consent form in order to receive treatment in the Health and Counseling Center. The Center is open Monday through Friday, 9 a.m. - 1 p.m., and 2 - 5 p.m. during the academic year, excluding official Carthage breaks.

Carthage normally reserves the right to admit a student to a local hospital under the care of a physician when deemed necessary. Any parent or guardian who refuses to grant Carthage such permission must indicate this in writing before the student is enrolled.

Certified psychological counseling also is available. Further information on this service is available from the Dean of Students Office or the Health and Counseling Center.

Carthage requires each full-time student to subscribe to a qualified medical insurance plan. More detailed information is available upon request from the Business Office.

Carthage also requires a statement of health (physical) from a physician in order for the

student to participate in intercollegiate sports or spirit team.

## Organizations and Activities

For many students, the academic side of college is enhanced by another phase of campus life--participation in the many extra-curricular activities that Carthage offers. Students benefit greatly from their associations with these groups, deriving both enjoyment and valuable learning experiences. Please see the Carthage website for a listing of student organizations.

## Honorary and Professional Organizations

*Alpha Lambda Delta*

Freshman honorary

*Alpha Mu Gamma*

Foreign language honorary

*Alpha Psi Omega*

Honorary dramatics fraternity

*Beta Beta Beta*

Biology honorary

*Gamma Theta Upsilon*

Honorary geographic society

*Honors Council*

Council of honorary organizations

*Kappa Pi*

Art Honorary

*Lambda Kappa*

Honorary music society

*Lambda Pi Eta*

Communications honorary

*Omicron Delta Epsilon*

International honorary society in economics

*Omicron Delta Kappa*

National leadership honor society for juniors and seniors

*Pi Alpha*

Social Work honorary

*Phi Alpha Theta*

History honor society

*Pi Mu Epsilon*

Mathematics honorary

*Pi Sigma Alpha*

Political Science honorary

*Pi Sigma Epsilon*

Honorary sales and marketing fraternity

*Psi Chi*

Honorary psychology club

*Sigma Tau Delta*

Honorary English fraternity

*Sigma Pi Sigma*

Physics honor society

*Theta Chi Delta*

Honorary chemistry fraternity

## Service Organizations

*Amnesty International*

A non-political and non-partisan organization that helps ensure human rights for people throughout the world.

*Circle K International*

An international co-ed service organization affiliated with Kiwanis International.

*Habitat For Humanity*

This group works with the surrounding communities to refurbish homes for the disadvantaged.

*Pals N' Partners*

This group works with at-risk children from the local community.

*Pi Delta Chi*

Women's service sorority.

## Government Associations

*Carthage Activities Board*

A student group responsible for planning and production of social, cultural, and recreational programs for the education and entertainment of the campus community.

Events include Homecoming and May Madness Festivals, as well as the presentation of comedians, musicians, films, speakers, and concerts.

*Residence Life Council*

A residence life advisory board consisting of representatives from each floor in the halls. The Residence Life Council provides students with a voice in the management of the residence halls.

*Student Government*

Includes legislative, executive, and judicial branches to govern student affairs.

## Social Fraternities

*Interfraternity Council*

Governing body of the five local social fraternities: Beta Phi Epsilon, Delta Omega Nu, Tau Delta Psi, Tau Sigma Chi, Tau Sigma Phi and three national social fraternities: Delta Upsilon, Phi Kappa Sigma, Tau Kappa Epsilon.

*Panhellenic Council*

Governing body of the five local social sororities: Delta Sigma Theta, Kappa Phi Eta, Pi Theta, Sigma Alpha Chi, and Sigma Omega Sigma, and two national sororities: Alpha Chi Omega and Chi Omega.

## Publications/Media

*Centrique*

Student publication of poetry, literature, and art.

*The Current*

Student newspaper.

*Driftwood*

Student yearbook.

*The Wave*

Student-run radio station.

## Departmental and Interest Organizations

*10 % Society*

A confidential group of gay, lesbian, bisexual and trans-gendered students, faculty, and staff who gather regularly to share experiences and to provide support for each other in a safe and open context.

*ADAPT*

An organization dedicated to serving and advocating the needs of disabled students.

*Black Student Union*

For students interested in black culture.

*Campbell Crazies*

Students interested in promoting athletics and Carthage pride

*Carthage Accounting Association*

For students who work to develop valuable community contacts, and to enhance the education of accounting majors outside of the classroom.

*Carthage Allies*

*Carthage Badminton Club*

Opportunity for students to play badminton as a club sport

*Carthage Chapter of NAACP*

Organization aiming to improve, aid and support the National Association for the Advancement of Colored People

*Carthage Christian Athletes*

Organization for athletes and students that focuses on growing and pursuing an ongoing relationship with Jesus Christ.

*Carthage Handbell Choir*

Students explore and perform the fine art of handbells.

*Carthage Hockey Team*

Provides the opportunity to play competitive hockey on a club level.

*Carthage Quidditch League*

Provides an athletic activity for athletes and non-athletes alike in an enthusiastic and encouraging environment while allowing members to express and enjoy their appreciation of J.K. Rowling's Harry Potter series.

*Carthage Republicans*

Group that provides a forum for the discussion and growth of the Republican Party.

*Carthage Swing Society*

Promotes and introduces swing dancing through lessons and workshops.

*Carthage United to Rescue the Earth (CURE)*

For students who are concerned with the well being of our planet; supports a campuswide recycling program.

*Carthage Vanguard Drumline*

Open for all students interested in drumming at a variety of events and performances.

*Carthage Writers Guild*

Provides writing support, second opinions, and constructive criticism amongst friends and people interested in writing.

*Catholics at Carthage*

Welcoming community of Roman Catholics students at Carthage College.

*Chinese Club*

Provides a platform for cultural and linguistic immersion while in an English-speaking environment.

*Cigar Club*

Explores and provides education about cigars and safe, legal tobacco use.

*Club Bowling*

Opportunity for students to bowl competitively in a club sport.

*Colleges Against Cancer*

Provides support, education, and outreach for those suffering from cancer.

*Court of Nobility*

A medieval re-enactment club

*Commuter Association*

Commuter student organization.

*CUMBYA Ministries*

CUMBYA (Carthage Undergrads Making Big Youth Activities) enlists students who want to improve themselves and their community through serving the youth of the area and gaining experience in becoming leaders and resource people for congregational youth ministry.

*DRAFT*

Organization of communication and design students dedicated to expanding their knowledge in the field.

*Fellowship of Christian Athletes*

Organization for athletes and students that focuses on growing and pursuing an ongoing relationship with Jesus Christ.

*Fencing Club*

Trains and competes in the sport of fencing.

*Finance and Investment Club*

This club is established for developing students' financial skills, and introducing them to financial instruments, to encourage students to manage their income effectively.

*Free Thinkers Society*

Advocates the concepts of critical, analytical, objective analysis of the surrounding world, promotion of altruism; defends freethinkers

of all kinds against discrimination; and defends the use of science and reason to explain the world around us.

*French Club*

Students dedicated to the furthering of understanding of French culture and language as well as instilling a stronger sense of camaraderie within the department.

*Game Club*

Students support freedom of expression through competition in games, encourage the appreciation of games as a legitimate source of social growth and community development, and allow students the opportunity to gather together based solely on similar interests.

*Gamma Nu Sigma*

Academic fraternity open to all students interested in the field of neuroscience or its applications to the related disciplines of biology, chemistry, and psychology.

*GEAR*

Creates a safe place for women and men to gather and discuss gender issues, educate the Carthage community about feminism and debunk myths.

*Geography Club*

Club not only represents an energetic cohort of Geography majors and minors, but also promotes a wider awareness of geography and geographic diversity among the general student body.

*German Club*

Stammtisch, the language circle, allows students studying German to gather for conversation, usually over lunch. The German club holds culture nights with movies and German food, during which everyone speaks German.

*The Gospel Messengers*

This singing body of students represents Carthage at various off-campus events. Their charismatic style and presentation brings a new twist in delivering the message.

*Iluzion*

The purpose of this dance team is to bring together a group of students with passion for dance to create original performances.

*International Friendship Society*

Brings American and international students together to share their cultures as well as world experiences.

*Intervarsity Christian Fellowship*

For students interested in Bible study, prayer, and Christian fellowship.

*Intramurals*

Various sports activities organized for general student participation.

*Invisible Children*

Fundraise and spread awareness for Invisible

Children, host events of all shapes and sizes to involve all of campus and the community.

*Japanese Club*

Encourages Japanese culture and its environs. Club activities may include the study of the Japanese language, art, history, music, movies, television, government, culture, and related topics.

*Juggling Club*

Promote the awareness of world-wide and campus-related issues regarding juggling and to participate in conferences where issues of juggling are discussed.

*Latin/Belly Dance Club*

To learn about cultures through dancing and music.

*Latinos Unidos*

To educate club members about Hispanic cultures i.e. historical events, lifestyles, traditions, religions, and customs of different Latin American cultures.

*Legendary Orientation Leaders*

LOL's are an extension of first year orientation leaders providing resources and building relationships with first-year and incoming students.

*Maximum Capacity*

Men's acappella group

*Math Club*

Unifies a broad group of students who encourage intellectual growth at Carthage, and promote mathematical awareness on campus and to the community.

*Meditation Club*

Brings together those who seek to relieve stress, meet new people, or have fun through meditation.

*Merely Players*

This group performs both on campus and off-campus as an improvisational comedy troupe.

*Model UN*

Model UN participates in the study of other countries through a unique combination of public outreach, policy analysis, and international dialogue.

*Music Educators National Conference*

Makes opportunities available for professional development to its members and acquaints students with the privileges and responsibilities of the music education profession.

*Neil Futurists Society*

Promotes art through collaboratively performing, directing, writing, and staging short theatrical pieces. Members must submit and perform a two-minute monologue as an audition into the group.

*Obbligato Composition Club*  
Club focused on music composition.

*Peer Education-Active Minds*  
Educates students about the prevalence of mental illness and the risk, signs, symptoms of many illnesses.

*Phi Alpha Delta*  
Helps pre-law majors prepare for a career in the legal field. Also provides support for law school entrance exams.

*Phi Epsilon Kappa*  
Brings together athletic training, exercise and sport science, and recreation management majors.

*Phi Sigma Tau*  
Philosophy Club

*Phi Sigma Epsilon*  
The only national professional co-ed sales and marketing fraternity welcoming all majors.

*Poetry Underground*  
Students interested in all forms of poetry and poetic expression

*Pokemon Club*  
Provides a fun, safe environment for students to come together through Pokemon in various ways including video games, trading cards, art, and movies.

*Pre-Health Club*  
Dedicated to students who want to pursue a career in the health field.

*Red Hots Spirit Team*  
Dance team performing at Carthage athletic events

*Red Scare*  
Teaches the elementary skills of water polo and provides a network of water polo players to further the play of the sport.

*Running Club*  
Motivates members to run throughout the year and/or offseason and to meet new people who also love to run.

*Social Work Club*  
Students interested in social work.

*Society of Physics Students*  
A professional association explicitly designed for physics students.

*Student Athlete Advisory Committee*  
Enhances the total student-athlete experience by promoting opportunity, protecting student-athlete welfare and fostering a positive student-athlete image.

*Students In Free Enterprise*  
SIFE is a global non-profit organization that provides community support in five different business areas.

*Standup Comedy Club*  
Group dedicated to the art of written

comedy. This group performs on campus 3-4 times a semester.

*Student Wisconsin Educators Association*  
Student WEA is for education majors and minors who wish to become more proficient and prepared for their chosen profession.

*Ultimate Frisbee Club*  
Provides a venue for students to play and practice ultimate frisbee, coordinates travel to participation in tournaments, encourages students to participate in physical activity.

*United Women of Color*  
A support group for minority women.

*Velocity Consulting*  
Opportunity to gain real-life business experience and build an incredible portfolio, by working and running a full-service *pro bono* public marketing and consulting agency for businesses and non-profits.

*Carthage Democrats*  
Provides a forum for the discussion and growth of the Democratic Party.

## Student Awards

*College Scholarship Award*  
The highest academic honor at the College, this award is given to the graduating senior who has achieved a G.P.A. of 3.6 or better, written an outstanding essay on the integrative approach to learning, and satisfactorily discussed personal intellectual growth.

*Distinguished Adult Learner Award*  
The highest academic honor for a nontraditional student, this award is given to the graduating senior who has achieved a G.P.A. of 3.6 or better, who has completed at least 3/4 of the credits in the evening school program and is over 30 years of age. A written essay is required.

*College Leadership Award*  
An award presented to the graduating senior who is chosen by the faculty for outstanding service to the College, participation in College activities, a demonstration of leadership qualities, and high academic achievement.

*Awards for Research and Creativity*  
A cash award (which may be divided) for outstanding research or creativity. Projects may be in the form of a paper, original experiment, artistic creation, musical composition, or computer program.

*Senior Academic Award for Accounting*  
This award is given annually to recognize cumulative grade point average and academic achievements within the accounting major.

*Alpha Psi Omega Award*  
This award is given to a member of the

senior class for outstanding work in dramatics.

*Athletic and Scholar-Athlete Awards*  
Awards presented to the outstanding athlete in each intercollegiate sport for men and women.

*The Carthage Band Award*  
This award is presented to the outstanding graduating senior of the College Wind Symphony for exceptional musical achievement and service to the band.

*Dwight W. Byram Scholarship*  
This award is granted to students majoring in business administration, accounting, marketing or international business. Criteria are potential for success in a managerial career.

*Senior Academic Award for Business Administration*  
This award is given annually to recognize cumulative grade point average and academic achievements within the business administration major.

*The Chapin-Tague Awards in Creative Writing*  
A memorial to professors M.E. Chapin and Wilma Tague established by their families and friends. A prize is given each year in prose and another in poetry. Competition is open to all students of the College.

*Outstanding Senior Chemistry Award*  
This award is sponsored by the American Institute of Chemists to honor outstanding seniors majoring in chemistry. It is given in recognition of potential advancement in the chemical professions on the basis of a student's demonstrated record of leadership, ability, character, and scholastic achievement.

*Undergraduate Analytical Chemistry Award*  
This award is sponsored by the Division of Analytical Chemistry of the American Chemical Society. It is given to a senior chemistry major who has indicated an outstanding aptitude in analytical chemistry.

*Freshman Chemistry Achievement Award*  
This award is given to the general chemistry student with the best over-all grade point average in chemistry.

*The Coblenz Award*  
This award is given to the senior chemistry major who has made the greatest contribution to the field of spectroscopy. The award is named for Dr. W. W. Coblenz, whose work did much to demonstrate the potential application of infrared spectroscopy to the field of chemistry.

*Academic Excellence Award in Economics*  
This award is presented to a senior chosen by the faculty of the Department of Economics for outstanding achievement in economics.

*Ralph Hansen Award*

This award is given by the history department to a student who has been of outstanding service to the department. The award is in honor of Ralph Hansen, former chair of the history department.

*The Christine D. Hugin Scholarship Award*

Established by a former associate dean of students, awarded to the social sorority that has established the highest grade point average for the previous year. The name of that sorority is inscribed on an appropriate plaque.

*The Hylton Memorial Scholarship Award*

An award established by Percy Hylton in memory of his parents. It is awarded to the social fraternity that has established the highest grade point average for the previous year. The name of that fraternity is inscribed on an appropriate plaque.

*The Emma Johnson Memorial Award*

Established by the Emma Johnson Missionary Society of Trinity Lutheran Church, Rockford, Ill. The award is given annually to the graduating religion major with the highest cumulative grade point average.

*The Lambda Kappa Leadership and Service Award*

This is a cash award given annually to any member of the Lambda Kappa music fraternity for outstanding service and leadership to the fraternity and to the music department.

*The Seal Awards (Students Excelling in Activities and Leadership) Awards*

These awards are given to individual students and student organizations that excel in various co-curricular activities at Carthage.

*The Lambda Kappa Scholarship Award*

This is a cash award given annually to a junior or senior music major who is a member of the Lambda Kappa music fraternity for musical and academic excellence.

*The Earl Lambert Award*

This award is given to the graduating senior member of Beta Beta Beta recognized by the biology faculty to have contributed the most time and energy to the department during the student's college career. The award was created as a memorial to Earl L. Lambert who, with Alice Kibbe, was instrumental in obtaining this national honorary for Carthage in 1930.

*The Elizabeth A. Mancuso Scholarship Award*

This award is given each year to a prospective medical technologist chosen by the faculty of the Natural Sciences Division.

This fund was started by students in memory of a fellow student, a prospective medical technologist, who died of leukemia shortly before the end of her sophomore year at Carthage.

*The Martin Monson Student Teacher Award*

Established as a memorial to Professor Monson by his family and friends. The award is given to two outstanding student teachers, one in the elementary level of student teaching and one in the secondary level of student teaching.

*Sophomore Mathematics Award*

To be awarded annually to the student completing the three-term calculus sequence with the highest overall average.

*The Pi Kappa Delta Recognition Award*

This award is given to the student selected by the members of Pi Kappa Delta as having been the most valuable contributor to the intercollegiate forensic program.

*The Vera K. Preis Award*

As a memorial to Vera K. Preis, a book is given annually to the graduating senior who has contributed most to the Department of English. The name of this student is inscribed on an appropriate plaque.

*The Senior Music Award*

This award is presented annually to a senior music major whose musicianship, scholarship, and leadership in the department have been outstanding.

*Political Science Senior Recognition Award*

This award is presented by the political science department to a senior political science major who has contributed most to the department in scholarship, campus activities, and service.

*Nelson Peter Ross Scholarship*

This award is given by the history department to an outstanding junior history major in memory of the late Nelson Peter Ross, former chair of the history department. The award is based on the earnings of a special endowment contributed by the parents, friends, and students of Professor Ross.

*Sociology Award*

This award is presented to the upper class student who has the best overall record in sociology in the judgment of the departmental faculty.

*Senior Award for Outstanding Achievement in Social Work*

This is a cash award presented to a senior for superior academic scholarship, field placement performance, and service to the social work program.

*The W. Carl and Esther Carlson Spielman Award*

Presented to a student in the Social Science

Division who exhibits outstanding scholarship, leadership, and character.

*The Dorothy Tolleson Memorial Award*

Established by Mary Katherine Kent-Rohan for non-fiction writing, this award is given to a freshman or sophomore Carthage student who has demonstrated outstanding promise in the rhetoric of the written word. The wife of former Carthage English department chair Floyd Tolleson, Dorothy was a teacher dedicated to helping students improve their writing skills as a way of bettering their lives. Her legacy is evident in the College's commitment to writing in courses throughout the curriculum.

*The Wall Street Journal Achievement Award*

This award, given annually to a business administration student, is based upon overall academic performance plus significant involvement and leadership in extra-curricular activities, including the professional business fraternity, Pi Sigma Epsilon.

*The Lloyd N. Yepsen Memorial Psychology Award*

This award is presented to the outstanding senior psychology student.

## Faculty and Staff

### Full-time Faculty



**F. Gregory Campbell**

*President of the College; Professor of History*, is the 18th president of Carthage. Since his arrival in August 1987, full-time student enrollment has grown from

800 to 2,500, and total enrollment now exceeds 3,400 students. In 2010, more than 6,800 high school seniors applied for 720 positions in the freshman class.

The number of faculty has doubled. Intensive national searches have built a teaching-oriented faculty holding Ph.D.s from the major graduate programs in the country. Two major curriculum reforms have restored structure and emphasized classical approaches to arts and sciences education. In the past decade alone, the College has invested more than \$100 million in new construction, major renovations and technological acquisition. The College has operated with surplus budgets every year since 1988. Rising gift income has reflected the growing confidence of Carthage's friends and supporters.

Mr. Campbell came to Carthage from The University of Chicago, where he had been special assistant to the president, secretary of the Board of Trustees, and senior lecturer. In addition to his 16 years in Chicago, Mr. Campbell held administrative and/or faculty positions at Yale University and the University of Wisconsin-Milwaukee. He received his bachelor's degree from Baylor University, his master's from Emory University, and his doctorate from Yale. He has done additional study and research at Philipps-Universität in Marburg/Lahn, Germany; at Charles University and the Czechoslovak Academy of Sciences in Prague, Czechoslovakia; and at the Institute for Educational Management at Harvard University.

As a historian, he specialized in international relations and Central European history. He was awarded two Fulbright grants, a Woodrow Wilson Fellowship, and a Lewis-Farmington Fellowship at Yale.

Mr. Campbell retains an enthusiasm for adventure travel. Since the 1990s, he has climbed Africa's Mount Kilimanjaro, hiked Inca trails to Machu Picchu in Peru, trekked the circuit around Mont Blanc in the Alps, and twice reached the base camp at Mount Everest. He and his wife, Barbara Kuhn Campbell, have three adult sons, Fenton, Matthew and Charles.



**Seemee Ali**

*Assistant Professor of Great Ideas and English*, joined the Carthage faculty in 2008, coming from Loyola College (Md.), where she had been a

visiting assistant professor teaching courses in literature. She is a 1989 graduate of Austin College, where she earned a B.A. in political science. She earned a master's degree and Ph.D. in literature, both from the University of Dallas, and was a post-doctoral fellow in the Core Humanities Seminar Program at Villanova University.



**Cynthia Allen**

*Program Director of Physical Education/Health*, teaches in the Exercise and Sport Science Department at Carthage. She advises students who are studying

to be physical education and health teachers. A native of Utah, she joined the Carthage faculty in 2004. She earned her Ph.D. in human nutrition from Kansas State University, M.S. in exercise and sport science from Colorado State University, and B.S. in physical education from Utah State University. While studying human nutrition at Kansas State, she was awarded a \$25,000 grant from the American Egg Board to research the potential association between lutien intake and decreased incidence of age-related macular degeneration. Prior to completing her Ph.D., she spent four years working in the community as a health educator. She is writing a textbook titled *Secondary School Health: Teaching for Maximum Impact*, which will be published by Jones & Bartlett in January 2012.



**John Antaramian**

*Visiting Professor of Government and Counselor for Community Partnerships*, was the 34<sup>th</sup>

mayor of the City of Kenosha, retiring in 2008 after 16 years, the longest service of any Kenosha mayor. Highlights of his tenure included redevelopment of major brownfield sites, reduced crime, development of three museums, and updates to the city's budget and financial processes. He earned a B.S. in economics and business management from the University of Wisconsin-Parkside in 1977. Before he was elected mayor, he was state representative for Kenosha's 65th Assembly District for 10

years. He joined the Carthage faculty in 2008.



**Douglas Arion**

*Professor of Physics and Astronomy; Professor of Entrepreneurship*, joined the Carthage faculty in 1994 after a long career at Science Applications

International Corporation, where he served as assistant vice president and head of the applied physics and engineering division. He brought his experience as a physics researcher and corporate executive to Carthage's innovative ScienceWorks program, the nation's first and longest-standing technology entrepreneurship program for undergraduates. He teaches courses in physics and astronomy, conducts research with students at major observatories around the country, and develops scientific instrumentation for many different fields. In 2009, he spearheaded the Galileoscope Project, a cornerstone project of the International Year of Astronomy. The Galileoscope Project involved the design, production and shipment of more than 200,000 low-cost telescope kits to more than 96 countries, including 6,000 donated to developing nations.

Professor Arion developed the business plan for the Center for Advanced Technology and Innovation, a technology business development center in Racine, Wis. As senior program advisor for CATI, he provides strategic planning and technology evaluation for companies in the region. He is also involved in technology business developed through academic partnerships with the National Collegiate Innovators and Inventors Alliance, and supports the Milwaukee School of Engineering in the creation of its technology incubator and entrepreneurship curriculum. He is active in business development and serves as an advisor to a number of small businesses, including 3-D Molecular Designs LLC and Fleuchaus Chiropractic, S.C. He is listed in *Who's Who in the West*, *American Men and Women of Science*, and *Who's Who of Business Leaders*. He earned his A.B. in physics from Dartmouth College, and his M.S. and Ph.D. in physics from the University of Maryland.

He is an elected member of the International Astronomical Union, as well as a member of the American Physical Society, the American Astronomical Society, Sigma Xi, Sigma Pi Sigma physics honorary fraternity, and the International Dark Sky Association. His interests include designing and building telescopes, and competing in telescope-



making contests. He is a competitive cyclist, and attended a US Olympic cycling training camp in 1985. He also enjoys ice hockey and serves as the head coach of the Carthage ice hockey program. He is a lifelong member of the Appalachian Trail Conference and the Appalachian Mountain Club.



### Gregory Baer

*Director of Faculty Development, Associate Professor of Modern Languages*, joined the Carthage faculty in 1996. His teaching and research interests include 20th

century German literature and culture, with a focus on East Germany and the Holocaust, and foreign language pedagogy, where the focus of his scholarship is vocabulary acquisition. He has presented the results of his scholarly work in the *GDR Bulletin* and the *Reference Guide to Holocaust Literature* and has presented at regional and national conferences. A recipient of grants from the German Academic Exchange Service and a two-time Fulbright Fellow, he has mentored student researchers who have won grants from that organization. Professor Baer has studied and done archival research in Munich and Berlin, and has lived in Germany for more than 12 years. He earned his B.A. from Lewis and Clark College, and his M.A. and Ph.D. in Germanic Languages and Literatures from Washington University in St. Louis.



### Roger Bass

*Associate Professor of Education*, received his Ph.D. from the University of Wisconsin-Madison and holds degrees in education and psychology. He recently earned his BCBA-

D (Board Certified Behavior Analyst-Doctoral), the highest level of certification in behavior analysis, making him eligible for licensure as a behavior analyst with the State of Wisconsin. He is one of only seven individuals holding the BCBA-D Wisconsin. He published *Amy's Game: The Concealed Structure of Education* in an attempt to awaken students and the general public to the lamentable state of education in America and what we can do about it. He is the senior member of the education program. Professor Bass teaches courses in special education, psychological measurement and assessment, general education, and quantitative research design. He has been actively involved in education and psychology for more than 35 years. His interests include but are not limited to: human behavior; behavior

analysis, especially as it is applied to education; psychotherapy; and legislation that advances effective instructional methods.

Professor Bass emphasizes well-researched methodologies such as direct instruction, personalized systems of instruction, and a wide range of behavioral education tactics in instructional design and classroom management. He has done computer-based studies on research methods. He has developed an experimental program for training teachers on emergency licenses and in the process created computer-assisted instruction and field-based tactics for teaching teachers on-site. His current research involves the effects of changed contingencies on rule-governed behavior. His recent publications deal with observational technology, interactive video in teacher education, and Zen. He is currently working on a theoretical paper involving motivating operations. Since 1990, he has been active in the Association for Behavior Analysis (ABA) and has sponsored a number of student presenters. He has served on the ABA committees BALANCE (committed to identifying and correcting the many misrepresentations of behavior analysis) and Teaching Behavior Analysis or TBA (coordinated recent research on teaching behavior analysis in all areas). He has also served on the ABA's committee for evaluating psychology departments. He has taught research methods to music educators, presented at Suzuki Music Conventions, and presented at symposia with music educators interested in well-researched procedures for improving student performance. His work in education parallels these activities within psychology. His personal interests include bike touring, Zen Buddhism and violin. He joined the Carthage faculty in 1988.



### Greg Berg

*Assistant Professor of Music*, teaches private voice at Carthage, and helps to direct the opera program in cooperation with music theater coordinator Corinne Ness.

He also teaches Vocal Diction and Literature and Opera History, and in the past has also taught Exploring Music, Popular Music in America, and Oral Skills. He enjoys serving as principal accompanist for the Carthage Choir as well as for students in many of their recitals, juries, and departmental performances. He received his bachelor's degree from Luther College (Decorah, Iowa) in 1982 and was named by the faculty as outstanding music major of his class. He

went on to earn a master's degree in vocal performance at the University of Nebraska-Lincoln. From there he was privileged to be a singer with the prestigious Lyric Opera Center for American Artists in 1985-86. His awards as a singer include four first-place finishes in state and/or regional NATS competitions, and he was a district winner of the 1984 Metropolitan Opera Auditions. With orchestra he has performed such operatic roles as Count Almaviva (*Le Nozze di Figaro*), Michel (*Il Tabarro*), Ottone (*The Coronation of Poppea*), Schaunard (*La Boheme*), Ko-Ko (*The Mikado*), and Sam (*Trouble in Tahiti*). His solo performances with orchestra also include such works as *Hodie*, *Mystical Songs*, and *The Songs of Travel* (Vaughan Williams), *Magnificat* and *St. John's Passion* (J.S. Bach), *St. Nikolai Mass* (Haydn), *Te Deum* (Dvorak), *Mass for the Children* (Rutter), and *Old American Songs* (Copland). He has served as CD/DVD reviewer for the *Journal of Singing*, the official scholarly publication of NATS (the National Association of Teachers of Singing) since 2001.

Professor Berg is a familiar voice to many people in southeastern Wisconsin because of his on-air work with WGTD FM 91.1, the local NPR affiliate, for whom he hosts a daily interview program called *The Morning Show*. His list of noteworthy guests includes Jimmy Carter, Alan Alda, Bill Moyers and Tim Russert, plus such notable musical guests as Thomas Hampson, Dimitri Hvorostovsky, Eileen Farrell, Shirley Verrett, and Metropolitan Opera general manager Peter Gelb. He also serves as minister of music at Holy Communion Lutheran Church in Racine, Wis. He is the composer of three liturgies, four commissioned hymns, and numerous choral anthems. He is married to a Carthage graduate, Kathy (Gall) Berg, '84, who is a highly regarded music teacher in the Racine Unified School District.



### Timothy Bernero

*Head Women's Basketball Coach; Lecturer, Exercise and Sport Science*, earned his M.B.A. from North Park College and his B.S. from Lake Forest College. He joined the Carthage

faculty in 1996.





**Sandra Bisciglia, '94**  
*Assistant Professor of Religion*, received the very first Carthage Distinguished Adult Learner Award and the Carthage Religion Department's Emma

Johnson Award. She worked in Roman Catholic religious education for nearly 20 years and is interested in Jewish-Christian dialogue. Professor Bisciglia is currently researching the native Italian Jews, known as the "Italyanim," as well as the relationship between Italian Jewish scholars and their secular and Christian counterparts in the early Modern period. She is investigating the history of Jewish communities in the city of Venice and other Adriatic coastal cities from northern to central Italy. The ancient and still extant Jewish ghettos of southern Italy are also of interest. Her course offerings include post-exilic Judaism, Judaism, Jewish Bible, and Women and the Bible. She is in the process of completing a Master of Science and Doctor of Science in Jewish Studies at Spertus Institute of Jewish Studies in Chicago. She joined the Carthage faculty in 2002. She earned her master's degree from Sacred Heart School of Theology.



**Christine Blaine**  
*Chair, Chemistry Department; Associate Professor of Chemistry*, teaches analytical, inorganic and general chemistry. Her research

involves the impact of road salting on the Pike River Watershed. Her research specifically examines chloride concentrations in water and soil samples due to water runoff from roadways and sidewalks. Research results have been presented at the Midstates Consortium and regional and national American Chemistry Society meetings. Professor Blaine also has extensive experience in writing and designing new laboratories for the general, analytical and inorganic curriculum. In addition to her research and laboratory interests, she is involved in doing science experiments with elementary and high school students in the Kenosha area. In 2010, she won the Distinguished Teaching Award at Carthage. Before coming to Carthage, she was a visiting assistant professor of chemistry at Bowdoin College in Brunswick, Maine. Professor Blaine is a member of the American Chemical Society; Iota Sigma Pi, an honor society for women in chemistry; and Sigma Xi. She earned her B.A. degree from the College of St. Benedict and a Ph.D. in inorganic chemistry from the University of

Minnesota. She joined the Carthage faculty in 1995.



**Michele Bonn**

*Senior Lecturer, Exercise and Sport Science*, taught and coached at Pacific University in Oregon prior to coming to Carthage. She started teaching part-time at Carthage in the fall of

1992. After serving as the Director of Advising Services and then as Registrar, she currently teaches and advises full-time for the Exercise and Sport Science Department.



**Robert Bonn**

*Chair, Exercise & Sport Science Department; Director of Athletics*, came to Carthage in 1992. Since 1975 he has taught, coached and directed at the high school and college

level. He earned his B.S. in physical education from the University of Connecticut, M.Ed. from Springfield College, and Ed.D. from Boston University.



**Matthew Borden**

*Assistant Professor of Modern Languages*, came to Carthage in 2003 from Marquette University, where he served as assistant professor of Spanish since 1999. At that

post, he earned a Faculty Development Award and was listed in *Who's Who Among America's Teachers*. Prior to teaching at Marquette, he served as a teaching assistant and assistant instructor of Spanish at the University of Texas at Austin. Among his many honors, he received a Mellon Grant in 2001-02. Professor Borden earned his B.A. from the University of Wisconsin-Madison, and his M.A. and Ph.D. from the University of Texas at Austin.



**Glen Brittich**

*Assistant Football Coach; Lecturer in Exercise and Sport Science*, joined Carthage in 2006. He earned his M.A. from Adams State College and B.A. from Albion College.



**Lynn Brownson**

*Associate Professor of Communication and Digital Media*, is a Chicago-area native who earned her bachelor's and master's degrees in communication studies

from Northern Illinois University. She taught at Southeastern Louisiana University while earning her Ph.D. in speech communication at Louisiana State University. She began her teaching career at SLU as an instructor in 1987, and was promoted to assistant professor in 1994 and associate professor in 2000. She moved to Wisconsin in 2001, where she taught at UW-Whitewater until 2008. She is a certified corporate trainer (from UW-Milwaukee), and also has been an independent media/communication consultant in Illinois, Louisiana, and Wisconsin. Professor Brownson joined the Carthage faculty in 2008, and is faculty advisor to the Carthage chapter of Lambda Pi Eta, a national communication honor society.



**Jonathan Bruning**

*Associate Professor of Communication and Digital Media*, received his B.A. from Gustavus Adolphus College, M.A. in American Culture Studies from Bowling Green State

University, and Ph.D. in Communication Studies from the University of Kansas. He previously taught at the University of Kansas, as well as Washburn University. In addition to teaching, Professor Bruning previously worked in television news and sports, both as a producer and production assistant. He has presented papers at several national conferences, including the National Communication Association and the Popular Culture Association.

His research and teaching interests include media, new technology, sports journalism, and political and intercultural communication. He has led J-Term study tours to Spain, France, Italy, Holland and England, as well as the Oxford University semester abroad. He joined the Carthage faculty in 1999.



**David Brunn**

*Rogers Palmer Distinguished Professor of Business Administration; Professor of Business Administration and Accounting*, has three decades of experience at

Arthur Andersen & Co. He was a partner

with Andersen Consulting, where he developed financial and manufacturing systems for clients of all sizes. He was the global head of Andersen Consulting's Cost Management practice for several years. He is a CPA, a CMA, and a CPIM. During his last five years with the firm, he managed several of the largest projects for the firm's Tax Technology Group. He earned his B.S. from the University of Pennsylvania, and M.B.A. from Northwestern University. Previously he was an adjunct professor at the Lake Forest Graduate School of Management, where he taught both financial accounting and corporate finance.

Professor Brunn joined the Carthage faculty in 1993, and was named the Carthage Distinguished Teacher of the Year in 1999. He is a past chair of the Faculty Executive Committee. He chaired the task force that conceived and implemented the Carthage Symposium component of the curriculum. He has devoted himself to improving the career opportunities available to Carthage graduates. He lives with his wife, Lyn, in Wilmette, Ill. They have two grown daughters and two granddaughters. He enjoys sailing on Lake Geneva.



**Temple Burling**

*Associate Professor of Physics and Astronomy, Biology, and Great Ideas,* came to Carthage from the Department of Biochemistry at Weill Medical College of Cornell

University, where he served as an assistant professor and director of the X-ray Crystallography Core Facility. Before his work at Cornell, he was a postdoctoral fellow in the Department of Molecular Biophysics and Biochemistry at Yale University, where he examined problems in computational crystallography, protein dynamics, and high-resolution macromolecular structure determination by multi-wavelength anomalous dispersion. His teaching and research interests focus on the overlap of physics and biology. He has co-authored several articles that have appeared in science publications such as *Acta Cryst* and *Science*. He earned his B.A. from Grinnell College, M.S. in physics from Iowa State University, and his M.S. in biophysics and Ph.D. from the University of Rochester. He joined Carthage in 2002.



**Deanna Byrnes**

*Assistant Professor of Biology,* received her B.S. in biology from Cornell University with an emphasis in ecology, evolution and systematics.

After working at Abbott Laboratories for six years, she returned to her interests in mammal evolution and tropical ecology and earned her Ph.D. from the University of Wisconsin at Madison in 2005. Her dissertation reconstructs the evolutionary relationships among the species of bare-backed fruit bats using molecular data, and maps the pattern of morphological and ecological differences among the species to try to understand the processes of natural selection responsible for the radiation of these unique bats across the islands of Indonesia and Melanesia. Her research continues to employ both field and laboratory methods to study the ecology and evolution of bats both local and tropical. Most recently she has begun a local long-term project in which students gather and share data with the Wisconsin Department of Natural Resources as part of a citizen monitoring program to help define the ecological needs of Wisconsin's bat species. Her work has taken her to Costa Rica, Puerto Rico, Belize, and remote regions of Sulawesi and Papua New Guinea. She enjoys mentoring students through scientific inquiry and exploration of the outdoor natural environment. She is a rural Wisconsin native, and joined the Carthage faculty in fall 2007, after teaching and researching as a Lawrence University Postdoctoral Fellow in Appleton, Wis.



**Leslie Cameron**

*Associate Professor of Psychology,* earned her B.A. with distinction from McGill University, Montreal, her M.A. and Ph.D. from the University of Rochester, and her

Certificat Supérieur and Diplôme de Phonétiques Appliquée à la Langue Française from the Université de la Sorbonne Nouvell, Paris. Prior to her Carthage appointment, she was research associate and adjunct professor at New York University. She was awarded a National Research Service Award Postdoctoral Fellowship and a National Institutes of Health Postdoctoral Fellowship at NYU. Professor Cameron was a member of research teams that have had papers published in a number of journals, including *Vision Research*, *Spatial Vision*, and *Behavioral and Brain Sciences*. She has presented at the Optical Society of America

annual meeting and at colleges and universities. Her research goals include studying the effects of attention on early visual processing, human eye movements, and language processing as it correlates to vision and attention. She plays squash competitively, is a certified referee and referee instructor, and was awarded the Wedgewood Award and the Peter Lyman Award for contribution to the game of squash, sportsmanship, and excellence in play. She joined Carthage in 2002.



**Thomas Carr**

*Senior Scientific Advisor of the Dinosaur Discovery Museum; Associate Professor of Biology.*

Thomas Carr's research interests include the integration of ontogenic

and phylogenetic data in paleontology, phylogeny and historical biogeography of Laurasian dinosaurs, and the craniofacial anatomy of archosaurs. He has named four new dinosaur species in peer-reviewed publications such as *Journal of Vertebrate Paleontology* and *Proceedings of the National Academy of Sciences*. He is eagerly awaiting the Fall 2010 publication of his major review article on *Albertosaurus sarcophagus*, and he presently has three projects in progress that examine various aspects of the biology of *Tyrannosaurus rex*. He has appeared in the National Geographic Channel documentaries *T. rex Walks Again* and *Dinosaurs Decoded* that featured his scholarship and fieldwork on *T. rex*. He has written articles for popular publications such as *Rotunda* and *Dinosaur World*. He is currently working on *The Tyrant Lizards: The Reference Volume of Tyrannoauroidea*, an exclusive textbook for graduate students and vertebrate paleontologist. His degrees are Ph.D. Vertebrate Paleontology, Department of Zoology, University of Toronto; M.Sc. University of Toronto; B.A. York University (York, Ontario). He joined the Carthage faculty in 2004.



**Maria Carrig**

*Associate Professor of English, Theatre and Great Ideas,* earned her B.A. in English literature and Greek from Bryn Mawr College, and her M.A. and Ph.D. in English literature

from Yale University. She also studied Latin and Italian in Italy, earning a certificate from the Università per stranieri in Siena. Her teaching and research focus on Shakespeare and Renaissance drama, as well as the religion and magic beliefs of the early



modern period. Before coming to Carthage, Professor Carrig was a teaching fellow at Yale University and an assistant professor of English at Loyola University Chicago, where she helped start a Great Books program. She is currently working on a long-term project on Renaissance comic theory and its relation to theatrical practice in Shakespeare, Jonson and Middleton. Outside the library, she loves to take students to theater in Chicago and Milwaukee, and on Carthage's annual trip to the Stratford Shakespeare Festival in Ontario. She recently completed an article on contemporary revivals of Renaissance comedies. She joined the Carthage faculty in 2002.



### Anne Cassidy

*Associate Professor of Art,* teaches non-Western and Western art history, printmaking, and Heritage. A specialist in the arts of the Americas, her current research involves ritual

calendar manuscripts of pre-Hispanic Mexico. Before coming to Carthage, she taught at Columbia University in New York, Pratt Institute in Brooklyn, and Grossmont College in San Diego. She brings to her teaching a strong belief that works of art should be studied as primary sources whose interrogation allows the student to access fundamental concepts and questions. Professor Cassidy's long and varied experience in the study and practice of art informs her work as an art historian. After majoring in studio art as an undergraduate, she worked as a scenic artist in and around New York City, on sets for theater, film, and television. During this time, she was an artist member of the Center for Book Arts in New York, where she showed and sold her prints and book art.

After graduate study at Columbia University, Professor Cassidy became deeply involved in the repatriation of American Indian art and ritual objects. On behalf of the American Indian Ritual Object Repatriation Foundation in New York, she worked closely with collectors and tribes throughout the United States, facilitating repatriations and advocating for tribes. This experience afforded an opportunity to learn about American Indian art and history from American Indians, but also offered a deeper understanding of the power and universality of aesthetic activity itself. She has been studying and researching central Mexican manuscripts for the last 14 years. Mesoamerican manuscript research has taken her to Mexico and a number of European libraries. She is currently working on a manuscript about the Borgia Group ritual

calendars. She has earned her Ph.D., M. Phil., and M.A. at Columbia University; and her B.A. from Rutgers University.



### Charlotte Chell

*Professor of Mathematics, Computer Science and Great Ideas,* teaches courses in the Computer Science and Mathematics departments, as well as in the Great Ideas program.

Her specialty is mathematical logic, which provides a theoretical basis for her work in computer science and gives her a special interest in the courses of discrete mathematics, abstract algebra, and computer organization. Among her research interests are computational abstract algebra and symbolic computation. Her long-standing education interest is the pedagogy of Quantitative Literacy, the movement to insure that every college graduate has skills for managing everyday quantitative topics in the popular press, personal finance, and civic affairs.

She has been honored with the Carthage Distinguished Teaching Award. She served as chairperson, then as the first woman governor of the Wisconsin section of the Mathematical Association of America. In 2000, she was also the first woman to be awarded the Distinguished College and University Professor of Mathematics by the Wisconsin MAA. She was formerly a consultant and reader for Advanced Placement (Computer Science) of ETS, is currently a consultant to the NEXT program of the MAA, and has served as member and chairperson of the national membership committee of the MAA.

In 2010, she was honored with the Carthage Flame Award, only the second active member of the faculty to be presented with the College's highest award, which recognizes outstanding service to the College and the community. At Carthage Professor Chell has special responsibility for the production of the annual Carthage Christmas Festival and her community service has included positions on the Board of Attorneys' Professional Responsibility, Board of Trustees of Armitage Academy, and the Board of Directors of the Wisconsin Public Radio Association.

She earned a B.A. degree from St. Olaf College, and M.S. and Ph.D. degrees from the University of Wisconsin-Madison. She is a member of Phi Beta Kappa, Omicron Delta Kappa, and Pi Mu Epsilon. She also completed graduate work at the University of Chicago, where she served as an instructor in the department of computer science. She

taught at Carthage from 1975 to 1977, and has taught here continuously since 1981.



### Paul Chilsen

*Chair, Communication and Digital Media Department; Associate Professor of Communication and Digital Media.* For more than two decades Paul Chilsen has worked in the

film and television business, a career that has taken him all over the world and into most aspects of the industry. The first big step came on a post-college job search in Los Angeles. After production managing a couple of seasons of the popular *Star Search* series and some assistant director work for The Disney Channel, he realized his career in film and TV needed a decidedly different approach. So he headed back to the Midwest, where an M.F.A. in film from Columbia College (Chicago) and teaching at Columbia and Northwestern University cleared his vision.

Many projects have transpired since. His debut feature *Stricken*, a dramatic thriller written by W.W. Vought, (*When Trumpets Fade*) and starring Jamie Kennedy (*Jamie Kennedy Exp., Scream I, II & III*), is in worldwide distribution, most recently seen on the shelves of the major video chains. He also co-wrote an internationally distributed children's movie with occasional *Travelarama* co-host Bob Curry; *The Last Great Ride* stars Academy Award laureates Ernest Borgnine and Eileen Brennan. His thesis project, the dark comedy short *Gross Ratings*, received international awards and recognition, including a regional Student Academy Award nomination. Professor Chilsen produced *Rain Dance*, the debut film of David Mamet's assistant, Pam Susemihl, and Ben Broitman's *Amphibian*, which won a regional Student Academy Award. He associate produced J.J. Murphy's feature *Horicon*, and directed two award-winning documentaries including *This Instant*, funded in part by the N.E.A. and a feature documentary about the American Prairie. Like so many others these days, he is shopping or finishing several screenplays, but it is the development of the first season of his family travel adventure series *Travelarama* that keeps his focus sharp. The series is destined for national distribution on PBS.

An Emmy Award nomination came recently for Professor Chilsen's work on the 2nd City show *CPS Right Now*. The news magazine TV show highlighted all the cool things in one of the world's largest school districts, Chicago Public Schools. Professor Chilsen

was a segment producer, writer and occasional director for the show. He earned an M.F.A. at Columbia College (Chicago) and B.A. at the University of Wisconsin-Stevens Point. Professor Chilsen also did post-graduate work in film at the University of Wisconsin-Madison and was a Follett Fellow at Columbia College Chicago.



**Dan Choffnes**

*Assistant Professor of Biology*, a developmental geneticist, joined the Carthage faculty in 2006. His undergraduate degree is from the University of Illinois at Champaign-

Urbana. He continued his training as a National Science Foundation graduate fellow at the University of California at Berkeley, where his Ph.D. work focused on bioinformatics, gene evolution, and developmental genetics in plants. His current research aims to (1) better understand the effects of endocrine disrupting compounds on vertebrate development and (2) study the uses of medicinal plants in traditional medical systems.

**Brendan Cooke**

*Post-doctoral fellow*, teaches Western Heritage. He earned bachelor's and master's degrees in history at the University of Saskatchewan. He earned a Ph. D. in history from the University of Toronto. He is a Jack Miller Fellow.

**Ron Cronovich**

*Chair, Economics Department; Associate Professor of Economics*, was a member of the University of Nevada-Las Vegas economics faculty from 1994 to 2008, and a three-time selection as the outstanding teacher of the year in UNLV's college of business. He earned a B.A. in economic theory from American University in 1988, and earned a master's degree and Ph.D. in economics from the University of Michigan.



**Kevin Crosby**

*Chair, Natural Sciences Division; Professor of Physics and Astronomy and Computer Science*, has taught broadly across the physics curriculum, including courses in

planetary astronomy and global climate science. He is currently involved in a variety of undergraduate space science research initiatives, including microgravity studies of lunar regolith, and near space exploration using sounding rockets and high altitude

balloons. He also involves students in computational physics research. He and his students have published papers on several problems involving the physics of disordered materials and materials under mechanical and electrical stress. Computational physics research at Carthage makes use of molecular dynamics calculations to understand the behavior of atomic surfaces and boundaries. Professor Crosby came to Carthage in 1998 from the University of Northern Colorado, where he was visiting assistant professor of physics. He earned his Ph.D. in physics from Colorado State University (Phi Kappa Phi), M.S. in physics from the University of California-Davis, and B.A. in physics from Beloit College.



**Sarah Cyganiak**

*Assistant Professor of Modern Languages*, is a Wisconsin native who earned a B.A. in Spanish and economics at the University of Michigan in 1998. She was a four-time

All-Big Ten tennis player at Michigan, a two-time Big Ten player of the year, and captain of the 1997 Wolverines team. She earned an M.A. in Spanish language and literature at the University of Wisconsin-Madison in 2000, and is pursuing a doctorate in Romance Languages and Literature at the University of Michigan. She was an adjunct instructor at Marquette University before joining Carthage in 2007. Her current project deals with a translation and analysis of 20th century Spanish philosopher Maria Zambrano.



**Arthur Cyr**

*A. W. and Mary Margaret Clausen Distinguished Professor of Political Economy and World Business; Director of the A.W. Clausen Center for World Business; Director,*

*International Political Economy Program*, previously served as the president of the Chicago World Trade Center Association, the vice president of the Chicago Council on Foreign Relations, a faculty member and administrator at UCLA, and an executive at the Ford Foundation in the International and Education Divisions.

He is the author of four books on international relations and British politics: *After the Cold War American Foreign Policy, Europe and Asia* (Macmillan/Palgrave and New York University Press, 1997; revised 2000), *Liberal Politics in Britain* (John Calder Ltd. and Transaction Press, 1977; revised 1988), *U.S. Foreign*

*Policy and European Security* (Macmillan and St. Martin's, 1987), and *British Foreign Policy and the Atlantic Area: The Techniques of Accommodation* (Macmillan, 1979). He also authored the monograph *Taiwan: The Commercial State* (Baltimore: University of Maryland School of Law, 2003, revised 2005).

His articles have appeared in professional journals and the popular press. He is currently a columnist for Scripps Howard News Service. He is a graduate of UCLA and received a Ph.D. with distinction in political science from Harvard University. While at Harvard, he was a Frank Knox fellow in England, an NDEA Title IV fellow, and a teaching fellow. He joined the Carthage faculty in 1998.



**Julie Dahlstrom**

*Assistant Professor of Physics and Astronomy*, came to Carthage in 2009 from the University of Chicago, where she was a postdoctoral researcher in observational astrophysics,

specializing in high-resolution spectroscopy of stars and interstellar clouds as well as the abundances of elements produced in the Big Bang. During her years as a researcher, she authored or co-authored more than 50 articles appearing in refereed scientific journals and conference proceedings. She earned her master's degree and Ph.D. in astronomy and astrophysics from the University of Chicago. She earned a B.S. at Haverford College with a double major in physics and astronomy. While at the University of Chicago, Professor Dahlstrom was awarded the Robert J. Trumpler award of the Astronomical Society of the Pacific for her dissertation research and a Hubble Postdoctoral Fellowship of the Space Telescope Science Institute. Professor Dahlstrom is a data specialist and instrument scientist for the Astrophysical Research Consortium's echelle spectrograph on the 3.5m telescope at Apache Point Observatory in New Mexico. She also retains close ties to Yerkes Observatory in Williams Bay, Wis., including access to observational facilities there.



**Julie Dawson**

*Assistant Professor of Business Administration*, CPA, received her B.A. in accounting and business administration from Augustana College and her

Master's in Accountancy from the University of Wisconsin at Madison. Before coming to Carthage in 2001, she was an auditor for



## Faculty and Staff

Deloitte & Touche in Davenport, Iowa. She is the advisor of the Carthage Accounting Association as well as the Volunteer Income Tax Assistance program at Carthage.

### Beth DeLaRosby

Lecturer, Exercise and Sport Science, 2008.



### Peter Dennee

'86, Chair of the Music Department; Associate Professor of Music, joined Carthage in 2005. He conducts the Lincoln Chamber Singers and the Carthage Women's

Ensemble. In addition to directing these ensembles, he teaches choral conducting and music education classes. Prior to his appointment at Carthage, Professor Dennee held positions as assistant professor of music at West Virginia University and Susquehanna University, and visiting assistant professorships at the University of Colorado-Boulder, and the University of Michigan. He has taught music at the elementary and secondary levels in Baltimore, Milwaukee, and Tempe, Ariz. He earned a Doctor of Musical Arts in choral music from Arizona State University, a master of music in music education from the Peabody Conservatory of Music at Johns Hopkins, and a bachelor of arts in music education from Carthage.



### D. Ben DeSmidt

Director of the Western Heritage Program; Associate Professor of Great Ideas and Classics, earned his B.A. from the University of Chicago and his M.A., M.Phil. and

Ph.D. from Columbia University. He joined Carthage in 2005.

### Paul Diduch

Post-doctoral fellow, teaches Western Heritage and political science. He earned two degrees at the University of Alberta, a bachelor's degree in film studies and an M.A. in political science. He earned a Ph. D. in politics from the University of Dallas in 2010. During the 2010-11 academic year, Mr. Diduch was an adjunct professor of philosophy at Aurora University and Roosevelt University. He is a Jack Miller Fellow.



### Jacob Dinauer

Senior Lecturer in Exercise and Sport Science; Assistant Athletic Trainer, provides athletic training services for football, men's basketball and baseball. He

is a professor in the Athletic Training Education Program, teaching Clinical Skills I, Practicum II, Modalities in Athletic Training, Practicum III, and Prevention and Care of Athletic Injuries. He received his master's degree in education from Carthage in 2002, and his bachelor's degree in athletic training from Carthage in 2000. He has been certified since August 2000, and joined the Carthage faculty in 2004. Mr. Dinauer worked as a graduate assistant at Carthage prior to becoming the assistant athletic trainer. He was also an athletic trainer/corporate fitness consultant at NovaCare Rehabilitation. He is a captain on the Town of Raymond (Wis.) Fire and Rescue Department.



### Bosko Djurickovic

Head Men's Basketball Coach; Lecturer, Exercise and Sport Science, earned his B.S. from North Park College. He joined the Carthage faculty in 1996.



### Stephanie Domin

Head Women's Cross Country Coach; Head Women's Track and Field Coach; Lecturer, Exercise and Sport Science, earned her M.A. from Loras

College and her B.A. from the University of Rhode Island. She joined the Carthage faculty in 1997.



### Steven Domin

'93, Head Men's Soccer Coach; Lecturer, Exercise and Sport Science, has made the Red Men and Lady Reds consistent winners. The Naperville, Ill., native continues to

bring enthusiasm and a tireless work ethic to the lakeshore campus, helping him earn College Conference of Illinois and Wisconsin Coach of the Year honors. Mr. Domin holds a combined 202-126-19 overall record. Under Mr. Domin's direction, Carthage has produced 58 All-CCIW performers, seven All-State of Wisconsin Collegiate performers, six All-Midwest players, two NCAA All-Americans, a conference championship and a CCIW

"Player and Coach of the Year." Carthage teams have been ranked in the top ten by the NSCAA Regional and National Committee on several occasions. Mr. Domin is the Director of Coaching for the local area club programs, has served on the NCAA Men's and Women's Championship Selection Committees, and is a full-time teacher in Carthage's Exercise and Sport Science Department. Mr. Domin holds an advanced coaching license from the National Soccer Coaches Association of America (NSCAA) and a state license from the United States Soccer Federation (USSF). In addition to soccer, he was a four-year starting second baseman for the Red Men baseball team. Mr. Domin played on the 1992 and 1993 CCIW Championship teams, in the NCAA Central Region Championships, and in the Div. III NCAA College World Series. In both 1992 and 1993 he hit over .400 while setting a Carthage career mark as being the toughest to strike out. After graduating with an Exercise & Sport Science and Business Administration degree, Mr. Domin finished his master's degree in education with an emphasis on guidance and counseling.



### Cathy Duffy

Assistant Professor of Business Administration, is a certified public accountant. Before coming to Carthage, she was a corporate tax consultant at Arthur Andersen, a senior

tax accountant for Amoco Corporation, an accounting instructor at Robert Morris College, and most recently, a consultant for Jefferson Wells. She currently lives in Racine, Wis., with her husband, Michael, and their three children, Michael, Amelia and Nicola. She earned her B.S. in 1989 from the University of Southern California, and M.S. in taxation from DePaul University in 1996.



### Annette Duncan

Director of Supplemental Instruction and Tutoring Program; Assistant Professor of English, earned her B.A. from Evangel College and M.A. from the University of

Nebraska.



### Greg Earhart

Head Men's Swimming Coach; Aquatics Director; Lecturer in Exercise and Sport Science, came to Carthage following three successful seasons at both Indiana University and the

University of Minnesota. An active member of USA Swimming, Mr. Earhart served as director of the 2001 Regional Distance Camp and marshal for the 2000 Olympic Trials. He graduated from Buena Vista College with a double major in history and political science, where he set three school records in swimming. He earned his M.A. in public policy from the Humphrey Institute of Public Affairs at the University of Minnesota. In addition to his duties as head men's swimming coach, he serves as the director of the Koenitzer Aquatic Center and is part owner of CollegeSwimming.com.



**Jacqueline Easley**  
*Chair, Education Department; Associate Professor of Education,* received her Ph.D. from Northern Illinois, M.A. from Concordia University, and B.A. from Concordia College. She joined Carthage in 2006.



**Timothy Eckert**  
*Professor of Chemistry,* regularly teaches courses in Organic and General Chemistry, and Forensic Science. He earned his B.A. at Yale University, and Ph.D. at the State

University of New York at Syracuse. As a postdoctoral fellow, he did bioorganic chemical research at the University of California-Santa Barbara. During a sabbatical leave he pursued NMR research at the University of Arizona. His research at Carthage is now focused on the synthesis and NMR explorations of chiral NMR shift reagents. Professor Eckert wrote the organic chemistry text used at Carthage. He has published several papers in the *Journal of Organic Chemistry*, *Journal of the American Chemical Society*, and *Journal of Chemical Education*. His love for math puzzles has led him to serve as an editor for American Mathematics Competitions for high school students. He also enjoys bicycling, tennis and basketball. He joined the Carthage faculty in 1989.

**Robert Edsall**

*Associate Professor of Geography and Earth Science, and Communications and Digital Media,* teaches courses in geographic information science, cartography, physical geography, meteorology, and visual communication. He holds a Ph.D. in geography and an M.S. in meteorology from Pennsylvania State University, and a B.A. (magna cum laude) in music from Kenyon College. He has served as a director for the

Cartography and Geographic Information Society, the editor for the US National Report to the International Cartographic Association, and leadership roles in the cartography specialty group of the Association of American Geographers. He has recently taken on a book project with SAGE (to be published in 2014) examining the nascent but growing field of geovisual analytics. Prior to coming to Carthage in 2011, Prof. Edsall was an assistant professor for three years at the University of Minnesota, and for seven years at Arizona State University, where he was awarded the Centennial Professorship in 2006 for outstanding teaching and service, and named "Best Overall Professor" by vote of the student body in 2007.



**Cory Everts**  
*Assistant Baseball Coach; Intramural Director; Lecturer in Exercise and Sport Science,* earned his B.A. from Carthage. He joined Carthage in 2005.



**Ruth Fangmeier**  
*Chair, Social Work Department; Professor of Social Work,* was the associate director of the Lighthouse National Center for Vision and Aging in New York before coming

to Carthage. Additionally, she served as a research associate for the Jewish Board of Family and Children's Services as well as for the United Nations Development Programme in New York. She spent five years as an adjunct assistant professor at the Hunter College School of Social Work. Since 1987, she has presented at nearly 80 social work conferences and seminars nationally and internationally. Her documentary film on age-related vision loss, *The World Through Their Eyes*, has won critical praise and numerous awards, including accolades at the British Medical Association Film and Video Festival, The CINE Golden Eagle Awards, and the U.S. International Film and Video Festival. Professor Fangmeier has authored seven books and currently is a consulting editor of the *Journal of Baccalaureate Social Work*. She earned her D.S.W. in social welfare from the Columbia University School of Social Work, M.S.W. at the National Catholic School of Social Service, the Catholic University of America, and B.S. in secondary education from Bowling Green State University. She joined the Carthage faculty in 1997.



**Eduardo Garcia-Novelli**  
*Director of Choral Activities; Director of Carthage Choir; Associate Professor of Music,* is a native of Argentina who earned two degrees from

conservatories in Buenos Aires. He served as assistant director of the Argentinean National Young People Choir in Buenos Aires and served as director of the award-winning choral program at Belgrano Day School. He earned a Master of Music degree in choral conducting from Westminster Choir College of Rider University, and a Doctorate of Musical Arts in choral conducting from the University of Houston. Professor Garcia-Novelli served as assistant director of the Houston Symphony Chorus from 1997 to 2002. He came to Carthage in 2008 from Lamar University, where he was director of choral activities and director of the Symphony of Southeast Texas Chorus from 2002 to 2008. In 2006 he was awarded Lamar University's Faculty Merit Award for excellence in teaching.



**Dana Garrigan**  
*Associate Professor of Biology,* came to Carthage in 2007 after eight years as a faculty member at Pacific Lutheran University. He earned a B.A. in biology from St. Olaf College in

1988, and a Ph.D. in biology from the University of Utah in 1994. After teaching at the University of Colorado's Mountain Research Station, he was an assistant professor of biological sciences at DePauw University from 1996 to 1999. He also was a visiting associate professor at the University of Washington-Tacoma in 2004-05.



**Tracy Gartner**  
*Director of the Environmental Science Program; Associate Professor of Biology, Geography and Earth Science,* joined the Carthage faculty in 2005.

She directs the Environmental Science Program and teaches research- and service-oriented courses in environmental science, ecology, botany, experimental design and restoration. Professor Gartner's research focuses on how shifts in biodiversity (due to invasive species, environmental change and human disturbance) influence community structure and nutrient dynamics in ecosystems. She has presented her work at



several national conferences, including the Ecological Society of America, where she co-organized an oral session on the influence of biodiversity in the litter layer. Her work has been published in a variety of professional journals, including *Soil Biology and Biochemistry*, *Oikos*, and *Ecology Letters*. In addition, she has remained active in a variety of professional research groups, including Sigma Xi, MExEco (Microbial Enzymes across Ecosystems), and is a co-PI for an NSF-funded network focusing on gathering continental-scale ecological data at principally undergraduate institutions. Before arriving at Carthage, she received her B.A. in biology and environmental science at Coe College (Phi Beta Kappa), and received her Ph.D. in ecology from the University of Connecticut. She did postdoctoral work in Alaska while sponsored by the University of California-Irvine.



### Danielle Geary

*Assistant Professor of Social Work, '08,* earned a Master of Social Work in public child welfare from the University of Wisconsin-Madison in 2001. Her work experience

in public child welfare includes working with Rock County DCFS, the Bureau of Milwaukee Child Welfare and Kenosha County DCFS. With nine years of direct practice in public child welfare, and five years of adjunct lecturing for Carthage, Professor Geary joined the Carthage faculty as an assistant professor in 2009. With plans to pursue a Ph.D. in social work, her research interests include child abuse and neglect issues and childhood poverty.



### Amy Gillmore

*Head Women's Softball Coach; Lecturer in Exercise & Sport Science, '94,* is a three-year softball letter-winner at Carthage, from 1992 to 1994. She served three years as the

head softball coach and assistant girls' basketball coach at Kenosha St. Joseph High School. Her softball record at St. Joseph was 43-16. Her 1995 and 1996 teams both finished second in the Wisconsin Independent Schools Athletic Association championship, while her 1997 squad went 18-2, won a Metro Conference championship, and advanced to the WISAA semifinals. She was a three-time all-CCIW shortstop and ranks among Carthage career leaders in batting average, hits, runs scored, RBIs, doubles, triples, slugging percentage and on-base percentage. She also holds the

Carthage career and season records in stolen bases. She earned an M.Ed. and a B.A. from Carthage.



### Kimberly Greene

*Chair, Art Department; Assistant Professor of Art,* earned a B.A. in electrical engineering from Northwestern University in 1988, then worked for 11

years in computer-related fields before returning to school. She earned a bachelor of fine arts from the New York State College of Ceramics at Alfred University in 2002, and a master of fine arts from Louisiana State University in 2005. She was a ceramics instructor at Southeastern Louisiana University in 2005-06, and an art instructor at Baton Rouge Community College in the first part of 2006, teaching art appreciation courses. She was a visiting assistant professor of ceramics and foundations at Michigan State University for one year, before coming to Carthage in 2007.



### Thomas Groleau

*Chair, Social Science Division; Associate Professor of Business Administration,* has taught courses in information systems, operations management, statistics and

management science. He previously held faculty positions at the University of Kentucky and Bethel College. In addition to teaching, he has held several short-term industry positions, including a two-year stint with Kentucky Utilities. He is a member of the Institute for Operations Research and the Management Sciences, the Decision Sciences Institute, and the Christian Business Faculty Association. Professor Groleau earned both an M.S. in Operations Research and his Ph.D. in Decision Science and Information Systems from the University of Kentucky, where he was a recipient of a President Fellowship and Dissertation Year Fellowship. His B.A. is from St. Norbert College. He joined the Carthage faculty in 1999.



### Amy Haines

*Assistant Professor of Music,* teaches Private and Class Voice, Vocal Pedagogy, Heritage, the Carthage Symposium course Cultural Expressions of American

Musical Theatre, and conducts the mainstage musicals. Increasing Carthage's use of the newest visualization technology, the Voice

Science and Pedagogy Lab, equipped with VoceVista, an electroglottograph, and a SonoVu, is housed in her studio. She earned her B.A. in Music and a Diploma in Voice from Carthage, M.M. in Vocal Performance from the San Francisco Conservatory of Music, with extensive doctoral study at Northwestern University. She joined the Carthage faculty in 1987.



### Ellen Hauser

*Assistant Professor of Sociology and Political Science,* currently teaches courses in sociology, political science, and women's and gender studies. She teaches

courses on Global Poverty, Women and Politics, African Transitions, Women of Africa, and Women's and Gender Studies Theory. Her published work includes "Uganda Relations with Western Donors in the 1990s: What Impact on Democratization?" in Cambridge University Press's *The Journal of Modern African Studies*. Her chapter "Mythical Madness vs. Invisible Insanity: Single Motherhood and Survival" will be published by Demeter Press in *Moms Gone Mad: Motherhood and Madness, Oppression and Resistance* in 2011.

Professor Hauser's professional international experience includes teaching at Nanjing University in Nanjing, China, for 18 months, conducting dissertation research with high-level government officials in Uganda, and participation on the official U.S. Election Observer Team monitoring the 1996 elections in Uganda. As a Diplomacy Fellow through the American Association for the Advancement of Science, she worked at the Center for Democracy and Governance at the United States Agency for International Development in Washington, D.C. Her duties there included work in Rwanda interviewing government officials and genocide survivors to propose a program for President Clinton to announce during his 1998 visit to Rwanda. Professor Hauser organized and presided over meetings on the Great Lakes (Africa) Initiative for President Clinton's advisors. She also assisted the president's special advisor on U.S. assistance in international rule of law programs to organize efforts to allow the U.S. government to support democracy programs in China. She earned her B.M. from Augustana College, and her M.A. and Ph.D. from the University of Wisconsin-Madison. She joined Carthage in 1999.



**Scott Hegrenes**

*Director of Discovery Program; Associate Professor of Biology*, is an ecologist interested in aquatic ecosystems and conservation of biodiversity. His research

interests include the effect of pollution on stream life, non-native species impacts, and the role of phenotypic plasticity in niche partitioning in fish. He maintains aquaria in the Biology Department for the study of fish behavior and bio-monitors local stream and wetland communities. His hobbies include music, breweriana, poker, and J-Terms in Central America. He earned his B.A. from Hamline University, M.S. from the University of North Dakota, and Ph.D. from Illinois State University's BEES Program (Behavior, Ecology, Evolution, and Systematics). He taught at Winona State University before coming to Carthage in 2001.



**Richard Heitman**

*Associate Professor of Great Ideas, Classics and Philosophy*, came to Carthage in 2003 from the University of Chicago, where he was an instructor at Graham School of

General Studies. Prior to that appointment, he served as an adjunct lecturer of English at New York City Technical College (CUNY). He earned his B.A. in philosophy, Phi Beta Kappa, from Knox College in 1974 and his A.M. from the University of Chicago, General Studies. For many years, he was active in the theater in New York City, writing several plays and a screenplay. In 2001 he earned his Ph.D. from the University of Chicago, Committee on Social Thought. He has presented several doctoral lectures, has written for two scholarly publications, and has been selected three times as a participant in the National Endowment for the Humanities summer seminars. His book *Taking Her Seriously: Penelope and the Plot of Homer's Odyssey* was published by the University of Michigan Press in 2005.

**Julian Hendrix**

*Assistant Professor of Classics and History*, is a northern California native who specializes in the early medieval period. He earned a B.A. in religion from Reed College, an M.A. in medieval studies from Fordham University, an M.A. in history from the University of Chicago, and a Ph.D. in history at King's College, University of Cambridge, in 2007. He was a lecturer in history at the

University of Tennessee for two years. He came to Carthage after two years as a staff research associate at the University of California-Los Angeles, Center for Medieval and Renaissance Studies. At UCLA he helped develop a website devoted to the reconstruction of Monastic Library of St. Gall, which still exists in Switzerland more than 12 centuries after it was established.



**Woodrow Hodges**

*Associate Professor of Music*, is an active performer as well as a music educator. He is a bassoonist for the Kenosha Symphony and performs in several smaller ensembles

throughout the year. He teaches music theory, applied woodwinds, woodwind methods, and exploring music. He also is involved with the First Methodist Church's Chancel Choir. A winner of the coveted Helmut Schaeffer Award for lifetime service to the Kenosha Symphony, Professor Hodges currently serves as an advisor to the KSO Board of Directors. He is a member of the College Band Directors National Association, the Wisconsin Music Educators Association, Kappa Kappa Psi, a professional band fraternity, and Phi Mu Alpha Sinfonia, a professional music fraternity. A graduate of Southwestern College, he earned his M.A. and Ph.D. at the University of Iowa. He joined the Carthage faculty in 1977.



**Laura Huaracha**

*Assistant Professor of Communication and Digital Media*, came to Carthage in 2007 after two years as an adjunct instructor at the International Academy of

Design and Technology in Chicago. She earned a B.A. in journalism and mass communication from Creighton University in 1997, and an M.F.A. in graphic design from Savannah (Ga.) College of Art & Design in 1999. She was an instructor at MapleWoods Community College in Kansas City, Mo., and has worked at The Grand Group, a Chicago marketing design firm; and the Potbelly Sandwich Works chain.



**Carolyn Hudson**

*Assistant Professor of Art*, was educated at the University of Leeds and Huddersfield College in England, where she earned the U.S. equivalents of

B.A. and M.A. degrees in fine art and

English literature, specializing in the early modern period. Before coming to Wisconsin she taught at York and Oxford Colleges of Further Education, and has taught at Carthage since 1981. Her lifelong commitment to the interdisciplinary learning experience and her arts-humanities background led to her crafting and piloting many of the cutting-edge interdisciplinary programs now at the core of the Carthage education experience. As well as teaching specialized classes in art history, she teaches in the Western Heritage Studies Program, the Women's and Gender Studies Program, and the Carthage Symposium.

Professor Hudson frequently collaborates with faculty from other departments to explore the arts from a multitude of perspectives, for example: *The West and the World [Western Civ.]*; *The Philosophy of Art and Beauty [Art and Philosophy]*; *Women in the Visual and Performing Arts [Art, Music, Theater, Women and Gender]*; *Art, Music and Literature in Historical Context [Art, Music and English]*; *The Italian Experience: Art, Religion and Culture [Art and Classics]*; *Art and Literature in The American Century [Art and English]*; *Art and Psychology [Art and Psychology]*. Her 2009 publication in the seventh annual *International Journal for the Humanities* reflects her commitment to the interdependent relationship between arts and culture: "Obama's Election and the End of Postmodernism."



**Lauren Hume**

*Lecturer, Exercise and Sport Science*, 2008.



**Kimberly Instenes**

*Assistant Professor of Theatre*, holds an M.F.A. in costume design and technology from Ohio University, and a B.A. in theatre from the University of Wisconsin-Whitewater.

Her faculty credits include the University of Wisconsin-Parkside, where she was an associate professor of theatre and costume shop supervisor; and UW-Whitewater and UW-Milwaukee, where she was an adjunct lecturer in theatrical makeup. She also taught at Lawrence University. In addition to teaching, she has designed costumes and makeup for a number of productions including *Imaginary Invalid*, *Pride and Prejudice*, *Trojan War*, *Sweeney Todd* and



*Translations*. She continues to work as a freelance costume and makeup designer in the Milwaukee/Chicago area. Professional design credits include *A Year with Frog and Toad*, *The Giver* and *Perseus Bayou* at First Stage Milwaukee; *Jeeves Intervenes* at the Milwaukee Chamber Theatre; *Romeo and Juliet* at Milwaukee Shakespeare, the Milwaukee Repertory Theater, Renaissance Theatre Works, Utah Shakespearean Festival and the Racine Theatre Guild; and recently costume designer for the world premiere of *Gossamer*, written by Lois Lowry and performed at First Stage Milwaukee. At Carthage, she designed *The Good Woman of Setzuan*, *Thoroughly Modern Millie* and *Lysistrata*, for which she received a Certificate of Merit from the Kennedy Center American College Theatre Festival for costume design. She is excited to be a part of the Theatre Department at Carthage as it strengthens and strives to create theatre artists of the highest quality. She enjoys the thrill of watching a student understand what a costume does for their character and watch that character come to life as a result. She came to Carthage in 2008.



### John Isham

*Assistant Professor of Great Ideas and Modern Languages*, came to Carthage in 2007 from Columbia University, where he was a core lecturer in literature

humanities. The Ohio native earned a B.A. in philosophy and mathematics from St. John's College, Annapolis, Md., in 1989. He began studying Russian, then earned a master's of international affairs from Columbia in 1994. He earned an M.A. in Russian language from Middlebury College in 1996; then earned an M.A., master of philosophy and Ph.D. in Russian literature, all from Columbia. He also taught courses in Russian and humanities at Columbia from 1997 to 2003, and at Drew University in Madison, N.J. from 2003 to 2005.



### Laurie Jensen

*Head Athletic Trainer; Senior Lecturer, Exercise and Sport Science*, '97, earned her M.Ed. in 1999 and her B.A. in 1997 from Carthage. She joined the Carthage faculty in 2000.

### Kathryn Johnson

*Assistant Professor of Criminal Justice*, came to Carthage with 25 years of teaching experience. She was an associate professor of sociology at Indiana University-Northwest

in Gary, Ind., for five years, before a 15-year stint at Barat College in Lake Forest, Ill., where she was a professor of sociology and criminology. She also served eight years as assistant dean of academic affairs at Barat. After Barat merged into DePaul University in 2005, she was an assistant professor of sociology at DePaul for five years. She earned B.A. and M.A. degrees in sociology at the University of Northern Colorado, and a Ph.D. in sociology and criminology at Western Michigan University.

### Alyson Kiesel

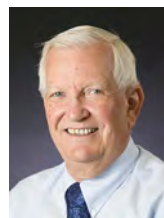
*Assistant Professor of English*, earned her B.A. in English magna cum laude from Amherst College and her Ph.D. from New York University. She specializes in nineteenth-century British literature. Her interests include the history of the novel and the history of novel-reading.



### Paul Kirkland

*Assistant Professor of Great Ideas and Political Science*, specializes in the study of political philosophy. He earned a B.A. in politics from Ursinus College in 1994, a

master's in political science from Fordham University in 1997, and a Ph.D. in political science from Fordham in 2002. He has been a visiting instructor at Dominican University in River Forest, Ill., and a Bradley Fellow and visiting assistant professor at Kenyon College. His book, "Nietzsche's Noble Aims: Affirming Life, Confronting Modernity" was published in 2009 by Lexington Press. He came to Carthage in 2007 from the College of the Holy Cross, where he was a visiting assistant professor.

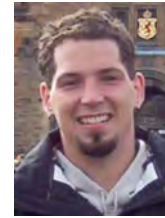


### Allen Klingenberg

*Associate Professor of Mathematics*, earned his bachelor's and master's degrees from the University of Michigan, and his Ph.D. from Michigan State University.

He joined the Carthage faculty in 2003. He is very active on the Division of Natural Sciences' Summer Undergraduate Research Experience (SURE) committee, which he has chaired for the past three years. He wrote and conducted three mathematics grants in 2005 at Carthage, and has authored 25 peer-reviewed journal articles and one book, *Effective Schools Through Effective Management*, with the late Fredric Genck in 1991. He is active in the American Statistical Association, the National Council of

Teachers of Mathematics, and the Racine Founders Rotary Club.



### Kristopher Koudelka

*Assistant Professor of Biology and Chemistry*, grew up in Door County, Wis., and earned a B.S. at the University of Wisconsin-River Falls. He

returned to Wisconsin after six years in the San Diego area. He earned a doctorate of philosophy in 2008 in chemical biology from the Kellogg School of Science and Technology at The Scripps Research Institute (TSRI). For two years he was a research associate at TSRI and a visiting assistant professor at the University of San Diego. He also taught at the University of California-San Diego.



### Herschel Kruger

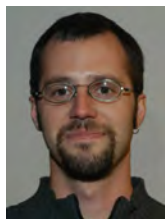
*Chair, Theatre Department; Associate Professor of Theatre*, earned his M.F.A. in acting from the University of Illinois, and while there completed an independent

study in directing with Dr. Burnet Hobgood. Professor Kruger is also a graduate of the National Shakespeare Conservatory's two-year Professional Actors Training program in New York City, and holds a B.A. in theatre communications from Cardinal Stritch University. He has worked as an actor and director in New York, Illinois, Michigan, and Wisconsin.

In 2009, Professor Kruger directed the world premiere of "Honest" at Carthage, which was then selected as a full participating production at the 2010 Region III Kennedy Center American College Theatre Festival in Saginaw, Mich. Commendations were given in Curricular Development, Playwriting, and Acting by the KCACTF National Selection Committee. His 2008 production of "Independence" was selected to represent the state of Wisconsin at the 2009 Region III Kennedy Center American College Theatre Festival evening of scenes.

Professor Kruger teaches the upper-level acting and directing classes, a variety of other theatre classes, and directs two main stage productions each year. He has also led two separate J-Term trips to Greece and Germany to study theatre. Directing credits at Carthage include "Sunday in the Park With George," "Lysistrata," "Honest," "Moon Over Buffalo," "Blood Brothers," "Picasso at the Lapin Agile," "Postmortem," "Independence," and the entire "Over the

Tavern" trilogy including "Over the Tavern," "King o' the Moon," and "Last Mass at St. Casimir's."



### Erik Kulke

*Assistant Professor of Modern Languages; Study Abroad Coordinator,* joined the Carthage faculty in 1999. In addition to living and studying in Spain and Latin America,

he has taught English in Spain and Mexico. He teaches Spanish language, literature, and civilization courses, as well as cultural awareness and Heritage. He recently added Study Abroad to his responsibilities, working with Carthage students as they prepare for and participate in their international study experiences. His academic interests include Pre-Colombian civilizations, which has led him to travel throughout Latin America to explore numerous archeological sites from Mexico to Peru. Recently, he has traveled with groups of students to Mexico's Yucatan peninsula to study Mayan culture and civilization, exploring ruins throughout the peninsula. Professor Kulke is active in promoting wellness and congeniality among faculty and staff members through the organization of such events as the All-Carthage Golf Outing. He earned an M.A. from the University of Wisconsin-Madison and a B.A. from Gustavus Adolphus College.



### Ross Larson

*Dean of Siebert Chapel; Adjunct Assistant Professor of Religion and Communications and Digital Media,* has taught religion and public speech at Carthage since 1991. He has served as a Lutheran

pastor in Chicago, St. Louis, and Racine; on the staff of the Chicago Synod; and as co-director of post-doctoral education at the Lutheran School of Theology. He is proprietor of GenerAge of Racine, a consultation service on Aging Ministry, and was a staff writer for *The Clergy Journal* magazine. He is a resident of Racine, Wis. His degrees are D.Min., M.Div., B.D. from the Lutheran School of Theology (Chicago); and A.B. from Bethany College.

### John Leazer

*Assistant Professor of History,* specializes in European history with an emphasis on Britain and Ireland. He earned his Ph.D. from Loyola University Chicago. While there he was awarded a grant from the English Speaking Union to complete his dissertation titled *The Seventeenth and*

*Eighteenth Century Scottish Herring Fishery: The Effect of the 1707 Treaty of Union and its Impact on Early Modern Great Britain.* Professor Leazer has given several conference papers on a variety of topics in British history including the Irish Famine, the Union of England and Scotland, and undergraduate response to British history. He is currently working on his book titled *The Fish that Saved the Union: The Scottish Herring Fishery, the 1707 Treaty of Union and the Foraging of the United Kingdom.* Along with his classes on the history of Europe and Great Britain, Professor Leazer also teaches classes on the history of the Atlantic World, Historical Methods as well as regularly participating in the Heritage Program. He joined the Carthage faculty in 2008.



### Diane Levesque

*Director of the H.F. Johnson Gallery of Art; Assistant Professor of Art,* served as a visiting artist lecturer in 2001 and as a visiting artist instructor in 1997. She specializes in

painting, drawing, and mixed media, and has interests in gothic, northern Renaissance, and early 20th century German art. Professor Levesque has served as an executive member of the Greater Kenosha Area Foundation Arts Committee since 2002. She was a member of the board of directors of the Kenosha Institute of Arts in 2002-2003, and she was an art instructor for the Kenosha Public Museum and the Kenosha Institute of Arts from 1992 to 1999. Her artwork has been displayed 33 times since the early 1980s in individual and group exhibitions throughout Wisconsin and Illinois. She earned her B.A. from the State University of New York at Plattsburgh and her M.F.A. from the University of Chicago. She joined Carthage in 2004.



### Brady Lindsley

*'95, Head Men's and Women's Tennis Coach; Lecturer in Exercise & Sport Science,* is originally from Coldwater, Mich. As a player for the Red Men from 1992 to 1995, he

compiled an 82-24 career mark in singles, which puts him third on the all-time wins list. He joined the Carthage faculty in 1997. He has coached the Red Men to eight CCIW championships and eight NCAA appearances, as well as leading the Lady Reds to three CCIW championships and three NCAA appearances. He earned a B.A. in Business Administration from Carthage.



### Jane Livingston

*Assistant Professor of Music,* specializes in piano performance, piano pedagogy, and class piano. She came to Carthage from Northwestern University School of Music, where she

served on the music faculty from 1981 to 1996. She earned her B.A. from Skidmore College, where she majored in geology and minored in piano performance. She earned her M.A.T. in geology and education from the University of Vermont, and her B.M. in performance and pedagogy at Crane School of Music, State University of New York at Potsdam. While at Potsdam, she received the Eastman Kodak Award for Academic Excellence and Performance and graduated *magna cum laude*. She received her M.M. degree in piano performance and pedagogy at Northwestern University. Her teachers have included Albert Pflanz, Edward Hausman, Elaine Greenfield, Ronald Tarr, Arthur Tollefson and Donald Isaak. She is an active chamber musician performing with the Trio Levade, a frequent keyboardist and pianist for the Racine Theatre Guild, and an active solo pianist and duo-pianist performer. She also is an active church organist with many years of keyboard playing outside of the academic arena. Professor Livingston joined the Carthage faculty in 1993. She has made use of her geological background during recent J-Term trips to Scotland, Australia, Iceland and Hawaii.



### James Lochtefeld

*Director of the Asian Studies Program; Director of the Global Heritage Program; Professor of Religion,* specializes in Hindu pilgrimage. His dissertation research

focused on the north Indian pilgrimage city of Hardwar; the dissertation draws on Sanskrit texts, archival documents, and field research to lay out a comprehensive picture of this vibrant, vital town. It was published by Oxford University Press in December 2009 under the title *God's Gateway*. In addition to the Hindu tradition, he teaches courses on Indian religion and society, the Buddhist tradition, the Sikh tradition, East Asian religion, Sanskrit and Hindi. He has led J-Term classes to India in every odd-numbered year since 1999. In both his research and his teaching, he seeks to explore the intersection of religious history, tradition and practice. Among his awards are three years as a President's Fellow at Columbia University, the Charlotte W. Newcombe Fellowship (the most prestigious award for



dissertations in religion and ethics), and a Senior Research Fellowship from the American Institute of Indian Studies. He has also served as a board member and board chair for ASIANetwork, a consortium promoting Asian studies at more than 200 member institutions. He earned his B.A. from Colgate University, M.T.S. from Harvard Divinity School, M.A. from the University of Washington, and his M. Phil. and Ph.D. from Columbia University. He came to Carthage in 1992.



### Lynn Loewen

*Professor of Modern Languages*, teaches Spanish language and literature, modern language teaching methodology, modern literature in translation, theory of

translation, culture awareness orientation, and heritage courses. She has studied at U.S., Mexican, and Colombian universities. Her graduate research dealt with the theory and methodology in second language acquisition and with comparative literature. She earned an M.S. in bilingual education from the University of Wisconsin-Stevens Point, and her Ph.D. in comparative literature from UW-Madison, specializing in poetry and Hispanic literature. She lived and worked in Colombia for 15 years, where she held positions as an English as a second language teacher, a principal in British and U.S. embassy-identified bilingual schools, and as a curriculum consultant for the U.S. Office of Overseas Schools, serving nine international schools in Central America and Colombia. She also taught English language and literature courses at several universities in Bogotá, Colombia. She authored a five-text series for teaching English as a second language (Colombia, 1986) and has published Spanish essays, poetry and translations in a variety of literary publications in Colombia. Among other responsibilities, Professor Loewen has served as chair of the Modern Language department, coordinated study abroad for Carthage students, helped implement the program for TLEs (foreign scholars who teach their native language and study for their M.Ed.), and developed the M.Ed. program in Modern Language. She has presented papers, given workshops, and consulted at the Wisconsin Association of Foreign Language Teachers Conference, the National Association of Multi-cultural Educators, St. Mary's College, and for the Racine, Kenosha and Oshkosh school districts. She joined the Carthage faculty in 1988.



### Thomas Long

*Adjunct Assistant Professor of Religion and Heritage Studies*, has taught the foundational religion course Understandings of Religion, upper-level courses in the history of

Christian thought and church history, and Western Heritage I and II. Mr. Long's special interests are in the fields of inter-religious dialogue and the doctrine of the atonement. He has earned degrees from Albion College (B.A., 1968), Garrett-Evangelical Theological Seminary (M.Div., 1974), Duke University (Th.M., 1992), and Marquette University (Ph.D., 1999). His dissertation, *The Viability of a Sacrificial Theology of Atonement*, was republished in 2006 by Lutheran University Press for its 37 affiliate institutions of higher education of the Evangelical Lutheran Church of America. He joined the Carthage faculty full-time in 2002. Prior to coming to Carthage, he taught at Lakeland College and Carroll and Marquette Universities. He lives with his wife, Carol, in Racine, Wis.



### Christopher Lynch

*Chair of the Interdisciplinary Studies Division; Associate Professor of Great Ideas and Political Science*, earned his B.A. in liberal arts from St. John's

College, and his M.A. and Ph.D. degrees from the University of Chicago's Committee on Social Thought. His translation and interpretation of Niccolò Machiavelli's *Art of War* was published by the University of Chicago Press in 2003. He has published articles in *Hebraic Political Studies*, *History of Political Thought*, and *Review of Politics*, and reviews in *Perspectives on Politics*, *Review of Politics* and the *Weekly Standard*. He served as a Senior Advisor in 2006-2007 at the United States Department of State. He is working on a book on war in all of Machiavelli's writings. Since joining the Carthage faculty in 2000, he has lived in Kenosha with his wife, Kate, and their children, Emily, Henry and Grace.



### Stephen Lyng

*Professor of Sociology and Criminal Justice*, came to Carthage in 2004 after more than 15 years as an assistant and then associate professor of sociology at Virginia Commonwealth

University. In addition to his nine-year tenure as director of the graduate program in

sociology at VCU, he has taught at Union College and Florida Atlantic University. He specializes in medical sociology, social theory, social psychology, and the sociology of risk. He has written or co-written more than 30 published sociology articles in journals such as *The American Journal of Bioethics*, *Social Forces*, *The American Journal of Sociology*, *Theoretical Criminology* and *Crime, Media, Culture*. He is the author or coauthor of three books and is presently completing a fourth book (with Jens O. Zinn) titled *Thriving on Uncertainty: Risk Taking in the 21st Century*. Professor Lyng has presented scores of professional papers and delivered invited lectures on sociology in the United States, Canada, South Africa, New Zealand, Spain, Germany, and the U.K. He is the recipient of numerous research grants. He earned his B.A., M.A., and Ph.D. from the University of Texas at Austin.



### Romwald Maczka

*Chair, Religion Department; Professor of Religion*, is an authority on the study of Christianity and Marxism. He has served as director of the Institute for the Study of

Christianity and Marxism, has lectured frequently on Marxist historiography and Christian-Marxist relations in the former Eastern Europe, and has 11 years of ministry experience in a missionary context. As a research associate for the Institute for the Study of Christianity and Marxism, he authored *Christianity and Marxism in Higher Education* as well as articles that appeared in the *Lutheran Quarterly*, *Mennonite Quarterly Review*, and *Occasional Papers on Religion and Eastern Europe*. Before the breakup of the Soviet Union, Professor Maczka was invited to chair the subcommittee on religion of the U.S.-U.S.S.R. bilateral Emerging Leader Summit Conference, an effort sponsored by the Soviet Committee on Youth Organizations and the American Center for International Leadership. In the wake of the Soviet breakup, he participated on an inter-religious task force assessing Soviet religious developments in light of American church involvement. He has received research and educational grants from Stewards Foundation, David D. Cook Foundation, Lilly Foundation, Richardson Foundation, the Evangelical Lutheran Church in America and the Mennonite Central Committee. More recently he has served as guest professor at the United Theological College, Bangalore, India, and has undertaken field research into religion and paramilitary activity in Chiapas

and the Guatemalan highlands. Included in his course offerings are systematic theology, world religions, church history, monks and mystics, modern theology, holocaust studies, and Reformation history. He earned both his B.A. and an M.A. degree at Wheaton College, and earned his Ph.D. at Leipzig University in Germany. He joined the Carthage faculty in 1989.



### Daniel Magurshak

*Chair, Philosophy Department; Professor of Philosophy and Great Ideas*, has taught at Carthage for more than 25 years, and is the founding director of the Heritage

Studies Program. He specializes in European continental philosophy and has a special love for thinkers like Kierkegaard, Nietzsche and Heidegger. His recent work has concerned the social and moral philosophy of Martha Nussbaum, the postmodern thinking of John Caputo, and continuing study of all aspects of the American Western experience. Professor Magurshak draws students from a wide range of majors into his ethics classes. In addition to his teaching in philosophy and Heritage Studies, he has translated Otto Poggeler's book *Der Denrweg Martin Heidegger* into English. Among the awards he has won are the DAAD Fellowship and an Alexander von Humboldt Fellowship for study and research in Germany. He earned his B.A. from Duquesne University, and his M.A. and Ph.D. degrees from Northwestern University. He joined the Carthage faculty in 1984.



### Mark Mahoney

*Chair, Computer Science Department; Associate Professor of Computer Science*, served as a senior software engineer at Motorola and an adjunct instructor of computer

science at Roosevelt University prior to joining the Carthage faculty in 2002. His research interests are in the fields of object-oriented technologies, aspect-orientation, state based systems, and software engineering. His work with Bluetooth Wireless Communication protocols resulted in algorithms for avoiding fixed interferers in Bluetooth radio bands. This work resulted in a patent. Professor Mahoney teaches database design, operating systems, and software engineering courses. He earned a B.A. in computer science from Roosevelt University, and an M.S. and Ph.D. in computer science from the Illinois Institute of Technology.



### Robert Maleske

*Professor of Psychology*, began teaching at Carthage in 1973, left in 1985 to serve as Director of Academic Computing at the University of Wisconsin-Parkside, and

returned to Carthage as a faculty member in 1988. His publications include three textbooks: *Foundations for Gathering and Interpreting Behavioral Data; Statistics: Essentials for Students in the Social Sciences; and Research Methods: Essentials for Students in Psychology*; as well as articles in *The Journal of General Psychology and Learning and Motivation*. Professor Maleske emphasizes a humanistic approach to facilitating student learning, as expressed in his mantra: "Inspire rather than require." His research interests include idiographic versus nomothetic perspectives as they affect strategies for creating and implementing effective classroom learning environments, and classical conditioning strategies for developing music sight-reading ability. He facilitates the following courses: Experimental Psychology, Behavioral Research Statistics, Thesis Development, Senior Seminar and Interpersonal Dynamics. He earned his B.A. from DePaul University, and his M.A. and Ph.D. from Northwestern University.



### Yuri Maltsev

*Professor of Economics*, earned his B.A. and M.A. degrees at Moscow State University, and his Ph.D. in Labor Economics at the Institute of Labor Research in Moscow, Russia. Before

defecting to the United States in 1989, he was a member of a senior Soviet economics team that worked on President Gorbachev's reforms package of perestroika. Prior to joining Carthage, he was a Senior Fellow at the United States Institute of Peace in Washington, D.C., a federal research agency. His work involved briefing members of Congress and senior officials at the executive branch on issues of national security and foreign economic assessment. Professor Maltsev has also appeared on CNN, Financial Network News, PBS Newshour, C-Span, Fox News, CBC, and other American, Canadian, and European television and radio programs. He has lectured at leading universities, corporations, banks, colleges, churches, schools, and community centers all over the world. He has authored five books and hundreds of articles in U.S. and foreign publications. He joined the Carthage faculty in 1991.



### Jonathan Marshall

*Chair, Political Science Department; Associate Professor of Political Science*, teaches courses in comparative politics, East Asian politics, constitutional law, and law

and society. His research focuses on legal mobilization and citizen litigants in Japan, where he lived in 1988-89 and 1997-2000. His publications include "Freedom of Information, Legal Mobilization, and the Taxpayer Suit Boom in Japan" (Harvard University Program on U.S.-Japan Relations Occasional Paper 04-06) and "Casual Cynics or Disillusioned Democrats? Political Alienation in Japan" (*Political Psychology* 21 (December 2000) 779-804). His degrees are Ph.D., M.A. Political Science, University of California-Berkeley; B.A. East Asian Studies, Yale University.



### Paul Martino

*Assistant Professor of Biology*, earned a B.A. in natural sciences and mathematics from Dowling College, and an M.S. in exercise physiology from Ball State University. He

received a Ph.D. in physiology from the Medical College of Wisconsin in 2006, then spent two years as a postdoctoral fellow at Wright State University. He came to Carthage in 2009 from Milwaukee Area Technical College, where he taught anatomy and physiology at two campuses.



### L. J. Marx

*Head Men's Volleyball Coach; Lecturer in Exercise and Sport Science*, joined the Carthage faculty in 2004.



### Jerald Mast

*Associate Professor of Political Science*, primarily teaches and researches in the field of public policy, particularly the ways in which public values, opinions and participation

affect the democratic character of decisions within the lawmaking process. He focuses on American government, specializing in the public laws and policies dealing with the environment and natural resources. His most recent publications include the chapter "International Environmental Politics" for *Twenty-first Century Political Science: A*



*Reference Handbook* (2010) and the chapter "Balancing management needs for conserving biodiversity in Grand Canyon National Park" with Joy Nystrom Mast for *National Parks: Biodiversity, Conservation and Tourism* (2010). He has also conducted research on invasive species policies on the Great Lakes and on economic valuation methods for environmental aesthetics. He is a frequent analyst of state and national politics for Wisconsin Public Radio. He taught political science and political geography at Northern Arizona University before joining the Carthage faculty in 2002. Professor Mast earned his B.A. from the University of Wisconsin-Madison, and Ph.D. with distinction from Northern Arizona University.



### Joy Mast

*Professor of Geography and Earth Science*, was an associate professor at Northern Arizona University before her Carthage appointment. She teaches courses in physical

geography, geology of national parks, biogeography, soil science, forest ecology, field methods, trip courses to Belize and to the Grand Canyon, and environmental science. She earned her B.S. in both geography and zoology from the University of Wisconsin-Madison, and her M.S. and Ph.D. in geography from the University of Colorado-Boulder. Among her current research projects, she is studying forest disturbances in the Southwest related to crown fires, insect epidemics, and severe droughts. She has garnered numerous federal research grants for her work. Her prior research has been published in a number of professional journals, including *Journal of Biogeography*, *Professional Geographer*, and *Ecological Applications*. She is an associate editor for the international research journal *Plant Ecology*, and serves on the editorial board of both the *Annals of the Association of American Geographers* and *Physical Geography*. She has served as president of the Association of American Geographers Biogeography Specialty Group, and currently is the editor of their publication *The Biogeographer*. She runs the Dendroecology research lab at Carthage, and joined the Carthage faculty in 2002.



### Rick Matthews

*Chair, Sociology Department; Director, Criminal Justice Program; Director, Writing Development Program; Professor of Sociology and Criminal Justice*,

specializes in criminology, specifically state and corporate crime. His most recent publications have been in the areas of state-corporate crime, examining the ways in which state agencies and corporate actors engage in criminal activities. Particular case studies published by Professor Matthews have focused on the roles played by corporations in the Holocaust, the inadequate regulatory environment that led to the Exxon Valdez oil spill, and role played by deregulation in the crash of ValuJet flight 592. He earned his B.S. from Northern Michigan University, and his M.A. and Ph.D. in sociology from Western Michigan University.



### Joseph McAlhany

*Associate Professor of Great Ideas and Classics*, was an assistant professor of classics at the University of New Mexico for five years. He also has held teaching positions at

Columbia University, New York University, the City University of New York and Queens College. He received Columbia's Presidential Award for Outstanding Teaching by Graduate Students in 2002. He earned a B.A. in philosophy from Haverford College in 1990, and a Ph.D. in classics from Columbia in 2003. He came to Carthage in 2007.



### Martin McClendon

*Assistant Professor of Theatre*, joined the faculty full time in 2007 after one year as an adjunct professor. Previously he taught as an adjunct professor at Rockford

College, Rockford, Ill. He earned a B.F.A. in acting from Rockford College in 1991, and an M.F.A. in acting from the University of Illinois at Urbana/Champaign in 1994. He also took a semester of actor training at Regent's College, London. He worked as a professional actor in Chicago and Los Angeles for 10 years before getting involved in teaching. He has appeared onstage at Chicago's Steppenwolf, Northlight, Organic and Victory Gardens theatres, among others. Most recently Professor McClendon appeared onstage in the Steppenwolf Garage

production of "Honest" in the summer of 2009. The play was originally commissioned by Carthage College. He also acted in independent movies both in Chicago and Los Angeles. His TV credits include episodes of "ER" and "Early Edition," as well as numerous commercials. He is a member of AEA, SAG and AFTRA. In addition to acting, he has designed and built scenery in Los Angeles, his hometown of Rockford, Ill., and for Chicago's Defiant Theatre Company as well as other small companies in the Chicago area. He received a Jeff Award Citation nomination for his work with Defiant. He also worked as a furniture maker and carpenter in Los Angeles



### Brent McClintock

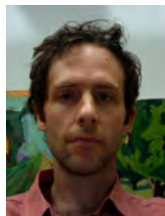
*Associate Professor of Economics*, is an economist and an attorney. Prior to his employment at Carthage, he worked as a senior economic analyst with the New Zealand Treasury. His

legal studies centered on international and intellectual property law. He is licensed to practice law in Illinois and has been admitted to the U.S. District Court for Northern Illinois. He is a member of the Illinois State Bar Association. His teaching includes macroeconomics, international political economy, public policy, business law, and international trade law. Current legal research interests include the boundary between private property rights and the public domain in intellectual property law, the law of international economic integration, and the law and economics of contracts. He earned his B.Ag.Sci. (honors) degree from Lincoln University, New Zealand, and his M.S. and Ph.D. degrees from Colorado State University. He joined the Carthage faculty in 1991.



### Michael McShane

*Associate Professor of Great Ideas and Philosophy*, earned a B.A. in philosophy and mathematics from St. John's College, Annapolis, Md., in 1990. He earned a master's degree in 1992 and a Ph.D. in 2000 from the University of Pennsylvania, where his dissertation reviewed Plotinus' critique of discursive rationality. He taught philosophy and ethics at Loyola College (Md.) from 2001 to 2008, and is at work on a book-length project on Shakespeare's "King Lear."



**Richard Meier**

*Assistant Professor of English and Writer in Residence*, held a full-time position as visiting poet at Columbia College in Chicago from 2007 to 2008. From 2002 to 2005,

he was a visiting assistant professor of English at Beloit College, where he was also director of creative writing from 2004 to 2005. Previously he worked in the public schools as a visiting artist, teaching poetry writing to elementary school students in New York with Teachers and Writers Collaborative and in Chicago with Hands on Stanza, where he received the Gwendolyn Brooks Prize for excellence in teaching. He has published two books of poems, "Terrain Vague" (Verse Press, 2000), and "Shelley Gave Jane a Guitar," (Wave Books, 2006). He earned a B.A. in creative writing from Hamilton College in 1988, and an M.A. in English with a concentration in creative writing from Syracuse University in 1993.



**Daniel Miller**

*Chair, Psychology Department; Chair, Neuroscience Program; Professor of Psychology and Neuroscience*, was a graduate student of Dr. Joseph Steinmetz at

Indiana University from 1989 to 1994. While in the Steinmetz lab, his research focused on the function of the hippocampus in rabbit eyeblink conditioning and the neural substrates of appetitive and aversive signaled leverpressing in rat. Currently his research interests involve the function of the amygdala in stress vulnerable rats using the signaled leverpress avoidance task. In collaboration with Dr. Richard Servatius of the Stress and Motivated Behavior Institute at the Office of Veterans Affairs in East Orange, N.J., Professor Miller and his students are using selective lesion and temporary inactivation techniques to study how discrete areas of the amygdala contribute to facilitated avoidance learning in stress vulnerable rats compared to outbred controls. He and his students at the Carthage Neuroscience Laboratory regularly present at the annual meetings of the Society for Neuroscience and Pavlovian Society. He joined the Carthage faculty in 1994.



**Mark Miller**

*Associate Professor of Business Administration*, joined the Carthage faculty in 2004 after 31 years of business experience with one of the world's largest agricultural and

construction companies, CNH in Racine, Wis. He is nationally known for his expertise in supply chain management functions, including purchasing, inventory management and logistics. He has published more than 30 articles and has developed and taught numerous courses, seminars and workshops. His professional certifications include certified purchasing manager and certified integrated resource manager. Professor Miller received his bachelor's degree in business administration from Saint Thomas University, and his M.B.A. from the University of Wisconsin-Parkside. He has taught business courses at Carthage and at other colleges and universities in southeastern Wisconsin.



**William Miller**

*Professor, Sociology and Criminal Justice*, has published articles on risk taking, gambling, juvenile delinquency and homicide, among other topics. His work has been published in

a number of scholarly journals including *The ANNALS of the American Academy of Political and Social Sciences*, *Sociological Focus* and *Homicide Studies*. He has presented research at a variety of professional meetings, has served as a reviewer for a number of academic journals, and he currently serves on the board for Women and Childrens Horizons. His current research examines mixed martial arts fighting and poker. Professor Miller earned his B.A. and M.A. from Ohio University, and his Ph.D. from the University of Nevada at Las Vegas. He joined the Carthage faculty in 2000.



**Stephanie Mitchell**

*Associate Professor of History*, earned her B.A. and M.A. from the University of Virginia, and her D.Phil. from Oxford University. Before joining the Carthage faculty, she

served as professor of international relations at the Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM), Mexico. Her interests include Mexico, Central America, South America, and the Caribbean.

She is especially concerned with issues relating to gender and revolution. Professor Mitchell speaks Spanish, French and Haitian Creole. She joined Carthage in 2002.



**Edward Montanaro**

*Associate Professor of Modern Languages and Economics*, began teaching at Carthage in 2006, upon completion of a doctorate in Spanish at Florida State University. He also holds a

master's degree in Spanish from Florida State University. His doctoral dissertation deals with the writings of 19th century Cuban poet and independence leader José Martí. Prior to earning a doctorate in Spanish, he earned master's and bachelor's degrees in economics from Florida Atlantic University and worked as a research economist for 25 years. He served for 16 years as the Director of Economic and Demographic Research for the Florida Legislature where he was in charge of economic, caseload and revenue forecasting and directed numerous policy studies. He also served as chief economic advisor to Governor Bob Graham of Florida and the Executive Director of the Legislature's Advisory Committee on Intergovernmental Relations. He holds a joint appointment in Modern Languages and Economics and is the director of the Target Language Expert Program.



**Jose Montoto**

*Assistant Professor of Communication and Digital Media*, taught as an associate lecturer at the University of Wisconsin-Milwaukee School of the Arts for two years prior to

coming to Carthage. He has worked as a Milwaukee-based freelance graphic designer and as an animation artist for the Bradley Center for a number of years. In 1999 and 2000 he was the full-time graphic designer for UW-Milwaukee's School of the Arts, where his responsibilities included the oversight and design of a wide range of print- and web-based promotional material for the various visual and performing arts groups and departments within the school. In 2001 he established Herético Studio. In addition to designing for print, web, and video/film, his studio creates and conducts visual design and communication experiments that explore the process of reading images, signs, and type. Professor Montoto lives in Milwaukee, with his wife, Heather, and three children, Fiona, Oliver and Elizabeth. He earned his B.A., M.A., and M.F.A. degrees from the University of



Wisconsin-Milwaukee. He joined Carthage in 2000.



### **Prisca Moore**

*Professor of Education*, is actively involved in working in partnership with teachers and principals in private and public schools in Kenosha and Racine. In these professional

development partnerships with Jefferson Lighthouse and Schulte Elementary Schools in the Racine Unified School District, Racine Montessori School, and St. Mary's Catholic School in Kenosha, Professor Moore and her students develop instructional projects that incorporate instructional technology to teach science and mathematics. She has been awarded six grants from AT&T Learning Network Teaching and Technology grant program, Ameritech, the Johnson Fund with Sustainable Racine, and the Wisconsin Foundation for Independent Colleges to provide technology and training to the faculty of the partnership schools as well as to provide opportunities for Technology Fellowships for Carthage students. Professor Moore is particularly interested in developing collaboration projects that incorporate the use of videoconferencing and virtual field trips as well as e-mail and video exchanges. Currently, she is working with five Carthage internships in the Racine Montessori School and Carthage College Partnership to Beautify and Enhance our Neighborhood Community: A Partnership for Teacher Professional Development through Community Project. This project was funded by the SC Johnson Fund Community Involvement Award for Neighborhood Sustainability. Her current focus is developing a collaborative partnership between the Kenosha and Racine schools and two primary schools in Australia. She also received two grants for the 2004-2005 school year from the Root-Pike Watershed Initiative Network and Sustainable Racine to support the Outdoor Classroom that she created with the Racine Montessori School and to support investigations of the Root River watershed. She is actively involved in presenting at local, regional, national, and international conferences, including the Governor of Wisconsin's Educational Technology Conference (GWETC), National Science Teachers Association Eastern Area Conference, National Science Teachers Association national convention, annual National Council for Teachers of Mathematics conference, and the Seventh International Literacy and Education Research Network Conference on Learning

at RMIT University in Melbourne, Australia. Professor Moore earned her B.S. and B.A. from the University of Alabama at Huntsville, M.A. from the University of Alabama at Tuscaloosa, and Ph.D. in special education and technology from Peabody College of Vanderbilt University. She came to Carthage in 1996.



### **Maribel Morales-Martinez**

*Assistant Professor of Modern Languages*, has taught at Carthage since 2006, and became a full-time faculty member in 2011. A native of Spain,

she teaches Spanish language and literature, and heritage courses. She earned her Ph.D. in American Literature from the University of Cadiz, Spain, specializing in regionalist American women writers from the end of the 19th century. Her academic interests include gender and ethnic studies. Prior to earning a doctorate in American Literature, she earned master's and bachelor's degrees in English literature and linguistics from the University of Cadiz, Spain. She studied at the University of Dublin, Ireland, with an Erasmus scholarship in 2001. She came to Carthage after teaching at the Kenosha Unified School District in the Transitional Bilingual Program for three years. At Carthage, Ms. Morales has continued promoting multicultural awareness participating at numerous international events. She is the advisor of the Latin/Belly Dance Club, a group of Carthage students who have performed at many cultural events both off and on campus.



### **Kevin Morris**

*Klingenmeyer Distinguished Professor of Chemistry*, specializes in the field of physical chemistry. Before coming to Carthage, he was a Camille and Henry Dreyfus

Fellow and then an Assistant Professor of Chemistry at Grinnell College, where he taught physical and general chemistry. Professor Morris has also conducted extensive research in the area of nuclear magnetic resonance spectroscopy at Grinnell College and the University of North Carolina at Chapel Hill, and has had work appear in the *Journal of the American Chemical Society*, the *Journal of Magnetic Resonance*, and the *Journal of Physical Chemistry*. His research at Carthage explores the aggregation of molecules in aqueous solutions. He earned his B.S. in chemistry

from James Madison University and Ph.D. in chemistry from the University of North Carolina at Chapel Hill. He joined the Carthage faculty in 1996.



### **Dennis Munk**

*Professor of Education; Director of Teaching & Learning in the Center for Academic Development & Research*, teaches undergraduate courses in classroom management,

educational psychology, and instructional methods for special education, as well as graduate courses in research methods. He has conducted research in the areas of functional assessment, grading practices, reading instruction, and inclusive practices, and has served as co-investigator on research projects funded by the U.S. Department of Education. Professor Munk has published numerous articles and book chapters, and serves as a reviewer for two leading special education journals. He has published a book on grading practices for learners with special needs, and a new text on leadership in inclusive schools. Professor Munk also serves as Director of Teaching & Learning in the Center for Academic Development & Research (CADRE). He holds a B.S. in psychology from Grand Valley State University, an M.A. in clinical psychology from Western Michigan University, and an Ed.D. in special education from Northern Illinois University.



### **David Musa**

*Assistant Professor of Religion*, is a native of Sierra Leone who earned a B.S. in biology from Fourah Bay College, University of Sierra Leone in 1979. He earned an

M.A. in systematic theology from Wheaton College Graduate School in 1990, and earned a M.Div. in pastoral counseling/missions and a Ph.D. in theological studies, both from Trinity International University of Deerfield, Ill.



### **David Neff**

*Men's Lacrosse Coach; Adjunct Professor of Business*, joined Carthage in 2007.



**Corinne Ness**

*Director of Music Theatre Studies; Assistant Professor of Music*, is a performer equally adept at classical and contemporary singing styles. She has performed classical, music

theatre, contemporary Christian, and bluegrass music in venues across the country. As a classical soprano, she has performed roles such as Cio-Cio San (*Madama Butterfly*), Alice Ford (*Falstaff*), and Rosalinda (*Die Fledermaus*). She has premiered new works by composer Rufus Brown and has appeared as a soprano soloist with the Kenosha Symphony. As director of music theatre studies at Carthage, Professor Ness directs the music theatre workshop and opera productions. She also maintains an active voice studio; her students have gone on to graduate studies, professional performance careers, and teaching careers. Her students have also earned competitive internships at prestigious theatres such as Chicago's Goodman Theatre and the Baliwick; students from her studio have won regional and professional competitions, including the Chicago *Wicked* singing competition and several first-place honors in the music theatre category of the NATS student auditions.

Professor Ness' expertise in music theatre has brought her to the Shanghai Conservatory of Music as a guest lecturer in their American Musical Theatre program. She has also given presentations on music theatre at two national conventions of the National Association of Teachers of Singing (2006, 2008), the Wisconsin Chapter of NATS Music Theatre Special Workshop (2010), The Voice Foundation (2009), and the Illinois High School Theatre Festival (2009, 2010). She was recently featured as an expert in *Classical Singer* magazine in an article regarding crossover vocal pedagogy ("Genre Wars" *Classical Singer*, September 2008).

Professor Ness is also a member of Carthage's music education faculty. A sought-after clinician and adjudicator, she spent a decade teaching general music to grades K-12, and has directed award-winning choral programs. She continues to work with public schools as a guest conductor and curriculum specialist, and regularly adjudicates competitions in both classical and music theatre genres. She currently coordinates the Music Institute of Chicago's ARTS LINK program, which connects public school teachers with musicians to design and deliver arts integration in the classroom. She is currently pursuing a doctoral degree in cultural and educational

policy studies at Loyola University Chicago, with special interests in the way that ideas and culture "travel" and are "received." She is co-author of a piece on William Brickman, John Dewey, and educational intercrossing (in press, *European Education*). Professor Ness is a certified master teacher of Estill Vocal Pedagogy. She has an M.M. from Roosevelt University, Chicago College Performing Arts; and a B.M.E. from Northern Illinois University. She came to Carthage in 2002.



**William Newcomb**

*Assistant Technical Director*, holds a B.F.A. degree in Technical Theatre from Tarleton State University, Stephenville, Texas, and an M.F.A. degree in Arts

Administration from Southern Utah University. He was assistant manager of the Milwaukee Repertory Theatre for two years before coming to Carthage in 2009. Other credits include technical director of the Wells Fine Arts Center at Tarleton State University, assistant technical director at Oberlin College, scene shop foreman at Ohio Light Opera, and assistant production manager of the Utah Shakespearean Festival. Mr. Newcomb teaches Play Production I: Stagecraft in addition to managing the scene shop.

**Michael Nicholas**

*Assistant Professor of Mathematics*, earned a Ph. D. and master's degree in mathematics at Duke University. He earned degrees in mathematics and physics at the University of Utah. He came to Carthage from Tulane University, where he did postdoctoral research for four years,



**Linda Noer**

*Professor of Social Work and Sociology*, is exceedingly active in the Kenosha/Racine area utilizing her social work skills. In addition to her duties at Carthage, she has

worked since 1982 as a social worker for Lutheran Social Services of Racine and Kenosha. Professor Noer has also worked with Children's Services Society of Wisconsin, served as a consultant with Parents Anonymous in Lexington, Mass., has been the temporary director of the Child Abuse and Neglect Project in Kenosha, and was a psychiatric caseworker and director of group work services at Washburn Child Guidance Center in Minneapolis. She has been very active within the Lutheran church,

with many of her activities focusing on families and faith. At present, her research interests are the use of literature to increase creative and critical thinking skills in students. Professor Noer has been a research fellow at the Lutheran Center for Social Change. She earned her B.A. degree from Gustavus Adolphus College, M.S.W. with honors from George Warren Brown School of Social Work at Washington University, and Ph.D. from Loyola University Chicago. She started at Carthage on a part-time basis in 1974 and became full time in 1982.



**Thomas Noer**

*Valor Distinguished Professor in the Humanities; Professor of History*, is an expert on the history of United States foreign policy. One of his books, *Cold War and Black*

*Liberation: The United States and White Rule in Africa, 1948-1968*, was honored with the Stuart L. Bernath award from the Society for Historians of American Foreign Relations as the outstanding book on American foreign relations. Another of his books, *Briton, Boer, and Yankee: America and South Africa, 1870-1914*, was selected by Choice as one of the 10 Outstanding Academic Books of 1979. Professor Noer is the past recipient of residence fellowships at the Charles Warren Center for Studies in American History at Harvard University and the Department of State. The University of Michigan Press published his latest book, *Soapy: A Biography of G. Mennen Williams*, in 2005. He was previously a recipient of the Carthage Distinguished Teacher Award. He teaches courses in American history and diplomacy, 20th century U.S. history, African history, and historiography. He earned a B.A. at Gustavus Adolphus College, an M.A. at Washington State University, and a Ph.D. at the University of Minnesota. He joined the Carthage faculty in 1973.



**Colleen O'Brien**

*Assistant Professor of Business Administration*, joined Carthage in 2009 after having served as an adjunct faculty member at Carthage and the University of Wisconsin-

Parkside. Her career includes more than 22 years in corporate finance with SC Johnson and IIT Research Institute (Chicago). She has extensive experience in process improvement, strategic planning, and team leadership/management. She is a Wisconsin native who is a *summa cum laude* 1986 graduate of St. Norbert College, with a



degree in finance and economics. She earned her M.B.A. with concentrations in finance and marketing from the University of Chicago.



### Jan Owens

*Associate Professor of Business Administration*, joined Carthage in 2006. She has a Ph.D. and M.A. from the University of Wisconsin-Madison, and an M.L.S. and B.A. from

the University of Rhode Island. Her teaching, research and professional interests focus on branding and private label strategy, retailing and multi-channel marketing, and marketing research. She is a member of AMA, ACRA, AMS, and the DMA professional organizations.



### Terence Peebles

*Assistant Football Coach/Offensive Coordinator; Lecturer, Exercise and Sport Science*, joined Carthage in 2008.



### Janice Pellino

*Assistant Professor of Chemistry*, came to Carthage from St. Olaf College, where she was a visiting assistant professor of chemistry from 2007 to 2010, and a visiting

assistant professor of biology in 2009-10. She earned a B.S. in biochemistry from Bradley University in 2000, and earned a doctorate in biochemistry, molecular biology, and cell biology from Northwestern University in 2007. She received Northwestern's outstanding teaching assistant award in 2002, and was awarded a fellowship at Lake Forest College in 2006.



### Patrick Pfaffle

*Chair, Biology Department; Professor of Biology*, previously taught graduate and undergraduate-level biology courses at Indiana State University. He has

received numerous awards for scientific research, including the National Institutes of Health Academic Research Enhancement Award, the Abbott Laboratories Research Award, and the ISU Proposal Incentive Award. His research has been presented at seminars across the country, and he has published his articles and abstracts in several

international publications. Professor Pfaffle earned his Ph.D. in 1990 from the Medical College of Wisconsin, Department of Biochemistry. There, he received the Outstanding Dissertation Award from the Friends of the Medical College of Wisconsin. He earned his B.S. in biology from the University of Wisconsin-Stevens Point. He joined the Carthage faculty in 1997.



### Mark Petering

*Associate Professor of Music*, earned his B.A. from Luther College, his M.M. from Bowling Green State University, and a Ph.D. from the University of Minnesota. He joined

Carthage in 2005. For more information on his composing activities, please visit [www.markpetering.com](http://www.markpetering.com).



### Michael Phegley

*Associate Professor of Business Administration*, joined the Carthage faculty in 2004 after serving as an adjunct professor at Carthage and the

University of Wisconsin-Parkside. He is an attorney with Phegley, Laufenberg & Jensen, a practice that concentrates on family, criminal, labor and employment law, as well as alternative dispute resolution. He is the municipal judge for the Village of Mount Pleasant in Racine County and also serves as a Judicial Court Commissioner for Racine County. He is a certified mediator and previously served on the Alternative Dispute Resolution Committee for the State Bar of Wisconsin. He is the faculty advisor for the Carthage Mock Trial Team and the Phi Alpha Delta Pre-Law Fraternity. He teaches Legal Environment of Business, Business Law for Accountants and Mock Trial. He is a member of the State Bar of Wisconsin and a member and past president of the Racine County Bar Association. He is the president of the board of directors for the University of Wisconsin-Parkside Alumni Association and the vice-chair of the board of directors for St. Catherine's High School in Racine, Wis., in addition to his involvement with other community service organizations.



### Kurt Piepenburg '77,

*Richard W. Miller Distinguished Professor in the Natural and Social Sciences; Professor of Geography and Earth Science*, teaches courses in geomorphology,

meteorology, physical geography, remote sensing, and field methods. He has served as chair of the department of geography and the conservation program. He held the position of Vice President for Academic Affairs and Dean of the College at Carthage from 1995-2009, and also served the College as the Dean of Students from 1990 through 1994. Professor Piepenburg has directed two student field experiences on the eastern Caribbean island of Antigua, during which students completed field analyses of abandoned Holocene beaches and water quality in English Harbour. He has held an appointment as a visiting scientist on a natural resources project in Mexico, which was funded by a National Science Foundation grant of D. Miller of the State University of New York at Cortland. His primary research involves environmental impact assessment and has led to articles published in *Physical Geography* and *Soviet Geography*. He also has been involved in consulting in the private sector. He earned his B.A. from Carthage, and his M.S. and Ph.D. from the University of Wisconsin-Milwaukee, where he was honored with University fellowships. He came to Carthage in 1984.



### Stacy Pottinger

*Director of the Dance Minor, Assistant Adjunct Professor of Theatre*, joined the Carthage faculty in 2009. She holds a B.F.A. in dance performance from

Southern Methodist University, an M.A. in dance education from the State University of New York College at Brockport, and an M.F.A. in dance from the University of Wisconsin-Milwaukee. Before coming to Carthage, she was a faculty member at Ball State University (2007-2008), and co-directed Riverbend Dance Arts, a nonprofit dance school in Hastings, Minn. (1999-2004). Her work has included a variety of interdisciplinary projects and collaborations with composers, musicians, video animators and teaching professionals of varying subjects. She continues to pursue opportunities to develop as a dance artist and draws inspiration from such experiences to share with her students. Ms. Pottinger has performed professionally since 1996. She has worked with many

independent dance artists and companies based in Minnesota, New York, Wisconsin and beyond, including the Christopher Watson Dance Company, Biodance, Kinetic Evolutions Dance Company, and the City Childrens Nutcracker. She has worked with such internationally known artists as Bill Evans and Juanita Suarez. Her choreographic work has been presented in venues around the country, including the McKinney Avenue Contemporary Theater in Dallas, Texas; the Image Movement Sound Festival in Rochester, N.Y.; the Forum in Jonesboro, Ark.; and the Minnesota Fringe Festival. Her work *Collapsible Man* was adjudicated and selected for the gala concert at the American College Dance Festival in Athens, Ohio (2006), and she was featured as a guest choreographer for the University of Wisconsin-River Falls dance concert in 2009. She is a co-recipient of numerous grants and awards including the SUNY College at Brockport Graduate Student Alumni Award, the National Dance Education Organization Elsa Posey Student Scholarship, and the Dawn and Jacques Lipson, M.D. award in Performing Arts. She has presented at NDEO conferences and has instructed master classes at the American College Dance Festival and at the Perpich Center for Arts Education in Minnesota. At Carthage, Ms. Pottinger was artistic director for the 2010 dance production *Higher Altitudes*, and she coordinated the College's first student dance concert, *Away from the Mirror*. Her credits at Carthage also include choreography featured in the Theatre Department productions *Lysistrata* (2009); *If You Say So* (2007); *Collapsible Man* (2006); *Broken-Down Graffiti Train* (2010); and the staging and coaching of *Pearl Primuss Bushasche Etude* (2003), all of which were presented in the *Higher Altitudes* dance concert. She teaches Modern and Jazz Technique, Introduction to Dance and Improvisation, and Dance History.



**Thomas Powers**

*Associate Professor of Great Ideas and Political Science*, came to Carthage from the University of Minnesota-Duluth, where he was an assistant professor of political

science from 2001 to 2008. He was previously an instructor in political science at the University of Toronto. He earned a B.A. in political science from the University of Chicago in 1984, then served four years as an infantry officer in the U.S. Army before earning a master's degree and Ph.D. in political science from the University of Toronto. He has written articles on such

issues as civil liberties in the War on Terror and multiculturalism, for magazines including *The Weekly Standard* and *The Public Interest*.



**Jean Preston**

*Director, Writing Center; Adjunct Assistant Professor of English*, earned her B.A. from Carthage College in English, with minors in Classics and Women's/ Gender Studies, and holds

an M.F.A. in Creative Writing/Poetry from the University of Southern Maine Stonecoast Writing Program. Her work has been published in *Pleiades*, *Versé Wisconsin*, *The Solitary Plover*, *Centrique*, and *The Journal of the Association of Research on Mothering*. She has worked as a presenter, instructor, and tutor for various academic and community organizations including the Kenosha Literacy Council and the Racine Odyssey Project, has facilitated several seminars and workshops on writing poetry, and performs her poetry with *Women of an Uncertain Age*.



**Eric Pullin**

*Assistant Professor of History*, earned a B.A. in history from Rockford College, an M.A. in history from Northern Illinois University, an A.M. in Labor and Industrial

Relations from the University of Illinois at Urbana-Champaign, and a Ph.D. in history from the University of Wisconsin-Madison. His primary teaching and research interests address the international relations between India and the United States during the 20th century. He also teaches courses on the history of India, the history of the United States, Western Heritage, Global Heritage, and the history of dictionaries.



**Jean Quashnock**

*Chair, Physics and Astronomy Department; Professor of Physics and Astronomy; Coordinator of the Dual-Degree Program in Engineering*, is a researcher in the Sloan

Digital Sky Survey (SDSS), also known as the Map of the Universe Project, an effort to catalog and map 100 million galaxies. Professor Quashnock's research interests include cosmology, large-scale structure in the universe, high-energy astrophysics and gamma-ray bursts, and absorption-line systems in quasar spectra. His work has been published in more than 60 scientific

publications. He is an active member of the American Astronomical Society, the American Physical Society, the American Association of Physics Teachers, and Sigma Xi. He serves as an associate at the University of Chicago, where he previously was a lecturer and a research scientist, and collaborates with researchers there, in the Department of Astronomy & Astrophysics, and at Fermilab. He also has lectured in the Medical Physics Department of the College of Health Professions, Rosalind Franklin University. Professor Quashnock earned his B.Sc. in physics from McGill University, and Ph.D. from Princeton University in 1990. He studied the dynamics of topological defects and the effects of phase transitions in the early universe (The First Three Microseconds: Cosmic Strings, Axions, and Magnetic Fields). He has a particular interest in acoustics and the physics of music. He sings tenor in various choirs in Wisconsin. After doing postdoctoral work at the University of Chicago, he joined the Carthage faculty in 1999.



**Elaine Radwanski**

*Professor of Biology*, earned her Ph.D. in genetics and development at Cornell University in 1995. After earning her B.A. in biological sciences from Mount Holyoke

College and M.S. in botany at the University of Wisconsin-Madison, she switched career paths and spent several years working as a programmer/analyst, systems analyst, and forecast analyst in academia, insurance, and aerospace. When her mathematician husband accepted a tenure-track position at Wells College in Aurora, N.Y., she became the college's first Grants Officer and also taught a wide range of courses in the biology department. Upon her return to graduate study in plant genetics and molecular biology, she was awarded both the Plant Science Center Fellowship and the NIH Genetics Trainee Award. While at Cornell, she taught undergraduate genetics laboratory, as well as graduate-level plant genetics and plant virology. After receiving her doctorate, she joined the Department of Plant Breeding and Biometry at Cornell as a postdoctoral associate, where her research focused on disease resistance in peppers. She joined the Carthage faculty in 1997.





### Christine Renaud

*Chair, Classics Department; Director, Women's and Gender Studies Program; Professor of Classics and Religion,* came to Carthage in 1995 from Bucknell

University. She has also taught at Duquesne University, the University of Texas at Austin, and Wayne State University, where she earned her B.A. (Phi Beta Kappa) and M.A. in Latin. Overseas, she has lectured in Rome for Temple University and for the Intercollegiate Center for Classical Studies, then a Stanford Overseas program. In 1986 she received the Fulbright-Hays Research Grant for Italy. She then went on to earn her Ph.D. (Phi Kappa Phi) in classics and classical archaeology from the University of Texas at Austin. In addition to teaching overseas, Professor Renaud has excavated in the ancient Agora of Athens, the Roman Forum (Rome), an ancient Greek necropolis outside of Metaponto in southern Italy and for the past five years at the Villa delle Vignacce excavations in Rome and the University of Bolognas Excavations at Ostia (2010), the ancient port of Rome. Outside of the classroom and the field, she has served as the Course Director of the Racine Odyssey Project and currently participates in Kenosha Literacy Council's Project Journeys.



### Patricia Rieman

*Assistant Professor of Education,* earned a B.S. in special education with an emphasis on mental retardation from the University of Tulsa in 1982, then spent more than

15 years as a special education teacher in Oklahoma and Illinois. She earned an M.S. in special education with an emphasis on social/emotional disorders in 1995 and an Ed.D. in curriculum and instruction with an emphasis on literacy education in 2007, both from Northern Illinois University. From 1999 to 2008, she was an adjunct instructor and clinical supervisor in NIU's departments of Literacy Education and Teaching and Learning. She was also an adjunct professor of education at Rockford College in 2007-08. She joined the Carthage faculty in 2008.



### James Ripley

*Director of Instrumental Music Activities; Professor of Music,* conducts the Carthage Wind Orchestra and Carthage Concert Band, is co-conductor of

the Chamber Orchestra, and is head of the College's music education program. He also serves as music advisor and principal guest conductor of the Sakuyo Wind Orchestra at Sakuyo University in Kurashiki, Japan. Prior to his appointment at Carthage, Professor Ripley served as assistant professor of conducting and ensembles at the Eastman School of Music, where he was the associate conductor of the Eastman Wind Ensemble and Wind Orchestra, and as conductor of the Symphonic Wind Ensemble at the River Campus of the University of Rochester. Before teaching at Eastman, he was associate director of bands at Northern Arizona University in Flagstaff and a faculty member at Luther College in Decorah, Iowa. He taught in the public schools of Iowa and Minnesota for 11 years.

Professor Ripley is an active arranger and editor of wind ensemble music. He collaborated with Morton Gould on the completion of the "American Ballads" for band and has recently created performance editions of Howard Hanson's "Triumphal Ode for Military Band" (published by Carl Fischer), and "Pan and the Priest" for chamber ensemble. Two of Professor Ripley's works are published in "The Donald Hunsberger Wind Library" by Warner Brothers Publications. He has authored several articles that have appeared in *The Instrumentalist*, *Wind Works*, *BD Guide*, and the *Journal of Band Research*. His professional affiliations include the College Band Directors National Association, World Association for Symphonic Bands and Ensembles (Executive Secretary), National Band Association, Music Educators National Conference, Kappa Kappa Psi and Tau Beta Sigma (honorary member). He has appeared as guest clinician and conductor throughout the United States, Canada and Japan. Professor Ripley earned his B.A. in music education from Luther College, his M.M. in wind conducting from Northwestern University, and D.M.A. in conducting from the Eastman School of Music. He joined the Carthage faculty in 2001.



### Julio Rivera

*Provost; Professor of Geography and Earth Science,* earned his Ph.D. in geography from the University of Wisconsin-Milwaukee, his M.A. in higher education and

student affairs at The Ohio State University, and his B.A. in journalism and theology at Marquette University. Dr. Rivera has taught courses in geographic information science (GIS); satellite image interpretation; and urban, economic and cultural geography. His

research focuses on the development of suburban communities and how the design of the built environment enhances or impedes community life. He worked at the Global Institute for Sustainability at Arizona State University examining trends in the development of the urban fringe in the Phoenix metropolitan area. He has brought students to Ometepe Island, Nicaragua, as part of a service-learning course in the Geography and Biology of Nicaragua. He has directed numerous undergraduate student senior thesis projects, many of which were presented at regional and national conferences. He serves as a consultant to both government and business including Snap-on Tools, World Link Inc., Racine County Convention and Visitors Bureau, and the Racine Harbor Commission. Dr. Rivera is the author of a number of papers and is a member of the Association of American Geographers, National Council on Geographic Education, and the American Conference of Academic Deans. He is a national leader in the undergraduate research movement. He is an active member of the Council on Undergraduate Research, served on its executive board, and was named its volunteer of the year in 2005. He is the recipient of the 2002 Carthage College Distinguished Teaching Award. He joined the Carthage faculty in 1997.



### Isabel Rivero-Vila

*Assistant Professor of Modern Languages,* has taught Spanish and French as an assistant professor at Carthage since 2004. She studied at the Université de Caen Basse-Normandie

(France) with an Erasmus Scholarship in 2001. She came to Carthage after teaching Spanish at several institutions in Britany and Normandy (Lycée de L'Elorn, Lycée Jean d'Arc, Lycée Coat-Mez) and Colegio Delibes in Salamanca. She also taught French at the Universidad Pontificia de Salamanca and at the University of Wisconsin-Parkside. She is currently working on her Ph.D. concerning Modern Teaching Techniques in Second Language Acquisition at the Universidad de Salamanca. She defended the first portion of her thesis, "Une proposition pour l'enseignement de la grammaire du Français langue étrangère: la culture francophone à travers l'input et l'output," for which she received the Extraordinary Award 2008 from the Universidad de Salamanca. In order to complete her doctoral research, she spent three months in France in the Université Paris XIII in the summer of 2009 and January 2010. She is currently finishing the second portion of her thesis, "Une

proposition pour l'enseignement du français langue étrangère et de l'interculturel à travers le multimedia." She actively engages in promoting international events at Carthage as the advisor of the International Friendship Society. She has degrees in French linguistics and literature (M.A, Universidad de Salamanca, Spain); and French education, (B.A., Universidad de Burgos, Spain).



**Jeffrey Roberg**

*Professor of Political Science.* Professor Roberg's research and teaching previously focused primarily on the former Soviet Union and its

successor states, exploring issues of human rights, nuclear proliferation and the relationship of the Soviet scientific community and political elites. More recently he has expanded his human rights and environmental politics research and teaching interests to include work on Latin America. He has published articles related to the former Soviet Union, Russia and Latin America, including the countries of Cuba and Argentina. In addition to his book, *Soviet Science Under Control: The Struggle for Influence*, published in 1998 by Macmillan Press, Professor Roberg is co-authoring a new book with Professor Penny Seymoure titled *Tourism in Northeastern Argentina: What is at Risk? The Intersection of Human and Indigenous Rights With the Environment*, which will be published in 2011. Professor Roberg joined the Carthage faculty in 1997, where his teaching responsibilities include courses in comparative politics and international relations. He was named the Carthage Distinguished Teacher of the Year in 2003. He has led a variety of study abroad courses during Carthage's J-Term to Latin America and the post-Soviet states of Russia, Latvia, Lithuania and Estonia. He earned a Ph.D. and M.A. in political science at the University of Illinois at Urbana-Champaign and a B.A. in political science from UCLA.



**David Roehl**

*Head Men's Golf Coach; Assistant Men's Basketball Coach; Lecturer, Exercise and Sport Science,* was head baseball and basketball coach for 19 years at Shoreland

Lutheran High School while teaching American History. He then was the Athletic Director for CYC Sports in Kenosha for five years. He earned a B.S. in Physical Education and Health from the University of Wisconsin-Oshkosh.



**Pascal Rollet**

*Professor of Modern Languages,* specializes in 19th century French literature and the culture of modern France. He teaches French, Spanish, and Western Heritage. Since

coming to Carthage, he has been committed to the promotion of study abroad and to the development of multi-cultural awareness. He earned his Licence en lettres d'enseignement d'anglais from the University of Caen, France; M.A. from the University of Kentucky; and Ph. D. from the University of Pennsylvania, where he held the William Penn and Mellon Dissertation Fellowships. In addition to English and French, he is fluent in Spanish and Italian. He joined the Carthage faculty in 1993.

**Aviva Rothman**

*Post-doctoral fellow,* is Carthage's first Bradley Fellow, and teaches Western Heritage and history. The native New Yorker is scheduled to receive a Ph. D. in the history of science in November 2011 at Princeton University, where she has earned an M.A. She earned a B.A. in history and the philosophy of science from Columbia University in 2003. Her field of specialization is the history of science, with a focus both on the early modern period (the "Scientific Revolution") and on the relationship between science and religion.



**Sarah Rubinfeld**

*Assistant Professor of Biology and Environmental Science,* was born in Michigan and grew up in northern California. She earned a B.A. in geoscience from Princeton

University in 1997, and M.S. and Ph. D. degrees in civil and environmental engineering from Stanford University. In 1996, she was a summer intern for the U.S. House of Representatives Committee on Science, where she did background research on global warming and the structure of the Environmental Protection Agency.



**Timothy Rucks**

'83, *Head Football Coach; Lecturer, Exercise and Sport Science,* earned his M.A. from Northeastern Illinois University and his B.A. in 1983 from Carthage. He joined the

Carthage faculty in 1995.



**Daniel Ruffner**

*Director, Athletic Training Program; Senior Lecturer, Exercise & Sport Science,* earned his bachelor's degree from the University of Wisconsin-Stevens

Point, and his master's degree from Illinois State University in 1992. From 1992 to 1993 he was employed at Mercy Medical Center in Oshkosh, Wis., before joining Carthage in 1993.

**Kathy Ryan**

*Assistant Professor of Education,* will teach elementary and special education. She comes to Carthage after seven years as a teacher and administrator at St. Mary's University of Minnesota, where she also earned her doctoral degree. She earned a B.S. in elementary education at Winona State University in 1990, and an M.Ed. in educational psychology at the University of Mary Hardin-Baylor in 1994. She has also been a special education teacher at schools in Minnesota, Texas, and Wisconsin, and was an assistant professor of education at Concordia University Wisconsin.



**Neil Scharnick**

*Assistant Professor of Theatre,* joined the Carthage faculty in 2004 after serving as Assistant Coordinator for DE (Distance Education) Academic Services at

Trinity International University in Deerfield, Ill. Prior to that post, he was general business manager for Acacia Theatre Company in Milwaukee and interim technical director for the Cedarburg Performing Arts Center. He earned his B.A. in both religion and communication and performing arts from Carthage in 1999, and his M.A. in theatre from Northwestern University in 2001. He is currently in pursuit of his Ph.D. in theatre research at the University of Wisconsin-Madison.



**Robert Schlack**

*Professor of Economics,* is interested in international political economy, urban and regional economics, and economies in transition. In 1992 he received a Fulbright

Lecturing and Research Grant for Bulgaria, and he has since returned to Eastern Europe with grants from the American Council of Learned Societies (1995) and the International Research and Exchanges Board



(1994) as an invited speaker on teaching economics and curricular reform in transitional economies. His work also has been supported by grants from the University of Illinois' Summer Research Lab on Russia and Eastern Europe (1993 and 1996), the National Council on Economic Education (1994 and 1996), the Lilly Endowment (Workshop on the Liberal Arts, 1994), the National Endowment for the Humanities (Summer Seminar on Latin American Economies, 1984), and the National Science Foundation (1982-84). In addition to his travels throughout Eastern Europe, he has visited Latin America and China and served as a Peace Corps volunteer in Peru. He has presented papers at meetings of the Association for Evolutionary Economics, the Western Social Science Association, and the National Social Science Association. Several of his publications have appeared in the *Journal of Economic Issues: Economies in Transition: Hypotheses Toward a Reasonable Economics*, (1996); *Going to Market in Bulgaria*, (1993); *Plant Closings: A Community's Bill of Rights*, (1991); *Urban Economies and Economic Heterodoxy*, (1990); and *Economic Change in the People's Republic of China: An Institutionalist Approach*, (1989), with the latter two selected for abstracting by *The Journal of Economic Literature*. He earned his B.A. degree from the University of Michigan, and his M.A. and Ph.D. from Wayne State University, where he received graduate fellowship awards from Resources for the Future and the National Defense Education Act. He joined the Carthage faculty in 1975.



### David Schlichting

*Associate Professor of Business Administration*, came to Carthage in 1997 from Marquette University, where he was a member of the accounting faculty since 1986. He earned his

Ph.D. in business from the University of Wisconsin-Madison, M.B.A. from Marquette University, and B.B.A. from the University of Notre Dame. In addition to his classroom experience, Professor Schlichting is a CPA and maintains a tax and accounting practice, focusing primarily in the income tax and estate tax areas.



### August Schmidt

*Head Baseball Coach; Lecturer, Exercise and Sport Science*, joined the Carthage faculty in 1987.



### Daniel Schowalter

*Professor of Religion and Classics*, is interested in archaeology and the religions of the ancient Roman world. He is co-director of the excavation of a three-phase Roman

temple at Omrit in northern Israel. He serves on the editorial board for the Oxford Biblical Studies Online, and on the steering committee for the Archaeology of Religion in the Roman World Section of the Society of Biblical Literature. He is co-editor of *Corinth in Context: Comparative Studies on Religion and Society*, recently released by Brill and the Society of Biblical Literature, and of *The Roman Temple Complex at Horvat Omrit: An Interim Report*, forthcoming from British Archaeological Reports. Professor Schowalter's course offerings include Classical Archaeology, Roman Religion, Greek Religion, Understandings of Religion, Letters of the New Testament, Gospels, and Women and the New Testament. He also leads J-Term tours to Greece, Turkey and Italy. He earned his B.A. degree from St. Olaf College, and his M.Div. and Th.D. from Harvard Divinity School. He joined the Carthage faculty in 1989.



### Leonard Schulze

*Chair, Division of Fine Arts; Professor of Communication and Digital Media, English; Director, Augustine Institute*, teaches courses in human symbolic activity,

rhetoric and persuasion, communication and community, cinema studies, and the history and structure of the English language. He is also active in the core courses and Carthage Symposium courses of the College's general education curriculum. He is the founding director of Carthage's Augustine Institute, a forum dedicated to exploring the intellectual and spiritual resources of the Augustinian/Lutheran tradition (see [www.carthage.edu/augustine](http://www.carthage.edu/augustine)).

Before joining the Carthage faculty in 2004, Professor Schulze served as executive director of the Division for Higher Education and Schools of the Evangelical Lutheran

Church in America (now Vocation and Education). He has taught German, English, philosophy, European and American literature, American studies, and communication studies at Yale University; the U.S. Military Academy at West Point; the University of Texas at Austin; Julius-Maximilians-Universität in Würzburg, Germany; and Texas Lutheran University, where he served as chair of the department of English and Communication, director of international education, vice president for academic affairs, and dean of the university. Dozens of his articles and reviews have appeared in annual editions of *The Romantic Movement: A Selective and Critical Biography*, as well as in periodicals such as *Studies in Romanticism*, *SubStance*, *Intersections*, and the *Journal of Lutheran Ethics*. He is co-editor of a volume of essays on historiography and literature (*Literature and History*, 1983). His interdisciplinary teaching and scholarship have been shaped by a lifelong interest in human beings as symbol-using creatures. He is a Woodrow Wilson Fellow and a member of Phi Beta Kappa. He is former chair of the National Conference of Academic Deans and a Paul Harris Fellow of Rotary International. He and his family reside in Pleasant Prairie, Wis., and are members of St. Paul's Lutheran Church in Kenosha.

He has a B.A. from University of Texas at Austin, M.A. from The Johns Hopkins University, M.Phil. from Yale University, and Ph.D. from Yale University. He did additional graduate study at the Universität Zurich, Switzerland.



### Brian Schwartz

*Assistant Professor of Physics and Astronomy and Great Ideas*. Mr.

Schwartz's expertise is in nuclear physics. His dissertation dealt with quantifying polarization

achieved when atoms become molecules and is based on cyclotron research he performed at Indiana University. He earned his B.S. from the University of Dallas, and Ph.D. in physics from the University of Wisconsin-Madison. He joined in 2000.



### Karin Sconzert

*Associate Professor of Education*, earned a B.A. in history from Lawrence University in 1987, then taught at private schools in Hammond, Ind., and Princeton, N.J., and the

University of Chicago Laboratory Schools before serving as a qualitative researcher for

the Consortium on Chicago School Research from 1994 to 2002. During this time she earned a Ph.D. in education from the University of Chicago in 2001. She was an assistant professor of education at Loyola University Chicago and at Ursinus College before she came to Carthage in 2007.

**John Sedeska**

*Assistant Football Coach/Defensive Coordinator; Lecturer, Exercise and Sport Science*, joined Carthage in 2008.



**Penny Seymoure**

*Associate Professor of Psychology and Neuroscience*, earned her B.A. (cum laude) and M.A. (with distinction) from California State University at Stanislaus, and her Ph.D.

in Biological Psychology from the University of Illinois at Urbana-Champaign. She was a postdoctoral fellow with the University of Colorado Health Science Center in Denver from 1996 to 1998, and a postdoctoral fellow and research consultant at the University of Denver with Marshal M. Haith from 1998 until her appointment at Carthage in 2000.

Professor Seymoure currently is examining two research interests. She is interested in brain development in human and rodent models and the emergence of brain-behavior relationships. She and her students have examined interactions of gonadal hormones and environmental events along with the role of early adversity in hooded rats (isolation, stress, neonatal exposure to drugs) and their consequences on adult cognitive/spatial performance. She has published articles in several neuroscience journals and she and her students have made numerous conference presentations.

Her second research interest examines the effects of tourism development in the northeast of Argentina and its impact on the culture of the Mbya Guaraní, a preliterate rainforest people. From her 2009 sabbatical research in Argentina, she has co-edited a book about tourism, where she has written chapters that examine current land rights and indigenous rights violations against the Mbya, along with reviewing their educational systems, their food security concerns, and the psychological and physical health problems that have resulted from the loss of their traditional lands and increasing contact with tourists. She has given several conference presentations and invited talks on this research and has published journal articles that examine the loss of indigenous wisdom and forest management that coincide

with rainforest deforestation and internal displacement.



**Dimitri Shapovalov**

*Associate Professor of Music*, is a choir director, scholar, pianist, composer and educator. He joined the Carthage music faculty in 2005. His recent performance engagements

include conducting a gala festival concert with the combined high school choirs of Rockford, Ill., at the historic Coronado Performing Arts Center; an appearance with the Fine Arts Festival Orchestra at the annual Messiah Sing-Along in Kenosha, Wis.; and a joint concert of the A. F. Siebert Chapel Choir and the Carthage Choir featuring guest conductor Weston Noble at Carthage. As director of the A. F. Siebert Chapel Choir, he actively promoted the ensemble's mission and visibility on and off campus. Since assuming leadership of the ensemble in 2007, he quadrupled its membership and expanded its performance schedule to include regular appearances at the annual Christmas Festival, the Family Weekend Worship Service, the Homecoming Worship Service, the Palm Sunday Concert, and many others.

Professor Shapovalov's other professional interests include musicology, piano performance and composition. As a musicologist, he is a published author and translator on topics connected with Russian culture at the turn of the 20th century. He has presented papers on Russian music at national and international conferences, including the Prokofiev International Symposium in Manchester, U.K., and the American Musicological Society in Washington, D.C. He has also been active as an accompanist and piano performer. He regularly performs solo and collaboratively at Carthage, and he has recently performed with the Sapphire Consort Group in the Twin Cities. He regularly gives workshops and master classes at the meetings of the Kenosha and Racine Music Teachers Associations. As a composer, Professor Shapovalov studied with Igor Vorobyov at the Glinka Choir College and continued his studies in the United States with Judith Lang Zaimont at the University of Minnesota. His choral compositions have received premieres from the Carthage Chapel Choir, the Cornell University Chorus, the Northwestern Women's Chorus, and the Sapphire Consort Group in Minneapolis. His most recent composition was premiered by the A. F. Siebert Chapel Choir at the 2009 Christmas Festival at Carthage.

He earned his B.A. from the University of Minnesota and his M.A. and Ph.D. from Cornell University. He joined Carthage in 2005.



**Joseph Shields**

*Assistant Professor of Business Administration*, has worked for several major corporations, including Miller Brewing Co., ABB Robotics, and Snap-on Tool. He earned a

B.A. in engineering from the University of Michigan in 1978, and an M.B.A. from the University of Wisconsin-Milwaukee in 1990.

**Amareshwar Singh**

*Associate Professor of Biology*, is a native of India who joined Carthage full-time in 2011, after 13 years in research at Northwestern University. From 1998 to 2005, Prof. Singh was an assistant professor, research, in Northwestern's department of molecular pharmacology and biological chemistry; followed by six years as an assistant professor, research, in the division of hematology/oncology at Northwestern's Feinberg School of Medicine. Before joining Northwestern, he was a post-doctoral fellow at the University of Alberta, and a post-doctoral scientist at the Southwest Foundation for Biomedical Research in San Antonio, Texas. He was an adjunct faculty member for biochemistry at Carthage for several years. He earned a bachelor's degree in chemistry and biology at Osmania University in India, a master's in biochemistry at Andhra University, and a Ph. D. in biochemistry at Osmania University.



**Pamela Smiley**

*Chair, English Department; Professor of English*, teaches the novel, introduction to literature, and Heritage studies. During 1994-1995, she was a visiting Fulbright

professor in Seoul, Korea. She has conducted extensive research work in literature and composition, expository writing, creative writing, and women's studies. Professor Smiley taught at the high school level in New Zealand, at the University of Maryland-European Division, and at the high school level in Australia. She earned her B.A. degree from Winona State College, and her M.A. and Ph.D. from the University of Wisconsin-Madison. She joined the Carthage faculty in 1991.





### Walter Smith

*Assistant Professor of Chemistry*, earned a B.S. in chemistry from Worcester Polytechnic Institute, and a Ph.D. in physical organic chemistry from Brown University. After a 21-year

career as a research scientist for Baxter Healthcare Corp., he became a teacher. He was an adjunct instructor of chemistry at Elgin (Ill.) Community College, and taught chemistry, physics, and earth science at Carmel Catholic High School in Mundelein, Ill.



### Mark Snavely

*Chair, Mathematics Department; Professor of Mathematics*, is interested in research in the field of dynamical systems. His paper "Markov Partitions for the Two-Dimensional

Torus," presented at the Conference and Workshop in Ergodic Theory and Symbolic Dynamics at the University of Washington, was published in *Proceedings of the American Mathematical Society*. Professor Snavely is very active in undergraduate research, particularly in the areas of discrete mathematics and mathematical modeling. He is working to integrate mathematical software packages and mathematical modeling into the curriculum and teaches mathematics courses at introductory and upper levels. His contributions to general education at Carthage have included teaching in the Heritage program and leading the team of faculty who developed the interdisciplinary natural science course Discovery. He has served as Chair of the Wisconsin Section of the Mathematical Association of America, and is currently Secretary/Treasurer of the Wisconsin Section. Professor Snavely was named the 2003-2004 Carthage Distinguished Teacher of the Year. He earned his B.S. degree at Grove City College, and his M.A. and Ph.D. degrees at Northwestern University. Professor Snavely joined the Carthage faculty in 1990.

### Matthew Somlai

*Adjunct Assistant Professor of Sociology*, 2008.



### Richard Sperber

*Chair, Modern Languages Department; Associate Professor of Modern Languages*, teaches both German and Spanish. He earned his M.A. from the University of California at

San Diego and his Ph.D. in Comparative Literature from the University of Washington. His teaching and research interests include colonial and postcolonial studies, Pacific studies, the Spanish Civil War, 19th and 20th century German literature, and 20th century Spanish literature.



### David Steege

*Associate Provost; Professor of English*, teaches American literature, Mark Twain, the novel and the short story. He has presented and published papers on British children's literature and writing pedagogy.

He was named Carthage Distinguished Teacher of the Year in 1994. He is the faculty sponsor for the Carthage chapter of Alpha Chi, the National College Honor Scholarship Society. As Associate Provost, he is the Director of January Term. Professor Steege earned his B.A. degree from Pomona College in Claremont, Calif., where he became a member of Phi Beta Kappa, and his M.A. and Ph.D. degrees from the University of North Carolina-Chapel Hill. He joined the Carthage faculty in 1991.



### John Stewig

*Professor of Education; Director of the Center for Children's Literature*, joined the Carthage faculty in 2004.



### Wenjie Sun

*Assistant Professor of Geography and Earth Science, and Computer Science*, joined Carthage in 2006. Originally from Harbin city in northeastern China, she earned her B.S.

in geography with a minor in economics from Beijing University. Prior to Carthage, she went to graduate school at Indiana University, Bloomington, where she received her M.A. in geography, M.S. in computer science, and Ph.D. in Geographic Information Science (GIS). She teaches courses in GIS, Satellite Image and Air

Photo Analysis, Human Geography, and Geography of East Asia. She has also led interdisciplinary themed J-term trips to China with Professor Choffnes from the Biology Department.

Professor Sun has been conducting research projects using GIS and Remote Sensing (RS) techniques to examine land use and land cover change (LUCC) from the perspective of human-environment interaction. For her dissertation work, she has been involved in a couple of NSF-funded research projects on LUCC in southern Indiana and spatially explicit decision-making lab experiments combining GIS and experimental economics. She has published in the *International Journal of Geographical Information Science* and given a number of talks at national professional meetings. She is also interested in applying GIS and RS to a wider range of economic, social and environmental studies. Since 2008, she has developed collaborative applied research opportunities with the Kenosha County Health Department, particularly on using GIS and spatial analyses to identify high-risk neighborhoods for the Kenosha-Racine Lead Free Communities Partnership Program and ultimately help preventing childhood lead poisoning. This collaboration has resulted not only in team projects in Advanced GIS classes, but also a successful SURE (Summer Undergraduate Research Experience) award, a senior thesis project and two national-level conference presentations. In addition, she is actively pursuing undergraduate research and teaching opportunities on regional differences in China and East Asia through organizations such as AsiaNetwork. In her spare time, she enjoys traveling, landscape photography, cooking, and badminton.



### Susanna Swenson

*Assistant Women's Track and Field Coach; Lecturer in Exercise and Sport Science*, joined Carthage in fall 2006. She earned her M.Ed. from Iowa State University, and B.A. from

Carthage.



### Wayne Thompson

*Associate Professor of Sociology and Criminal Justice*, specializes in social dimensions of religion and crime, especially quantitative studies using sample

survey research. Before he became a professor, Professor Thompson served on the

research staffs of the Presbyterian Church (USA), the Evangelical Lutheran Church in America and the Roman Catholic Archdiocese of New York City. His publications include studies of congregational growth and decline, religion and media, and how Catholics make school enrollment choices for their children. With his students, he provides program evaluation research services for religious, human service and criminal justice agencies. He received his M.A. degree at the University of Arizona and Ph.D. in sociology from University of Connecticut. He has been at Carthage since 1998.



**Alexander Tiahnybok**

*Assistant Professor of Business Administration and Entrepreneurial Studies in Natural Sciences (ScienceWorks)* came to Carthage in 2007 as an

adjunct faculty member. He has more than 20 years of experience in the food ingredients and chemical industries working for companies such as Morton Salt, Wacker Chemie, and International Paper. He also owns a consulting firm that supports technical and marketing activities with chemical companies. He earned a B.S. in chemical engineering from Northwestern University in 1986, and an M.B.A. from DePaul University in 2003.



**Ingrid Tiegel**

*Acting Chair, Psychology Department; Director, Social Science Program; Professor of Psychology*, is a developmental psychologist interested in the areas of attachment

behavior, sibling relations, early childhood interventions and education, health psychology, and youth at risk for psychopathology. She frequently consults for community programs relating to the development and education of young children and for youth at risk. She has been a commissioner and validator for the NAEYC accreditation program. She was the chair of the Community Planning Team and Executive Committee for Kenosha YES, a five-year community effort to prevent serious juvenile delinquency in Kenosha County. Previously named Carthage Distinguished Teacher of the Year, she also received an award for her teaching at the State University of New York at Stony Brook. She was the recipient of NICHD and NIMH pre-doctoral fellowships at the

University of Minnesota. Her personal interests include sketching, gardening, reading, swimming, visiting museums, and attending the theater. She earned her B.A. degree from Stanford University, M.A. from San Jose State University, and Ph.D. from the University of Minnesota. Professor Tiegel came to Carthage in 1980.



**Deborah Tobiason**

*Assistant Professor of Biology*, came to Carthage in 2007 from Northwestern University, where she was a research assistant professor at Feinberg School of Medicine. She

had been a postdoctoral fellow at Feinberg, a biochemistry lecturer at Elmhurst College in 2004, and a lecturer in the Upward Bound program at Columbia College in Chicago from 2000 to 2003. She earned a B.S. in biology from Loyola College of Maryland in 1992, and a Ph.D. in microbiology and molecular genetics from Emory University in 1998.



**Erik Tou**

*Assistant Professor of Mathematics*, specializes in analytic number theory and the history of mathematics. His number-theoretic research covers a wide range of topics, from the

calculus of complex functions to matrix algebra. Professor Tou currently serves as Chief Historian of the Euler Archive, a scholarly organization devoted to the collection, digitization, and translation of the works of 18th century Swiss mathematician Leonhard Euler. He is also treasurer for the Euler Society (an international organization of historians of science and mathematics), and serves as editor of the society's quarterly newsletter. He received a Ph.D. in mathematics from Dartmouth College in 2007, after earning an M.A. in mathematics from Dartmouth in 2004. He earned a B.A. in mathematics from Gustavus Adolphus College in 2002. He joined the Carthage faculty in 2007.



**Aaron Trautwein**

*Professor of Mathematics*, specializes in knot theory, a subfield of topology, which is the area of mathematics that examines shape. In particular, he studies the physical and theoretical

properties of harmonic knots and their applications. He has presented numerous talks on his research and wrote the chapter

"An Introduction to Harmonic Knots" for the book *Ideal Knots*. At Carthage he teaches an array of courses for the Mathematics Department and Western Heritage Program including multivariate calculus, linear and abstract algebra, and Western Heritage I and II. He was selected as Carthage's Distinguished Teacher of the Year in 2001. Professor Trautwein resides in Kenosha and is active in his community. He completed the Leadership Kenosha Training Program and has served as Carthage's United Way Chair and on United Way Community Caring Teams for the past 15 years. He earned his B.A. from Washington University, where he majored in mathematics and secondary education, and minored in anthropology. At Washington University, he was selected to be a member of Phi Beta Kappa and earned a Missouri Lifetime Secondary School Teaching Certificate. He earned his M.A. in mathematics from St. Louis University. He received the Outstanding Teaching Assistant Award and earned his Ph.D. in Topology from the University of Iowa. He joined the Carthage faculty in 1995.



**Stephen Udry**

*Chair, History Department; Associate Professor of History*, has traveled extensively throughout Asia, and has resided in Taiwan, where he taught English for five

years. He also has visited China, Japan, Korea, Nepal, Tibet, and Thailand. His dissertation was *Muttering Mystics: Manchu Shamanism*. He earned his A.B. degree from Columbia College, Columbia University, and his M.A. and Ph.D. from the University of Washington. He joined the Carthage faculty in 2000.



**Leanne Ulmer**

*Head Women's Volleyball Coach; Head of Volleyball Operations; Senior Woman Administrator*, was a successful head girls and boys volleyball coach at Adlai E. Stevenson High

School in Lincolnshire, Ill. Ms. Ulmer earned her B.A. in social relations from the University of California-Riverside. She was member of the 1979 volleyball team, which won an Association of Intercollegiate Athletics for Women (AIAW) national championship. Later, Ms. Ulmer was inducted into the school's athletic hall of fame. She briefly played with the New York Stars of the Women's Professional Basketball League, and on the Women's Professional Golf Association mini-tour from 1989-91.



Ms. Ulmer was once a winning contestant on the television game show "Wheel of Fortune."



### Paul Ulrich

*Director of Honors Program; Associate Professor of Great Ideas, Political Science and Philosophy*, came to Carthage after having served as an adjunct

professor of political science at George Washington University since 2001. Prior to that appointment, he spent two years as an instructor of Newberry Library Adult Seminars, three years as a research analyst for the Chicago Transit Authority Department of Planning, and two years as a visiting assistant professor of political science at Kenyon College. Currently, he serves as research director for the Environmental Literacy Council in Washington, D.C. Professor Ulrich has made several public presentations and is preparing a paper for publication based on his research on Plato, which is also reflected in his dissertation, "Plato's Gorgias and the Power of Speech and Reason in Politics and Education." He is fluent in Greek and Latin and is proficient in German and French. He earned his B.A. and Ph. D. from the University of Chicago. He joined Carthage in 2004.



### Christian von Dehsen

*Chair, Humanities Division; Professor of Religion*, has a balanced background, having worked as an assistant pastor and a research

associate before joining the faculty. He is the book review editor for the *Lutheran Forum* and *Reformed Liturgy and Music* and has published a collaborated paper, "Policy and Politics: The Genesis and Theology of Social Statements in the Lutheran Church in America." His current research projects focus on the relationship between Peter and Paul in the early church. His course offerings include the Pentateuch, Christologies of the New Testament, Greek, the Dead Sea Scrolls, and Introduction to the New Testament. He earned his B.A. degree at Queens College/The City University of New York, M.Div. degree at the Lutheran Theological Seminary at Philadelphia, and his M.Phil. and Ph.D. degrees from Union Theological Seminary in New York. He is a member of Phi Beta Kappa. He came to Carthage in 1988.



### Joseph Wall

*Chair, Department of Business Administration; Assistant Professor of Business Administration*, joined the Carthage faculty in March 2008. He

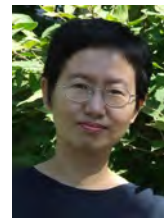
currently teaches several accounting and finance courses, and is the director of the finance major at Carthage. He earned a B.S. in engineering from Purdue University in 1993. While an undergraduate, he started his own business dealing in commercial real estate. Since 1993 he has been a full-time financial analyst and professional investor. He is a managing member and the co-founder of his investment firm, which has been in business since 1998. He earned a master's in business administration from Marquette University in 2006, where he has also taught as an adjunct professor. Among his current research projects, Professor Wall is studying ethics issues in middle management as well as the impact of new SEC rules regarding risk disclosure. His research has been published in the *American Journal of Business Education* and the *CPA Journal*. He most recently presented at Fairfield University on Emerging Markets, alongside professor Mimi Yang of the Department of Modern Languages.



### Alan Wallace

*Assistant Professor of English*, maintains a variety of interests, including outdoor education, new course development, and writing. He has a strong

background in education, joining the faculty after teaching at the Prairie School (Racine, Wis.), University of Wisconsin-Parkside, and Kansas University. His current course offerings include an introduction to American literature, an introduction to world literature, creative writing, and advanced writing. He first suggested and strongly advocated the semester of Heritage in Japan. He is especially interested in creating innovative programs for J-Term; in 1992 he introduced the course Literature of Exploration and Adventure. In 1993 he led the backpacking and camping trip to the Big Bend National Park in Texas. Professor Wallace earned his B.A. degree at Trinity College in Hartford, Conn., and M.A. and M.Phil. degrees at Kansas University. He came to Carthage in 1989.



### Yan Wang

*Assistant Professor of Modern Languages*, joined the Carthage faculty in 2008 as an assistant professor of Japanese. She also teaches Global

Heritage and Chinese. She received a Ph.D. in Japanese Linguistics from the University of Wisconsin-Madison. Her doctoral dissertation is a comparative study between the discourse-pragmatic functions of Japanese and Chinese yes-no questions. She also holds a master's degree in Chinese Linguistics from UW-Madison. She earned a bachelor's degree in Japanese from Beijing Foreign Studies University in 1993 and a master's degree of Japanese culture from Beijing Center for Japanese Studies in 1996. From 1996 to 1999, she worked as an assistant professor of Japanese at Beijing Foreign Studies University. Prior to coming to the United States, she also studied anthropology in the University of Tokyo. Professor Wang's research interests include Japanese/Chinese discourse analysis, pragmatics, syntax, pedagogy and cultural anthropology. Her recent publications and conference presentations focus on discourse markers such as sentence final particles, "fillers" and other communicational strategies in Japanese and Chinese conversational discourse.



### Marilyn Ward

*Professor of Education*, teaches children's literature, creative arts, social studies methods, and graduate courses in gifted and talented education. She

has conducted research on multicultural themes in children's literature, multiple intelligence theory, and the development of curricular programs for gifted students. She earned her B.A. degree from the University of Wisconsin-Parkside, M.A. from Northwestern University, and Ph.D. from the University of Wisconsin-Milwaukee. She joined the Carthage faculty in 1990.



### Erlan Wheeler

*Professor of Mathematics and Computer Science*, earned his Ph.D. from Massachusetts Institute of Technology, which he attended under a National Science Foundation

Graduate Fellowship. He conducted research in the area of combinatorics. As the director of Carthage's former computer studies

program, he helped launch Carthage's computer science major and department in December 1998. Now he divides his teaching between mathematics and computer science. Active in undergraduate research since receiving an NSF Research Experience for Undergraduates grant as an undergraduate at Virginia Polytechnic Institute, Professor Wheeler began *Sine on the Dotted Line, The Carthage Journal of Undergraduate Mathematics*, as a forum for Carthage students to publish their research. A member of Phi Beta Kappa, he joined the Carthage faculty in 1992. He received the Distinguished Teacher of the Year Award in 1995.



### **Gary Williams**

*Associate Athletic Director*, is in his 12<sup>th</sup> year as a staff member at Carthage. A former assistant football coach for 10 seasons at Carthage and an academic advisor, he is currently

serving as the associate athletic director for education services. In this capacity, he directs Carthage's First Year Advising Center and Student Athlete Services programs. He mentors and guides students through their transition to college life and provides support, leadership and direction for student athletes on and off the field. He also directs the efforts for Carthage's Character Quest program for student-athletes, a unique teamwork, leadership and character experiential program held each summer. He was instrumental in the efforts to initiate and develop a Leadership Certificate program at Carthage, which began in fall 2008 and provides students leadership development seminars and coaching sessions throughout the school year. In addition, he teaches courses for undergraduate and graduate students in Carthage's Exercise and Sport Science and Education departments in Sport and Coaching Psychology, Leadership Theory, and Leadership in Sport. Mr. Williams serves the NCAA as a member of the Student Athlete Affairs Advisory Committee, is a co-founder of the National Collegiate Speakers Association, is an active member with the American Legion-based leadership experience, Badger Boys State, is a member of the Board of Directors for Big Brothers/Big Sisters of Racine and Kenosha, is a trustee for St. Sebastian's Catholic Church in Sturtevant, and is also a high school and collegiate basketball official and co-director and speaker at multiple basketball officiating seminars and camps. He has brought his passion for student-athlete development to campuses across the country speaking on issues such as

motivation, personality awareness, leadership, making smart decisions in social settings, and the positive uses of social networking.

He earned his bachelor's and master's degrees from Carthage and earned his doctorate in leadership in higher education from Cardinal Stritch University. He lives in Sturtevant, Wis., with his wife, Carrie, and daughters, Brynn (age 7) and Devyn (age 3).



### **Brett Witt**

*Head Men's Cross Country Coach; Head Men's Track and Field Coach; Lecturer, Exercise and Sport Science*, began his 10<sup>th</sup> year coaching men's cross

country and fifth year coaching men's track and field in 2010. He previously served as an assistant men's cross-country coach from 1999 to 2000. From Plover, Wis., he graduated from the University of Wisconsin-Stevens Point in 1998, earning his B.A. in communications. He earned his M.A. in human performance and sport studies from the University of Tennessee in 1999. At Tennessee, he was a graduate teaching assistant, and served as a graduate assistant coach in both cross country and track and field. He was a track and field mid-distance runner at UW-Stevens Point, where he was an eight-time NCAA Division III All-American and a five-time Wisconsin Intercollegiate Athletic Conference champion. He was also named a GTE/CoSIDA Academic All-American.



### **Thomas Wolff**

*Visiting Associate Professor of Education*, brings to Carthage more than 40 years of diverse experience in teaching, educational leadership, music performance and

therapy, geriatrics, business, sociology and psychology. He has performed on trumpet with the Henry Mancini Show, the Johnny Mathis Show, Holiday on Ice, the New York City Ballet Road Company, and the Charleston, W.Va., Symphony Orchestra. He served for 24 years as an exemplary judge for the Wisconsin School Music Association, officiating throughout Wisconsin as clinician and adjudicator for district and state school music festivals. In addition to formerly holding three church choir directorships, he also held the position of music director of the Kiwanis Youth Symphony Orchestra of Racine, headlining with that orchestra at three international Kiwanis Conventions in Minneapolis, Toronto and Orlando, with

additional performances at Disney World in Florida.

Accompanying his music endeavors, Professor Wolff also held teaching positions in the Ashland, Ky., public schools; South Milwaukee Public Schools; Milwaukee Area Technical College; Gateway Technical College; Alverno College, Milwaukee; Northeastern Illinois University, Chicago; and the University of Wisconsin-Parkside. Holding department and division chairmanships, along with building leadership positions in public schools, he also taught graduate and undergraduate courses in music, sociology, history, education, and psychology at the above-named colleges and universities. Upon retirement from the South Milwaukee Public Schools, Professor Wolff joined the Carthage faculty in 2006 as a member of the Education Department, where his principal responsibilities include teaching courses in educational psychology, advising students, and making supervisory visitations for student teachers in the public schools. His doctoral work was done in psychology and behavioral science at California Coast University. He holds an M.S. degree in educational psychology and a B.S. degree in music and music education, both from the University of Wisconsin-Milwaukee. Additional graduate studies were done at Northwestern University and the University of Wisconsin-Madison.

Professor Wolff is a member of Division 15 (Educational Psychology) of the American Psychological Association and Phi Mu Alpha Sinfonia, the national music honorary fraternity. His current research interests include the application of Howard Gardner's Theory of Multiple Intelligences in a model middle school music education curriculum; motivation and attribution theory issues among reluctant learners; the socio-psychological effects of popular music in adolescent development; cognitive processing differences among gifted and talented populations; and pre-frontal cerebral immaturity in adolescents and its relationship to risk-taking behaviors. His topical presentations to school district faculties have included "Oppositional Defiant Disorders in School Children," "Attribution Theory and Explanatory Styles in Success and Failure Situations," and "Applications of Emotional Intelligence in Adolescent Peer Relations."



### **Mimi Yang**

*Professor of Modern Languages*, is multilingual in Chinese, English, Spanish, and Portuguese. A native of China, she majored in Spanish language and literature,

earning her B.A. from Beijing University, and her M.A. and Ph.D. from the University of Arizona. Before coming to Carthage in 1996, she was a visiting assistant professor of Spanish at Illinois Wesleyan University. She also has held teaching posts at the University of Arizona, Randolph-Macon Woman's College, and Dartmouth College. A recipient of numerous scholarships and awards and a frequent speaker at national and international conferences, she is the author of several articles on the Mexican painter Frida Kahlo and the Argentine writer Victoria Ocampo published in the journal *Autobiographical Studies* (1997), the book *Interfaces: Women, Autobiography, Image and Performance* (U. of Michigan Press, Ann Arbor, 1999), and the book *Woman as Witness* (Peter Lang, 2002). Among other publications on the Spanish mystic St. Teresa de Ávila, the Dalai Lama, Confucius, and Mohandas Ghandi, she also has authored the articles "Borges and His Foundational in Postmodernism" in the journal *LaChispa* (1999), "To Be Human: Is the Rassias Method the Rassias Madness?" published in the fall of 1995 in *The Ram's Horn*, and "Una mirada oriental a las letras peruanas," which appeared in the February 1989 issue of *Lundero*. In addition to literary scholarly work, she conducts seminars and workshops, on- and off-campus, on cross-cultural themes in business. These include the seminar on NAFTA (North American Free Trade Agreement) in 1997, under the School of Professional Studies at Carthage and the workshop on training international business executives and managers in Iowa in 2003, sponsored by the US-China Chamber of Commerce. She joined the A.W. Clausen Center for World Business at Carthage in 2004. She has lived in Chinese-, Spanish-, and English-speaking worlds and has traveled extensively in Asia, Europe, Latin America, and North America.



### **Paul Zavada**

*Chair, Education Division; Director, Graduate Program; Professor of Education*, earned his B.A. from the University of Wisconsin at Eau Claire; his M.S.T. and M.S.Ed.

from the University of Wisconsin at Whitewater; and Ph.D. from the University

of Wisconsin at Madison. Professor Zavada has an extensive background in education. He served 14 years as a superintendent of schools, and spent 20 years teaching in public and private schools. He teaches education, special education and educational administration courses. His research interests are teacher induction and teacher career stages. He joined Carthage in 2005.



### **Matthew Zorn**

*Chair, Geography and Earth Science Department; Professor of Geography and Earth Science*, has been an instructor of geography at West Georgia College, Catawba Valley

Community College, and has taught geography courses at the University of Florida continuously since 1992. His teaching and research interests focus on climatology, environmental conservation, meteorology, natural environmental hazards, hydrology, fluvial/coastal geomorphology and quantitative methods. In addition to his teaching experience, he worked as a GIS analyst for a consulting firm, he directed a GIS and remote sensing lab for a minorities upward bound program, and he served for four years as a park ranger/interpreter in the Blue Ridge Parkway in North Carolina and the Chaco Culture National Historical Park in New Mexico. He has chaired several sessions, presented nearly a dozen papers and published five essays on the national level of geographic research. Professor Zorn earned his Ph.D. in geography from the University of Florida, his M.A. and B.A. in geography, and a second B.A. in interdisciplinary/environmental studies from Appalachian State University. He joined Carthage in 1997.

## Limited Appointment Faculty

Margaret Alkon

*Adjunct Assistant Professor of Political Science*

Dennis Flath

*Adjunct Assistant Professor of Biology*

Linda Greening

*Adjunct Assistant Professor of Biology*

Sally Groleau

*Adjunct Assistant Professor of Mathematics*

Kathryn Johnson

*Adjunct Assistant Professor of Criminal Justice*

Ross Larson

*Adjunct Assistant Professor of Religion, Communication and Digital Media*

Thomas Long

*Adjunct Assistant Professor of Religion and Heritage*

John Maclay

*Adjunct Assistant Professor of Theatre*

Donald Michie

*Professor of English Emeritus*

Maria Morales

*Adjunct Assistant Professor of Modern Language*

William Newcomb

*Assistant Technical Director, Theatre*

Margaret Oliver

*Adjunct Assistant Professor of Biology*

Phillip Owens

*Adjunct Assistant Professor of Chemistry*

Stacy Pottinger

*Adjunct Assistant Professor of Theatre*

David Rademacher

*Adjunct Assistant Professor of Psychology*

Barbara Salvo

*Adjunct Assistant Professor of Biology*

Mathew Somlai

*Adjunct Assistant Professor of Sociology*

Donald Walter

*Adjunct Assistant Professor of Psychology*

## Adjunct Faculty

Lois Aceto

*Sociology*

Ronald Bailey

*Education*

David Boehn

*Political Science, Criminal Justice*

Ryan Bonn

*Discovery, Chemistry*

Glen Brittrich

*Exercise & Sport Science*

Nancy Cebula

*Education*

William Chiapete

*Political Science*

Richard Custin

*Business Administration*

Lou Ann Daniels

*Education*

Mark Dahlstrom

*Psychology*

Beth De La Rosby

*Exercise & Sport Science*

Jill Dierberg

*Religion*

Steven Doelder

*Chemistry*

David Duncan

*Heritage*



Gary Eckstein  
*Sociology, Criminal Justice*

Carl Edenhofer  
*Paralegal*

Cory Everts  
*Exercise & Sport Science*

Andrew Feldpausch  
*Education*

Richard Fields  
*Business Administration*

Denae Fisher  
*Exercise & Sport Science*

Dennis Flath  
*Biology*

Bonnie Flessen  
*Religion*

Joanne Freitag  
*Business Administration*

David Gartner  
*Heritage*

Denise Gifford  
*Education*

Brian Gill  
*Theatre*

Donald Gillespie  
*Business Administration*

Marna Glover-Krueger  
*Art*

Laura Gordon  
*Theatre*

Sarah Gorke  
*Music*

Sue Goss  
*Mathematics*

Avery Gould  
*Criminal Justice*

William Griffin  
*Education*

Pamela Grubb  
*Exercise & Sport Science*

Alison Gruber  
*English*

Christopher Grugel  
*Exercise & Sport Science*

Ann Hackett  
*Exercise & Sport Science, Theatre*

Crystal Hall  
*Music*

Amy Hanson  
*Education*

James Harris  
*Business Administration*

Brian Harshburger  
*Geography and Earth Science*

Devonee Harshburger  
*Geography and Earth Science*

John Hemenway  
*Business Administration*

Richard Hoskins  
*Music*

Ellen Huck  
*Education*

Terri Huck  
*Education*

Allison Hull  
*Music*

Peggy Huset-Duros  
*Biology*

Achilles Infusino  
*Business Administration*

Eric Johnson  
*Art*

Frank Johnson  
*Education*

William Johnston  
*Education*

Jessica Joseph  
*Psychology*

John Jones  
*Religion*

Thomas Kennedy  
*Education*

Deborah King  
*Mathematics*

Kari King  
*Communication and Digital Media*

Michael Kozakis  
*Music*

Jessica Lahner  
*Exercise & Sport Science*

Michael Lange  
*Criminal Justice*

Kathryn Lauer  
*Education*

Wynne Laufenberg  
*Criminal Justice*

Liz Lempel  
*Business Administration*

Nana LoCicero  
*Education*

Jinny Lourigan  
*Modern Language*

Jessica Martin  
*Spanish*

Debbie Masloski  
*Music*

Lousie Mattioli  
*Education*

Joel Miller  
*Business Administration*

J. Reed Millsaps  
*Paralegal*

Susan Mirsky  
*Education*

David Missurelli  
*Business Administration*

Maria Morales  
*Spanish*

Joseph Moreland  
*Business Administration*

Anne Morse-Hambrock  
*Music*

Donna Mosca  
*Exercise & Sport Science*

Patricia Murphy  
*Geography*

David Neff  
*Business Administration*

David Ness  
*Music*

Eric Nelson  
*Religion*

Marsha Nelson  
*Education*

Anna Oliak  
*Education*

Margaret Oliver  
*Biology*

Melody Orban  
*Education*

Jason Ottmann  
*Exercise & Sport Science*

Cory Patrick  
*Psychology*

Lynn Parks  
*Education*

George Peek  
*Paralegal*

Katina Petsas  
*Communication and Digital Media*

Marla Polley  
*Heritage*

Arthur Preuss  
*Education*

Laura Primozic  
*Art*

Michael Pugh  
*Western Heritage*

Rodolfo Ramos  
*Business Administration*

Denise Rattigan  
*Education*

## Faculty and Staff

---

Matthew Rarey  
*Art*

Betty Rhodes  
*Geography*

Darlene Rivest  
*Music*

Stephanie Robers  
*Sociology*

Jana Roynon  
*Education*

JoAnne Ruvoli  
*English*

Barbara Salvo  
*Biology*

Matthew Saucedo  
*Pep Band*

Jolene Schneider  
*Education*

Christopher Schoen  
*Sociology*

Lorian Schwaber  
*Music*

Donald Schwartz  
*Political Science*

Michael Seyller  
*Education*

Michie Simpson  
*Modern Language*

Amareshwar Singh  
*Chemistry*

Mathew Somlai  
*Sociology*

Melissa Snoza  
*Music*

Katie Sopoci  
*Exercise and Sport Science, Theatre*

Tanyamat Srungboonmee  
*Economics*

Michelle Stander  
*Sociology*

Kathy Steinberg  
*Exercise & Sport Science*

Nicolette Sturino  
*Education*

Karen Suarez  
*Music*

Dionne Thompkins  
*Criminal Justice*

Gloria Tillman-Kemp  
*The Gospel Messengers*

Sharon Tilton  
*Education*

Lynn Tracy  
*Religion*

Matthew Tuttle  
*Communications and Digital Media*

Eliot Underhill  
*Education*

Marianne Unger  
*Sociology*

Ernie Virgili, Sr.  
*Exercise & Sport Science*

Shawn Verborg  
*Education*

Paul Von Hoff  
*Music*

James Walker  
*Business Administration*

Don Walter  
*Psychology*

Shelly Waltke  
*Education*

Dan Wampole  
*Education*

Dex Westrum  
*Western Heritage*

Connie Wheeler  
*Exercise & Sport Science*

Lisa Wiedholz-Abott  
*Psychology*

Kevin Wood  
*Music*

Robert Zapf  
*Criminal Justice*

### ***Affiliated Faculty in Social Work***

Linda Angel, MSW

Tatjana Bicanin, MSW

Nick Caputa, MSW

Marc Herstand, MSW

Richard Kauffman, MSW

Ellen Kupfer, MSW

Jessica McBride Fought, MSW

Myrna Muilenburg Kryger, MSW

Leon Potter, MS

Rachel Risler, MSW

Sue Schmidt-Decker, BSW

Jeff Smith, MSW

Jessica Studzinski, MSW

Paulette Wilkins, MSW, BSW

### **Officers of the College**

F. Gregory Campbell, B.A., M.A., Ph.D.  
*President of the College;*  
*Professor of History*

William R. Abt, B.S., M.B.A.  
*Vice President for Administration and Business*

Brad Andrews, B.S., M.A. Ph.D.  
*Vice President for Enrollment and Student Services*

John M. Antaramian, B.S.  
*Visiting Professor of Government;*  
*Counselor for Community Partnerships*

Robert R. Bonn, B.S., M.Ed., Ed.D.  
*Director of Athletics;*  
*Director of Exercise Sport Science*

Abigail Hanna, B.S., M.S.  
*Registrar*

Paul R. Hegland, B.M., M.M.  
*Special Assistant to the President*

Todd Kelley, B.M., M.A., M.S., D.M.  
*Vice President for Library and Information Services*

Louise Paskey, B.A., M.S.  
*Dean of Students*

Julio Rivera, B.A., M.A., Ph.D.  
*Provost*

Robert Rosen, B.A.  
*Associate Vice President for Communications*

The Rev. Harvard Stephens, Jr., B.A., M.Div.  
*Dean of Siebert Chapel*

Michael West, B.A., M.B.A.  
*Associate Vice President for Adult Education*

Glenn D. Miller, B.A. M.Div.  
*Vice President for College Relations*

### **Staff**

Ryan Ade  
*Computer and Telecommunications Specialist*

Thomas J. Augustine, B.A., M.A.  
*Recruitment and Program Coordinator for Adult Education*

Greg Baer, B.A., M.A., Ph.D.  
*Director of Faculty Development;*  
*Associate Professor of Modern Languages*

Deborah Betsworth, B.A., Ph.D.  
*Director of Counseling Services*

Robert Bocok  
*Graphic Designer*

Michele Bonn, B.S., M.S.T.  
*Senior Lecturer, Exercise & Sport Science*

Scott W. Bruce, B.A., M.B.A.  
*Associate Registrar*

Matthew Brzeski, B.S.  
*Student Computing Coordinator*

Temple Burling, B.A., M.S., Ph.D.  
*Associate Professor of Physics, Biology, and Great Ideas*

Dean Clark, B.A., M.B.A.  
*Associate Vice President of Admissions*

D. Ben DeSmidt, B.A., M.A., M.Phil., Ph.D.  
*Director of Great Ideas and Western Heritage;*  
*Assistant Professor of Great Ideas and Classics*

|  |  |   |
|--|--|---|
| Carolyn Del Negro<br><i>Office Manager</i>   | Bill Kurtz, B.A., M.A.<br><i>Communications Associate</i>  | Greg Nichols, B.A.<br><i>Assistant Controller</i>   |
| Mary Dumas<br><i>Campus Nurse</i>  | Michael Larry, B.A.<br><i>Academic Advisor</i>   | David Perttula<br><i>Superintendent</i>   |
| Courtney Drew<br><i>South Hall Director and Director of Student Affairs Marketing and Communications</i>                   | June Leisky<br><i>Database Manager</i>   | Jean Preston, B.A., M.A.<br><i>Director of the Writing Center</i>   |
| Annette Lovrien Duncan, B.A., M.A.<br><i>Director of Supplemental Instruction/Tutoring; Assistant Professor of English</i> | Diane Levesque, B.A., M.F.A.<br><i>Director of H.F. Johnson Art Gallery; Assistant Professor of Art</i>  | Jason Pruitt, B.A., M.A.<br><i>Associate Director of Career Services</i>  |
| Ernestine N. Eger, B.A., M.A., M.L.I.S., Ph.D.<br><i>Reference/User Instruction Librarian; Professor of Spanish</i>        | Laura Loeffelholz<br><i>Tarble and Swenson Hall Director and Director of Multicultural Affairs</i>   | Jason Ramirez, B.A., M.S.<br><i>Associate Dean of Students</i>  |
| Edita Emini<br><i>TARC Supervisor</i>  | Michael Love, B.S.<br><i>Media Coordinator</i>   | Ben Richards, B.A., M.S.<br><i>Recruitment Coordinator for Adult Education and Paralegal Studies</i>                                |
| Daniel Faraca<br><i>Senior Programmer Analyst</i>  | Ronald Luthman<br><i>Database Applications Specialist</i>  | Jennifer Rhyner, B.A., M.B.A.<br><i>Associate Director of Financial Aid</i>   |
| Nina Flemming, B.S., M.S.<br><i>Director of Student Activities</i>   | Christopher Lynch, B.A., M.A., Ph.D.<br><i>Director of All College Programs; Associate Professor of Great Ideas and Political Science</i>  | Ryan Ringhand<br><i>Assistant Director of Academic Advising</i>   |
| Mardell Fisher<br><i>Assistant Director for Alumni Relations</i>   | Max McGrath<br><i>Assistant Network Administrator/Systems Specialist</i>   | David Robinson, B.A., M.U.P.P.<br><i>Webmaster</i>  |
| Jean Frederick, B.S., M.S.<br><i>Director of Career Services</i>   | Courtney McNeal<br><i>Johnson Hall Director and Director of Community Service and Leadership Development</i>   | Kelle Laura Rogers, B.A.<br><i>Academic Advisor</i>   |
| Mandi Ginn-Franz<br><i>Director of Admissions and Financial Aid</i>  | Keith Macdonald, B.S.<br><i>Associate Director of Student Financial Planning</i>   | Joseph Rolnicki<br><i>Oaks and Best Western Hall Director and First Year Advisor</i>  |
| Ben Gorres, B.A.<br><i>Director of Admissions and Financial Aid</i>  | Steven A. Marovich, B.A., M.A.<br><i>Assistant Athletic Director; Sports Information Director</i>  | Carol Hintzche Sabbar, B.A., M.A.<br><i>Director of Computer Center</i>   |
| Chris Grugel, B.A., M.L.S.<br><i>Reference/Media Services Librarian</i>  | Rick Matthews, B.S., M.A, Ph.D.<br><i>Director, Criminal Justice Program; Director, Writing Development Program; Chair, Department of Sociology; Associate Professor of Criminal Justice and Sociology</i> | Brian Schattner, B.S.<br><i>Director of Alumni Relations</i>  |
| Edward Halverson<br><i>Network Assistant/User Support Specialist</i>   | Bruce Metzler, B.S., M.S.<br><i>Media Services; Reference Specialist</i>   | Rob Schiferl, B.A.<br><i>Director of Internet Recruitment</i>   |
| Michelle L. Hamilton, B.S.<br><i>Director of Admissions &amp; Financial Aid</i>  | Michael Michaud<br><i>Director of Todd Wehr Center-Facility Operations</i>   | Ashley Schmidtke, B.S.<br><i>Director of Admissions and Financial Aid</i>   |
| Sarah Harris, B.A.<br><i>Director of Development</i>   | Daniel Miller, B.A., M.P.A., Ph.D.<br><i>Director of Curriculum Development and Assessment; Professor of Psychology</i>  | Diane Schowalter, B.A., M.S., Ph.D.<br><i>Learning Specialist</i>   |
| Scott Hegrenes, B.A., M.A., Ph.D.<br><i>Director of Discovery</i>  | David Missurelli, B.S., M.B.A.<br><i>Controller</i>  | Kevin Slonac, B.A., M.A.<br><i>Director of Conferences; Manager of TARC</i>   |
| William Hoare, B.S., M.B.A.<br><i>Associate Vice President for Business</i>  | Nick Mulvey, B.A.<br><i>Director of Admissions and Financial Aid</i>   | Jane Spencer, B.A.<br><i>Academic Advisor</i>   |
| Richard Hren<br><i>Head of Library Technical Services</i>  | Michael Murphy<br><i>Media Producer</i>  | David Steege, B.A., M.A., Ph.D.<br><i>Associate Provost of the College; Professor of English</i>                                    |
| Richard Huenink, B.S., M.A., M.A.<br><i>Director of Administrative Services</i>  | Kathy Myers<br><i>Head of Circulation Interlibrary Loan</i>  | Kathleen Steinberg, B.S.<br><i>Education Advisor</i>  |
| Becky Hughes, B.A.<br><i>Denhart Hall Director, Director of Multi-Cultural Affairs</i>                                     |  | Judy Steinbrecher<br><i>Assistant Director of Financial Aid</i>   |
| Greg Huss, B.A.<br><i>Director of Development</i>  |  | Paul Ulrich, B.A., Ph.D.<br><i>Director of Honors Program; Assistant Professor of Great Ideas, Political Science and Philosophy</i> |
| Steve Janiak, B.F.A.<br><i>Art Director</i>  |  | James Unglaube<br><i>Director of Planned Giving, Vice President Emeritus for College Relations</i>                                  |
| Diane Keller<br><i>Director of Operation for Adult Education</i>   |  | Vatistas Vatistas, B.A.<br><i>Director of the Office of Financial Planning</i>  |

James Walsh

*Network Administrator*

Elaine Walton, B.A.

*Associate Vice President for College*

*Relations;*

*Director of Church Relations*

William R. Weir, B.A., M.B.A.

*Director of Admissions Financial Aid*

John Weiser, B.A.

*Recruitment Coordinator, Adult Education*

Carol Weyrauch

*Manager of Student Accounts*

Gary Williams, B.A., M.Ed.

*Associate Athletic Director for Education*

*Services*

Nicholas Winkler, B.A.

*Assistant Dean of Students*

Lori Winters

*Office Manager for Hedberg Library*

Elizabeth Young, B.S.

*Web Content Editor*

Katherine Young, B.A.

*Assistant Registrar*

Justin Zahn

*Manager for Payroll and Benefits*

Paul Zavada, B.S., M.S. Ed., M.S.T., Ph.D.

*Director, Graduate Program; Chair*

*Education Division; Professor of Education*

Jie Zhou

*Cataloging Librarian*

Elizabeth Zitron

*Outreach Services Coordinator*

## Emeriti Faculty

### Division of Education

Arthur Landry, B.A., M.A., Ph.D. University of Northern Colorado.

(Professor Emeritus of Education: 1973 - December 2005)

Lloyd H. Melis, B.A., Augustana College; M.A., Ph.D., Northwestern University.

(Professor Emeritus of Education: 1965-94)

Judith Schaumberg, B.S., University of Wisconsin-Milwaukee; M.A., Cardinal Stritch University; Ph.D., University of Wisconsin-Madison. (Acting Dean of the College and Provost: 2008-2010 and Professor Emeritus of Education, 1990-2010)

August R. Schmidt III, B.S., Carthage College; M.S. Western Illinois University. (Director of Men's Athletics: 1983-88; Professor Emeritus of Physical Education: 1963-96)

Jon Swift, B.S., Carthage College; M.S., University of Wisconsin. (Professor Emeritus of Exercise and Sport Science: 1963-96)

Ronald Steven Zalokar, B.A., Monmouth College; M.S. Ed., Southern Illinois University; M.S., Western Illinois University; Ed.D., Marquette University. (Professor Emeritus of Exercise and Sport Science: 1961 - 97)

### Division of the Fine Arts

Edwin Kalke, B.S., University of Wisconsin-Stevens Point; M.A., M.F.A., University of Wisconsin-Madison. (Professor Emeritus of Art: 1977-2005)

Philip C. Powell, B.A., M.A., M.F.A., University of Iowa. (Professor Emeritus of Art: 1973- 2004)

William Passavant Roth, B.M., M.M., Northwestern University. (Associate Vice President for Church Relations: 1989-1991; Professor Emeritus of Music: 1951-91)

Richard Sjoerdsma, B.A., Calvin College; M.M., University of South Dakota; Ph.D., Ohio State University. (Professor Emeritus of Music: 1968-2007)

Stephen Smith, B.M., M.M., Florida State University; D.M.A., University of Michigan. (Professor Emeritus of Music: 1976-2005)

John Windh, B.A., St. Olaf College; M.A., Cornell University; D.M.A., University of Illinois. (Professor Emeritus of Music: 1966- 2000)

Kenneth M. Winkle, B.A., Huron College; M.M.E., Indiana University; Ph.D., University of Iowa. (Professor Emeritus of Music: 1973-2001)

### Division of the Humanities

John W. Bailey, B.S., Hampden-Sydney College; M.A., University of Maryland; Ph.D. Marquette University. (Professor Emeritus of History: 1967-December 2000)

Sam Chell., B.A., Augustana College; M.A., University of Illinois; Ph.D., University of Wisconsin - Madison. (Professor Emeritus of English: 1968-2007)

Mabel DuPriest, B.A. Augustana College; M.A., Ph.D., University of Kentucky. (Professor Emerita of English: 1981-2010)

Ernestine Eger, B.A., Muhlenberg College; M.A., Emory University; M.L.I.S., University of Wisconsin-Milwaukee; Ph.D., Universidad Jaime Balmes. (Professor Emerita of Modern Languages: 1965-2009)

Mary Katherine Kent-Rohan, B.A., Saint Xavier College; M.A., Ph.D., University of Chicago. (Professor Emerita of German: 1969-89)

Harold G. Kruger, B.A., Wartburg College; M.Div. Northwestern Lutheran Theological Seminary; Th.M., Princeton Theological Seminary. (Professor Emeritus of Religion: 1962-89)

Donald M. Michie, B.A., Central Methodist College; M.A., University of Missouri; Ph.D. University of Wisconsin-Madison. (Acting Dean of the College: 1986-88; Dean of the College: 1988-96 and Professor Emeritus of English: 1965-2000)

John Neuenschwander, B.A., Mount Union College; M.A., University of Vermont; Ph.D., Case Western Reserve University; J.D., Illinois Institute of Technology Chicago-Kent College of Law. (Professor Emeritus of History: 1969-2008)

Dudley V. Riggles, B.A., Wittenberg University; M.Div., Hama Divinity School (Professor Emeritus of Religion and Associate in Ministry: 1961-98)

Marian Rothstein, B.A., M.A., Ph.D., University of Wisconsin-Madison. (Professor Emerita of Modern Languages: 1991-2010)

Lili G. Sorokin, B.S., University of Frankfurt; M.A. University of Chicago. (Professor Emerita of German: 1962-92)

### Division of the Natural Sciences

Vincent P. Hart, B.S., Purdue University; M.S., Miami University; Ph.D., University of Iowa. (Professor Emeritus of Physics; 1971-98)

Robert L. Jeanmaire, B.S., M.S., University of Illinois; M.S., Rensselaer Polytechnic Institute. (Professor Emeritus of Physics; 1965-91)

John McGrew, B.A., Cornell University; M.S., University of North Texas; Ph.D., University of Michigan. (Associate Professor Emeritus of Computer Science; 1998-2002)

Ralph M. Tiefel, B.S., Central Missouri State College; M.A., Ph.D., University of Missouri. (Professor Emeritus of Biology: 1957-95)

### Division of the Social Sciences

Donald Gottschalk, B.S., Marquette University. (Professor Emeritus of Business Administration: 1989-97)

William C. Gunderson, B.A., M.A., Washington State University; Ph.D., Indiana University. (Professor Emeritus of Political Science: 1973 - December 2002)

Hugh Hart, B.S., Illinois Institute of Technology; M.B.A., Roosevelt University. (Professor Emeritus of Business Administration: 1983-89 and Dean of Students: 1989-90)

Don Johnson, B.A., M.B.A., Michigan State University. (Palmer Professor Emeriti of Business Administration: 1970-2001)

Daniel Jurkovic, B.A., Concordia College; M.Div., Lutheran Theological Seminary; M.A., Ph.D., University of Minnesota.

(Professor Emeritus of Political Science and Criminal Justice: 1967-2004)

Victor E. LaBelle, B.S., M.B.A.,  
Northwestern University; C.P.A. (Professor  
Emeritus of Business Administration:  
1966-89)

Leonard Scharmach, B.S., St. Francis Major  
Seminary; S.T.I., Gregorian University;  
M.A., Ph.D., University of Wisconsin-  
Milwaukee. (Professor Emeritus of  
Sociology: 1967-December 2000)

Richard A. Snyder, B.S., Oklahoma State  
University; C.P.A. (Professor Emeritus of  
Business Administration: 1977-89)

Thomas E. Van Dahm, B.A., Hope College;  
M.A., Ph.D., University of Michigan.  
(Professor Emeritus of Economics: 1964-91)

### **Staff Emeriti**

Robert Dittus, B.S., M.B.A.  
*Vice President Emeritus of Business  
& Finance (1989-2001)*

Jack Harris, B.A., M.A.  
*Vice President for Development Emeritus  
(1953-1979)*

Ruth Johnson, B.A.  
*Registrar Emerita (1956-2002)*

Betty C. Kendall, B.A., M.A.I.S.  
*Public Services Librarian Emerita and  
Associate Professor (1970-1985)*

Dennis Unterholzner, B.S., M.A., M.S.,  
University of Wisconsin-Milwaukee.  
(Assistant Professor Emeritus of Library  
Services: 1975-2009)



## Board of Trustees

### Chairman

**Debra S. Waller, '78**

*Chairman of the Board and Chief Executive Officer*

Jockey International, Inc.  
Kenosha, Wis.

### First Vice Chairman

**Jeff Hamer, '80**

*Chairman, and Chief Executive Officer*

Galleher Inc.  
Santa Fe Springs, Calif.

### Secretary

**Mark E. Barmak**

*Vice President, Government Affairs (retired)*

Abbott Laboratories  
Abbott Park, Ill.

### Ex Officio

### Treasurer

**William R. Abt**

*Vice President for Administration and Business*

Carthage

### College Attorney

**Phillip R. Godin**

Godin, Geraghty & Puntillo, S.C.  
Kenosha, Wis.

### President

**F. Gregory Campbell**

Carthage

## Trustees

**Ross A. Anderson, '75**

Whyte Hirschboeck Dudek S.C.  
Milwaukee

**The Rev. Jeff Barrow**

*Bishop*

Greater Milwaukee Synod  
Evangelical Lutheran Church in America  
Milwaukee

**Mary Bishop**

*President and Chief Marketing Officer*

*(retired)*

Leo Burnett USA  
Chicago

**Steven M. Chapman**

*Group Vice President - Emerging Markets and Businesses*

Cummins Inc.  
Columbus, Ind.

**Richard M. Christman**

*Executive Partner*

Giant Impact  
*Chairman*  
Caresoft, LLC  
Decatur, Ill.

**W. Craig Deaton, '72**

*President*

Gateway Mortgage Corporation  
Kenosha, Wis.

**John L. Gorton, '66**

*President*

Gorton Farms, Inc.  
Racine, Wis.

**Hoyt H. Harper II, '77**

*Senior Vice President, Brand Management*

Starwood Hotels and Resorts  
White Plains, N.Y.

**Marilyn Hedberg**

*Civic Leader*

Manalapan, Fla.

**William H. Kelley**

*Vice Chairman*

Jelly Belly Candy Company  
North Chicago, Ill.

**Thomas E. Kieso, '73**

*Co-Owner*

William F. Meyer Company  
Aurora, Ill.

**James R. Klauser**

*Senior Vice President (retired)*

Wisconsin Energy Corporation  
Milwaukee

**Thomas W. Lentz, '63**

*Chairman*

Global Display Solutions, Inc.  
Rockford, Ill.

**William R. Madden**

*President and Chief Executive Officer*

Knauz Automotive Group  
Lake Bluff, Ill.

**Dean A. Matthews, '84**

*General Manager*

Matthews Distributing Co. of Iowa  
Dubuque, Iowa.

**The Rev. Wayne N. Miller**

*Bishop*

Metro Chicago Synod  
Evangelical Lutheran Church in America  
Chicago

**Gordon Postlewaite, '59**

*Assistant Superintendent for Administration*  
*(retired)*

Oswego Community Unit District #308  
Oswego, Ill.

**Loren H. Semler, '65**

*Chairman and Chief Executive Officer*

Semler Industries, Inc.  
Franklin Park, Ill.

**John R. Sladek, Jr., '65**

*Professor of Pediatrics, Neurology, and Neuroscience*

University of Colorado School of Medicine  
Aurora, Colo.

**The Hon. David A. Straz, Jr.**

David A. Straz, Jr., Foundation  
Tampa, Fla.

**June Boatman Waller, '63**

*Trustee*

Franklin I. and Irene List Saemann  
Foundation  
Champaign, Ill.

**Gary Wilson**

*President*

Wilson Printing, Inc.  
Mundelein, Ill.

## Trustees Emeriti

**Waldo E. Berger, '47**

*President (retired)*

Berger Construction Co.  
Cedar Rapids, Iowa

**A. W. Clausen, '44**

*Chairman and Chief Executive Officer*  
*(retired)*

Bank of America Corporation  
San Francisco

**Robert A. Cornog**

*President, and Chief Executive Officer*  
*(retired)*

Snap-on Inc.  
Kenosha, Wis.

**John W. Fritsch**

*President*

Fritsch Charitable Foundation  
Libertyville, Ill.

**William D. George**

*President and Chief Executive Officer*  
*(retired)*

SC Johnson Wax  
Racine, Wis.

**The Rev. Hoover T. Grimsby**

*Senior Pastor (retired)*

Central Lutheran Church  
Minneapolis

**Jack S. Harris, '49**

*President Emeritus*

Siebert Lutheran Foundation  
Brookfield, Wis.

**Donald D. Hedberg, '50**

*Civic Leader*

Manalapan, Fla.

**The Rev. Raymond A. Heine**

*Bishop (retired)*

Michigan Synod  
Lutheran Church in America  
Detroit

**The Rev. Robert H. Herder**

*Bishop Emeritus*

East Central Synod of Wisconsin  
Evangelical Lutheran Church in America  
Appleton, Wis.

**William L. Niemann, '41**

*Vice President-Law, General Counsel, and Secretary (retired)*

Brunswick Corporation  
Lake Forest, Ill.

**John Pender**

*Senior Vice President and Chief Investment*

*Officer (retired)*

Aid Association for Lutherans

Appleton, Wis.

**Edward W. Smeds, '57**

*President of Operations (retired)*

Kraft

Glenview, Ill.

**Ralph J. Tenuta**

*Chairman of the Board*

Johnson Bank of Kenosha

*Chairman*

Tenuta's Inc.

Kenosha, Wis.

**John P. Timmerwilke**

*Director, Information Services (retired)*

Nutrilite Products

Buena Park, Calif.

### Campus Buildings

#### David A. Straz, Jr. Center for the Natural and Social Sciences (DSC)

Situated at the north end of campus, the Straz Center houses classrooms and laboratories for the various science departments, a greenhouse, and additional classroom facilities and faculty offices throughout three floors. The building also includes the 400-seat Wartburg Auditorium on the main level and the Studio Theatre located on the lower level. Additional classroom facilities are located in the lower level of the south wing.

#### A. W. Clausen Center for World Business (CC)

Recognizing that students are graduating into a global economy, the College opened the A. W. Clausen Center for World Business in September 2004. Situated in the north wing of the Straz Center, which formerly housed the College's library, the Clausen Center provides offices for the business, economics, political science, and computer science departments, as well as classrooms and seminar rooms, and an executive conference room in which students, faculty, and staff meet with visiting international business leaders.

#### Lentz Hall (LH)

This four-story building is situated just south of the Straz Center, and overlooks Lake Michigan. Lentz Hall is home to the Admissions Office, Business Office, Office of College Relations, Office of the President, Career Services, Registrar's Office, Adult Education Office, conference-seminar rooms, administrative and faculty offices, and classrooms. The College bookstore, operated by Barnes and Noble, also is housed in Lentz Hall. The building is named for the Rev. Dr. Harold H. Lentz, fifteenth president of the College, who served from 1952 to 1976. He courageously led the College during its crucial transition from Carthage, Ill., to Kenosha, Wis., which enabled the College to flourish.

#### Walter Fritsch Meditation Chapel

Situated in a grove of trees across from Lentz Hall, this charming chapel may be used by individuals or small groups for private meditation, and also is home to Eucharist and prayer services. The chapel is adorned with a Greek cross fashioned by internationally renowned liturgical artist Eugene Potente, Jr., a resident of Kenosha. Masonry that

forms the altar were taken from the steps of the Old Main building at the College's former Illinois campus.

#### Hedberg Library (HL)

Dedicated in January 2002, Hedberg Library is a state-of-the-art facility uniting traditional print, electronic, and multi-media information resources. The 65,000-square-foot structure boasts a carefully selected 136,400-volume collection of books, periodicals, video recordings, microforms, electronic databases, compact discs, and other educational resources. The library houses academic computing services; the Bleeker Research Center; the Franklin I. and Irene List Saemann Curriculum Resource Center; the Staubitz Archives; the Fess Information Commons; the Bernard Writing Center; the Fritsch Classroom and other electronic classrooms; the Neimann Media Theater; a media and technology suite for video and audio production and presentations; and individual and small group study rooms. Donna's Bytes, a 24-hour cyber-cafe, is immediately adjacent to the library, and provides food and a social gathering space, as well as comfortable, overstuffed chairs for conversation around a fireplace. While virtually the entire campus has wireless internet access, Hedberg Library also contains nearly 500 wired network data ports. The library is named for Donald D. Hedberg, '50, Carthage Trustee and philanthropist.

#### A. F. Siebert Chapel (SC)

At the heart of the center of the Carthage campus, A. F. Siebert Chapel provides a beautiful setting for the College's religious life programs. It is the site of a thriving worship series during the week, as well as weekend worship services, and is the gathering place for important events such as the Carthage Christmas Festival, Honors Convocation, Baccalaureate service, and concerts by renowned musical ensembles, including the Juilliard String Quartet and the Waverly Consort. The 1600-seat chapel includes the magnificent, four-manual Fritsch Memorial Pipe Organ, as well as the smaller Ehrler Meditation Chapel, and offices for the Dean of the Chapel, Director of Choral Activities, and the Catholic Campus Minister.

#### H. F. Johnson Center for the Fine Arts (JAC)

The Johnson Arts Center is constructed in two wings. The lower wing includes classrooms, practice areas, teaching studios, and faculty offices for both the music and the art departments, as well as for several other

departments in the humanities. The upper wing houses the recital hall and an active art gallery. The building is part of the larger Religion/Arts Center complex, which includes A. F. Siebert Chapel.

#### N. E. Tarble Athletic and Recreation Center (TARC)

Opened in June 2001, the 156,000-square-foot N. E. Tarble Athletic and Recreation Center houses the Koenitzer Aquatic Center, which features a 25-yard by 40-meter, 16-lane swimming pool; the 5,000-square-foot Semler Health and Fitness Center; the McNamara Baseball and Softball Practice Area; the Snap-on ACE Climbing Wall; a 200-meter indoor track; the Karstetter Racquetball Courts; the Jon Swift Sports Medicine Center; an aerobics area; multipurpose courts for basketball, volleyball, and tennis; locker rooms; the Postlewaite Press Box; and offices for the athletic staff, which include the Cornog Swimming Coaches' Office, the Lyons Volleyball Coach's Office, and the Art Keller Football Coach's Office. The fieldhouse is home to the spring commencement exercises and large-scale concerts featuring national acts that have included Dave Matthews, John Mayer, Bob Dylan, and The Fray.

#### Tarble Arena (formerly the Physical Education Center, or PEC)

The Tarble Arena, re-opened in 2009 after a \$13.5 million renovation, provides indoor facilities for physical education and athletics, and serves as the competition arena for basketball and volleyball. The new arena hosts four classrooms, seven office suites, an athletic training/exercise physiology laboratory, an athletic team fitness center and the David E. Dale Golf Center. Renovations include a new hardwood floor, new bleacher seating, and additional locker rooms for both teams and officials. The arena seats 2,500 for basketball or volleyball, and 3,000 for concerts and other events.

#### Todd Wehr Center (TWC)

The Todd Wehr Center stands in the middle of the student residential area. This facility, which supports the co-curricular life of Carthage students, contains the campus dining commons and a food court, student mailboxes and lounges, as well as a suite of multi-purpose rooms. The campus dining commons are on the upper floor, and offer a variety of eating options provided by Sodexo Food Service, North America's largest provider of food and facilities management. The facility is host to a variety of dances, performances, cabaret events, and other

recreational events presented for the enrichment of student life at Carthage. The TWC also features WOH's Place, which has numerous TVs, recreational games, and food service.

### **Carthage Student Union**

Surrounding a structure that previously was the W. A. Seidemann Natatorium, the 2012 Carthage student union is the campus livingroom. It contains dining and relaxing areas, the Barnes and Noble Bookstore, a convenience store and a 200 seat theatre.

### **The Joan C. Potente Chapel**

The Joan C. Potente Chapel provides an oasis for nurturing the spirit. Reflection, meditation, prayer, and worship can restore balance and provide inspiration in the lives of those who come here. It is nestled amongst The Oaks residential village at the south end of campus.

Although open to all students and the greater community, this chapel reflects a Roman Catholic atmosphere. A gift of Gene Potente, whose work also includes the Fritsch Meditation Chapel, the Joan C. Potente Chapel is named in honor of his wife, Joan.

### **Student Residence Halls**

Comfortable, on-campus housing accommodations are available to resident students in a number of residence halls. Each hall includes lounges, vending facilities, study areas, laundry rooms, and other services.

*Henry Denhart Residence Hall* is a co-ed residence hall that includes suite-style rooms similar to those found in Johnson Hall. The building is named for Henry Denhart, an early Carthage Trustee and significant benefactor.

*Joseph Johnson Residence Hall* is a co-ed hall that includes two Greek wings. The terrace level was renovated in 2001 and now includes suite-style rooms. The campus security office also is located on the terrace level. A large courtyard is situated behind the building. Johnson Hall is known for its annual "Johnson Haunted Halls" competition, which takes place each year around Halloween. The building is named for Joseph Johnson, a founder and former chairman of the board of Snap-on, Inc., who was an important benefactor of the College.

*Madrigano Family Residence Hall* offers co-ed housing for four Greek organizations: Tau Sigma Chi, Tau Sigma Phi, Kappa Phi Eta, and Delta Omega Nu. The terrace level is home to the first-year advising center, as well as *The Current*, the student-run newspaper, and *Centrique*, a student literature and arts magazine. An outdoor

patio area, complete with chairs and a grill, is situated directly behind Madrigano Family Residence Hall.

*The Oaks* residential village is a new cluster that ultimately will include six villas. Five buildings are open for student living, and a sixth will come into service by April 2012. The Oaks feature private rooms and baths in suite arrangements, with common lounge areas for each floor. Every room has stunning views of Lake Michigan.

*Pat Tarble Residence Hall* is Carthage's all-female residence hall. It houses sororities and includes some study-intensive wings. Many rooms overlook Lake Michigan, while others offer suite-style accommodations. The hall is named for Mrs. Pat Tarble, who, along with her husband, Newton E. Tarble, was a generous benefactor of the College.

*Swenson Residence Hall* is Carthage's all-male residence hall. Swenson Hall houses only 26 students in 13 rooms, eight of which are equipped with private bathrooms.

### **International Housing**

Since 1989, Carthage has invited young scholars from Asia, Europe, and South America to teach their native languages to Carthage students while pursuing their graduate studies at the College. These target language experts (TLE) in modern languages take residence on campus during their time at Carthage. Undergraduate international students enjoy the housing options available in the student residence halls.

### **Trinity House (Home of the President)**

Built as the family home of the President of the College in the early 1960s, the building was a gift from the people of Trinity Lutheran Church in Rockford, Ill. The home was named "Trinity House" in honor of the College's decades-long relationship with the congregation. The College rededicated Trinity House during Homecoming weekend in October 2003, following a major renovation of the home that summer.

### **Smeds Tennis Center**

Across the street from the main campus, the \$1.3 million Smeds Tennis Center features ten hard surface tennis courts, six of which are lighted; two stadium courts; an observation deck; and a clubhouse, which houses locker rooms, restrooms, team meeting space, and a juice bar. The Smeds Tennis Center is home to the Southeastern Wisconsin Men's Professional Tennis Futures, one of only 30 USTA tournaments of its kind in the country.

## 14-week Semester Calendar

### FALL TERM

|           |                 |  |
|-----------|-----------------|--|
| September | 5 Sun           | New students arrive  |
|           | 6-7 Mon - Tues  | Returning students check in                                |
|           | 8 Wed           | Classes begin  |
|           | 14 Tues         | Last day for late registration                             |
|           | 15 Wed          | Last day to add or drop a 1 <sup>st</sup> 7-week course    |
|           | 22 Wed          | Last day to add or drop 14-week course                     |
|           | 22 Wed          | Last day to petition for overload                          |
|           | 22 Wed          | Last day turn in pass/fail/audit slips                     |
| October   | 6 Wed           | Last day to submit coursework for an "I"                   |
|           | 11 Mon          | Advising for J-Term and spring semester begins             |
|           | 15 Wed          | Last day to file for May graduation                        |
|           | 22 Fri          | Mid-term grades due  |
|           | 22 Fri          | 1 <sup>st</sup> 7-week courses end                         |
|           | 25 Mon          | 2 <sup>nd</sup> 7-week courses begin                       |
|           | 29 Fri          | Last day to drop a course with a 'W'                       |
| November  | 1 Mon           | Last day to add or drop a 2 <sup>nd</sup> 7-week course    |
|           | 2 Tues          | No financial refund after this date                        |
|           | 5 Fri           | Advising for J-Term and Spring Term 2009 ends              |
|           | 8 Mon           | On-line registration for J-Term and spring semester starts |
|           | 10 Wed          | Last day for complete withdrawal                           |
|           | 22-26 Mon - Fri | Thanksgiving recess  |
|           | 29 Mon          | Classes resume   |
| December  | 14 Tues         | Fall Term ends after last class                            |
|           | 15-17 Wed - Fri | Final examinations   |

### J-TERM

|         |          |                                  |
|---------|----------|----------------------------------|
| January | 4 Tue    | Classes begin                    |
|         | 6 Thurs  | Last day to add or drop J-Term   |
|         | 11 Tues  | Last day to withdraw from J-term |
|         | 27 Thurs | J-term ends                      |

### SPRING TERM

|          |                 |   |
|----------|-----------------|---|
| February | 1 Tues          | Check in for spring semester classes                  |
|          | 2 Wed           | Classes begin   |
|          | 8 Tues          | Last day for late registration                        |
|          | 9 Wed           | Last day to add or drop 1 <sup>st</sup> 7-week course |
|          | 16 Wed          | Last day to add or drop 14-week course                |
|          | 16 Wed          | Last day to petition for an overload                  |
|          | 16 Wed          | Last day to turn in pass/fail/audit slips             |
| March    | 2 Wed           | Last day to submit coursework for an "I"              |
|          | 14-18 Mon - Fri | Spring recess   |
|          | 21 Mon          | Classes resume  |
|          | 21 Mon          | Advising for fall semester begins                     |
|          | 25 Fri          | Mid-term grades due                                   |
|          | 25 Fri          | 1 <sup>st</sup> 7-week courses end                    |
|          | 28 Mon          | 2 <sup>nd</sup> 7-week courses begin                  |
| April    | 1 Fri           | Last day to drop a course with a 'W'                  |
|          | 4 Mon           | Last day to add or drop 2 <sup>nd</sup> 7-week course |
|          | 7 Thurs         | No financial refund after this date                   |
|          | 13 Wed          | Last day for complete withdrawal                      |
|          | 15 Fri          | Advising for fall semester ends                       |
|          | 18 Mon          | On-line registration for fall semester begins         |
|          | 22-25 Fri - Mon | Easter Recess   |
|          | 26 Tues         | Classes resume  |
|          | 29 Fri          | All graduating seniors paperwork due                  |
| May      | 13 Fri          | Spring semester ends after last class                 |
|          | 16-18 Mon - Wed | Final examinations                                    |
|          | 22 Sun          | Baccalaureate and Commencement                        |

## Adult Education Calendar

### Fall I Term: September 7 - October 21

|           |    |                                    |
|-----------|----|------------------------------------|
| September | 10 | Last day to add a course           |
|           | 17 | Last day to drop a course          |
| October   | 1  | Last day to withdraw from a course |

### Fall II Term: October 25 - December 16

|          |    |                                    |
|----------|----|------------------------------------|
| October  | 29 | Last day to add a course           |
| November | 5  | Last day to drop a course          |
|          | 19 | Last day to withdraw from a course |

### Winter Term: January 3 - February 17

|         |    |                                    |
|---------|----|------------------------------------|
| January | 7  | Last day to add a course           |
|         | 14 | Last day to drop a course          |
|         | 28 | Last day to withdraw from a course |

### Spring I Term: February 21 - April 7

|          |    |                                    |
|----------|----|------------------------------------|
| February | 25 | Last day to add a course           |
| March    | 4  | Last day to drop a course          |
|          | 18 | Last day to withdraw from a course |

### Spring II Term: April 11 - May 26

|       |    |                                    |
|-------|----|------------------------------------|
| April | 15 | Last day to add a course           |
|       | 22 | Last day to drop a course          |
| May   | 6  | Last day to withdraw from a course |

### Summer I Term: May 31 - July 14

|      |    |                                    |
|------|----|------------------------------------|
| June | 3  | Last day to add a course           |
|      | 10 | Last day to drop a course          |
|      | 24 | Last day to withdraw from a course |

### Summer II Term: July 18 - September 1

|        |    |                                    |
|--------|----|------------------------------------|
| July   | 22 | Last day to add a course           |
|        | 29 | Last day to drop a course          |
| August | 12 | Last day to withdraw from a course |

## Summer Term

### Summer Day 7-week session: May 29 - July 13

|      |    |                                    |
|------|----|------------------------------------|
| June | 1  | Last day to add a course           |
|      | 8  | Last day to drop a course          |
|      | 22 | Last day to withdraw from a course |

|  |     |  |         |   |     |
|--|-----|--|---------|---|-----|
| About Carthage . . . . .   | 2   | Federal Programs . . . . .   | 132     | Paralegal Program . . . . .   | 14  |
| Academic Calendar . . . . .                                      | 180 | Federal Stafford Student Loans and Federal<br>Unsubsidized Stafford Loan . . . . . | 132     | Pass-Fail Option . . . . .  | 9   |
| Academic Information Services . . . . .                          | 3   | Family Education Rights and Privacy Act . . . . .                                  | 15      | Philosophy . . . . .  | 97  |
| Academic Departments and Programs of<br>Study . . . . .          | 22  | Fees for Optional Services . . . . .   | 129     | Physical Education (K-12)* . . . . .  | 65  |
| Academic Divisions . . . . .                                     | 15  | Field Placements/Internships . . . . .   | 12      | Physical Education, Sport and Fitness<br>Instruction . . . . .                  | 65  |
| Academic Honesty Policy . . . . .                                | 11  | Fine Arts Division . . . . .   | 18      | Physics . . . . .   | 95  |
| Academic Resources . . . . .                                     | 11  | Foreign Study Abroad . . . . .   | 12      | Piano Pedagogy . . . . .  | 88  |
| Accelerated Certification Program for<br>Teachers . . . . .      | 14  | French . . . . .   | 83      | Political Science . . . . .   | 100 |
| Accreditation . . . . .  | 3   | Freshman Entrance Requirements . . . . .   | 126     | Programs of Study . . . . .   | 8   |
| Accounting . . . . .   | 34  | General Regulations . . . . .  | 139     | Psychology . . . . .  | 103 |
| Add/Drop Policy . . . . .  | 9   | German . . . . .   | 84      | Public Relations . . . . .  | 44  |
| Adjunct Faculty . . . . .  | 171 | Geography and Earth Science . . . . .  | 69      | Refund Schedule . . . . .   | 130 |
| Administration . . . . .   | 174 | Grade Point Average . . . . .  | 10      | Religion . . . . .  | 105 |
| Admissions . . . . .   | 124 | Grading System . . . . .   | 8       | Religious Life . . . . .  | 2   |
| Adult Education . . . . .  | 12  | Great Ideas: Intellectual Foundations of the<br>West . . . . .                     | 72      | ROTC Programs . . . . .   | 6   |
| Advanced Licensing as a Reading Teacher/<br>Specialist . . . . . | 13  | Greek (Ancient) . . . . .  | 42      | Scholarships and Academic Planning . . . . .                                    | 131 |
| Advanced Placement . . . . .                                     | 127 | Health Education . . . . .   | 65      | ScienceWorks (Entrepreneurial Studies in<br>the Natural Sciences) . . . . .     | 61  |
| Advising . . . . .   | 10  | Hedberg Library . . . . .  | 3       | Secondary Education (see Middle/Secondary<br>Education) . . . . .               | 54  |
| Art . . . . .  | 22  | Heritage Studies . . . . .   | 15      | Self-Designed Major/Minor . . . . .   | 12  |
| Asian Studies . . . . .  | 27  | History . . . . .  | 73      | Semester Abroad . . . . .   | 12  |
| Astrophysics . . . . .   | 95  | Honors Program . . . . .   | 16      | Seven-Week Format . . . . .   | 12  |
| Athletic Training . . . . .                                      | 28  | Housing and Residential Life . . . . .   | 138     | Social Sciences Division . . . . .  | 21  |
| Biology . . . . .  | 31  | Humanities Division . . . . .  | 20      | Social Work . . . . .   | 109 |
| Board of Trustees . . . . .                                      | 177 | Indian Student Grant . . . . .   | 133     | Sociology . . . . .   | 111 |
| Business Administration . . . . .                                | 34  | Individual Study . . . . .   | 11      | Spanish . . . . .   | 85  |
| Calendar . . . . .   | 181 | Information Systems . . . . .  | 34      | Special Education (K-12) (see Cross<br>Categorical Special Education) . . . . . | 54  |
| Campus Buildings . . . . .                                       | 179 | Intercollegiate Athletics . . . . .  | 4       | Student Life . . . . .  | 138 |
| Career Services . . . . .  | 11  | International Baccalaureate . . . . .  | 127     | Theatre . . . . .   | 113 |
| Chemistry . . . . .  | 37  | International Studies . . . . .  | 12      | Theatre Performance . . . . .   | 113 |
| Chinese . . . . .  | 80  | January Term . . . . .   | 11      | Theatre Technical Production & Design . . . . .                                 | 113 |
| Church Music . . . . .   | 87  | Japanese . . . . .   | 82      | Transfer Students . . . . .   | 127 |
| Classics . . . . .   | 40  | Latin . . . . .  | 44      | Tuition and Fees . . . . .  | 129 |
| College Overview . . . . .                                       | 2   | Loyola University Chicago MBA for<br>Executives at Carthage . . . . .              | 14      | Tutoring . . . . .  | 11  |
| Coaching . . . . .   | 65  | Loyola University Chicago Master of Social<br>Work at Carthage . . . . .           | 14      | Veterans Administration Standards of<br>Progress . . . . .                      | 10  |
| Communication and Digital Media . . . . .                        | 44  | Marketing . . . . .  | 37      | Wisconsin Army National Guard Tuition<br>Grant . . . . .                        | 133 |
| Computer Science . . . . .                                       | 46  | Master of Education Program . . . . .  | 13, 119 | Wisconsin Tuition Grant (WTG) . . . . .   | 133 |
| Conservation and Ecology . . . . .                               | 64  | Mathematics . . . . .  | 75      | Women's/Gender Studies . . . . .  | 117 |
| Criminal Justice . . . . .                                       | 48  | Medical Physics . . . . .  | 6       | Writing Across the Curriculum . . . . .   | 7   |
| Cross Categorical Special Ed (K-12) . . . . .                    | 54  | Middle/Secondary Education (6-12)* . . . . .                                       | 54      |   |     |
| Degree Requirements . . . . .                                    | 7   | Mission and Goals . . . . .  | 2       |   |     |
| Disciplinary Actions . . . . .                                   | 10  | Modern Languages . . . . .   | 78      |   |     |
| Early Admission . . . . .  | 126 | Motor Vehicle Regulations . . . . .  | 138     |   |     |
| Economics/Int'l Political Economy . . . . .                      | 49  | Music . . . . .  | 87      |   |     |
| Education Division . . . . .                                     | 18  | Music Education . . . . .  | 87      |   |     |
| Education . . . . .  | 53  | Music Theatre . . . . .  | 88      |   |     |
| Elementary/Middle Education (1-9) . . . . .                      | 54  | Natural Sciences Division . . . . .  | 20      |   |     |
| Endowed Scholarships . . . . .                                   | 135 | New Student Orientation . . . . .  | 138     |   |     |
| Engineering . . . . .  | 5   | Neuroscience . . . . .   | 93      |   |     |
| English . . . . .  | 58  | Occupational Therapy . . . . .   | 5       |   |     |
| Entrepreneurial Studies in the Natural<br>Sciences . . . . .     | 61  | Officers of the College . . . . .  | 174     |   |     |
| Environmental Science . . . . .                                  | 64  | Organizations and Activities . . . . .   | 139     |   |     |
| Evening Program . . . . .  | 12  |  |         |   |     |
| Examination for Credit . . . . .                                 | 9   |  |         |   |     |
| Exercise and Sport Science . . . . .                             | 65  |  |         |   |     |
| Faculty and Staff . . . . .                                      | 143 |  |         |   |     |