



St. Norbert College

General Education Program
And
Course Descriptions
(course descriptions for lower biennium only)

Program Description

Courses in the General Education Program fulfill specific criteria which are based on the Philosophy Statement. Your General Education courses serve the purpose of a broad liberal arts education rather than the specialized needs of your major. Whether an approved General Education course also satisfies a major requirement will be decided by faculty within a major program.

Criteria for General Education Courses

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

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

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

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

Writing Intensive: The courses in the lower biennium give systematic attention to writing. All General Education courses include a writing component and oral exercises are also encouraged.

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

Distribution Areas and Requirements

The General Education Program is divided into two levels: a lower biennium (freshman/sophomore level courses) and an upper biennium (junior/senior level courses). There are nine areas of study in the lower biennium and four areas of study in the upper biennium. Below is a description of each area and a listing of the approved courses from among which you may choose a course. Ideally, you will enroll in two General Education courses during each semester of your freshman and sophomore years and one course during each semester of your junior and senior years. Students are allowed to double count between major requirements and the lower biennium but are restricted in the upper biennium. (See Upper Biennium section for details.)

Lower Biennium (Freshman/Sophomore Level)

Essential Skills Requirements GS 8 Quantitative Skills and GS 9 Writing

- 1. A student who does not satisfy GS 9 Writing during the first (freshman) year of study will not be allowed to enroll in the third semester.**
- 2. A student who does not satisfy GS 8 Quantitative Skills by the end of the fourth semester will not be allowed to enroll in the fifth semester.**
- 3. The General Education and Honors Committee closely monitors fulfillment of these Essential Skills Requirements (GS 8 and GS 9) as noted above. The College offers courses in both areas during the Summer Session for the benefit of the exceptional student who does not fulfill these course requirements in stipulated time periods.**

During your freshman and sophomore years you must successfully complete one course from each of the following distribution areas:

Area 1 (Lower Biennium): Religious Studies

Courses help you develop a deeper understanding of the Catholic Christian heritage and other religious traditions to help you clarify your values in the context of the Christian tradition.

RELS 106 Introduction to the Bible

RELS 114 Introduction to Theology

Area 2: Philosophy of Human Nature

This course provides an introduction to the study of human nature by treating topics in the context of perennial philosophical issues.

PHIL 120 Philosophy of Human Nature

Area 3: Human Relationships

Courses introduce you to the methodology and content of the social and behavioral sciences to help you understand some of the essential effects of human interactions.

GEOG 140 World Regional Geography GEOG225 (or PHLP 225) Social Geography

INTL 150 (or POLI 150) Introduction to International Studies

PSYC 100 General Psychology

SOCI 100 Introduction to Sociology

SOCI 111 Cultural Anthropology

SSCI 220 Lifespan Human Development

Area 4: Natural Science

Courses develop an understanding and appreciation of the order, dynamics, and essence of the physical world and incorporate the investigational methodology of the Natural Sciences.

BIOL 100 Human Biology

BIOL115 Principles of Biology

BIOL 120 General Biology I

BIOL 180 Biological Diversity

CHEM 100 Applications of Chemistry

CHEM 103 Introduction to Chemistry

CHEM 105 General Chemistry I

GEOG 120 Physical Geography

GEOL 105 Geology

GEOL 107 Environmental Geology GEOL 115 General Oceanography

GEOL 120 Geology of Wisconsin

NSCI 104 Great People of Science

PHYS 101 Concepts of Physics

PHYS 111 Fundamentals of Physics I PHYS 121 General Physics

PHYS 141 Astronomy

Area 5: Creative Expression

Courses help you develop an understanding of and appreciation for the creative process through a study of at least one of the visual arts, music, or literature.

ART 110 History of Art
ART 115 History of Modern Painting
ART 120 Modern Sculpture and Architecture
ART 205 History of Photography
ENGL 150 Introduction to Literature
ENGL 212 The Modern British Novel
ENGL 221 The American Short Story
HUMA 100 Introduction to Humanities through the Fine Arts
IDIS 145 Communio: A Liberal Arts Seminar
MUSI 150 Survey of World Musics
MUSI 176 Music Appreciation
THEA101 Introduction to Live Performance

Area 6: United States Heritage

Courses help you achieve a deeper understanding of the heritage of the United States through a study of its institutional and cultural traditions.

HIST 116 History of the United States
HUMA 240 Great American Novels
HUMA 261 American Ideals and Identities
POLI 130 United States Politics and Government
RELS 221 Religion in America
SOC 235 Work in America
SOC 265 American Culture

Area 7: Foreign Heritages

Courses help you achieve a deeper understanding of the world's diverse heritages and peoples through a study of their languages, history, and/or culture.

Language Requirement and GS 7 Foreign Heritages

A student may satisfy the GS 7 Foreign Heritages by successfully completing language through 102 (or a more advanced course if that is the level indicated by the student's placement exam). Languages include French, German, Japanese, and Spanish.

Credit by examination (CLEP) DOES NOT satisfy the GS 7 Foreign Heritages requirement.

International students who wish to graduate from St. Norbert College are required to take a course in Area 7 other than a course in their native language.

Other courses which satisfy Area 7 are listed below.

(Any Foreign Language studied through the 102 level or one course beyond 102).

HIST 112 History of Western Civilization I: Ancient and Medieval Europe
HIST 113 History of Western Civilization II: Early Modern and Modern Europe
HIST 118 Survey of African History
HIST 120 Survey of Middle Eastern History
HIST 122 (or PHLP 122) Modern Eastern Asia
HIST 130 History of Latin America
HUMA 205 German Literature and German Destiny
HUMA 222 Continental Novel
HUMA 280 Japanese Culture and Society
PHLP 100 Philippine Culture and Society
POLI 260 Russian Politics
WLIT 207 Contemporary Latin American Literature and Culture
WLIT 208 Spanish Life and Culture
WLIT 210 Soviet Dissident Literature

Area 8: Quantitative Skills

You must complete your GS 8 Quantitative Skills requirement by the end of your fourth semester or you will not be allowed to enroll in fifth semester courses.

Courses help you develop computational, problem solving, and logical skills through the study of pure and applied mathematics, computer science and/or statistical methods.

MATH 114 Algebra and Finite Mathematics
MATH 115 Pre-Calculus Mathematics
MATH 124 A Survey of Calculus
MATH 131 Calculus and Analytic Geometry I MATH 132 Calculus and Analytic Geometry II SSCI 224 Basic Statistics

Area 9: Writing

Each semester particular courses in Areas 1-7 carry a Writing Intensive designation in the Timetable. One of the major objectives of courses carrying a Writing Intensive designation in the Lower Biennium is to attempt to improve your writing and reading skills. A substantial amount of writing is required in these courses. Attention is given to the development of your writing in terms of the principles of composition such as unity, coherence, logical development, clarity, and precision. Your writing must conform to the conventions of grammar, punctuation, spelling, and usage. During your first year, you must successfully complete at least one course having a Writing Intensive designation. For students in the Honors Program, GS9 is fulfilled upon successful completion of your second Honors course. Enrollment in your third semester courses is contingent upon satisfying GS 9 Writing during your first year at St. Norbert College.

Upper Biennium (Junior/Senior Level)

Students must select four courses: one from each of the Areas 1, 10, 11, and 12.

In order to promote a broad, liberal education, the College has established the following restrictions in course selection:

- A student may not select a course for General Education credit if that course could satisfy the student's major requirements (*even if the student does not use the course to satisfy a major requirement.*)
- A student may not select a course for General Education credit if that course has the disciplinary designator of the major.
- If a course has a divisional designator (HUMA, NSCI, or SSCI), a student may not select that course for General Education credit if the student's major is within that division.

Exceptions to the above rules are as follows:

1. A student who completes a second major may select courses that satisfy both the second major and General Education.
2. A student majoring in IBLAS or International Studies may select GS10 and GSII courses that satisfy both major and General Education requirements.
3. A student who has advanced approval from the academic advisor and the Registrar may select courses that satisfy both upper biennium General Education requirements and major requirements when studying abroad.
4. A student majoring in Religious Studies may select any course in Area 1, provided that the student does not also use that course to satisfy the Religious Studies major.
5. A student majoring in Business Administration may select ECON 300 for credit in Area 10, provided that the student does not also use that course to satisfy the Business Administration major.
6. A student in any major except Religious Studies or History may select HUMA 337 for credit in Area 10.
7. A student in any major except Biology, Environmental Science, or Environmental Policy may select NSCI 301 for credit in Area 11.
8. A student in any major except Biology, Chemistry, Environmental Science, Geology, Physics, or Natural Science may select NSCI 333 for credit in Area 11.
9. Education majors are allowed to take specific GSII (NSCI 301) and GS12 (GENS408) for major certification requirements and General Education.

Students are allowed to double count requirements between a minor and the upper biennium.

Transferring in Upper Biennium Courses

Upper biennium requirements may not be satisfied by courses transferred from two year colleges. Only course work taken at four-year institutions and designated junior-senior level will be considered for upper biennium General Education credit in Areas 1, 10, and 11. The Senior Colloquium, Area 12, must be taken at St. Norbert College. Contact the Registrar's Office for information on obtaining prior approval for transfer credit.

Area 1 Upper: Religious Studies

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

RELS 310 Marriage and Family as a Vocation
RELS 312 Mission and Identity of the Church
RELS 314 God, Gods, and the Bible
RELS / WMGS 318 Feminist Theology
RELS 320 The Christian Tradition
RELS 322 Religious Heritage of the Hebrew Bible
RELS / WMGS 324 Women in the Bible
RELS 325 Providence, Suffering and Freedom
RELS 326 Ancient Wisdom and the Modern Search for Meaning
RELS 331 Judaism and Christianity: The Holocaust
RELS 333 Christian Ethics: Theology and Society
RELS 350 Christianity and Cultural Diversity
RELS 355 Theology of Spirituality
RELS 360 The Essentials of Catholic Thought

Area 10: Western Tradition

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

ART 365 Christian Symbolism in Art
COMM 336 Theatre History
ECON 300 History of Economic Thought (may be used by Bus. Admin. majors if not used as an Adv. Business elective).
ENGL 314 Modern Drama
ENGL 321 Dante: The Divine Comedy
ENGL 322 Medieval Literature
ENGL 385 Concepts of Heroism in Western Culture
HIST 345 Slavery in Africa and the Americas
HIST 350 Modern European History
HUMA 337 Norbertine Origins (not open to History and Religious Studies majors)
MUSI 315 Opera
MUSI 317 Evolution of Jazz
PHIL / AMER 305 American Philosophy
PHIL 310 Existentialism
PHIL 315 Ethics
PHIL 330 The Enlightenment
PHIL / CLAS 334 Tragedy and Philosophy
POLI 310 Western Ideologies
SOC 351 Classical Sociological Theory
WOLT 320 Nineteenth-Century Russian Fiction
WOLT 325 Classical Mythology
WOLT 352 French Civilization and Literature (not open to French majors)

Area 11: Global Society

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

BIOL 353 Biotechnology in a Global Society
COMM 330 Intercultural Communication
COMM 343 (or PHLP 343) International Mass Communications
EDUC 340 Education and World Development
ENGL 356 The Post Colonial Novel
ENVS 300 Environmental Science
GEOG 363 Global Urbanization
GEOL 307 World Resources
HIST 314 Diplomatic History of the United States
HIST 316 The Americas
HIST 348 Nation Building in Contemporary Africa
HIST 349 Women in Latin America
HIST 368 Asian-American Relations
IDIS 363 Poverty and Social Justice
NSCI 301 Environmental Studies (not open to Biology and Environmental Science majors).
NSCI 333 Issues in World Technology (not open to Biology, Chemistry, Environmental Science, Geology, Physics, and Natural Science majors).
NSCI 348 Bioterrorism (open to all majors including all Natural Science area majors.)
PHIL 325 Ethics: International Issues
POLI 362 (or PHLP 362) North-South Relations in the Contemporary World
PSYC 311 Personal Development: A Multicultural Perspective
RELS 340 World Religions
WLIT 330 Contemporary French and Francophone Women Writers (not open to French majors)

Area 12: Senior Colloquium (GENS 400)

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

GENS 403 Ideal Societies
GENS 405 Myth, Values, and Modern Society
GENS 407 Science, Literature and Culture
GENS 408 Social Inequalities: Race and Minority Relations
GENS 410 The Southern Experience
GENS 411 Vietnam War and the American Imagination
GENS 413 Living as a Community: Buddhist and Christian Paradigms
GENS 414 Nationalism: "Imagined Communities"
GENS 418 International Inequalities
GENS 420 The End of the World
GENS 421 Race and Minority Relations

The following course descriptions are taken from the College Catalog <http://www.snc.edu/catalog/> and the General Education Program Extended Course Descriptions <http://www.snc.edu/catalog/gened.pdf>.

GS 1

RELS 106 Introduction to the Bible

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

Course Content: This course provides an introduction to the literature of the Hebrew Bible/Old Testament and/or Christian Scriptures/New Testament. Though supplementary books are employed, a viable English translation of the Bible is the primary text. The course also involves the history of the various biblical periods, the setting of the ancient Near East, and the diversity of the literature.

Methods of Learning: This course challenges the student to read the Bible critically. To achieve such reading, the course focuses on modern critical methods of interpretation, such as source criticism, form criticism, redaction criticism, and tradition history. While the Bible in Judeo-Christian tradition is revealed literature, it is also human literature and, to that extent, can be appreciated according to the canons of literature.

Course Requirements: Students are required to do extensive reading, writing, and analysis of texts. Students will also be required to interpret biblical texts within their contexts and to relate these interpretations to one another and to current religious belief and practice through unit tests, unannounced quizzes, final examination, term papers (minimum of ten pages), and participation.

Benefit to the Student: The course is designed to enable students to appreciate their own religious views within the context of the foundational documents of the Judeo-Christian tradition. Since the Bible in western tradition is essential for an understanding of religion, literature, art, history, etc., a basic grasp of the biblical text will enhance appreciation of these areas.

RELS 114 Introduction to Theology

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

Course Content: This course embraces the traditional ways of approaching the theological enterprise: systemic-- faith seeking understanding, and the critical--understanding seeking faith. The course deals with religion from an intellectual perspective in the use of theological analysis to explore the appropriation of religious tradition in light of contemporary experience. The course examines the nature of religion, religious experience, Catholic Christian belief and theology.

Methods of Learning: This course employs a specifically theological approach--that is, from the perspective of faith, it critically examines religion as a way of expressing Christian belief in contemporary life. Major methods in the study of religion and major theological approaches are given careful attention in this course. A phenomenological method is employed in studying religious expression in symbol, myth, and ritual. Sociological and psychological methods are employed to examine the relation between religion and culture. A method of practical theology, however, is central through critical reflection upon the claims of faith and application of theoretical exploration to concrete human experience and practices.

Course Requirements: This course is taught by different members of the Religious Studies faculty so exact requirements as well as exact texts and emphases will vary from instructor to instructor. However, in all cases, the course will involve the reading and analysis of texts, completion of papers and examinations, and participation in class discussions.

Benefit to the Student: This course is designed to challenge students on an intellectual level to explore critical issues of ultimacy, transcendence, and human relationships in the Christian context. Students are also encouraged to seek the connections between religious faith and other academic disciplines. Specifically, this course provides students the opportunity and the skills to analyze the nature and significance of religion in human life and culture and to reflect on the nature and meaning of religious belief.

GS 2

PHIL 120 Philosophy of Human Nature

A study of various theories of human nature and their presuppositions and implications. Students will read primary texts with the twofold goal of understanding the theories and learning how to philosophize. Typical questions discussed are: Do we have a soul? Are we free? Why be moral? What is a happy life? What roles do reason, intuition, and sensation play in discovering truth? Is there a purpose to life?

Course Content: A study of various theories of human nature and their presuppositions and implications. Students will read primary texts with the twofold goal of understanding the theories and learning how to philosophize. Typical questions discussed are: Do we have a soul? Are we free? Why be moral? What is a happy life? What roles do reason, intuition, and sensation play in discovering truth? Is there a purpose to life?

Methods of Learning: Methods of learning include logical thinking, intuition, critical reflection, analysis of concepts, and dialectical discourse. The course includes conscious reflection upon various ways of knowing and thinking.

Course Requirements: While specific requirements and choice of readings vary among instructors, each instructor requires tests, papers, and analysis and discussion of primary texts.

Benefit to the Student: Students will deepen their understanding of human nature by learning historically and philosophically important theories of human nature. Students will come to understand the nature of philosophical inquiry and learn to philosophize themselves. They will also learn to read more critically, think more clearly, and express their views more articulately.

GS 3

ENVP 100 Introduction to Environmental Issues and Policy

Survey of critical environmental issues and policy responses to those issues. Topics addressed include: population growth, natural resource use, global climate change, endangered species protection and others. Lecture and discussion.

Course Content:

Environmental Philosophy & Environmental Justice

Environmental Psychology

Environmental Sociology

Environmental Economics

Environmental Politics and Policy

Service Project

Environmental Literature

The course starts by looking at the spectrum of values, philosophies, and religious beliefs concerning the interaction between humans and the natural environment. The section ends with an examination of environmental justice and environmental racism, which are about differential exposure to environmental hazards by different groups of people.

The next sections on environmental psychology, sociology, economics, politics, and policy are introductory overviews of what these fields are about and the methods they use to do their research. Each field builds upon the last, from first looking at individuals and how they formulate environmental values and choices, to how they interact in groups to form values and make choices. We will then use these analysis tools to further examine economic theory and what effects our economic choices have on the environment, culminating in examining how and why environmental policy is made.

Throughout the course, students will work as a team on a service project at the school concerning conservation and/or environmental protection. The students choose the project as a class and then are responsible for planning, organizing and implementing the project. The last time I taught this course, I had planned on studying the policies concerning the Fox River, but after Lew Pullen made a presentation to the class about energy use and costs at the College, I could see how interested they were, so I let them decide whether to change the project. It was unanimous. The students then worked with Lew and Student Life to organize energy savings games in the dorms and designed and put up stickers about elevator use, turning off the lights, and "factoid" sheets for the bathroom stalls about energy use. In response, Lew has now started an energy conservation committee on campus to continue this work.

Also throughout the course, each student will choose a work of fiction that involves environmental values to read and report on to the class.

Continuity and Comparison: Each of the sections of the course shows the evolution of the discipline to arrive at its environmental component. For example, in environmental economics, it is essential to show the basic foundations of economic thought in order to see how those traditions have led to environmental destruction, and how environmental economics has both worked within those traditions as well as expanded and changed them to include environmental considerations in economic decision making.

All of the social science disciplines are rooted in the Western scientific tradition, which has in part led to the environmental destruction we are currently seeing, but each has also been transformed to include environmental values and valuation.

However, taking a solely Western view of environmentalism would be insufficient for understanding current global environmental politics. Because so much of environmental degradation reaches beyond national borders, it is essential to understand non-Western values concerning the environment. We start this discussion in the philosophy section, then carry it over into each of the discipline areas as well as in our discussion of the environmental novels.

Course Requirements:

Benefit to Student:

Critical Thinking and Application : 1. Students will critically analyze the spectrum of underlying environmental values, then are required throughout the rest of the course to apply these values to each of the areas of environmental social sciences. 2. Students will use their knowledge of environmental values and social sciences in the service project. 3. Within each section of the environmental social sciences, students will be asked to apply the basic principles of that social science discipline to specific environmental problems via class discussion and essay exams.

Organizational and Planning Skills: Students are responsible for carrying out from inception to implementation the service project for the class.

Teamwork: Students will work together in small teams and as a class to carry out the service project

Writing: 1. Essay tests on the individual sections of the course. 2. Book report on environmental fiction. 3. Any writing necessary as part of the service project

Presentation Skills: 1. Book report presentation. 2. Extensive class participation and discussion. 3. Each student will present part of the service project to a campus group

Introductory Knowledge of Environmental Philosophies

Introductory Knowledge of Environmental Politics, Economics, Sociology, and Psychology

Introductory Knowledge of Social Science Analysis Methods: In each of the discipline sections, an overview of that discipline's methods will be given. This will give us the necessary tools to examine for example, how individual choices are formed and how they affect the environment from the psychology section. We will use elements of economic modeling to analyze reasons for environmental degradation, as well as political and policy analyses as they apply to environmental policy.

GEOG 140 World Regional Geography

This course introduces geographic themes and topics of increasing relevance in our global society, and enhances awareness and appreciation of other peoples and places in the world. Through this regional survey of lands and life, students gain a better grasp of differences and commonalities among the world's physical and human landscapes, and what these mean in their lives here in the United States. Characteristics examined in each region include the physical environment, population distribution, cultural landscapes, and selected historical, political, and economic issues -- all from a spatial point of view. This regional approach consistently emphasizes place names and map work. **Course Content:** Geography can be defined as the study of our earth as the home of humans. World Regional Geography introduces important geographic themes and topics of increasing relevance in our global society, and enhances awareness and appreciation of other peoples and places in the world. Through a regional survey of lands and life, students can better grasp the differences and commonalities of the world's physical and human landscapes, and what these mean in **their** lives here in the United States. Characteristics examined in each region include the physical environment, population distribution, cultural landscapes, and selected historical, political, and economic aspects.

Methods of Learning: A basic dichotomy in geographic study is that of **systematic** (or topical) and **regional**. This course includes the study of a selection of topics **within** the world regional framework. For example, the topic of climatic influence on human activity might be emphasized in the Russian realm, while urbanization is most closely examined within the Latin American realm. In this way, basic geographic questions such as "where?", "why there?", and "so what?" can be asked and answered--and compared--within the context of regional study. The geographic context of current world events will be incorporated into regional discussions.

Course Requirements: Students must read assigned portions of the text and handouts, complete written exercises keyed to readings and atlas interpretation, prepare a variety of maps, participate in an assortment of hands-on group activities, write one or two short reports, complete three exams, keep abreast of current events relevant to regions under study, and contribute to class discussion. The "Writing Across the Curriculum" Program requirements are met through the writing of one or two formal essays, both directed and informal writings in and outside of class, and an essay component in each exam.

Benefit to the Student: World Regional Geography provides students with an introductory comparative overview of life in today's global society. Geographic study offers an elegant, synthesizing bridge between the physical and cultural aspects of life

on earth. Enhanced geographic understanding of people and places gained in GEOG 140 will serve the student well regardless of academic or career plan.

GEOG 225 Social Geography

This course provides an introductory survey of geographic themes and concepts of social and cultural relevance in our fast-changing world. The course also offers an opportunity to raise understanding and appreciation for geographic realities in the lives of people across the globe, as well as in our own daily lives -- past, present, and future. Topics include population dynamics, migration, ethnicity, gender, language, religion, urbanization, and the political landscape. Geographic aspects of these social issues are examined at a variety of scales in diverse locales. Map work is emphasized; one full-day urban field trip is conducted.

Course Content: Social Geography provides an introductory survey of geographic themes and concepts of social and cultural relevance in our fast-changing world. The course also offers an opportunity to raise understanding and appreciation for geographic realities in the lives of people across the globe, as well as in **our own** daily lives--past, present, and future. Topics include population dynamics, migration, ethnicity, gender, language, religion, urbanization, and the political landscape. Geographic aspects of these social issues are examined at a variety of scales in diverse locales.

Methods of Learning: Geographic thinking is spatial thinking. Students learn to ask geographic questions when looking at mapped distributions of phenomena and at the cultural landscape, to seek out geographic information, to interpret, analyze, describe, and present relevant information in mapped and written form, and to develop and test geographic generalizations. Students are encouraged to observe and creatively express their own views of cultural landscapes. Through structured discussion, students examine current events from a geographic perspective.

Course Requirements: Students complete written exercises keyed to textbook readings and atlas interpretation, prepare a variety of maps, maintain a journal of course-relevant current events, contribute to class discussion, participate in an assortment of hands-on group activities, write two or more essays, complete three exams, and attend an all-day urban field trip.

Benefit to the Student: Geographic realities affect each of us (across the planet) every day of our lives; this course serves to make this apparent, to bring these ideas "home" to students. The course will utilize examples to illustrate selected social geographic themes at all scales, from local to global. GEOG 225 provides a powerful, integrating springboard for liberal arts education and global citizenship.

INTL/POLI 150 Introduction to International Studies

The objective of this course is to promote an awareness of global interdependence, with its challenges and opportunities. The course is interdisciplinary, examining issues from several relevant and related points of view: political, ecological, cultural, economic, and ethical. The content may vary from semester to semester. Examples of issues the course might examine are: Nationalism versus The Concept of an International Community; U.S. Foreign Policy and Human Rights; Foreign Policy of Communist Countries; Cultural Diversity and International Cooperation.

Course Content: This course will introduce students to the nature and development of our global community. Using a variety of theoretical and analytical perspectives, students will examine new ideas, concepts, and evidence in a disciplined manner, while thinking creatively and critically to develop normative positions. Consequently, students will learn to understand the potential roles which they can play in the global community especially in terms of the interplay of state and non-state actors, its diverse cultures, interdependent economies, and complex natural environment.

This course is a survey course and interdisciplinary in nature. The writing assignments require that students integrate elements from a variety of disciplines.

Methods of Learning: The pedagogy of this course consists of four components: culture, history, theory, and methodology. A critical awareness of the *cultural diversity* around students encourages them to recognize that their ideas, values, practices, and worldviews are not always universally shared. *History* is an empirical guide to what is possible in the global community. Making sense of the present and the future developments of the global community depends upon making sense of the historical context of these developments. Students must not only deal with what is and was, but what will be. Therefore, *prediction* allows students to examine the key role that lessons or patterns play in the life of the global community. Finally, this course surveys the existing *theories* about how the global community works from both a pragmatic and intellectual standpoint. Of particular importance are the students' realizations that theories shape our images of reality and filter the events that we regard as deserving attention.

Students will use various tools to achieve these objectives, including primary and secondary texts in the major content areas of the course, novels, the academic programming of the F.K. Bemis International Center, technological resources, activities that foster cultural awareness, etc.

Course Requirements: This course employs several cumulative examinations, short critical essays, oral presentations, research papers, quizzes, and class participation. While there are some minor differences in the percentages given to each of these components of the grade, students can expect similar requirements in any section of the course.

Benefit to the Student: INTL 150 is an excellent survey course that permits students to become aware of their role and impact in the global community. The interdisciplinary nature of the course exposes students to a diverse range of scholarship and methods

of learning. The course permits students to take advantage of the wealth of internationally related information available through college programming and through technological resources.

PSYC 100 General Psychology

The course provides a survey of the many aspects of behavior which are of interest to psychologists. This includes a survey of the nervous system and biological bases of behavior, mental processes, human development, learning theory, personality, mental health and abnormality, interaction and group dynamics, and other aspects of social behavior. The course introduces the social and scientific methods used in all the basic fields of modern psychology and covers alternative ways of understanding the human experience. The focus of the course is on the complex interplay between external and internal stimuli, and the environmental, individual, social and cultural factors affecting human behavior and relationships.

Course Content: This course deals with human relationships (including interdependence, cooperation, competition and conflict) as psychological, social, and biological phenomena. It is a survey of the scientific study of thought, feeling, and action. More specifically, General Psychology provides greater awareness and understanding of human relationships by studying (1) the biological bases of human behavior in neuroanatomy, physiology, and animal ethology, (2) the processes of sensation, perception, learning, memory, and cognition, (3) the development of human behavior in physical, psychological and social realms, (4) the nature and assessment of personality, (5) the processes of thinking about, evaluating, interacting with, and influencing others, and (6) the nature, classification, and treatment of abnormal behavior.

Methods of Learning: Students will be taught to apply the scientific method (which combines deductive and inductive reasoning) to behavioral and social phenomena. They will be taught to appreciate and understand empirical observation, controlled experimentation and hypothesis formulation and testing. Students will also learn about the limitations of current behavioral science methodology and be encouraged to develop an appreciation of both the uses and abuses of social science.

Course Requirements: Students will be responsible for approximately 400-600 pages of textbook reading. Additional reading assignments in popular and/or scientific publications, films, and class activities may be used as the basis for one or more short papers. Several examinations covering both readings and class sessions will combine objective and essay questions. Exact requirements may vary from instructor to instructor.

Benefit to the Student: The General Psychology course will increase the student's knowledge and understanding of human action, thought, and emotion, not only as applied to oneself but also as applied to others. The material covered will allow the student to appreciate the scientific methods and results that are used to understand human behavior and to solve human problems.

SOCI 100 Introduction to Sociology

This course examines the basic nature of human relationships, customs, institutions, social structure, and culture. It emphasizes how they affect our beliefs and behavior, and how they express our fundamental concerns and values. The course teaches the basic concepts, methods and perspectives of sociology as a social science; and it uses them to consider such topics as family life, groups and organizations, sex and age roles, minorities and social classes, religious and political movements, and social problems.

Course Content: Sociology is the study of human society. As a field of enquiry, it is interdisciplinary in being concerned with the ways that cultural, economic, political, social, psychological, and even biological factors interact in human social life. The course focuses on socialization, the organization and exercise of power, and the emergence of modern civilization along with its novel opportunities and social problems.

Methods of Learning: Major theories of society are compared and applied throughout the course. Above all else, students are expected to learn how to use different theoretical perspectives on the same questions and issues, and how to decide which are most useful in each case. The course will also furnish an introduction to the social research methods which help judge the utility and extent of applicability of our theories.

Course Requirements: Requirements may vary from instructor to instructor and from semester to semester. Challenging reading, which may include textbooks, monographs, research articles, and organizational and personal accounts is mandatory. Students will be expected to write critical analyses of articles and may also write personal responses to thought questions posed in class; normally a major paper is required. Three to five examinations during the semester are generally partly objective and partly essay.

Benefit to the Student: Too often we take the world around us for granted, just as a fish in a bowl takes the surrounding water for granted. Seeing the social world more clearly, understanding it more accurately, and learning the methods used to continue the project of social world more clearly, understanding it more accurately, and learning the methods used to continue the project of social understanding is neither a modest goal nor a small benefit. Learning to live amidst a social complexity of differing peoples and groups is indispensable for sustaining solidarity in a diverse, global society.

SOCI 111 Cultural Anthropology

Culture influences our relationships with one another and with the natural world, affects our behavior and beliefs, and expresses our fundamental concerns and values. This course uses the anthropological concept of culture as a means for understanding human relationships and for explaining both our common humanity and the differences that exist among us. This course will introduce students to the following topics: the history of anthropology; language and communication; growing up human; sex

and marriage; kinship; representations of peoples and nations; religion and values; getting food; the body; gender, race, and class in cross-cultural perspective; the impact of tourism on local cultures; and the place of anthropology in the twenty-first century. Extensive use of films and videotapes. Each semester.

Course Content: Cultural anthropology is the study of the origin, development and diversification of the kind of collective behavior that is usually called culture. The course has two main themes or foci: (1) What culture "is" and how it is experienced in the learning of language, the participation in a belief system, membership in a family structure, etc., and (2) How anthropologists study culture. This diversity of culture is illustrated by the study of specific societies, and those characteristics of human behavior that are shared by people everywhere are discussed.

Methods of Learning: One of the methods of learning in this course is to explicitly challenge the unexamined assumptions that most students bring into the classroom, by studying other cultures, looking at the assumptions or values upon which the behavior of the members of those cultures are based, and then comparing these assumptions or values with our own. The study of other cultures is done through reading ethnographies, analyzing scholarly essays about culture, and viewing a number of ethnographic films. Through these media, attempts are made to "recreate" another culture so that it will become as real as possible for the students.

Course Requirements: Students are required to read and comprehend assigned materials and to pass examinations based on the readings, discussions, lectures, and films. Students participate in small-group projects involving conducting their own fieldwork. In addition, they participate in team activities in class, write papers on the ethnographies read in the course, and keep a film journal.

Benefit to the Student: Students experience cultural dimensions of societies vastly different from their own and use an anthropological perspective to formulate a broader base of understanding for their careers and lives in global society.

SSCI 220 Lifespan Human Development

The course provides an examination of the physical and psychosocial factors which influence human development. The work of various scholars, both historical and contemporary, is considered in an attempt to provide several perspectives on the process of development throughout the human lifespan.

Course Content: The course, Lifespan Human Development (SSCI 220) is taught by several instructors from various disciplines (Education, Psychology, Sociology). While the focus of each section of the course reflects the special issues and interests of the students and faculty from those disciplines, there is a common core of information and methods used in the course. In general, the course involves the student in the study of the development of the human being from conception through the entire lifespan. Basic topics include: the nature of science, procedures for collecting developmental data, and the role of genetic, environmental, and social factors in determining how the individual changes over time. The course also covers issues pertaining to prenatal development, birth, infancy, childhood, adolescence, and adulthood as they relate to development in four major domains: physical, cognitive, social, personal/spiritual.

The study of human development directly addresses the experience of all students through the study of variables which impact each individual's life. Despite diversity in background and experience each individual's development is influenced by such variables as family, friends, peers, gender, race, culture, socio-economic status, geographic location, and the time in history in which he or she lives. Consequently, the student's experience with these variables provides a common framework for the exploration of the nature of human development.

Methods of Learning: Discussion of diverse theoretical and empirical perspectives on important developmental issues requires the student to consider the merits and weaknesses of various points of view. In addition, individual and group research projects/presentations allow the student to explore the impact of selected variables through the study of published research and/or data collection. To successfully complete these projects the student must analyze interpret, synthesize, and communicate their findings in written and/or oral form.

The course begins with lecture/discussion of basic scientific methods and theories with liberal use of demonstrations and video material. Later, students lead discussions and the presentation of group and individual research provides variety and focus. In addition, to these learning methods, both formal and informal writing exercises are used.

Course Requirements: Although the evaluation process varies somewhat from section to section, the course generally includes: several exams (at least one of which employs an essay format), in- and/or out-of-class writing to learn exercises (e.g., written responses to thought questions, journaling, summaries of research findings, etc.), research papers (e.g., review of literature, analysis of original data etc.), and individual/group presentations. However, it should be noted that students can expect considerable variation in the nature and combination of these components across sections of the course.

Benefit to the Student: The student will form a deeper understanding and appreciation for how humans grow and change over the course of a lifetime, through the exploration of common patterns of change and individual differences. In the process the student will improve his or her ability to think critically, draw conclusions, and support his or her position with theory, research, and examples. The student will also enhance his or her skill at working cooperatively with others and expressing his or her ideas in written and oral form.

GS 4

BIOL 100 Human Biology

A lecture, discussion, and laboratory course for non-science students. The primary emphasis will be on the structure and function of the human organism. Some objectives will be: to develop an appreciation for mankind's position in phylogeny; an awareness of one's own body as a functioning biological entity; an awareness of some current issues involving the application of the science of biology to mankind's present and future welfare. This course will not count in the biology major program. *A student who has received credit for BIOL120 may not take BIOL100 for credit without the Registrar's consent.*

Course Content: This course develops an awareness of human origins and our relatedness to other living things based on scientific evidence; this includes the material, the forces and the process of evolutionary change which affects all life forms. The course provides a basic understanding of contemporary human form and function to include environmental relations and basic behavior from a biological perspective. It also attempts to develop an awareness of human disease--a historical perspective as well as major disease conditions and causes, current and future. The broadest question addressed might be stated, "What is the biological nature of a human; how does one fit into and relate to the rest of nature?"

Methods of Learning: This course specifically demonstrates the power and limitations of inductive scientific reasoning. Through numerous examples, the student becomes aware of the scientific method in the development of theories by which one understands himself/herself and nature.

Course Requirements: Grading is based on a point system including weekly reports, lab quizzes, four one-hour exams and a comprehensive final exam.

Benefit to the Student: Students will increase their awareness of themselves as part of the natural world. They will better understand the origin of our species and how our bodies function. Hopefully, they will also better understand how our species has affected this planet and thereby be better world citizens.

BIOL 115 Principles of Biology

A lecture and laboratory course that presents a body of knowledge of cell-level biology. Intended to prepare the students in the BCON nursing program for subsequent upper-level biology courses, as well as serving as an exposure to modern biology for non-majors. Content progresses from the level of atoms, biochemicals, to membrane structure/function and finally to cells. Topics also include pH, metabolic pathways, cell signaling and communication, DNA replication, transcription and translation, and the control of gene expression. A discussion of cell division and its control is followed by Mendelian genetics and the inheritance of human genetic traits and diseases. This will be followed by an introduction to prokaryotic life forms and viruses. Laboratory exercises familiarize the student with the use of equipment found in modern laboratory settings, including microscopes, balances, pipetors, pH meters and spectrophotometers. Includes the isolation and electrophoresis of DNA. Non science majors are advised to take BIOL 100 or BIOL 180 to fulfill the GS 4 requirement. First semester.

BIOL 120 General Biology I

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

Course Content: The primary objective of the course is to develop an understanding of general knowledge and specifics relative to biological mechanisms and to instill an appreciation for the workings of the natural world. The course explains the life process from a cellular, systemic, and evolutionary perspective and, most importantly, develops in the student an appreciation and wonderment of the complexity and diversity of life. Ideas and concepts explored are built upon throughout the course and are based on a central theme of evolution and subthemes such as the historical development of scientific knowledge. Finally, the course develops an awareness and understanding of the order, complexity, diversity, and essence of the entities which compose the natural world.

Methods of Learning: The student is exposed to the power and limitations of the scientific method and in doing so experiences the type of learning techniques and the logic necessary to understand the mechanism of science and scientific thought. The development of this type of thinking process is an extremely important component of a broadly based liberal education.

Course Requirements: Evaluation is based on several unit lecture exams, two laboratory practicals, and a final lecture exam. The final exam is cumulative. There are also several laboratory reports required.

Benefit to the Student: The student benefits by learning to think critically and develop problem-solving skills in the content area of biology. The student will learn to better understand themselves and the natural world in which they live.

BIOL 180 Biological Diversity

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

Course Content: This course will examine the diversity of living organisms and ecological communities and the impact of society upon this diversity. This will necessitate consideration of global patterns of diversity and of relationships between

humans and other organisms. The phenomenon of extinction will be considered both as a natural corollary to evolutionary and environmental change and as an artificially accelerated process. Rationales and strategies for the protection and management of endangered species and communities will be evaluated and compared. Thus, this course will develop an understanding of biological and ecological principles and their implications for responsible stewardship.

Methods of Learning: The student will be exposed to the scientific method and the course will be presented from an evolutionary perspective. Moreover, the hierarchical organization of the biological world invites a contrast of holistic versus reductionist approaches to its understanding. For example, the impact of a predator on its prey may seem clearly negative if the two species are considered in isolation from the rest of their ecological community. Yet, in many cases a predator may benefit a prey species indirectly through stronger effects on competing prey. Thus, ecological interactions will be placed in a systems context.

Course Requirements: Two examinations during the semester, including written essays; one final examination; one term paper; and brief reports on laboratory exercises.

Benefit to the Student: This course will increase the student's ability to perceive and understand the living organisms that populate the natural world, and it will foster an understanding of the scientific method.

CHEM 100 Applications of Chemistry

The course is primarily designed as a terminal course for non-science majors, but is open to all students. Many of the traditional chemical theories will be presented but always in association with a topic of everyday interest. The selection and sequence of topics will vary with the instructor and times. Labs illustrating applications will be carried out where appropriate. *A student who has received credit for CHEM105 or CHEM107 may not take CHEM100 for credit without the Registrar's consent.*

Course Content: The course emphasizes the importance of organization in any endeavor by using the Periodic Table as the centerpiece of Chemistry. The student learns what atoms are, how they may be organized into a usable format for making predictions, the value of making predictions based on organized data and the scientific methods employed to correct and improve our predictive powers in Chemistry.

Chemistry 100 emphasizes matters that touch the lives of most people. For example, medicines, alcohol, energy consumption, environmental concerns, kitchen chemistry, medicine cabinet chemistry, chemical methods of birth control, petroleum resources, nuclear weapons and power, food production, nutrition and the chemical nature of the Jalapeño pepper are among the topics covered.

Methods of Learning: The methods of learning are both theoretical and empirical. Basic logic is employed in the lecture series with an emphasis on organization and structure as exemplified by the Periodic Table. The laboratory component uses the empirical arm of the Scientific Method. The student carries out experiments with the objective of discovering relationships among the many variables dealt with in Chemistry. The data are organized and interpreted on the basis of existing concepts and theories.

Course Requirements: There are no prerequisites for this course other than a High School diploma. A variable number of examinations are given throughout the semester. Some form of laboratory evaluation is utilized and generally is counted toward the student's final grade.

Benefit to the Student: The student benefits by learning a new way of seeing things, through the language of Chemistry. The experience is similar to learning to think in a new language or to express something in music or art. The student will be better prepared to evaluate matters in an increasingly technical world.

CHEM 105 General Chemistry 1

A study of the basic principles, laws, and definitions of chemistry. Laboratory work consists of experiments illustrating the above and an introduction to basic laboratory techniques. Course consists of both weekly lectures and scheduled laboratory. Prerequisite: One year of high school chemistry.

Course Content: CH 105 deals primarily with the structure and composition of matter and the changes it undergoes. A knowledge of atoms and their interactions is necessary in order to understand the processes that occur in the world around us. This course addresses the interrelationship that exists between matter and energy as well as the changes that occur in the natural world as a result of human activity. Any attempt to understand and alter the impact of human activity on the environment requires an understanding of the basic physical and chemical processes that occur in the natural world.

Methods of Learning: The course requires comprehension of numerous scientific principles that serve as the basis of our current understanding of modern chemistry. The course requires the student to apply this basic knowledge through problem solving and reasoning by analogy. The course teaches the scientific method and its limitations and also teaches the student that science is dynamic--our understanding of the natural world and the impact of human activity on the natural world is continually changing.

Course Requirements: The course requires four hours of lecture per week designed to introduce the basic principles of chemistry and two hours of laboratory per week designed to introduce the student to the scientific method through observation, data collection and data analysis. There are generally five exams plus a comprehensive final exam and weekly written lab reports.

Benefit to the Student: The student will learn the scientific method and be able to apply scientific logic to every-day situations.

GEOL 105 Geology

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

Course Content: Charles Darwin, in his The Origin of Species (1859) uses as a reference Charles Lyell's (1835) Principles of Geology, wherein is given one of the earliest comprehensive definitions of geology, namely, "the science which investigates the successive changes that have taken place in the organic and inorganic kingdoms of nature; it inquires into the causes of these changes and the influence which they have exerted in modifying the surface and external structure of our planet." Modern day definitions and objectives of teaching geology have not differed from the past. Due to recent research, however, this branch of science has taken on a broader and long-term view. It is broad because all of the physical features of the earth are the subject matter of the geologist. It is long term because the geologist views the environment of the moment as a mere point on a very long time continuum that has witnessed a succession of physical and biological changes-and that at present is dynamically undergoing natural change. This course develops an understanding of the interrelationship of man and his physical environment. It is a multidisciplinary field involving the studies of hydrogeology, topography, engineering, geology, economic and geomorphology.

Methods of Learning: This course involves investigations of earth materials, earth processes, and the landforms that result from the interaction of natural materials, and natural processes. These investigations also go beyond surficial phenomena to include subsurface phenomena. A thorough understanding and a comprehensive analysis of these investigations through field study and the use of models designed to illustrate geologic processes will enable the student geologist in evaluating the earth's capacity for providing water, mineral-related resources, building sites and waste dispersal areas. In laboratory situations, the student is able to critically analyze the mineral composition, the early and late phases in geomorphology and from examining various types of physical and chemical characteristics, is able to determine specific geologic phenomena.

Course Requirements: Fifty percent of the student's grade reflects the results of the field analyses, laboratory experiments and analyses. The other fifty percent deals specifically with an evaluation of their comprehension and critical analysis of content.

Benefit to the Student: Introductory Geology will benefit the students who take it in many ways. It will provide a framework for better understanding our natural world. This not only benefits the student, but society as well because it provides insight and understanding of many of our environmental and resource concerns. I believe that students benefit from learning the scientific method. For many it is a new methodology for problem solving. I also think that it is good fun.

GEOL 107 Environmental Geology

This course provides an introduction to geologic processes with a special emphasis on the interaction of these processes with humankind. Topics include geologic hazards (e.g., earthquakes, volcanoes, flooding), geologic resources, and human impacts on the natural environment such as groundwater contamination and mining. Includes lectures, discussion, labs, and field trips.

Course Content: This course provides an introduction to geologic processes and materials (rocks and minerals) with a special emphasis on their relationship to humankind. Specifically, the course will focus on the major types of geologic hazards (earthquakes, volcanic eruptions, flooding, land subsidence, and climatic change), provide an overview of geologic resources (soil, water, and mineral resources; fossil fuels, energy alternatives), and address current issues of human impacts on the environment (waste disposal, groundwater contamination, climatic change). Laboratory exercises will include identification of common minerals and rocks, interpretation and uses of topographic and geologic maps, and evaluation of geologic hazards.

Methods of Learning: In any science course, students are required to analyze, quantify, interpret, and synthesize data sets in order to develop sound models, hypotheses, and explanations of the phenomena being studied. These skills will be emphasized in lecture but especially developed in laboratories where students will be required to answer geologic questions using "real" data sets and standard geologic techniques. In addition, students must be able to communicate effectively. Standardized written reports will develop and reinforce these skills in labs. In lecture, at least one essay question on every quiz and two questions per lecture exam will require students to compose coherent, logical, succinct explanations of geologic phenomena and environmental issues.

Students will acquire ways of knowing and thinking that are specific to geology and science in general. The fundamental way of interpreting past geologic events and also predicting future events is based on the principle that "the present is the key to the past (and the future)." This principle emphasizes the fact that geologic processes occurring today also operated in the past and will in the future (although not necessarily at the same rates). This assumption allows geologists to study modern geologic processes and resulting products (e.g., landforms and deposits) and use their observations to accurately interpret past events in Earth history and make sound predictions of future events.

Students will gain an appreciation for "deep time"the perspective that geologic processes take place over long periods (i.e., thousands to millions of years), and that the Earth has evolved over the past 4.6 billion years. In addition, they will develop skills to visualize processes and 3-dimensional geologic features as they evolve through time. Finally, this course should give students a basic understanding of the Scientific Method which is applicable to any field of study in the sciences.

Course Requirements: Evaluation and grading will be based on two exams (mid-term and final), a series of 10-12 weekly lecture quizzes, laboratory reports, and lab quizzes. In addition, a required field trip emphasizing some of the concepts learned in lecture and lab will normally be offered during the course. The requirements of the Writing-Across-the-Curriculum Program for lower biennium courses will be incorporated into course assignments and tests.

Benefit to the Student: As part of a complete liberal arts education, students should have an introduction to at least one science discipline and the basic principles of scientific investigation. This course provides students with an overview of how the Earth works, and how geologic processes and resources interact with humankind. As global citizens, we have a responsibility to be good stewards of the natural environment. The information presented in this course will allow students to make informed decisions concerning environmental issues based on sound scientific principles. The rigor and content of the course will also serve geology, environmental science, and environmental policy majors who wish to broaden their perspective of environmental issues and natural resources related to geology.

GEOL 115 General Oceanography

This course provides an overview of the ocean sciences, with emphasis on the interplay between its geological, physical, chemical, and biological processes. The control of oceans on Earth's climate will be examined, as well as possible human impacts on climate and global sea level changes. Other human concerns, including marine pollution problems, and species extinction, will be addressed.

Course Content: An extended course description is not currently available for this course.

GEOL 120 Geology of Wisconsin

A course that explores the geology of the State of Wisconsin. The first part of this course focuses on basic physical geology, including rock and mineral identification, topographic and geologic map reading, and interpretation of geologic history using lab and field techniques. The second part of this course is detailed study of the geologic history of Wisconsin within the context of the Lake Superior region. Includes lectures, discussions, labs, and field trips.

Course Content: Geology of Wisconsin is a survey of the physical geology of Wisconsin. The focus of the course is on recognizing the various geologic terrains of Wisconsin along with their ages and distribution. Major geologic concepts such as plate tectonics, organic evolution and geologic time will be integrated with geologic skill development such as rock and mineral identification to unravel the geologic history of Wisconsin. For example, we will visit rocks in Central Wisconsin that are 1.85 billion years old and formed in the core of a great mountain that was probably larger than the present Rocky Mountains.

Methods of Learning: This course will emphasize field study methods. We will tour the various geologic terrains of Wisconsin with many stops at specific outcrops. At the outcrops, we will learn how to examine the rocks in order to understand the processes that formed them. We will also learn how to best sample rock in order to do further analysis in the laboratory. How to read and interpret a geologic map will be stressed.

Course Requirements: Students will be expected to complete all reading assignments, laboratory reports, exercises, and participate in three two-day field trips. Field trips will involve overnight camping. Exams and quizzes will also be given.

Benefit to the Student: The student will benefit in several ways by taking Geology of Wisconsin. The most obvious is a better understanding of the natural history of Wisconsin, which will hopefully lead to a better appreciation of the environment. Learning to think in the scientific mode will certainly benefit all students in many different facets of life.

NSCI 104 Great People of Science

The development of scientific thought from the early Greek period to modern times will be covered. The primary emphasis will be on scientists as people, analysis of their contributions, and the significance of these in the development of scientific theories. Scientists such as Galileo, Newton, Einstein, and Darwin will be discussed.

Course Content: This course seeks to increase the students' awareness of the contributions to modern science made by scientists from the early Greek period to modern times. The lives and the scientific achievements of the following will be examined: (Ancient) Archimedes, Hippocrates, Euclid; (Renaissance) Galileo, Copernicus, Kepler, Descartes, Newton; (Enlightenment) Dalton, Proust, Lavoisier; (Modern) Darwin, Pasteur, the Curies, Salk, Pauling, Bohr, Watson & Crick, Einstein, Oppenheimer, and others. The focus will be on scientists as people, on the specific contributions that they made to our understanding of modern science, the ways that the scientific method has evolved, and the historical reception that new scientific ideas received. The course will cover significant discoveries in the fields of geometry, mathematics, astronomy, physics, medicine, biology, chemistry, and geology.

Methods of Learning: Each scientist's life will be interpreted in terms of the appropriate historical setting, while the contributions will be analyzed in terms of the evolving scientific method and knowledge base. Students will be expected to master the major foundations of the fields of science covered as well as critically examine the ways in which scientific knowledge emerges from real life experiences.

Course Requirements: Students' mastery of the course content will be measured by four or five exams with a strong essay component. One term paper on the life and contributions of an important scientist or four short themes on critical topics in scientific discovery will be required. Students will be required to participate in laboratory exercises to recreate famous historical experiments and to discuss their significance in laboratory reports.

Benefit to the Student: The student will become aware of the vital importance of understanding the basic tenets of scientific theories, and how those theories have evolved. By critical analysis, the student will become better able to judge whether new, controversial theories have scientific merit. These skills are necessary for functioning in a society of increasing scientific and technological complexity.

PHYS 111 Fundamentals of Physics 1

An introductory course that presents the student with the fundamental concepts of physics. This algebra-based course assumes no previous physics experience and will include the study of kinematics (including vectors), Newton's laws, mechanical energy, rotational motion, and waves. Lectures and one laboratory period per week. Working knowledge of basic trigonometry and advanced high school algebra will be assumed.

Course Content: This course will present the students with a broad introduction to the fundamental concepts of physics, including kinematics (motion), dynamics (forces), energy, momentum, rotational motion, and waves. The course is intended to emphasize conceptual understanding, as opposed to rigorous mathematical formalism, and develop critical thinking skills through the analysis of simple physical systems. No previous physics experience is required.

Methods of Learning: The methods emphasized in this course will be those of critical thinking and problem solving. In the laboratory, students will practice observation, measurement, and analysis. Furthermore, students will be required to summarize their findings in written laboratory reports.

Course Requirements: Students will be evaluated using weekly quizzes, unit exams approximately every third week, a comprehensive final examination, and laboratory reports.

Benefit to the Student: Fundamentals of Physics provides the student with a conceptual introduction to many of the fundamental concepts underlying our view of the universe. In the laboratory section of the course, students will evaluate textbook models (equations) against real physical systems, and they will be *encouraged* to draw their own conclusions as to the validity of the model and not simply accept that "the book is always right". This course is particularly well suited to the student whose mathematical skills or experience is not at the level of PHYS 121, which requires knowledge of calculus.

PHYS 121 General Physics 1

Intended mainly for physical science majors, this introductory course presents a unified view of the fundamental principles of physics. Conceptual development and problem-solving skills are emphasized. Topics include: vectors, kinematics, Newtonian dynamics, the conservation laws, oscillatory motion, and waves. Lectures and one laboratory period per week. First semester calculus and working knowledge of trigonometry and advanced high school algebra will be assumed. Prerequisite: MATH 131 or equivalent.

Course Content: This course examines the basic physical concepts and relationships that constitute classical mechanics and macroscopic thermodynamics. The concepts include velocity, acceleration, mass, force, linear momentum, angular momentum, torque, rotational inertia, kinetic energy, potential energy, pressure, temperature, and heat. The relationships include Newton's laws of motion; universal gravitation; conservation principles for linear momentum, angular momentum, and energy; the gas laws; and the first and second laws of thermodynamics. Special attention is given to the development of skills in problem solving.

Methods of Learning: The course uses lecture, demonstration, discussion, and independent reading of the text to introduce the definitions, relationships, and theories that organize our understanding of physical situations. One essential part of the course is the application of physical concepts and theories plus logical reasoning using the language of mathematics in the solving of problems. This provides experience in deductive reasoning. Another essential part of the course is planning for, performing, and analyzing the results of laboratory experiments. This provides experience in inductive reasoning.

Course Requirements: There are five examinations and a comprehensive final examination. Students maintain a laboratory notebook in which they record their measurements plus data analysis and conclusions for about ten laboratory experiments. (The measurements themselves generally occupy most of a two-hour lab period; analysis and conclusions are done outside the scheduled lab time.) Homework problems are assigned on a regular basis, approximately weekly. Solutions for these problems are evaluated and graded.

Students enrolling in this course should have taken or be concurrently enrolled in MT 131 Calculus and Analytic Geometry 1. The language of mathematics is used extensively in the course. Students whose facility with mathematics is not at the level of this prerequisite will find it very difficult to meet the learning objectives.

Benefit to the Student: Many of the students taking this course intend to pursue careers where knowledge of basic physics is a prerequisite to further study in areas of interest. In addition, the student will gain a deeper understanding of the nature of scientific knowledge and thereby will better understand many phenomena of common experience and will be better able to act as an informed citizen concerning matters of public policy that have scientific content. The laboratory component will improve

skills in careful observation, critical analysis, and inductive reasoning. The student will also enhance general skills in logical reasoning and problem solving.

PHYS 141 Astronomy

The course is designed to provide a survey of astronomy with emphasis on the underlying physical principles. The student will learn about the scientific method and developments that have enabled our current understanding of the dynamic universe. Main topics include: the cycles of the sky, the history of astronomy, the stars, the Milky Way galaxy, and the solar system. Group projects will pick up additional topics such as galaxies, cosmology, and details of the solar system planets. Laboratories with hands-on activities will be an important component of the course. Some lab periods will meet in the evening for astronomical observations. No mathematical background beyond basic high school algebra will be assumed.

Course Content: This course will study a wide range of topics from the major components of our universe, including the solar system, stars, galaxies, and cosmology. The intent of the course is to convey the spirit of contemporary astronomy and of the scientists working in it. The historical development of astronomy will also be included, as will laboratory and observational activities that give students hands-on experience with the scientific method of analysis. The course consists of four lectures and one laboratory session per week. The laboratory session will occasionally meet in the evening for the purpose of making astronomical observations. Exposure to physics or college level mathematics is not assumed.

Methods of Learning: Astronomy is both observational and theoretical. This course will emphasize the relationship between theory and observation. In particular, it will deal with the interpretation of observation and the models of our universe that are the result of the interaction of theory and observation. This process will be illustrated by both observational projects and laboratory work.

Course Requirements: Students take quizzes of multiple-choice and short answer questions weekly or bi-weekly for every few chapters completed. Many of the questions are designed to test student's conceptual understanding of the subject, and do not merely require recollection of facts. They often involve analysis or synthesis of the knowledge of the subject. There will be a comprehensive final examination, consisting of multiple-choice and short essay questions. In addition, the student is required to submit written scientific reports of observational and laboratory activities.

Benefit to the Student: The student will learn his/her place in nature, learn the scientific method, especially through the laboratory and observation activities, and dramatically increase appreciation of our planet and its environment.

GS 5

ART 110 History of Art

The evolution and development of painting from Chauvet to Impressionism. The course focuses on the key innovations, personalities and styles of Western art.

Course Content: The course covers the history of Western painting from the Renaissance to the 20th century by focusing on the work of twenty key representative artists of the period, including such well known figures as Leonardo da Vinci, Michelangelo, Rembrandt, and Vincent Van Gogh.

The concept of a painting as we understand it today, that is a picture on a canvas, in a frame and viewed on a wall, begins with the Renaissance period. How this idea of painting developed in both a technical and conceptual way over the years is an important aspect of this course. Finally, an attempt is made to understand why the paintings studied are considered to be some of the most beautiful ever made.

Methods of Learning: Paintings are studied from three points of view: (1) the content, which includes the subject, (2) the design or form, and (3) expression, which is the presence of the artist in the work. To understand the interrelationship of these factors is essential. This method of study can be referred to as form/content/expression interaction analysis. It is most useful when viewing single works of art. It is also possible to compare paintings from different time periods in order to understand how art evolves and progresses. This method can be termed the comparative analysis approach. Both methods are used extensively throughout the course.

Course Requirements: Text reading assignments are required. Four unit exams are given in order to test the student's grasp of the concepts under consideration. A term paper is assigned which focuses on a specific work. Class participation is encouraged.

Benefit to the Student: Developing of an appreciation of the beauty of creative expression and an understanding of culture through art.

ART 115 History of Modern Art

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

Course Content: This course deals comprehensively with the development of Modern Painting and subsequent artistic movements from around 1800 to the present. Emphasis is on 20th century art with the 19th century serving as a foundation. The course has two major objectives: (1) the developing of an awareness of and appreciation for the creative process; and (2) the

exposing of students to the art of their own time. Through lecture/discussions and the use of slides two major lines of contrast are developed: the classical and the romantic points of view. An extensive, step-by-step, analysis is made of the transformation of realistic art to abstraction and the subsequent arrival at a variety of styles. Emphasis is placed on answering the interrelated questions: "How do I see myself reflected in the art of my own time?" and, "How can I benefit from this information?"

Methods of Learning: Three major approaches are taken in this course: (1) the contrasting of classical and romantic points of view which is seen as a common denominator in analyzing art from any time period, regardless of its content; (2) the viewing of art in terms of its form and content relationships; (3) the observing of all artists and movements as an organic chain.

Course Requirements: (1) Three exams that test the student's understanding of specified paintings, artists, and movements. Possibly a short paper. (2) Assigned readings from a text to supplement lectures and discussions. Exams will occur approximately at ends of weeks five and ten and during finals week.

Benefit to the Student: By making students cognizant of artistic ways of seeing and knowing, their abilities to experience themselves and their world in more enhanced, complete ways can be increased.

ART 120 Modern Sculpture and Architecture

The investigation of contemporary sculpture, originating with the work of Rodin and culminating with recent developments. An overview of modern architecture is included in the survey.

Course Content: This course deals with the development of modern sculpture as a contemporary mode of creative expression. It investigates the evolution of modern works and aesthetic attitudes formed in the 19th century and follows sculptural expression to the present. An awareness of sculpture's previous history as well as the more contemporary innovations of this particular art form are necessary to the study of modern sculptures. Sculptural works and the processes involved will be examined from the perspectives of form and content analysis, as well as the historical perspective.

Methods of Learning: Observation and analysis of works, emphasis on historical content, form and content analysis, biographical profiles of the artist studied, a familiarity with and comparison of the critical literature and attitudes representative of the period are the major methodologies used in this course.

Course Requirements: Three research papers on topics from class presentations, involving research in art journals, exhibition reviews and criticism, a familiarity with the art collection in the college library. The student will also be given three essay type examinations and three slide identification tests.

Benefit to the Student: This course will be helpful to the general student by cultivating an awareness and appreciation of the visual arts. This is essential in the formation of aesthetic judgment as well as the ongoing development of our own humanity. The course would also be a basic component for any student of the fine arts.

ART 205 History of Photography

A lecture/discussion/exploration of the photographic aesthetic as it is employed in both traditional photographic processes and other artistic media. Its application in mass communication through documentation and persuasion will also be considered.

Course Content: The primary objective of this course is the development of an aesthetic sensitivity to the photographic image as it is employed in conventional photographic processes and other artistic media. Traditionally and simplistically linked with notions of truth and replication of reality, its comprehension is erroneously assumed to be effortless. Photographic seeing is in fact mysterious and complex, calling into play numerous and diverse mental and physical mechanisms. That a need exists for a more visually critical society is a major assumption in this course. To this end a variety of photographic genres will be studied relative to their processes and effects. Some of these include typical fine arts motifs such as object, landscape, portrait and event; others focus on more communications-oriented photographic uses such as documentation and persuasion. Through the integrated study of photography's aesthetic and social dimensions and exploration of its language, syntax, theory and criticism, a foundation for a more informed vision of our contemporary world will be provided.

Methods of Learning: Learning methodologies employed in this course generally involve the analysis and evaluation of individual works in terms of their form/content relationships, artistic and social parallel and relative positions in the evolution of photographic imagery. Students are expected to make analogies between developments in this and other fields of endeavor, both similar and diverse, and to compare the present with the past. They are also asked to involve themselves directly by drawing and reflecting upon their own experiences and attitudes.

Course Requirements: The course requirements include: (1) Three combined objective/essay exams that test the student's understanding of photographic history, processes, theories, and criticism. (2) One writing project. (3) Assigned readings from text and other sources to supplement slides, videotapes, and lecture/discussions.

Benefit to the Student: Photography is arguably our most potent medium of communication as well as one of our more popular art forms. It is universal in its appeal and capacity for persuasion. As a medium of which most of us have some fundamental knowledge, its study seems ideal for providing learning experiences that lead the general student to a deeper understanding of the creative process. Because of the camera's relative simplicity of operation and technique, its accessibility as a tool for personal expression exceeds that of any other artistic medium, opening avenues of creative potential to all people.

ENGL 150 Introduction to Literature

In this course, students 1) cultivate an appreciation for literature, and 2) develop the skills of close reading and analysis of selected works from the genres of poetry, fiction, drama, and nonfiction prose according to the various principles and techniques of literary criticism. Special sections of 150 are offered with the following emphases: cultural diversity and creative writing. Each section of 150 fulfills the *GS9, writing intensive* requirement that is part of the General Education Program.

Course Content: The course is designed to develop in student's awareness of the aesthetic processes of literature and to refine their sensitivities to lyric poems, plays, and prose fiction as creative human expressions. It is designed also to develop in student's skill in the techniques of reading, analyzing and discussing primary literary texts and in the techniques of writing academic essays on subjects derived from that reading. The reading, analyzing, and discussing activities heighten and strengthen student sensitivities to the content of selected literary works. The instruction and practice in writing essays focus on the attainment of unity, coherence, and conciseness in written discourse, and concentrate on leading students to a mastery of three paragraph types: the introduction, the middle or "proof" paragraph, and the conclusion.

Methods of Learning: The course employs the methods of close reading and formal analysis: Interpreting denotation and connotation; recognizing and responding to both literal and figurative language in appropriate ways; attending to such other qualities of language as levels of diction, patterns of rhythm, and figures of sound. The course provides instruction and practice in these matters as it focuses student attention on how to perceive, understand, and appreciate imaginative literature through the application of the critical method known as formal analysis.

Course Requirements: Students will read approximately 50 lyric poems, 15 short stories, 1 short novel, and 5 plays. They will analyze these assigned works, discuss them in class, write tests covering not only the readings but also the concepts and terminology necessary to discussing literary works, and produce the assigned written essays. All students are required to participate in class discussions and to write the tests and essays at a satisfactory level of performance. All ENGL 150 instructors enforce the SNC Writing Policy.

Benefit to the Student: Since ENGL 150 is the first course for English majors and minors, and satisfies the General Education lower biennium areas five and nine; its ability to help students meet requirements is obvious. Its emphasis on fundamental skills like reading, writing, and speaking makes it useful as a "reality check," allowing students to discover whether their skills in these activities are sufficient and to receive help in remedying their deficiencies. Its insistence that students respond intelligently and sensitively to literature makes it a first course for any HUMAN being.

ENGL 203 Science Fiction and Fantasy

Science Fiction and Fantasy will explore the importance of these two popular genres. Focal questions in the course are: What are the defining characteristics of science fiction and fantasy? What are the larger thematic issues these genres propose? What constitutes being human? Alien? What are the limits of knowledge? More specifically, the course will look critically at constructions of race and gender, of spirituality, of technology, of colonization, and of political utopian/dystopian worlds. Authors may include George MacDonald, H.G. Wells, J.R.R. Tolkien, Arthur C. Clarke, Ursula K. LeGuin, Peter S. Beagle, Philip K. Dick, Octavia Butler, Samuel Delany, Margaret Atwood, Walter M. Miller, William Gibson, Suzanna Clarke, Philip Pullman, Neil Gaimon, and a graphic novel and hypertext.

ENGL 212 The Modern British Novel

This course traces the development of the British novel in the twentieth century by studying such writers as Conrad, Joyce, Woolf, Lawrence, Greene, Spark, Murdoch, Golding, Lessing, and McEwan. It looks at the ways these authors have used and transformed their chosen literary genre, the novel, and it also examines the modern philosophical, psychological, and sociological ideas that they have dealt with in their works.

Course Content: Focusing on a single literary genre (the novel) as it has existed in a single time and place (twentieth-century Britain), this course makes students aware of the way an ancient expressive form--the narrative--has been aesthetically shaped and reshaped in modern times. Readings trace the development of the English novel from the turn of the century to the present; authors who may be considered include, but are not limited to, Conrad, Wells, Joyce, Woolf, Lawrence, Waugh, Bowen, Greene, Orwell, Lewis, Spark, Murdoch, Golding, Lessing. By reading and analyzing this range of texts, students learn how modern novelists make use of such narrative tools as plot, point of view, characterization, setting, symbolism, and tone. And, perhaps most importantly, they sharpen their ability to read and think about **any** written text.

Methods of Learning: The course provides instruction and practice in the close reading of modern prose-fiction texts, with emphases placed both on the content of the fiction (What is the novel about? What kinds of character, situations, and themes to convey his or her vision?). It also teaches students to understand literary works in relation to the cultures from which they arise; it stresses, therefore, the historical, social, and philosophical context of twentieth-century Britain.

Course Requirements: Students read eight-to-ten novels of various lengths and levels of difficulty. They also attend class regularly, participate in discussions, and perform satisfactorily in the required papers and examinations.

Benefit to the Student: The course will enhance students' appreciation and understanding of modern and contemporary fiction. It will also give students a journey through the issues and images--sometimes challenging and dark--of the twentieth century.

And the course will help students develop their imagination, their analytical skills, and their ability to read with comprehension and write with clarity and grace.

ENGL 221 The American Short Story

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

Course Content: The course deals in depth with one form of creative expression, the short story; it focuses, through literary analysis, on what goes into writing and appreciating that form--its possibilities, shortcomings, accomplishments, and glories. The course shows how formal techniques relate to ideational content, shows that technique and content are, in fact, two sides of the same coin. So in discussing plot, narrative point of view, characterization setting, symbolism, tone, and style, the course makes the student aware of and sensitive to the methods by which authors communicate to, work on, and influence their readers intellectually, imaginatively, emotionally, morally, and aesthetically.

Methods of Learning: The course uses and teaches (1) the formal method, (2) the philosophical method, and (3) the historical method. First, it subjects at least one story by each author to explication, to show the relationship of form and content. Second, it shows how each author's philosophy is implied in his or her stories, and seeks to categorize each author as, for example, romantic, realistic, naturalistic, existential, or Christian. Finally, it relates the authors' lives to their works when appropriate and relates historical conditions to story content in a few selections.

Course Requirements: Regular attendance, participation in discussions, two to six essay examinations, and a good deal of writing, between 2,000 and 3,000 words. The student must also read more than seventy short works (stories and critical essays) and, at times, do research on them in preparation for writing essays and in-class reports.

Benefit to the Student: ENGL 221 satisfies the General Education lower biennium area five requirement and provides an excellent overview of approximately one hundred seventy-five years of American literature, from the early 1800s to the 1980s, that is, from romanticism to post-modernism. It provides aspiring short story writers a familiarity with the ways the great writers of the past and present have solved the artistic problems that the student writer will also face.

HUMA 100 Introduction to the Humanities through the Fine Arts

This course aims to help students understand ways in which literature and the fine arts can deepen their sense of what it means to be human. The course gives students practice appreciating masterpieces of painting, sculpture, architecture, music, poetry, prose narrative, theater, dance, and film. Required of Humanities majors; open to all interested students.

Course Content: The course is designed to develop in students an awareness of the aesthetic process itself and to refine their sensitivities to the arts and literature as creative human expressions of historically situated ideas. Students study and evaluate a selection of human artistic and critical interpretations of the human experience. The course seeks to develop sensitivity towards the creative forms in which human experiences are expressed, and to broaden and deepen individual perceptions of these expressions. Painting, music and literature are emphasized; some attention is also given, when appropriate, to architecture, sculpture, religious and philosophical thought and the historical milieu.

Methods of Learning: Students work with a variety of works of art (slides, readings, music tapes, essays, poems) learning first the elements or language which make up the work and the manner in which the artist, writer or composer combines those elements to produce the finished work. Analysis of these elements is coupled with a synthesis, in which the student relates the works to one another as expressive of humanistic values, and to the historical milieu which produced them.

Course Requirements: Students must learn the basic language of the several humanistic disciplines. They must be able to analyze selected works and synthesize the ideas and values therein expressed. They must be able to relate the works to their historical period. They must also participate in a group project, in which four to six students analyze a series of contemporary humanistic expressions, deduce a statement about contemporary society, and draw conclusions about modern culture. Each group makes a public oral presentation of its research and findings.

Benefit to the Student: The course, both as a survey and as a study of process, will be useful to any student.

HUMA 262 War and Peace in the American Literary Tradition

This course is an examination of major voices in American war experience in the modern and contemporary eras. Texts include poems, memoirs, stories, novels, and films; some of the authors examined are Ernest Hemingway, John Dos Passos, Edith Wharton, E.E. Cummings, Ezra Pound, Joseph Heller, Randall Jarrell, Richard Eberhart, John Hersey, Tim O'Brien, W. D. Ehrhart, and Bobbie Ann Mason. Students trace changing characterizations in art of the American war veteran from Hemingway's Fredric Henry through the war in the Persian Gulf.

Course Content: How American writers have depicted the nation at arms has been an ongoing literary tradition of great cultural significance. Poems, stories, and novels written on the experience of modern warfare have been some of our most revealing documents in regard to national belief and identity, as well as some of our most resonant works of art. HUMA 262 is an

examination of the soldier in our national literature, a tradition that extends from Stephen Crane to portraiture of the Vietnam veteran. Writers include Whitman, Melville, Hemingway, Dos Passos, Cather, Heller, Vonnegut, O'Brien, and others.

Methods of Learning: Students will examine the literary texts as works of art but also as historical and social documents that reveal a great deal about prime American mythic narratives and cultural beliefs. As cultural and literary critics, the students are encouraged to offer analytical, synthetic, and affective responses to the texts. Each work or writer will be considered within the historical context of his or her war. Students will also consider the ideas of sociologists, anthropologists, philosophers, and theologians on the nature and causes of modern warfare.

Course Requirements: The requirements include two out-of-class essays (one critical; one affective), mid-term and final essays examinations, daily journal entries, significant group discussion and peer interaction. The most significant criterion for success is each student's willingness to be an active voice in classroom debate and interpretation of texts and arguments.

Benefit to the Student: Students in HUMA 262 derive understanding not only of the complexity of America's ongoing response to modern warfare but also a deeper knowledge of the large cultural forces that make wars not only probable but often inevitable.

IDIS 145 Communio: A Liberal Arts Seminar

Communio: A Liberal Arts Seminar is a living/learning course that will provide students new to St. Norbert College with a common experience that emphasizes the College's three core traditions—liberal arts, Catholic and Norbertine—and appeals to students of all faiths. This course will lay a solid foundation for the skills you'll use throughout your college career and beyond. It will enhance your skills in thinking, writing, reading and speaking on the college level.

How does it work?

Fits your focus

Five different sections, each led by a faculty member in a small group setting, will allow you to select an area of focus that most closely matches your program of study. This faculty member will also become your adviser during your first year, allowing you to strengthen your understanding in the classroom and your relationships with the community around you. This course will fulfill a general education requirement, so you gain its advantage without adding to your course load.

The essence of the college

During the first six weeks of the course, you'll have the opportunity to explore what a liberal arts education really means, and the advantages to understanding the liberal arts within a Norbertine and Catholic intellectual context.

Liberal arts – You'll gain understanding of how a liberal arts education is both idealistic and practical because it develops the capacities needed by every thinking adult—analytical skills, effective communication, practical intelligence, ethical judgment and social responsibility.

Catholic – You'll explore service, vocation and the necessary conversation between faith and reason in a diverse community, including members of other religions and those who profess no religious belief.

Norbertine – You'll learn about St. Norbert, the person, and how his story of faith, reform, service and love is more than just facts, but rather an active way of thinking, feeling and living.

During the last nine weeks of the course, Communio is focused on the question of the self from diverse disciplinary perspectives.

Bringing it home

The "lab" component of the course will be taught by a staff member in the divisions of Student Life or Mission and Heritage, along with a resident assistant, associate hall director and a student intern. These hands-on sessions complement the course, allowing you to gain a deeper understanding of how you can get the most out of your college education, by presenting practical applications of the material being discussed in class. This brings to life the college's goal of educating the whole person.

MUSI 150 Survey of World Musics

This course provides a basic introduction of world music methods and problems, and surveys several non-Western musical cultures including the cultures of Africa, the Middle East, Japan, Southeastern Europe, Latin America, India, and Native America. Students will listen to and analyze representative works and do independent research on a pertinent topic.

Course Content: Introduction to music of Africa, Native America, India, Japan, Latin America, Indonesia, and Southeastern Europe. Students will study, listen to and analyze these musics as well as learn about the music and performance of it in relationship to art, literature, history, and the social aspects of its people and the world as a whole.

Methods of Learning: The student will learn to understand and analyze reading material. The student will develop new listening skills and be able to do a critical analysis of recordings or concerts regardless of the type of music presented. The student will

develop skills in giving class presentations, either as a group or alone, using all available technologies. (computer, video, cd-rom, cd/cassette, etc.) Each skill will be developed using new course vocabulary, philosophy, and musical structure.

Course Requirements: Course requirements include both written and listening exams as well as short quizzes. One paper and 2-3 concert reviews are required. A final project in the form of a class presentation will take place the final week or two of the semester. There may also be in class brief writing and analysis assignments.

Benefit to the Student: The student will benefit by studying music as one of the greatest examples of the continuity of life and tradition. The student will gain from the class an appreciation for music from all over the world.

MUSI 176 Music Appreciation

Designed for minors and non-majors, this course is concerned with the art of intelligent and perceptive music listening for those interested in increasing their knowledge and enjoyment of music. The course traces the development of music up to the present day. Various media are employed. *Note: Course not open to music majors.*

Course Content: This course is designed to develop in students a broader awareness of, and sensitivity to, not only the music of our Western culture, but also to a lesser degree music of some of the Eastern cultures. The primary emphasis is on the myriad types (the various media, forms, textures, and various compositions) of music. Some sociological implications are also emphasized, for example: what kind of culture produced Gregorian Chant, or, Jazz. This course has a primary goal--the development of aural awareness, the art of listening. These compositions are primarily musical experiences and touch in some instances on: historical context of European culture, relating the past to the present; ethical questions; religious questions; European politics; and foreign languages (German, Italian).

Methods of Learning: Students listen to and work with music from all chronological periods of music, and the various elements that constitute the music. They also discuss the relationship of the music to the cultural activity of the historical period. Students participate in hands-on learning of the symphonic instruments, discovering for themselves the difficulties and intricacies of each instrument. Hands-on learning techniques are also used for jazz improvisation and dance as they relate to the music and musical concepts being discussed. The class also utilizes video tapes of ballet, opera and musical theater.

Course Requirements: In addition to listening to and critiquing the music as art pieces, students will be assigned readings from general histories of Western culture that apply to a given period of composition in which the composer worked. By the same token readings concerning the historical period in which the music was composed will be used. A partial list of additional sources of readings contains: Robert Hickok, Music Appreciation; Stanley Sadie, Brief Guide to Music; Donald Megill, Music and Musicians; Joseph Machlis and Kristine Forney, The Enjoyment of Music; Charles Hoffer, The Understanding of Music; Donald Grout, The History of Music. In addition, the Todd Wehr Library has a number of books on various facets of the lives and works of the composers being covered in the course. Also available are the musical scores for works covered for those who have a facility in reading music. The writing dimension of this course consists of directed writing in the form of two concert reviews, in-class writing and presentation sessions, and formal exams. Concert review drafts may be turned into the instructor for feedback no later than one week before the reviews are due. Tutoring at The Write Place is also highly recommended. Every exam consists of short essay, comprehensive essay and identification questions mixed with true/false and multiple choice questions.

Benefit to the Student: Students develop an appreciation of the beauty of creative expression and an understanding of culture by listening to significant musical works.

THEA 101 Introduction to Live Performance

Introduction to Live Performance introduces students to first identify, describe and analyze various ways in which they encounter live performance in their daily lives (sporting events, church attendance, school assignments, party games, rock concerts etc.) in order to begin to understand and develop standards of criticism. Additionally, basic theatrical forms will be introduced as a way of describing and expanding students awareness of how live performance influences recorded media.

GS 6

AMER/HIST 116 History of the United States

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

Course Content: This course traces the political, socioeconomic, diplomatic, and cultural developments in the United States from its pre-Columbian origins to the present.

Methods of Learning: The instructors require of the students the basic knowledge of United States history which every graduate of a college or university in the nation should have. But they also demand that students think critically, so as to apply their knowledge of United States history in and beyond the course in a way which questions, challenges, and tests conventional assumptions.

Course Requirements: Course requirements may include reading of primary and secondary sources, reading quizzes, short papers, essay examinations, discussions, oral debates, and oral presentations.

Benefit to the Student: Knowledge and understanding of one's heritage is an essential characteristic of an educated person. History helps prepare students for careers in business, government, education, and media by educating them to the roots and ramifications of the markets, policies, people, and events which they will encounter after graduation.

AMER/POLI 130 United States Politics and Government

A survey of the United States political system at the national, state and local levels; including examination of constitutions, social and political ideology, mass political behavior, parties and interest groups, the Congress, the presidency, the courts, and the development of national public policy. Focuses on the problems of policy-making in a pluralistic democratic system.

Course Content: This course is designed to provide the student with a thorough understanding of the United States political system, with its national and state components. The focus will be on political consensus and conflict in the United States and will explain how conflict is resolved and consensus achieved. The course will include an examination of the Constitution, American ideology, mass political behavior, political parties, interest groups, Congress, the Presidency, the courts and the development of public policy in the federal system. The central concern of the course is the problem of policy-making in a pluralistic democratic system.

Methods of Learning: The historical, scientific and comparative methods are all employed in this course. The historical method is specifically used in the analysis of constitutional, electoral, institutional, and political party development. The scientific method is used to get beyond the basic descriptive approach emphasized in the historical method, and is particularly useful when attempting to explain mass and elite political behavior within the United States setting. The comparative method is employed when party systems and the presidential selection process are analyzed.

Course Requirements: This course is taught by different members of the political science faculty so the specific requirements may vary with the instructor. In general, however, students will be required to complete two to four unit exams and a final exam, several short written assignments (analytical papers, book reviews, and/or journals), and to participate in class discussions and presentations.

Benefit to the Student: This course will enable the student to become a more informed and effective participant in the United States political system. Students will understand better the institutions and processes of American government as well as their role as citizens. They will be able to understand and evaluate not only the United States system but use that knowledge to evaluate other political systems as well.

AMER/RELS 221 Religion in America

Examines the historical development of religious movements in America, both mainstream and peripheral groups, and analyzes the religious perceptions by which Americans have viewed themselves as a nation and culture, including a contemporary assessment.

Course Content: This course examines the American heritage as a distinctive experience rooted in a theological and societal ideal, i.e., a theology which accounts for the origins of American social-political ideals and our view of our own character. This perspective clarifies both our development and our contemporary crisis. The course studies the relation of particular religious groups and a general civil religion as historically caught between mutual support and competitive tension.

Methods of Learning: There are three principal methods or organizing approaches utilized: (a) historical/developmental: stages on the basis of dominant ideas and institutions and the critical rationale for this; (b) comparative: analysis of different interpretations with divergent assumptions and foundations; (c) theological: use of supremely authoritative sources (revelation, sacred text, divine design, self-authenticating tradition) as support for ideas, values, and goals.

Course Requirements: There are two major exams at mid-term and conclusion. There are four periodic quizzes on the reading assignments. Three papers are required: two brief essays and a research paper.

AMER/HUMA 240 Great American Novels

This course is designed for the general student to provide her/him with an in-depth knowledge of some of the great novels that make up the American Literary tradition. Seven or eight novels are selected each time it is offered from a list that might include such works as Hawthorne's *The Scarlet Letter*, Twain's *Huckleberry Finn*, James' *The American*, Crane's *The Red Badge of Courage*, Wharton's *The Age of Innocence*, Cather's *My Antonia*, Fitzgerald's *The Great Gatsby*, Hemingway's *The Sun Also Rises*, Faulkner's *As I Lay Dying*, Hurston's *Their Eyes Were Watching God*, Silko's *Ceremony*, and Guterson's *Snow Falling On Cedars*. Such works help the student understand the distinctively American culture and how it developed in all its diversity.

Course Content: This course is designed specifically for the general student. As such, it does not concentrate on the "isms" that demarcate the various eras in American literature and literary criticism, but rather emphasizes the imaginative experience awaiting the reader of some of the great novels of our literary heritage. While authors and titles may vary somewhat each time the course is offered, the following are representative selections that might be included in any particular semester: Hawthorne's *The Scarlet Letter*, Twain's *Huckleberry Finn*, James' *The American*, Crane's *The Red Badge of Courage*, Wharton's *The Age of Innocence*, Cather's *My Antonia*, Fitzgerald's *The Great Gatsby*, Hemingway's *The Sun Also Rises*, Faulkner's *As I Lay Dying*, Hurston's *Their Eyes Were Watching God*, Silko's *Ceremony*, and Guterson's *Snow Falling on Cedars*. (The number of novels included each time will range between eight and ten.)

Methods of Learning: Since the overall purpose of the course is to help the student discover the contribution literature has made to the American heritage by reading works that capture the uniquely American experience, the emphasis will be on the close reading of, lively discussion about, and penetrating essays on the novels themselves. Because novels are about life and the way people live it, they must be read in context. Thus, there will be some lectures and reading of secondary sources to help provide that overview. However, the study of the novels themselves will, in itself, reveal some of the historical, political, socio-economic, philosophical and religious cross-currents that have affected the development of the American culture. In the final analysis, then, it is only through an alert, sensitive reading of the text of the novels that students will be able to meet the written and participatory expectations of the course.

Course Requirements: 1) Faithful attendance; 2) active participation in class, including such activities as class presentations and the leading of small group discussions; 3) brief in-class writing exercises on the individual novels (i.e. quizzes in essay form); 4) a four to five page out-of-class paper; 5) three examinations, including the final.

Benefits to the student: The course should develop in the student a more informed awareness of the essential role that literature (in this case fiction) plays in illuminating the American experience, from the repressive theocracy of Puritan New England to the challenging diversity of the 20th century. In so doing, it should sensitize them to the nuances and complexity of the American heritage. It should also motivate them to study that heritage more attentively and extensively in order to understand it better, and thereby preclude the tendency to oversimplify it. Also, there should be an increase in the students' ability to read sensitively, to interpret critically, and to express themselves convincingly--both orally and in writing.

AMER/HUMA 261 Introduction to American Studies

This course explores what it means to define oneself as an American -- historically, socially, spiritually, aesthetically. Readings are arranged both chronologically and topically and range from Puritan history and poetry to contemporary politics, art, and philosophy. Topics include American work, play, religion, education, gender, race and ethnicity, and media.

Course Content: In 1782, J. Hector St. John de Crevecoeur asked, "What is an American?" HUMA 261 is a cultural reply to that question, one which has had many answers from Colonial America to the present. HUMA 261 is an examination of key statements--by men and women, by many ethnic groups, from historical, social, philosophical and literary perspectives--of what it means to define oneself as an American. The course compares mythic ideals with historical and social realities and looks closely at the key cultural developments that this dialectical process has engendered.

Methods of Learning: Students in HUMA 261 are asked to examine American definitions of self both synchronically and diachronically: that is, they are asked to (1) analyze how and why a particular American self-image or ideal appeared when it did within a discrete historical moment, and (2) understand how that image or ideal grew from antecedent ones and led to subsequent ones, how one ideal or identity is part of a larger narrative of American definitions of self. Overall, HUMA 261 is concerned with both the continuity and disruptions within national mythic stories.

Course Requirements: Active learning is the core of HUMA 261. A series of short position papers both critical and affective--comprises the written component. Daily "American culture" journal keeping is also a key, as is daily group discussion and occasional class presentations. The overall pedagogical configuration in the class is closer to a seminar of "think tank" than it is to traditional. The goal is for each student to become quickly a distinct critical voice in the classroom. Exams are critical, synthetic essays.

Benefit to the Student: Students in HUMA 261 acquire a critical approach to American civilization within several important cultural contexts: government, education, family, race and ethnicity, nature and technology, work, gender, and media.

SOCI 235 Work in America

This course examines social patterns, corresponding roles and expectations, meanings and impacts of work in various American and cross-cultural contexts. Work is examined historically from the pre-Industrial Revolution to the present. Shifts in the cultural meaning and symbolism of work are analyzed. Research findings and critiques of work and occupations drawn from industrial

sociology, the sociology of bureaucracies and complex organization and other sources are studied. Careers are analyzed for their impact upon autonomy and family obligations.

Course Content: This course is built around historical and sociological analyses of the processes of work and occupations in the United States. It begins with a historical review of pre-industrial work and production, first in England and Europe and then in the Colonies, moves on to the Industrial Revolution in Europe and the United States, and then traces the wide array of changes in work, production, and occupations throughout the twentieth century. Through these changes from pre-colonial to the present, the course then examines the way the very meaning of work in the cultural context of the U.S. has changed organizationally, structurally, economically and especially according to its configuration of cultural values. The sociological analyses employed in the course stem mainly from two sources: the study of rationalization of work processes and bureaucracy from the Weberian tradition, and studies of industrial sociology, the experience of workers, and labor-management relations from a Marxist tradition. The thematic unity of the course emerges from application of the findings and examinations and conclusions to the career choices of the students themselves. A pivotal consideration aiding the application is to what extent do the requirements, expectations and commitments of the workplace help or hinder other human involvement's, particularly family life.

Methods of Learning: One means of learning is textual. Summary historical accounts and brief review of sociological treatments are studied for context and manner of inquiry. A second means is critical analysis with its primary objective of ferreting out underlying assumptions of conventional capitalistic practices of profit, management, and employment. The question leads to critique of institutional processes which are central to the course. A third means is reflection on the student's own family history and upbringing. This promotes application of the findings from historical accounts and conclusions drawn from socioeconomic critiques to the students' own experience and career choices. A fourth means is exposure to several lengthy audio-visual presentations dealing with the history of Trade Unions, Work/Family dilemmas, Multinational Corporations, Citizen Powerlessness versus Corporate Power, Women in the Workplace and integration or non-integration of human needs in requirements of the workplace.

Course Requirements: The requirements for this course include the following: 1) Familiarity with two textbooks and several sociological articles and other hand-outs. One textbook is brief and primarily historical; the other is a review of occupations and structures of work. 2) Two reflection papers of eight to ten pages in length are required. The first is an account of the influences which the world of work have had on the upbringing and family circumstances of each student; the second is an envisioning and priority setting exercise of criteria and choices the students will employ in their own future work involvements. 3) There are five or six three-page summary/encounter/evaluation papers required which report the student's response to each one of the audio-visual presentations. The emphasis of these reports is to have the students appropriate some information as relevant to their own understandings. 4) A combination of brief answer and longer essay type examinations are used in the course. There are three examinations and a final synthesizing examination for the course. There are no objective type examinations.

Benefit to the Student: The first and foremost benefit to the student is a clarification of values and identification of the assumptions related to the student's own career plans and occupational choices. This has three facets: (a) a switch from taking-for-granted to criticizing the "business-as-usual" and "profit" assumptions of productive enterprises; (b) study and realization of the extent and enormity of time and energy demands exacted by the United States workplace; and (c) close personal assessment of the blend and conflict of priorities and values in the mutually interdependent spheres of work, spousal relationships, parenting and lifestyle. An additional benefit to the student is the descriptive and comparative views of industry, mobility, information processing and financing of industry as characteristic trends in the overall shape of modern day society, both within the United States and globally.

GS 7

HIST 112 History of Western Civilization 1: Ancient and Medieval Europe

This course explores the development of Western Civilization from its origins in ancient Iraq to its flowering in Renaissance Europe. Key topics include: society and belief in the ancient Near East; Greek philosophy, theater, and politics; Roman imperialism and urbanism; Christian origins; Islamic contributions to the West; Medieval monarchy, universities, and the Papacy; Renaissance art and humanism. This course seeks to provide students with a keen awareness of our debt to past cultures and with new perspectives on where human civilization may be headed.

Course Content: This course will examine the development of Western civilization from its origins in Mediterranean antiquity to the Renaissance by considering four major European cultures: the ancient Near East, the Greeks, the Romans, and medieval Europe. The course will focus on key themes which may include 1) systems of government; 2) beliefs and spirituality; and 3) church/state relationships, and it will also demonstrate the evolution of values important to Western culture. Such values include monotheism, democracy, republicanism, humanism, naturalized citizenship and tolerance. This course will also teach students how to engage in historical analysis through the reading and evaluation of primary source documents and by considering questions fundamental to the study of history.

Methods of Learning: The course will encourage students to engage in analysis by reading primary sources, by evaluating the merits of various modern historical explanations, and by forming their own understanding of historical processes. Students will be challenged to interpret primary sources, not only in an effort to see the past in its own terms, through the window that authentic documents can provide. They will also be encouraged to read against the grain of the text to draw conclusions relevant for modern observers. Students will synthesize the evidence that individual primary sources each provide in order to create for

themselves a well-rounded picture of the past. And finally students will learn to communicate their observations and interpretations by participating in weekly discussion, contributing to questions raised in class, as well as expressing their ideas in standard English prose.

Course Requirements: Students will be required to read the assigned texts (generally a textbook, a source book and at least four longer primary sources). They will be required to participate in weekly class discussions, to write at least four 2-page writing-to-learn exercises and one 10-page paper, and to take three essay exams.

Benefit to the Student: Students will have the opportunity to gain a broad general knowledge of the foundation of Western political, religious and intellectual traditions. They will also be encouraged to refine a set of important skills: independent analysis, reading against the grain of a text, and developing and articulating a sound argument based on evidence. Finally, students will be exposed to the historical method as one approach to problem-solving and analysis.

HIST 113 History of Western Civilization 2: Early Modern and Modern Europe.

This course will examine the development of Western civilization from ca. 1500 to the end of the Cold War. After a brief treatment of the intellectual "expansion" called the Renaissance, this survey course begins with the Age of Exploration and European expansion beyond its geographical borders, thereby introducing the theme of colonialism in Western history. Other major themes of the course include the evolution of ideas, mentalities, and, more broadly, Western culture; the development of political systems; and the emergence of various structures and forces in social and economic life. As a historical overview, this course gives attention to famous leaders and dramatic events, as well as examining ordinary people, their daily lives, and the continuities in Western civilization.

Course Content: This course promotes "a deeper understanding of the world's diverse heritages and peoples" by examining the history of Western Civilization since ca. 1500. After a brief treatment of the intellectual "expansion" called the Renaissance, this survey course begins with the Age of Exploration and European expansion beyond its geographical borders, thereby introducing the theme of colonialism in Western history. Other major themes of the course include the evolution of ideas, mentalities, and, more broadly, Western culture; the development of political systems; and the emergence of various structures and forces in social and economic life. As an overview of the early modern and modern history of Western Civilization, this course gives attention to famous leaders and dramatic events, as well as examining ordinary people, their daily lives, and the continuities in Western Civilization.

Methods of Learning: This course will expose students to the principal concern of historians, which is the analysis of continuity and change over time, and to the historians' ways of knowing. Using a variety of readings, videos, lectures, discussions, and written assignments, students will improve their ability to analyze the past and our ways of knowing it. By reflecting critically and analytically, students will develop a historical perspective, sharpen their comparative ability, and apply the skill of "historical empathy."

Course Requirements: Course requirements include participation in class discussions, quizzes on the major topics of the course, several one-page essays, and the "Family History," a lengthy piece of historical fiction that demonstrates historical perspective and a comprehensive understanding of the history of Western Civilization since 1500.

Benefit to the Student: First, the student develops essential life skills: reading and writing analytically, speaking effectively, and thinking critically. Second, the student gains a better understanding and appreciation of the history of Western Civilization and thus is better able to analyze the world in which the student lives.

HIST 118 Survey of African History

This course surveys select topics in the social, economic, and political history of Africa to the present. It begins with an examination of the great medieval West African kingdoms and empires and discusses the importance of Africa's resources, including gold, to the medieval world economy. The second half of the course traces the development of interactions between Africa and the West, paying particular attention to the Atlantic slave trade, colonialism, and African nationalist movements. The course concludes with a consideration of the issues facing Africa today.

Course Content: The survey of African history is designed to introduce undergraduates with no previous knowledge of the subject to the history and culture of the African peoples, while at the same time familiarizing them with the ways in which historians interpret human experience. In an increasingly interconnected world, a knowledge of Africa is warranted for its own sake; given the huge significance of the issues and themes associated with African history (e.g., slavery and the construction of racism; exploitation and development; religion, ethnicity, and national identity) it is an intellectual, and perhaps moral imperative for students to inquire about this part of the world. By critically examining Africa's historical relationship with the West, it is hoped that students will form a more meaningful appreciation of the means by which civilizations flourish and the ways in which constructs of identity are formed.

Methods of Learning: Students will be exposed to the ways of learning employed by historians, namely the examination and criticism of texts, the weighing of arguments and the posing of questions in order to more meaningfully understand the material. Ultimately, a measure of introspection will be required, as students confront their own biases and begin to ponder the degree to which we can actually "understand" another time and culture.

Course Requirements: In addition to the assigned weekly readings, course requirements include two five-page essays, three exams and regular participation in class discussions.

Benefit to the Student: This course seeks to inform students about a part of the world which is little known by most of them. A working knowledge of the methods of inquiry used by historians will also be gained by students.

HIST 120 Survey of Middle Eastern History

This course traces the major political, social, economic, and intellectual developments that have shaped the Middle East over the past 1,400 years. Beginning with the career of the Prophet Mohammed and the rise of Islam in the seventh century, it follows the processes of political unification and cultural integration from early Arab and Turkish rule to the aftermath of World War One. Special attention is given to Islamic civilization -- what it achieved and what it has meant to the people of the Middle East.

Course Content: History 120, Survey of Middle Eastern History, introduces students to the societies of what is broadly called the Middle East, comprising the territories of North Africa, Arabia, the Levant (Palestine and Syria) and Central Asia. Through a review of the historical forces which have shaped the development of this region, students are able to appreciate the tremendous cultural and intellectual diversity of the Middle Eastern peoples, while also recognizing the powerful and emotive forces--religious, ideological and historical--that lend coherence to these far-flung lands. Of necessity, this course emphasizes the preeminent role of Islam in Middle Eastern history, as a civilization, a religious system, a political structure and a model for society. Islam's relation to the West also is considered.

Methods of Learning: Students in the Survey of Middle Eastern History are introduced to the analysis of human experience practiced by historians: viewing changes in political, economic, social, and intellectual conditions over time, and recognizing and understanding these changes by posing specific questions of the primary source material. It is hoped that students will develop a deeper appreciation of the fundamental issues of truth and evidence, and a healthy skepticism toward "authoritative" interpretations (including the instructor's). Enhanced critical thinking ideally will allow students to confront their own provincialism, and enable them to read texts--of all kinds--more carefully.

Course Requirements: Students are evaluated on the basis of two critical essays on selected problems in Middle Eastern history, three in-class essay exams, a number of short answer assignments, and intelligent discussion of the issues raised by the reading assignments.

Benefit to the Student: Students enrolled in HIST 120 can hope to derive two specific benefits from the course--the acquisition of knowledge about a crucially important (and much misunderstood) region of the world, and the enhancement of their critical skills. Knowledge about the Middle East in this survey course consists of, but is not limited to, an awareness of the various peoples, cultures, and religions in the Middle East, how they have developed historically in various political and social groupings, and what issues/values/problems have shaped their identity. The enhancement of critical skills is the result of working with primary source materials in the writing of essays and defending of theses, as well as discussing and debating problems in Middle Eastern historical interpretation.

HIST 122 Modern East Asia

An introductory survey of the major developments in China, Japan, Korea, and Southeast Asia during the 19th and 20th centuries. Topics include modernization, the reaction to the West, nationalism, communism and postwar trends. **Course Content:** This course will deal with the issues faced by China, Japan, Korea, and Southeast Asia as they entered the nineteenth and twentieth centuries. The course will look chronologically at those issues which these nations faced during the past 150 years. The key issues will be the problems of modernization and interaction with the Western world.

Methods of Learning: This course will expose the student to several disparate sources of information. These include lectures, discussions, texts, interpretive essays, videotapes, primary documents, and literature. Students are asked to analyze these different sources of information and to synthesize them in the process of examinations which are primarily subjective in nature. Emphasis will be placed on the variety of interpretations and causes as well as the logical and factual bases for making these interpretations.

Course Requirements: Four unit examinations, quizzes, one paper, one oral presentation based upon outside reading, discussion.

Benefit to the Student: This course will acquaint the student with the recent history of nearly one-third of the world and will prepare them for dealing with what some have called the twenty-first century: The Pacific Century.

HIST 130 History of Latin America

After examining the Native American and Iberian civilizations of the late 15th century, this course will survey the European conquest and colonization of Latin America, the evolution of colonial society, and the reforms and revolutions that led to Latin American independence. The course then traces the history of the major Latin American nations to the present, emphasizing the themes of political development, the role of the military, social justice, and economic development.

Course Content: This course surveys the history of Latin America from the European conquest of America to the present. After briefly studying the Native American and Iberian civilizations of the late 15th century, this course examines the European conquest and colonization of Latin America, the evolution of colonial society (particularly the influences of race, class, and

gender), and the reforms and revolutions that culminated in Latin America independence. The course then traces the history of the major Latin American nations to the present, emphasizing the themes of political evolution, the role of the military, social justice, and economic development

Methods of Learning: This course will expose students to the principal concern of historians, which is the analysis of continuity and change over time, and to the historians' ways of knowing. Using a variety of readings, videos, lectures, discussions, and written assignments, students will improve their ability to analyze the past and our ways of knowing it. By reflecting critically and analytically, students will develop a historical perspective, sharpen their comparative ability, and apply the skill of "historical empathy."

Course Requirements: Course requirements include participation in class discussions, quizzes on the major topics of the course, several one-page essays, and the "Family History," a lengthy piece of historical fiction that demonstrates a comprehensive understanding of Latin America.

Benefit to the Student: First, the student develops essential life skills: reading and writing analytically, speaking effectively, and thinking critically. Second, the student gains a better understanding and appreciation of the history and contemporary concerns of a major world region, and of the heritage of Latinos/as throughout the Americas.

HUMA 205 German Literature and German Destiny

This course is designed to introduce students to major dramatic and prose works of Germany and Austria written during the nineteenth and twentieth centuries. The first weeks of the course will deal with nineteenth century authors and cultural traditions. German literary modes will also be discussed. The second portion will deal with novels and plays that describe twentieth century experiences. This portion of the course will focus on how characters deal with modernity in their lives and how they preserve cultural traditions passed on by their nineteenth century predecessors. Writers whose works may be discussed include: Goethe, Kleist, Buchner, Fontane, Nietzsche, Mann, Frisch, Durrenmatt, Remarque, Junger, Kafka, Brecht, Borchert, Boll, Lenz and Grass. **Course Content:** In this course, students will read nineteenth and twentieth century German novels and novella and be introduced to the culture which produced them. The cultural history of this period is of particular interest because of Germany's central role in World War I and World War II. Without attempting to analyze political and historical issues through literature, the course will focus on how German writers describe individuals in relationship to society. Works of the nineteenth century (Kleist, Fontane) will specifically be analyzed in this regard. Many of the works of the twentieth century deal specifically with the human cost of war (Boll, Mann, Brecht, Borchert) or describe more symbolically (Kafka, Frisch, Lenz) the contemporary dilemma of a world lacking in human memory and dominated by war and machines. While these are universal issues explored by twentieth century thinkers of all disciplines and nationalities, German writers are, perhaps because of the course of their nation's history, particularly fervid spokespersons. The course will also emphasize philosophical and cultural aspects of the German heritage that have endured the political and social upheavals. Students will be encouraged to compare these traditions with their own. Not all writers studied in the course lived in Germany but all wrote in the German language.

Methods of Learning: Students will develop their ability to read critically and to relate current news to historical literary events. They will also begin to synthesize their knowledge of various literary works in ways that will enhance their own thinking about an individual's place in society, about responsible action, and about personal freedom. These ways of thinking will also be practiced as students write essay examinations. In brief, the techniques of literary art will be viewed in this course as a way of approaching thought about political, moral, ethical and social questions found in nineteenth and twentieth century German literature. Such issues are, of course, important to students beginning to make independent choices about their own social commitment, religious beliefs and the like.

Course Requirements: Students will read between seven to twelve plays, novels and short stories, participate in class discussion, read background material, write critical essays and take essay and objective examinations.

Benefit to the Student: Students will develop a critical understanding of the German experience through study of seminal literary texts and writing of analytical papers. Active class discussion will introduce modern literary discourse and advance critical thinking to facilitate better reading and writing skills.

HUMA 222 The Continental Novel

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

Course Content: The course typically includes eight modern European (continental) novels, most often from eight different countries: Denmark, France, Germany, Greece, Italy, Russia, Spain, and Sweden. It focuses on the concerns, attitudes, and artistry shared by outstanding authors from Flaubert through Solzhenitsyn. The works collectively provide insights into important aspects of the continental experience. Examples of such aspects are: the peasant and the master; the bourgeoisie; the plight of the Jews and other ethnic or racial minorities; repeated political and military confrontation.

Methods of Learning: Literary criticism is the central methodology of the course. Students learn to analyze primary literary texts and compare them to other similar texts for the purposes of interpreting and evaluating the works and enhancing their appreciation and enjoyment of them.

Course Requirements: Students will keep a journal in which to make entries on each of eight novels. The journal will be the basis for smaller group discussions on each novel. Also each student will give an oral presentation, in these smaller groups, on a particular novel. Students will write a five to seven page paper on a novel read outside of class; they will write two preliminary and one final draft. They will also have the opportunity to share their accumulated knowledge and insight on a mid-term and final exam. Quizzes on each novel will help them stay abreast of the considerable amount of reading material.

Benefit to the Student: The course is for the general students who are, presumably, interested in literature and ideas that are different from but related to the writings and thought of their own culture. Introductory lectures and repeated application ground students in the critical skills needed to appreciate, understand, and enjoy the novels.

HUMA 280 Japanese Culture and Society

This interdisciplinary course provides students with a framework for understanding contemporary Japan. Students will examine a wide range of topics such as education, business, mass media, sports, family life, art, language and literature in relation to such major themes as hierarchical structure, group consciousness, emphasis on form and persistence of tradition in modern society. Lectures, discussion, audiovisual aids and readings in various disciplines will be part of the class. **Course Content:** Beginning with a brief overview of Japan's geography and history, the course will focus on contemporary Japan from a topical perspective. Topics will include education, business, government, family life, popular culture and the arts. Students will examine major themes in Japanese social organization and Japan's cultural heritage such as cultural homogeneity and cultural borrowing, group consciousness, the hierarchical structure of society, the emphasis on form and the persistence of tradition in modern society in their relation to these topics. For example, the study of Japan's past will show how the experience of geographic isolation and enforced seclusion strengthened Japanese feelings of cultural distinctiveness and how it affects her interaction in an increasingly interdependent world today. The Japanese educational system and business organization reflect the structure of a society that provides equal opportunity for all yet retains its vertical orientation, now based on academic achievement. The importance of group identity for the Japanese can be seen in loyalty to company and/or school.

Methods of Learning: The course is organized around the topics outlined above. The study of these topics through class lectures, small group presentations and guest lectures will give students a good understanding of how contemporary Japan works. Students will be expected to attend class regularly, contribute to class discussion, participate in small group assignments, take tests and examinations, and to write a term paper on a relevant topic of their choice.

Course Requirements: The course requirements will include two quizzes, a mid-term, a final, presentation(s), group project, and a term paper.

Benefit to the Student: This course will open a whole new world to students, since students for the most part will not already be familiar with Japan. And because Japan occupies such an important place in the world arena today, students will acquire valuable knowledge that will serve them well in the global village of the twenty-first century. The course attempts to give students an academic framework that will help them make critical sense of contemporary Japan and at the same time provide a balanced picture that will encourage respect for another culture.

PHLP 100 Philippine Culture and Society

Course Content: This course has four main areas: Philippine History, Philippine Culture Through Literature and the Arts, Philippine Politics and Economic Development, and Philippine Cultural and Physical Geography. Each of these four areas will be covered in a broad survey of Philippine culture and society, but the course will be specially designed by each Visiting Exchange Professor from the University of the Philippines to take advantage of his or her area of expertise. Hence, one of the four areas will predominate as the focus of each instance of the course. The focus will act as a lens through which to study the other three major areas. The course will commence with the history and physical geography of the Philippines as the background necessary to situate the discussion of the other area.

Methods of Learning: Active learning applied to an interdisciplinary study of Philippine culture is the focus of PHLP 100. Interactive lectures and discussions will be the focus of class time. Critical reading of historical and literary texts will be expected of students. For example, alternative (and controversial) conceptualizations of the relationship between the U.S. and the Philippines will be studied. Since the exchange faculty member from the University of the Philippines cannot be an expert in every aspect of Philippine culture and society, "guest lecturers" from the College's regular faculty will be strongly encouraged.

Course Requirements: This course requires students to write critical essays. In-class examinations will also stress analytic and synthetic skills through essay questions. Other requirements (such as presentations, quizzes, group projects, etc.) will be assigned at the discretion of the particular instructor.

Benefit to the Student: This course will help students develop the analytical tools necessary for the study of a culture. It will help them develop the tools required for cross-cultural comparison. Written assignments will involve interpretive and synthetic elements. The aim is not just to "learn about" the Philippines, but to reflect carefully and critically about the experience of a developing nation, a Southeast Asian culture that is having an increasing impact on the U.S. itself (for example, Filipinos in the U.S. now number over three million), through its literature, history and politics. By its very nature, the course is "interdisciplinary" in the richest sense of the term. And, as such, the course will help students develop the synthesizing skills that derive from studying a culture through the methods and frames of various disciplines.

POLI 260 Current Russian Politics

An examination of major political developments in Russia from 1917 until the present with an emphasis upon the impact of political culture and economic factors on the development of totalitarianism and the process of democratization. **Course Content:** The course briefly examines the major political developments, the government, religion and socio-economic conditions of the pre-revolutionary period in order to illustrate that the pre-1917 experience was important to the shaping of the development of the Soviet State. It examines the nature of the Soviet system and evaluates the prospects for democracy in the countries emerging from the former USSR given their history and current social and economic conditions.

Methods of Learning: The course primarily employs the historical and comparative methods. It uses a historical approach in examining the rise and fall of the USSR. It employs the comparative method when focusing on differences and similarities among the pre-Soviet, Soviet, and post-Soviet leaders and their policies. It also analyzes the area in terms of a number of system models, e.g., the democratic, authoritarian, military. It employs social science methodology when it predicts the future of the new countries based on knowledge of stability and degeneration of other political systems.

Course Requirements: Students are required to write several short papers, take two unit tests, and a final exam. Some semester oral presentations are required.

Benefit to the Student: The student learns about an area of the world which has been considered a major world player in the twentieth century and which has experienced at least three major forms of government in this century. Consequently, the student is forced to examine the interplay of economics, ideology, sociological conditions, and politics. Hopefully, in so doing the student will develop analytical skills which will enable him/her to assess the likelihood of democracy developing in this region and other regions of the world.

WOLT 207 Contemporary Latin American Literature and Culture

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

WOLT 208 Spanish Life and Culture

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

WOLT 210 Soviet Dissident Literature

This course explores twentieth century Soviet culture and society through readings of Soviet dissident literature. Besides a close reading of the literary texts, considerable attention is devoted to the history of the Soviet period, Soviet ideology, Russian culture in the former Soviet Union and abroad, and contemporary Soviet society. Authors who may be treated include Zamiatin, Babel, Olesha, Solzhenitsyn, Bulgakov, Pasternak and Brovsky.

GS 8

MATH 114 Algebra and Finite Mathematics

Algebra, functions, mathematics of finance, systems of equations, exponential and logarithmic functions, probability, and an introduction to graphing calculators. Prerequisites: Advanced algebra in high school or MATH 102. *Note: Students may not receive credit for both MATH 114 and 115. A student who has received credit for MATH 124 or 131 may not take MATH 114 for credit without the Registrar's consent.*

Course Content: Course content includes the quantitative skills of standard college algebra in a variety of

mathematical applications. Actual content consists of relations, functions, graphs, equations, inequalities, polynomials, continuity, matrices, probability and the mathematics of finance. A geometric (graphical) approach is utilized in this course and students are required to use a graphing calculator and graphical as well as algebraic techniques for problem solving.

Methods of Learning: Activities are structured to allow for multiple learning styles. Visual learning is enhanced through the use of exploratory activities on the graphing calculator. Auditory learning is stressed in both large group and small group activities in which students discuss and explain problem solving methods to each other. The use of deductive reasoning, sequential thinking, logic, and algorithmic methods to solve problems is stressed.

Course Requirements: The scope of this course presupposes that students have competently mastered mathematical concepts through the high school Algebra II level or its equivalent. The student is expected to complete all daily assigned homework and exhibit competence in quantitative skills through written tests and quizzes. MATH 114 is primarily intended for students who are not majoring in one of the natural sciences. This is a performance-based course.

Benefit to the Student: Students are challenged to use logical organized methods to solve problems. Analytical skills are honed and students develop reasoning skills which are important not only to solve quantitative in-class problems but also to make good judgments in real-world problem solving.

MATH 115 Pre-Calculus Mathematics

Primarily for students intending to take MATH 124 or MATH 131 but who need more preparation. Basic concepts of set theory, algebraic operations, functions, systems of equations, exponents, logarithms, trigonometry, and an introduction to graphing calculators. Prerequisite: Advanced algebra in high school or MATH 102. *Note: Students may not receive credit for both MATH 114 and MATH 115. A student who has received credit for MATH 124 or 131 may not take MATH 115 for credit without the Registrar's consent.*

Course Content: This course promotes the development of the quantitative skills needed for a student who plans on taking calculus. The topics include algebra, functions, trigonometry, exponents, logarithms, and the use of a graphics calculator. Students will learn the mathematical techniques associated with these topics and methods of applying these techniques to various types of problems.

Methods of Learning: The students are first exposed to the material by reading assigned portions of the textbook and by attending lectures. Initial questions concerning the material can be answered during the lecture or during the office hours of the instructor or teaching assistants. Students can then test, practice, and reinforce their understanding by working on daily homework assignments. If students have questions regarding the homework, these can be answered in class, as time permits, or during office hours.

Course Requirements: The scope of this course presupposes that students have mastered mathematical concepts through the high school Algebra II level or its equivalent. The student is expected to complete all daily assigned homework, which may be collected and graded, and exhibit competence in quantitative skills through written quizzes, hour exams, and a final exam. MATH 115 is primarily designed for students intending to take Mt 131 who desire more preparation. This is a performance-based course.

Benefit to the Student: Students are given the opportunity to further their understanding of algebraic, trigonometric, exponential, and logarithmic functions and their graphs. This understanding is especially beneficial for those who will be taking calculus. Furthermore, students are challenged to use logical organized methods to solve problems. Analytical skills are honed and students develop reasoning skills which are important not only to solve quantitative in-class problems but also to make good judgments in real-world problem solving.

MATH 124 A Survey of Calculus

Intended primarily for business students, this course provides a working knowledge of calculus in one semester. Topics include: functions and their graphs, exponential and logarithmic functions, present value, differentiation and applications, integration and applications; and functions of several variables. Prerequisite: Four years of college preparatory math in high school or MATH 115. *Note: Students may not receive credit for both MATH 124 and 131.*

Course Content: This course requires a basic facility in college algebra and develops from this background the standard quantitative skills of calculus, specifically differentiation and integration of functions together with applications of these techniques. Other topics in this course include functions and their graphs, the exponential and logarithmic functions with applications to the mathematics of finance, and functions of several variables.

Methods of Learning: The methods used are lectures, discussions, reading of the text, solving of problems that require application of the concepts being considered and possibly the use of a graphing calculator or computer technology.

Course Requirements: The student is expected to exhibit competence in quantitative skills through tests, quizzes, or other written assignments as directed by the individual instructor. MATH 124 is primarily intended for business majors, especially those who plan on taking only one semester of calculus.

Benefit to the Student: Students will learn the usefulness of calculus as a modeling and problem solving tool and develop important mathematical skills.

MATH 131 Calculus and Analytic Geometry 1

Pre-calculus mathematics will be presumed but reviewed as needed. Limits and continuity of functions; the derivative, its meaning, computation and applications; the definite integral, its meaning, computation and applications; and the fundamental theorem of calculus. Prerequisite: Four years of college preparatory math in high school or MATH 115. *Note: Students may not receive credit for both MATH 124 and MATH 131.*

Course Content: This course is the first course in the normal calculus sequence. It promotes the quantitative skills of differentiation and integration of functions. Topics include: limits and continuity; calculation and interpretation of the derivative, calculation and interpretation of the integral; and the fundamental theorem of calculus. Applications of the derivative and definite integral include optimization, related rates, area, volume, work and force.

Methods of Learning: The methods of learning include lecture, discussion, problem solving, modeling of real world problems, and possibly the use of calculator or computer based calculus technology.

Course Requirements: Prerequisites for this course are four years of college preparatory mathematics in high school or the completion of MATH 114 or MATH 115. The student is expected to complete assigned work and exhibit mastery of the skills through homework, projects, quizzes, and/or exams.

Benefit to the Student: The student who successfully completes the course will be able: to continue into Calculus and Analytic Geometry II; to have had some experience in developing mathematical models for real life problems; and to have sharpened the skills needed for further study in the natural or social sciences.

MATH 132 Calculus and Analytic Geometry 2

Differentiation and integration of logarithmic, exponential and trigonometric functions; methods of integration; indeterminate forms and improper integrals; variables separable differential equations; applications of integration; series. Prerequisite: MATH 131 or MATH 124.

Course Content: MATH 132 is a continuation of MATH 131 and may be taken to satisfy the quantitative skills requirement by those students who have already demonstrated a knowledge of calculus, but who have not yet received credit for a course in it. Topics include: Differentiation and integration of logarithmic, exponential, trigonometric, and inverse trigonometric functions; methods of integration; indeterminate forms and improper integral; variables separable differential equations; applications of integration; infinite series. Prerequisite: MATH 131, MATH 124, or consent. Each semester.

Methods of Learning: Methods of learning will include: lecture, discussion, problem solving, modeling of real world problems, and possibly the use of calculator or computer based calculus technology.

Course Requirements: Competence in these skills is measured through the use of homework, projects, quizzes, and/or exams.

Benefit to the Student: The student who successfully completes the course will be able: to continue into Calculus and Analytic Geometry III and thus complete the calculus sequence; to have had some experience in developing mathematical models for real life problems; to have developed mature problem solving abilities; and to have sharpened the skills needed for further study in the natural or social sciences.

SSCI 224 Basic Statistics

Introduction to the basic statistical concepts and techniques (including computer-based software programs) for data analysis in the (non-business) social sciences. Includes descriptive statistics, random sampling and probability, correlation, regression, hypothesis testing, and parametric/nonparametric inferential statistics. Intended for students in education, political science, psychology, and sociology; also appropriate for students in the natural sciences. Prerequisite: advanced high school algebra or MATH 102. Recommended sophomore standing or above.

Course Content: This course introduces the logic, principles, and tools of statistical analysis. The student learns (a) the mathematical reasoning behind statistical analysis, (b) the calculation of descriptive and inferential statistics, and (c) the interpretation and explanation of the process and findings of statistical analysis. The use of the computer in statistical analysis is a feature of this course; every student will own and learn to use the Statistical Package for the Social Sciences (SPSS).

Methods of Learning: This class typically involves numerous sorts of instructional activities: lectures, small group activities, homework and in-class problems, computer labs and exercises, and frequent exams. The presentation and explanation of statistical concepts is usually achieved through several modes: verbal explanations, mathematical representations, and graphical depictions. Students apply their developing knowledge in original research of their own and/or research projects undertaken by students in advanced methods courses.

Course Requirements: This course requires class attendance, homework problems, in-class exercises, several exams, and a final. The course puts more emphasis on the methods of thinking in statistics than on arithmetical skills, but it does require math proficiency through the second year of high school algebra.

Benefit to the Student: By learning how to summarize, describe, graph, and analyze data, the student will be better able to undertake social science research and to read and critique research undertaken by others. While SSCI 224 is required of several major programs in the social sciences, and recommended for several others, any educated person, regardless of academic major, should be able to profit from taking this course.

GS 9 Writing

Each semester particular courses in Areas 1-7 carry a Writing Intensive designation in the Timetable. One of the major objectives of courses carrying a Writing Intensive designation in the Lower Biennium is to attempt to improve your writing and reading skills. A substantial amount of writing is required in these courses. Attention is given to the development of your writing in terms of the principles of composition such as unity, coherence, logical development, clarity, and precision. Your writing must conform to the conventions of grammar, punctuation, spelling, and usage. **During your first year, you must successfully complete at least one course having a Writing Intensive designation.** For students in the Honors Program, GS9 is fulfilled upon successful completion of your second Honors course. **Enrollment in your third semester courses is contingent upon satisfying GS 9 Writing during your first year at St. Norbert College.**