

## College Overview

About Carthage

The Carthage Mission

Religious Life

Library and Information Services

Accreditation

The Undergraduate Degree

The Graduate Degree

Intercollegiate Athletics

Special Programs

ROTC Programs

### About Carthage

Carthage is a four-year, liberal arts college affiliated with the Evangelical Lutheran Church in America. Located in Kenosha, Wis., a thriving city of almost 100,000, strategically situated midway between Chicago and Milwaukee, the College offers the bachelor of arts and master of education degrees. Carthage classes meet on the four-one-four academic calendar.

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

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

### The Carthage Mission

Seeking truth, building strength, inspiring service—together.

#### STATEMENTS OF PRINCIPLE

##### SEEKING TRUTH

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

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

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

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

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

##### BUILDING STRENGTH

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

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

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

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

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

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

##### INSPIRING SERVICE

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

Carthage challenges students to become builders of a just and compassionate

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

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

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

##### TOGETHER

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

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

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

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

### Religious Life

Carthage is affiliated with the Evangelical Lutheran Church in America (ELCA) and welcomes students of all faiths. Although the majority of our students are Lutheran or Roman Catholic, the Carthage community represents a rich variety of Christian denominations and world religions. The core values of Judeo-Christian traditions are embedded in campus life. This faith foundation helps all our students prepare for careers by encouraging and nurturing personal spirituality, strong social ethics, an appreciation of religious diversity, and a sense of vocation and purpose in life.

The Carthage Chapel Series brings members of the community together for dialogue, devotion, and reflection throughout the week. The Lutheran Student Movement offers small-group study and dialogue, service opportunities, and personal support guided by the affirmation of inclusiveness. Wednesdays and Sundays provide opportunities for worship services that offer the best of Lutheran traditions with an ecumenical flavor. Catholic Mass is also celebrated every Sunday evening. Fridays are reserved for quiet reflection.

Major campus and community events take place in Siebert Chapel. Small groups also

gather in the beautiful environment of Ehrler Chapel, Fritsch Meditation Chapel, and our newest worship space, the Joan C. Potente Chapel located near the Oaks Residence Halls. Each chapel bears a name that connects the Carthage community with stories of love, devotion, and generosity.

## Chapel

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

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

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

## Library and Information Services

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

## Hedberg Library

Named for Donald Hedberg, a 1950 Carthage graduate, Hedberg Library supports the educational program of the College through providing students and faculty with the materials, services, support, and the inspirational space that they need to pursue their course assignments and research. In addition to the Saemann Curriculum Resource Center, Hedberg Library has several technology enhanced classrooms as well as the 75-seat Niemann Media Theater. There are also numerous group and individual study rooms. The Staubit Archives exists to document the life of Carthage College by collecting, preserving, and providing access to records and artifacts representing Carthage's rich history, the publications of faculty and staff, and the activities of the Carthage community. The Brainard Writing Center is staffed by trained writing fellows who provide assistance for any written assignment. Donna's Bytes, a cyber café, provides food, beverages, and a relaxing atmosphere for students to unwind and enjoy discussion with friends.

Hedberg Library contains a carefully selected collection of books, periodicals, video recordings, microforms, and various other materials. The growing collection of resources contains more than 135,000 print and over 65,000 electronic volumes, and offers over 50,000 e-journals and 55 databases. Laptop computers, iPads, Kindle book readers, camcorders, digital cameras, and other media equipment are available for loan as well. The library includes the Center for Children's Literature, which includes a large collection of children's books and curriculum materials.

The library is a member of Wisconsin Inter-library Services, thus giving Carthage students and faculty access to the combined resources of virtually all the libraries in the state of Wisconsin. Reference, interlibrary borrowing, resource development, instructional technology assistance, and information literacy instruction are provided to the Carthage community. In addition, media production equipment and assistance, videoconferencing services, and presentation resources are available to students and faculty alike.

The My Carthage Resource Center (MCRC) information desk combines the library reference desk with the technology help desk and is available virtually and during library hours for those who need assistance with hardware, software, media, and library-related questions. Open 100 hours per week, the library has a generous loan policy. Students are encouraged to use the library's

resources and make suggestions for resources not currently owned.

## Academic Computing Services

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

The majority of courses at Carthage are offered in media- and technology-enhanced classrooms. In addition, many instructors utilize the e-Racer course management system to provide class resources electronically for anytime, anywhere access. Rooms in the residence halls have both wireless and direct Ethernet network access connections. Students interested in bringing their own computers and other digital devices should consult the LIS web page for options and requirements.

## Media Services

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

## Accreditation

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

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

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

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

In addition to accreditation, Carthage maintains membership in the American Council on Education, Association of American Colleges, American Association of Colleges for Teacher Education, Wisconsin Association of Independent Colleges and Universities, American Association of College and University Summer Sessions, American Association of College Registrars and Admissions Officers, Association of College Admission Counselors, the American Association of University Professors, and the National Association of Student Financial Aid Administrators, and the Council on Undergraduate Research. Carthage is approved by the American Association of University Women.

### The Undergraduate Degree

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

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

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

Pre-law and pre-seminary students may concentrate their studies in a discipline of their choosing. While most pre-law students major in political science or history, law schools accept students with majors in other areas. Carthage recommends that in addition to courses in their major, students take expository composition, accounting, American government, American history, Constitutional law, economics, ethics, legal theory, logic, psychology, and statistics.

While most pre-seminary students major in religion, seminaries accept students with majors in other areas. All pre-seminary students are advised to take at least five courses in religion as a background for graduate study.

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

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

Carthage offers the Bachelor of Arts degree with majors in:

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

- Neuroscience
- Philosophy
- Physics
- Political Science
- Psychology
- Public Relations
- Religion
- Social Science
- Social Work
- Sociology
- Studio Art
- Theatre
- Theatre Performance
- Theatre Technical Production and Design

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

### The Graduate Degree

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

### Intercollegiate Athletics

The Department of Athletics offers an opportunity for students to participate in a wide variety of sports activities that are designed to improve each student in mind, body, and spirit. Three levels of competition exist to meet each student's needs. The highest competitive level is intercollegiate athletics for men and women. These teams consist primarily of recruited student-athletes with each program governed by the College Conference of Illinois and Wisconsin (CCIW), Midwest Lacrosse Conference, Midwest Women's Lacrosse Conference, and the Continental Mens Volleyball Conference, all governed by the National Collegiate Athletic Association (NCAA) Division III.

Currently, men participate in 12 sports. Fall sports are cross country, football and soccer. Winter sports are basketball, indoor track and field, and swimming. Spring sports are baseball, golf, outdoor track and field, tennis, volleyball, and lacrosse.

Women participate in 12 sports. Fall sports are cross country, golf, tennis, volleyball and soccer. Winter sports are basketball, indoor track and field, and swimming. Spring sports are outdoor track and field, softball, water polo, and lacrosse.

The second level of competition is club sports. These programs are recreational but

involve competition against club teams from other schools or community/recreational programs. These activities are open to all Carthage students and generally require some previous experience. Activities currently offered are ice hockey, and bowling.

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

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

## Athletic Department Philosophy

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

## Athletic Department Goals

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

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

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

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

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

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

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

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

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

## Student Athlete Advisory Committee

The Carthage Student Athlete Advisory Committee (SAAC) is comprised of two members from each Carthage athletic team. The SAAC meets bimonthly to discuss issues that impact Carthage student-athletes at the local, conference, and national levels. Their primary emphasis is to provide leadership opportunities for athletes and teams, while conducting service and community programs on- and off-campus.

From the Carthage Student Athlete Advisory Committee, one female and one male are chosen by the students to receive the College Conference of Illinois and Wisconsin (CCIW) Merle Chapman Leadership Award. This award recognizes students who demonstrate outstanding leadership at the campus and conference levels.

## CHAMPS/Life Skills Program

Carthage has been involved in the NCAA-sponsored CHAMPS/Life Skills Program (Challenging Athletes' Minds for Personal Success) since 1998. The first stage in the program is designed to assist our student-athletes to bridge the gap between high school and college life. In conjunction with Carthage's College Success Program, our College Success Program for Athletes focuses directly on issues that challenge our incoming student-athletes. Through personal and academic topics, the program is designed to encourage students to realize their potential for excellence in the classroom, in the residence halls, in the community, and on the playing fields.

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

From the Carthage Student Athlete Advisory Committee, two females and two males are nominated to participate in the NCAA Leadership Conference. The NCAA chooses

one student to participate each year. In addition, Carthage chooses one female and one male to receive the College Conference of Illinois and Wisconsin (CCIW) Merle Chapman Leadership Award. This award recognizes students who demonstrate outstanding leadership at the campus and conference levels.

## Special Programs

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

## Engineering

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

University of Wisconsin at Madison:  
College of Engineering

University of Minnesota: College of  
Science and Engineering

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

Required courses for admission to partner engineering schools are:

Chemistry 1010, 1020

Computer Science 1110

Mathematics 1120, 1220, 2020

Physics 2200, 2210

Physics 2470 **or** Mathematics 2120

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

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

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

### Occupational Therapy

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

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

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

### ROTC Programs

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

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

The following courses are available for those enrolled in the Air Force ROTC program. The courses are taught at Marquette University by the AFROTC faculty. Students register for these courses at Marquette.

011 The Air Force Today	(1 cr.)
012 The Air Force Today	(1 cr.)
021 The Air Force Way	(1 cr.)
022 The Air Force Way	(1 cr.)
051 Leadership Laboratory	(0 cr.)
131 AF Leadership/Management	(3 cr.)
132 AF Leadership/Management II	(3 cr.)
141 American Foreign Policy/Process	(3 cr.)
142 Military Law and Officership	(3 cr.)
The following courses are available for those enrolled in the Army ROTC Program. The courses are taught at Marquette University by the ARROTC faculty. Students register for these courses at Marquette.	
001, 003, 005, 007 Physical Training Lab	(1 cr. each)
002, 004, 006, 008 Physical Training Lab	(1 cr. each)
010 Introduction to Military Science	(1 cr.)
011 Introduction to Military Leadership	(1 cr.)
024 Basic Military Skills	(2 cr.)
025 Military Skills	(2 cr.)
135 Applied Leadership I	(2 cr.)
136 Applied Leadership II	(2 cr.)
137 Applied Leadership Lab I	(1 cr.)
138 Applied Leadership Lab II	(1 cr.)
144 Organizational Leadership	(2 cr.)
146 Military Law Professionalism/Ethics	(2 cr.)
147 Advanced Leadership Lab I	(0 cr.)
148 Advanced Leadership Lab II	(0 cr.)
118 American Military History	(3 cr.)

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

## Academic Information

Degree Requirements

Program of Study

Grading System

Academic Standards

Academic Honesty Policy

Advising

Academic Resources

January Term

Career Services

Foreign Study Abroad

Individual Study

Self-Designed Major / Minor

Topics Courses

Field Placements /  
Internships

Adult Education

Family Educational Rights  
and Privacy Act

### Degree Requirements

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

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

**Successfully complete 138 credits, including:**

#### 1. Heritage Studies

COR Western Heritage I (WI) 4 cr.  
1100

COR Western Heritage II 4 cr.  
1110 (WI)

Global Heritage (GH) 4 cr.

*Western Heritage I should be taken Fall term of freshman year, Western Heritage II should be taken Spring term of freshman year. Course descriptions for*

*both classes can be found under Interdisciplinary Studies: Heritage Studies.*

#### 2. Religion

Understandings of Religion 1000 4 cr.

One additional approved course 4 cr.

Neither required religion course can be used to satisfy any distribution requirement.

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

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

#### 4. Mathematics 0-4 cr.

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

#### 5. Exercise and Sport Science

Concepts of Physical Fitness 1 cr.

One Lifetime/Fitness activity 1 cr.

A student who participates on an athletic team for an entire season can fulfill the one lifetime/fitness activity requirement (1 credit).

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

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

#### 6. Carthage Symposium

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

#### 7. Senior Thesis

As part of their major, all students will complete a Senior Thesis. This can be in form of a written thesis, laboratory research, music recital, art exhibit, or other significant and integrative experience appropriate to their major. Students graduating with more than one major must complete a senior thesis for each major or one integrative senior thesis approved by each major department or program.

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

#### 8. Major 36-56 cr.

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

#### 9. Distribution Requirements

Fine Arts (FAR) 4 cr.

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

Humanities (HUM) 4 cr.

Natural Science (SCI)(One course 8 cr. must be a lab)

Social Science (SOC) 4 cr.

#### 10. Minor

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

#### 11. Electives

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

#### 12. J-Term

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

#### 13. Writing Across the Curriculum

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

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

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

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

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

#### 14. Additional Requirements

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

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

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

### Program of Study

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

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

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

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

### Grading System

The College maintains progress records that are furnished to students on a regular basis. At the completion of a course, each student is assigned a letter symbol: "A," "A-," "B+," "B," "B-," "C+," "C," "C-," "D+," "D," "D-," "S" and "P" for passing grades; "I" for incomplete, which is given only in special cases of illness or some other uncontrollable factor; "W" for official withdrawal; "U" for unsatisfactory; and "F" for failure or unofficial withdrawal. A student who has received an "I" must finish the incomplete work within 30 days following the end of the term in which it was received, or the grade will be recorded as an "F."

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

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

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

#### Auditing Courses:

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

#### Repeating Courses:

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

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

## Add/Drop Policy

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

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

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

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

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

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

## Pass-Fail Option

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

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

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

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

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

## Examination for Credit

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

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

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

## Transfer/Correspondence Courses

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

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

comparable courses or areas taught at Carthage.

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

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

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

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

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

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

## Midterm Evaluation

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

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

## Academic Standards

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

## Grade Point Average

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



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

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

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

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

### Readmission after Dismissal

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

### Readmission after Withdrawal

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

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

### Disciplinary Actions

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

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

### Veterans Administration Standards of Progress

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

These include:

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

### Academic Honesty Policy

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

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

### Advising

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

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

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

### Support for Students with Disabilities

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

### Academic Resources Brainard Writing Center

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

## Supplemental Instruction

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

## Writing Center Online

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

## Tutoring

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

## January Term

The January Term, January 8-31, 2013, offers students a variety of opportunities not always available during Spring and Fall terms. On-campus courses include those especially created for J-Term as well as regular-term courses, some of which may satisfy distribution requirements or other general education credits. Students register for one course only, allowing them to concentrate study in one subject.

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

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

Students must consult with their academic advisors to select their J-Term course. Students taking an on-campus course and living in residence halls pay no additional room and board for the J-Term. This is limited to full-time residential students registered for either the Fall or Spring terms. Some J-Term courses require an additional fee to cover cost of travel and other course

activities; payment of these nonrefundable fees is due at registration.

All students must successfully complete a J-Term course during their freshman year, and one additional year.

## Career Services

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

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

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

## Foreign Study Abroad

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

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

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

## Individual Study

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

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

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

### Specially Arranged Courses

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

## Self-Designed Major / Minor

The faculty has provided an opportunity for students with special interests to design their own major/minor programs. Specialized major/minor programs must consist of existing courses; proposals should be thoughtfully prepared in consultation with a faculty advisor and the department chairperson whose course offerings will be included in the major. A complete proposal must be submitted to the Curriculum Planning Committee for approval before the student has achieved senior standing.

## Topics Courses

**200T Topics** 1-4 credits  
A course of variable content for lower-level students. Topics will not duplicate material covered in any other course.

### 400T Topics 1-4 credits

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

## Field Placements / Internships

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

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

1. The student may register for up to eight hours of field placement or internship per term. He or she may count up to 12 hours of field placement or internship toward graduation including J-Term field placement or internship credits but excluding student teaching. Credits earned in departmental offerings involving field work, such as Parish Service, Field Work in Psychology, and Field Instruction and Methods in Social Work, are to be included in these limits. Field placement may not be substituted for student teaching.
2. Field Placements are open to juniors and seniors in good standing who receive the approval of the supervising faculty member and the appropriate department chairperson or program director. Internships are open to all students with the approval of the supervising faculty member and Career Services.
3. For field placements, attendance at a regularly held on-campus seminar conducted by the instructor is expected.
4. A minimum of two hours of on-the-job activity shall be spent per week for 1 credit. For 2-8 credits, a minimum of two hours of on-the-job activity shall be spent per week for each credit.
5. The instructor will take into account the evaluations of the on-the-job supervisor, grading placements on an "A" to "F" scale. Internships in J-term are normally Pass/Fail.

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

### 350 0 Field Placement 2-8 credits

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

### 3550 Internship 1-8 credits

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

## Adult Education

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

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

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

## Advanced Licensing as a Principal

The Education Administration Program was developed by a team of administrators from Kenosha Unified School District, Racine Unified School District, other surrounding schools, and members of the Carthage Education Department. The administration concentration prepares educators for leadership roles as building principals in the K-12 setting. The course work focuses on site-based management, school law, school finance, and leadership development. Eligible candidates must hold a valid education license or be licensed as a school counselor, school psychologist, or a school social worker, have at least three years

experience in these areas, and evidence of at least 540 hours of successful classroom teaching experience. The program's capstone course is the seminar and practicum in field experience as a principal, which will be the foundation for the master's thesis. The program can be completed in two years by taking two courses per term. Students who already possess a master's degree and who wish to gain the #51 license will need to complete the required courses only. No culminating experience or research courses will be required.

For further information, contact the Adult Education Office.

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

This 2-credit course is designed for the specific academic and adjustment needs of adults who are coming to college for the first time or are returning to college after a long hiatus. The theory, study, and practice of college-level study skills including critical reading and thinking, note taking, reading rate and preparation, use of college resources, stress management, and time management are some of the topics that will be included. Students will apply these techniques directly to their coursework as they adjust to their new role of being a bachelor of arts degree seeking student.

## Summer Program

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

## 7-Week Format

The 7-week format offered at Carthage is designed for qualified part-time learners who wish to earn a Carthage degree in a timely manner. The 7-week format offers an alternative to the traditional semester format for part-time students. Classes in the 7-week format begin seven times each year in the fall, winter, spring, and summer. Interested students may begin classes at any time during the year. Most classes meet for three hours, one night a week.

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

- Submit an Adult Education application form accompanied by a nonrefundable \$10 application fee.

- Request official transcripts from all previously attended colleges, universities and/or equivalent college programs (i.e. military service, CLEP/DANTES test results). Official transcripts should be sent directly to:

Carthage Adult Education  
2001 Alford Park Drive  
Kenosha, Wis. 53140-1994

- Schedule a required interview with an Adult Education Admissions and Student Services Representative.

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

7-week courses fulfill accounting, business administration, criminal justice, marketing, education, criminal justice, general education, and elective requirements.

Students devote about 24 hours each week to studies (three hours in class and 21+ hours of independent study outside of class).

Coursework may entail individual reading, writing, research, and occasional group work with fellow students.

Adult students enroll in the 7-week format:

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

### Accelerated Certification Program (ACT) for Teachers

The Accelerated Certification Program for Teachers (ACT) prepares highly qualified individuals to serve as Wisconsin public school teachers. Developed in collaboration with a team of educators, this 14-month program delivers specific professional staff development through summer course work, combined with a year-long clinical experience serving in a participating secondary school.

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

- Be currently employed (or will be employed) by a sponsoring school district.
- Receive admission to the Carthage Education program by providing evidence of:
  - 3.0 G.P.A. in all courses taken in the area of licensure
  - A record demonstrating the completion of a bachelor's or advanced degree from an accredited institution
  - Passing the Praxis I Basic Skills Test (Reading, Writing, and Math)
  - Passing the appropriate Praxis II content test for the area of licensure
  - Meet requirements for admission to the Carthage Graduate Program

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

For further information, contact the Adult Education Office.

### Master of Education Program

The Master of Education program, accredited by the North Central Association in July 1975, addresses the specific needs of teachers in the community by furthering their general education or providing intensive study in a particular academic area.

Concentrations are offered in broad areas that include administration, language arts, social science, religion, reading, creative arts, natural science, classroom guidance and counseling, gifted and talented children, modern language, and teacher leadership. This program is an extension of Carthage's dedication to the liberal arts. The program is offered in the evenings and during the summer.

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

Each program requires a minimum of 36 credits, and a thesis or comprehensive exam. Required courses include Foundations of

Education, Quantitative Research, and Qualitative Research. The remaining courses are selected from curricular offerings in the academic subject area. With approval, students who intend to write a thesis may take EDU 5500G Master's Thesis in addition to, or in the place of, one of the courses. EDU 5490G, the project option, may also be taken as a culminating experience.

Requirements for admission into the M.Ed. Program are a bachelor's degree, a valid teaching license, and successful completion of the Miller Analogies Test (MAT). Further information about the program may be obtained by contacting the Admissions Coordinator for Graduate Programs.

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

Carthage offers a Graduate Reading Program for the following:

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

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

### Professional Development

Carthage's Adult Education Program offers professional development opportunities including continuing education for teachers, personal enrichment, and a paralegal program.

### Enrichment and Continuing Education

The Enrichment and Continuing Education Program is designed to meet the needs, concerns, and interests facing people in today's society. Many course offerings are particularly suited to teachers, who may receive the credits required by the Department of Public Instruction for licensure renewal.

### Paralegal Program

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

To qualify for admission the Paralegal Program, a prospective student must have one of the following:

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

For further information, contact the Adult Education Office.

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

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

### Family Educational Rights and Privacy Act

Carthage does not discriminate on the basis of sex, race, creed, color, national origin, age, or disability in the educational programs or activities that it operates, and is required

by Title IX of the Education Amendment of 1972 and the regulations adopted pursuant thereto, by Title VI and Title VII of the Civil Rights Act of 1964, and by Section 504 of the Rehabilitation Act of 1973, not to discriminate in such manner. The requirements not to discriminate in educational programs and activities extends to employment therein and to admission thereto.

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

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

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

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

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

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

1. The Vice President for Administration and Business for matters relating to employment, policies and practices, promotions, fringe benefits, training, and grievance procedures for College personnel. Telephone: 262-551-6200.
2. The Vice President for Enrollment for matters relating to student admissions and financial aid. Telephone: 262-551-6000.
3. The Dean of Students for matters regarding administrative policies relating to students, student services, and the student administrative grievance procedure. Telephone: 262-551-5800.

4. The Registrar for matters relating to student records. Complete details for the Student Records Policy are outlined in the Student Community Code Handbook. Telephone: 262-551-6100.
5. The Provost of the College for matters relating to the curriculum and academic grievance procedure. Telephone: 262-551-5850.

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

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

## Academic Divisions

### Division of Interdisciplinary Studies

### Division of the Fine Arts

### Division of Education

### Division of the Humanities

### Division of the Natural Sciences

### Division of the Social Sciences

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

#### Education Division

Education

Exercise and Sports Science

*Program: Athletic Training*

#### Fine Arts Division

Art

Communication & Digital Media

Music

Theatre

#### Humanities Division

Classics

English

History

Modern Languages

Philosophy

Religion

#### Interdisciplinary Studies Division

Great Ideas

Western Heritage

Global Heritage

Asian Studies

Women's and Gender Studies

Honors

#### Natural Sciences Division

Biology

Chemistry

Computer Science

Geography and Earth Science

Mathematics

Physics and Astronomy

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

#### Social Sciences Division

Business

Economics

Political Science

Psychology

Social Work

Sociology

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

## Division of Interdisciplinary Studies

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

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

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

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

Carthage Symposium, and the Honors Program are described below.

## Western Heritage Program

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

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

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

Please consult the Western Heritage website for further information about the program and its goals and objectives:  
<http://www.carthage.edu/western-heritage>

## Conditions:

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

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

Core Faculty 4 credits

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

*Fall*

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

Core Faculty 4 credits

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

*Spring*

### Global Heritage Program (GH)

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

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

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

### Carthage Symposium

#### Carthage Symposium (CS)

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

### Honors Program

#### Honors Carthage Symposium

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

### Overview

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

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

### Admission to the Carthage Honors Program

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

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

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

### Incoming First-Year Students

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

### Transfer Students

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

### Continuing Students

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

### Courses

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

#### 4250 Honors Senior Colloquium

Staff 4 credits

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

### Honors Contract

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

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

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

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

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

### Carthage Honors Plan of Study

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

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

#### 1. Foundation Component

These requirements consist of four courses intended to ensure that students explore their academic options and their intellectual abilities through challenging and enriched fundamental courses. Typically, Honors students complete this component of the program during their first three or four terms at Carthage.

Four courses include at least one of the following courses:

- Honors Western Heritage I
- Honors Western Heritage II
- A Global Heritage course with an Honors Contract

#### AND

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

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

#### 3. Concentration Component

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

Honors Contracts in two advanced courses in one major

#### AND

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

#### AND

All of the following:

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

#### 4. Integration Component

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

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

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

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

### Honors Co-Curriculum

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

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

### Academic Honorary Organizations

#### Alpha Chi

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

#### Alpha Lambda Delta

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

#### Sigma Xi

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

#### Omicron Delta Kappa

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

#### Departmental Honoraries

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



## Scholarships and Academic Planning

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

## Dean's List

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

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

## Honors in the Major

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

Honors Contracts in two advanced courses in one major

### AND

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

### AND

All of the following:

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

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

## Latin Honors

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

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

*magna cum laude* in recognition of a final, cumulative grade-point average of at least 3.7-3.899/4.0, and a senior thesis or equivalent project deemed to be of Honors quality by the appropriate department or program and presented to an audience including people outside of the student's major

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

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

## Division of the Fine Arts

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

Faculty, students, and guest artists proudly offer plays, concerts, exhibits, recitals and performances for the Carthage campus and the broader community.

Frequent events include art and graphic design exhibits, acclaimed theatre productions, appearances by visiting artists and directors, faculty and student music concerts, and screenings of student video productions.

Several music ensembles regularly tour in and beyond the Midwest, often to Europe. The flagship ensemble, the Carthage Choir, recently preformed in Carnegie Hall. Theatre students participate annually in the Kennedy Center American College Theatre Festival with a recent production earning recognition as one of the top new original works in the country. The Division's annual Christmas

Festival attracts thousands of people to A.F. Siebert Chapel every December.

Our facilities include six large naturally lit art studios; a state-of-the-art computer graphics and electronic music laboratory; the magnificent Fritsch Memorial Organ in Siebert Chapel; a flexible recital hall and art gallery; the Wartburg Auditorium and Studio Theater; and music teaching studios, ensemble rooms, and practice rooms. Siebert Chapel itself is an outstanding concert hall.

Hedberg Library, recognized as Wisconsin Library of the Year for 2004, was designed and constructed to include modern production, editing, and broadcasting facilities appropriate for digital media. The H.F. Johnson Gallery of Art displays work by established and emerging artists from the Chicago, Milwaukee, and Madison areas. The gallery gives Carthage students and faculty the opportunity to engage with current regional and artist trends, and the conceptual ideas that they represent.

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

All candidates for a Carthage degree, regardless of major field of study, must present credits in the Fine Arts, earned in courses designed to engage students intellectually and creatively in particular areas of the fine arts and to introduce students to aesthetic activity as an essential dimension of the human condition, of human creatures, and of their own capacities and callings.

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

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

## Division of Education

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

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

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

### Performance-Based Assessment

The faculty of the Division of Education is committed to a performance-based assessment system that is based on the 10 Wisconsin Teacher Standards and which relates to the seven principles in our conceptual framework. The 10 Wisconsin Teacher Standards are:

1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

4. The teacher understands and uses a variety of instructional strategies including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others, and who actively seeks out opportunities to grow professionally.
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being, and who acts in an ethical manner with integrity and fairness.

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

### Conceptual Framework

The Division of Education's conceptual framework represents both the liberal arts foundation of the college's general curriculum and the educator preparation program's curriculum. The framework builds on candidates' liberal arts experiences to provide a common set of expectations that,

when realized, become hallmarks of a Carthage graduate. The accreditation of the Carthage program is the result of compliance with the regulations of the Wisconsin Department of Public Instruction and the North Central Accreditation Agency.

The conceptual framework is a shared vision that identifies the teaching knowledge, skills, and dispositions teacher candidates will master at a level appropriate for beginning teachers or administrators. The Division of Education's objective is to provide educators who are well prepared to serve their communities. The Division of Education maintains high standards of professional development through research endeavors and extensive local, state, and national involvement. The research and knowledge base is adopted from standards of learned societies to which the members of the Education Division faculty are active participants. Faculty members incorporate this research knowledge and the knowledge base depicted by the 10 Wisconsin Standards for Teacher Development and Licensure into their syllabi and their specific course objectives. The graduate level licensing programs for reading specialists and principals are based on the seven Wisconsin Standards for Administrators in addition to the 10 Wisconsin Standards for Teacher Development and Licensure. Courses taken while at Carthage include various strands of essential knowledge and skills, and affirm the relationship between the liberal arts foundation and the professional education knowledge base. The Division also maintains its positive relationship with public and private schools through its undergraduate and graduate program, and responds readily to the needs of the schools and their communities.

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

1. Graduates will possess a general knowledge of human heritage in several fields of learning including the arts, humanities, and sciences.
2. Professional knowledge of graduates will include oral and written communication skills and a facility for critical and constructive thinking.

3. Graduates will demonstrate knowledge of appropriate instructional foundations, including the knowledge of learners' needs and the ability to meet those needs.
4. Graduates will demonstrate the ability to apply content and pedagogical knowledge in appropriate educational settings, including experiences related to multicultural education, cultural pluralism, and students with disabilities.
5. Graduates will be able to integrate content knowledge and professional knowledge with theory, methods, research, and instructional technology appropriate to the educational field, with emphasis on what is best for the learner.
6. Graduates will complete a program with a basic knowledge and skill base that fosters a love of learning, openness to diverse ideas, and a commitment to education as a lifelong process.
7. Graduates will demonstrate a knowledge and understanding of the professional roles and responsibilities related to their selected discipline in appropriate clinical experiences and practicums.

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

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

### Division of the Humanities

The Division of Humanities provides a storehouse of opportunities for the

development and enrichment of the whole person: a person who can think logically, write persuasively and entertainingly, and read analytically; a person who is keenly aware of the inner life of choice, reflection, and commitment. Such a person is also aware of the importance of contributing to society as a whole.

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

Majors are offered in Classics, English, History, Religion, Philosophy, and, within the Modern Languages Department: Chinese, French, German, Japanese, and Spanish. Students also may be licensed to teach in English, history, French, German, and Spanish. Students in the humanities find careers in a broad variety of fields, including business, law, ministry, journalism, and various fields within the arts. The Carthage humanities faculty is committed to working with students to help them become "people who know how to live, as well as how to earn a living."

### Division of the Natural Sciences

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

The cornerstone of an education in science and mathematics is the opportunity to explore a chosen discipline in depth. The faculty is dedicated to providing an environment that will nurture this

exploration and allow the student to develop a close academic relationship with a faculty mentor. Thus, students are encouraged to participate in research projects as early in their academic career as possible.

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

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

#### **Natural Science minor for teacher candidates seeking grades 1-8 (Middle Childhood to Early Adolescence certification)**

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

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

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

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

Requirements for the Minor:  
The students will:

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

*Chemistry*

CHM 1010 General Chemistry I

CHM 1020 General Chemistry II

*Biology*

BIO 1100 Biodiversity and Evolution

BIO 1020 Plants and People

or

BIO 1030 Conservation

or

BIO 2200 Ecology

*Physics*

PHY 2100 Physics I

PHY 2110 Physics II

or

PHY 2200 General Physics I

PHY 2210 General Physics II

*Earth and Space Science*

PHY 1030 Astronomy

GEO 1700 Intro to Physical Geography

or

ENV 1600 Intro to Environmental  
Science**NAT 1500 Discovery**

SCI

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

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

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

**Division of the Social Sciences**

Course work and programs in the social sciences expose students to a variety of ways to formulate questions, examine problems, and understand the world in which they live. Through various disciplines, the nature of social interaction in the spheres of the family and community, workplace and economy, and national and international relations are scientifically explored, and the role that educated individuals play in advancing the

well-being of constituent groups is examined and debated.

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

The division provides all Carthage students with a variety of courses for meeting the social science distribution requirement of the general education curriculum where students develop a basic understanding of how theory, method, data collection, and data analysis work together to study social phenomena. Majors in the division balance theoretical and applied study to take this understanding deeper. Opportunities for field placement are integral to several programs. Throughout the curriculum, students will find courses that sharpen their analytical skills while encouraging an examination of their value precepts.

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

## Undergraduate Academic Departments and Programs of Study

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

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

### Art

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

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

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

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

Departmental Honors are awarded to outstanding studio or art history students who achieve excellence in the thesis and achieve a cumulative grade point average of 3.5 or greater. Recipients demonstrate leadership and engagement in the Carthage arts community, and studio recipients demonstrate outstanding participation in art shows and critiques.

Majors in studio art are prepared for a lifelong practice in creative activity. Studio art learning is broadly applicable to many fields because students learn how to sustain

creative research, pursue independent insights, and make new ideas available to the larger community. Employers are aware of this, and a studio art major is attractive preparation for entry-level positions in a variety of fields. At the same time, there are many art-related job opportunities for studio art majors, some of which require graduate study. A few examples of the many career opportunities include: illustration, art therapy, visual merchandising, industrial design, book design, interior decorator, mural artist, animator, museum installation, industrial draftsman, exhibit design, cartooning, calligrapher, fashion designer, photojournalist, production pottery, master printmaker, and many others.

Art history is inherently interdisciplinary; employers in many fields find the major attractive for entry-level positions requiring a liberal arts education. However, there are many careers directly related to the art history degree. Some, but not all, require graduate study. These include: art and property appraisal; visual art resource curation; museum and gallery work; art investment and consultation; art law and law enforcement; preservation and conservation; publishing; research; and arts organization management.

### Studio Art Major

*Total credits: 40*

C or better is required in all studio art courses, Senior Seminar, and Thesis Exhibition

Required (28 credits)

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

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

ART 1070 2-Dimensional Design (4 cr.)

ART 1071 3-Dimensional Design (4 cr.)

ART 2000 Drawing I (4 cr.)

ART 3000 Advanced Drawing (4 cr.)

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

Choose one art history (4 credits):

ART 2710 Arts of the Americas (4 cr.)

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

ART 3720 Arts of Africa (4 cr.)

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

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

ART 3740 Modern Art (4 cr.)

ART 3750 Ancient Art (4 cr.)

ART 3760 Women in the Arts (4 cr.)

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

Choose two. One must be upper level studio. Upper level studio courses may be repeated up to three times. (12 credits):

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

**Art History Major: 40 credits**

C+ or better grade in all courses required for the Art History Major.

Required (16 credits):

ART 2700 Art Survey I: Paleolithic to Medieval	(4 cr.)
ART 2701 Art Survey II: Renaissance to Contemporary	(4 cr.)
ART 3700 Research Methods	(4 cr.)
ART 4700 Senior Seminar	(4 cr.)

Choose 12 credits from:

ART 2710 Arts of the Americas	(4 cr.)
ART 200T Topics in Art History	(4 cr.)
ART 3720 Arts of Africa	(4 cr.)
ART 3730 Masterpieces of Asian Art and Architecture	(4 cr.)
ART 3710 20th Century American Art	(4 cr.)
ART 3740 Modern Art	(4 cr.)
ART 3750 Ancient Art	(4 cr.)
ART 3550 Internship	(4-8 cr.)
ART 3760 Women in the Arts	(4 cr.)
ART 4500 Independent Studies in Art History	(4 cr.)
ART 400T Topics in Art History	(4 cr.)
CDM 3150 History of Graphic Design	(4 cr.)

Choose 4 credits from:

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

In consultation with advisor, choose 8 credits from:

CLS 1310 Introduction to Greece and Rome
CLS 1320 Introduction to the Ancient Near East
CLS 1350 Classical Mythology
CLS 1400 Classical Archaeology
CLS 2310 The Greeks
CLS 2350 The Romans
CLS 2400 The World of Late Antiquity
CLS 2450 Race, Gender, and Sex in Greece and Rome
CLS 200T Topics in Classics
CLS 3000 The Golden Age of Athens
CLS 3100 The Age of Augustus
CLS 3250 Field Archaeology
CLS 400T Topics in Classics
HIS 1000 Issues in American History
HIS 1110 Issues in European History I
HIS 1120 Issues in European History II
HIS 1200 Issues in Asian History
HIS 1400 Issues in Latin American History: Central America
HIS 1410 Dictatorship and Democracy: History of South America
HIS 2150 Modern Britain
HIS 2250 20th Century Europe
HIS 2310 The Greeks
HIS 2350 The Romans
HIS 2620 America in the 1960s
HIS 200T Topics in History
HIS 2850 Comparative History: History of Chicago and Milwaukee
HIS 2900 20th Century U.S. History
HIS 3100 The Age of Augustus
HIS 3400 Modern China
HIS 3450 Modern Japan
HIS 3990 Historiography

**Studio Art Minor Total credits: 24**

Required (4 credits):

ART 2000 Drawing I	(4 cr.)
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Chose one:

ART 1700 Introduction to Art History	(4 cr.)
ART 2700 Art Survey I: Paleolithic to Medieval	(4 cr.)
ART 2701 Art Survey II: Renaissance to Contemporary	(4 cr.)

Choose one (4 credits):

ART 1071 3-Dimensional Design	(4 cr.)
ART 2400 Introduction to Sculpture	(4 cr.)
ART 2500 Ceramic Hand-Building	(4 cr.)
ART 2510 Ceramic Wheel-Throwing	(4 cr.)
ART 2520 Architectural Ceramics	(4 cr.)

Choose three. At least one must be a studio at 3000+ level (12 credits):

ART 1050 Crafts	(4 cr.)
ART 1700 Introduction to Art History	(4 cr.)
ART 1070 2-Dimensional Design	(4 cr.)
ART 1071 3-Dimensional Design	(4 cr.)
ART 2400 Introduction to Sculpture	(4 cr.)
ART 2110 Darkroom Photography	(4 cr.)
ART 2210 Oil Painting	(4 cr.)
ART 2220 Acrylic Painting	(4 cr.)
ART 2230 Watercolor Painting	(4 cr.)
ART 2300 Printmaking: Silkscreen	(4 cr.)
ART 2310 Printmaking: Lithography	(4 cr.)
ART 2320 Printmaking: Intaglio	(4 cr.)
ART 2330 Printmaking: Relief	(4 cr.)
ART 2500 Ceramic Hand-Building	(4 cr.)
ART 2510 Ceramic Wheel-Throwing	(4 cr.)
ART 2520 Architectural Ceramics	(4 cr.)
ART 2700 Art Survey I: Paleolithic to Medieval	(4 cr.)
ART 2701 Art Survey II: Renaissance to Contemporary	(4 cr.)
ART 2710 Arts of the Americas	(4 cr.)
ART 200T Topics in Art History	(4 cr.)
ART 3100 Studio Photography	(4 cr.)
ART 3110 Advanced Photography	(4 cr.)
ART 3010 Illustration	(4 cr.)
ART 3720 Arts of Africa	(4 cr.)
ART 3730 Masterpieces of Asian Art and Architecture	(4 cr.)
ART 3710 20th Century American Art	(4 cr.)
ART 3740 Modern Art	(4 cr.)
ART 3750 Ancient Art	(4 cr.)
ART 3760 Women in the Arts	(4 cr.)
ART 3500 Advanced Ceramics	(4 cr.)
ART 3300 Advanced Printmaking	(4 cr.)
ART 3200 Advanced Painting	(4 cr.)
ART 3000 Advanced Drawing	(4 cr.)
ART 3400 Advanced Sculpture	(4 cr.)
ART 4500 Independent Studies in Art History	(4 cr.)
ART 400T Topics in Art	(4 cr.)

## Art History Minor: Total Credits: 20

Required:

ART 2701 Survey II: Renaissance to Contemporary	(4 cr.)
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Choose 4 credits from:

ART 2700 Art Survey I: Paleolithic to Medieval	(4 cr.)
ART 2710 Arts of the Americas	(4 cr.)
ART 3720 Arts of Africa	(4 cr.)
ART 3730 Masterpieces of Asian Art and Architecture	(4 cr.)
ART 3740 Modern Art	(4 cr.)
ART 3750 Ancient Art	(4 cr.)
ART 3760 Women and the Arts (4cr.)	(4 cr.)

Choose two (8 credits):

ART 1700 Introduction to Art History	(4 cr.)
ART 2700 Art Survey I	(4 cr.)
ART 2710 Arts of the Americas	(4 cr.)
ART 200T Topics in Art History	(4 cr.)
ART 3720 Arts of Africa	(4 cr.)
ART 3730 Masterpieces of Asian Art and Architecture	(4 cr.)
ART 3710 20th Century American Art	(4 cr.)
ART 3740 Modern Art	(4 cr.)
ART 3750 Ancient Art	(4 cr.)
ART 3760 Women and the Arts	(4 cr.)
ART 4500 Independent Studies in Art History	(4 cr.)
ART 400T Topics in Art History	(4 cr.)
CDM 3150 History of Graphic Design	(4 cr.)

Choose 4 credits:

ART 1070 Two-Dimensional Design	(4 cr.)
ART 2000 Drawing I	(4 cr.)

## History of the Arts Minor

Choose six (24 credits):

ART 1700 Introduction to Art History	(4 cr.)
ART 2700 Art Survey I: Paleolithic to Medieval	(4 cr.)
ART 2701 Art Survey II: Renaissance to Contemporary	(4 cr.)
ART 2710 Arts of the Americas	(4 cr.)
ART 200T Topics in Art History	(4 cr.)
ART 3720 Arts of Africa	(4 cr.)
ART 3730 Masterpieces of Asian Art and Architecture	(4 cr.)
ART 3710 20th Century American Art	(4 cr.)
ART 3740 Modern Art	(4 cr.)
ART 3750 Ancient Art	(4 cr.)
ART 3760 Women in the Arts	(4 cr.)
ART 4500 Independent Studies in Art History	(4 cr.)
CDM 3450 Mass Communications	(4 cr.)
MUS 3060 Music History II	(4 cr.)
THR 2270 History of Classical Theatre	(4 cr.)

## 1030 Exploring Studio Arts

Staff 3 credits

FAR

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

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

*Fall/Spring*

## 1050 Crafts

Staff 4 credits

FAR

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

*Fall/Spring*

**1070 Introduction to Two-Dimensional Design**

Greene/Levesque/Staff 4 credits

FAR

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

*Fall***1071 Introduction to Three-Dimensional Design**

Greene/Staff 4 credits

FAR

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

*Spring***1700 Introduction to Art History**

Cassidy/Hudson 4 credits

FAR

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

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

Staff 1-4 credits

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

**2000 Drawing I**

Levesque/Staff 4 credits

FAR

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

*Fall/Spring***2110 Darkroom Photography**

Staff 4 credits

FAR

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

*Fall/Spring***2210 Oil Painting**

Levesque 4 credits

FAR

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

**2220 Acrylic Painting**

Levesque 4 credits

FAR

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

**2230 Watercolor Painting**

Levesque 4 credits

FAR

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

**2300 Printmaking: Silkscreen**

Staff 4 credits

FAR

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

**2310 Printmaking: Lithography**

Staff 4 credits

FAR

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

**2320 Printmaking: Intaglio**

Staff 4 credits

FAR

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

**2330 Printmaking: Relief Printing**

Staff 4 credits

FAR

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



**2400 Introduction to Sculpture**

Staff 4 credits

FAR

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

Fall

**2500 Ceramic Hand-Building**

Greene 4 credits

FAR

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

Fall/Spring

**2510 Ceramic Wheel-Throwing**

Greene 4 credits

FAR

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

Fall/Spring

**2520 Architectural Ceramics: Tile and Brick**

Greene 4 credits

FAR

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

Once a year, Fall or Spring

**2700 Art Survey I**

Staff 4 credits

FAR

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

Fall

**2701 Art Survey II**

Staff 4 credits

FAR

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

Spring

**2710 Arts of the Americas**

Cassidy 4 credits

FAR

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

Fall

**3000 Advanced Drawing**

Levesque 4 credits

FAR

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

Prerequisite: Art 2000

Fall/Spring

**3010 Illustration**

Staff 4 credits

FAR

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

Fall/Spring

**3100 Studio Photography**

Staff 4 credits

FAR

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

Prerequisite: ART 2100, or consent of the instructor.

Fall/Spring

**3110 Advanced Darkroom**

**Photography** 4 credits

Staff

FAR

Advanced studio work in photography. Emphasis is placed upon darkroom photography as a creative and expressive medium and is taught from a fine arts perspective. In addition to the technical issues of image-making, the content, aesthetics and formal qualities of the photographic image are explored. A 35mm camera with manual exposure capabilities is required. This course may be repeated up to three times. This class may be used as an elective for majors and minors in art.

Prerequisite: ART 2100

**3200 Advanced Painting**

Levesque 4 credits

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

Prerequisite: ART 2200.

Fall/Spring

**3300 Advanced Printmaking**

Staff 4 credits

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

Prerequisite: Consent of instructor.

Fall/Spring

**3310 Graphic Production Techniques**

Staff 4 credits

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

Prerequisite: Consent of instructor.

Fall

**3400 Advanced Sculpture**

Staff 4 credits

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

**3500 Advanced Ceramics**

Greene 4 credits

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

*Prerequisite: ART 2500 or 2510.*

*Fall/Spring*

**3700 Research Methods in Art History**

Cassidy 4 credits

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

*Prerequisite: ART 2700 and ART 2701*

**3710 20th Century American Art**

Hudson 4 credits

FAR

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

**3720 Arts of Africa**

Cassidy 4 credits

FAR

An introduction to the art traditions of Africa through the study of selected works.

Ten thousand years of African art will be explored, up to and including the African diaspora.

**3730 Masterpieces of Asian Art and Architecture**

Cassidy 4 credits

FAR

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

*Fall*

**3740 Modern Art**

Hudson 4 credits

FAR

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

**3750 Ancient Art**

Hudson 4 credits

FAR

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

**3760 Women in the Arts**

Hudson 4 credits

FAR

Why have there been no great women artists? HAVE there been none? Prepare to be amazed! This course takes up Nochlin's famous question by examining artifacts from prehistory and surveying evidence of women's roles and creativity in the arts up through the present.

*Fall*

**400 Topics in Art/ArtHistory**

Staff 1-4 credits

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

**4000 Senior Seminar in Studio Art**

Greene/Levesque 4 credits

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

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

*Spring*

**4500 Independent Studies in Art History**

Staff 2-4 credits

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

*Prerequisite: Consent of instructor.*

*Fall/Spring*

**4700 Senior Seminar in Art History**

Cassidy 4 credits

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

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

**Asian Studies**

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

The Asian Studies major will provide substantial and systematic instruction about

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

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

### Requirements for the Major:

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

### Requirements for the Minor:

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

#### Art Department

ART 3730 Masterpieces of Asian Art and Architecture

#### Economics Department

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

ECN 3100 Political Economy of the Pacific Rim

ECN 4030 International Political Economy

#### History Department

HIS 3400 Modern China

HIS 3450 Modern Japan

#### Modern Language Department

CHN 1010 Introductory Chinese I

CHN 1020 Introductory Chinese II

CHN 2010 Elementary Chinese I

CHN 2020 Elementary Chinese II

CHN 3010 Intermediate Chinese I

CHN 3020 Intermediate Chinese II

JPN 1010 Introductory Japanese I

JPN 1020 Introductory Japanese II

JPN 2010 Elementary Japanese I

JPN 2020 Elementary Japanese II

JPN 3011 Intermediate Oral Japanese I

MLA 3060 East Asian Civ. and Culture

MLA 3100 East Asian Lit. in Translation

#### Political Science Department

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

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

POL 3390 Politics of Rapid Growth East Asia

POL 3400 Chinese Politics

POL 3580 American Foreign Policy

#### Religion Department

REL 3110 Hinduism

REL 3120 Islam

REL 3130 Buddhism

REL 3140 East Asian Religion

REL 3360 Religion and Society in Modern India.

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

### 4000 Senior Seminar in Asian Studies

Staff 4 credits

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

## Athletic Training

**MAJOR** 56 credits

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

The athletic training major at Carthage is an undergraduate entry-level program. The program begins its clinical instruction program in the student's second term of their sophomore year. Transfer students must have

32 credits to be eligible for admission. The student's acceptance into the program is based on the following criteria:

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

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

### Athletic Training Educational Program Technical Standards for Admission

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

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

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

1. The mental capacity to assimilate, analyze, synthesize, and integrate concepts to problem solve to formulate assessment and therapeutic judgments, and to distinguish deviations from the norm.
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and to accurately, safely, and efficiently use equipment and materials during the assessment and treatment of patients.
3. The ability to effectively communicate with patients and colleagues, and to show sensitivity to individuals from different cultural and social backgrounds; to effectively communicate judgments and treatment information; and to understand and speak the English language at a level consistent with competent professional practice.
4. The ability to clearly and accurately record the physical examination results and a treatment plan.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. The perseverance, diligence, and commitment to complete the athletic training education program as outlined and sequenced.
7. The flexibility and ability to adjust to changing situations and uncertainty in clinical situations.
8. Affective skills, appropriate demeanor, and rapport that relate to professional education and quality patient care.

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

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

student so that he or she can meet the program's technical standards.

The Athletic Training Program includes:

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

Other required courses:

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

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

#### Honors in the Major

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

#### 1020 Introduction to Athletic Training

Jensen 2 credits

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

#### 200 Topics in Athletic Training

Staff 1-4 credits

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

#### 2080 Structural Kinesiology

Ruffner 4 credits

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

*Prerequisite: ATH 1020*

*Fall*

#### 2100 Athletic Training Practicum I

Jensen 2 credits

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

*Spring*

#### 2190 Principles of Athletic Training

Jensen 4 credits

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

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

*Spring*

#### 3040 Clinical Skills in Athletic Training

Dinauer 4 credits

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

*Fall*

#### 3070 Clinical Skills in Athletic Training II

Ruffner 4 credits

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

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

*Spring*

**3080 Modalities in Athletic Training**

Dinauer 4 credits

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

Spring

**3200 Athletic Training Practicum II**

Dinauer 2 credits

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

Fall

**3300 Athletic Training Practicum III**

Dinauer 1 credit

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

Spring

**3510 Field Placement in Athletic Training**

Ruffner 4 credits

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

**400 Topics in Athletic Training**

Staff 1-4 credits

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

**4080 Administration in Athletic Training**

Jensen 4 credits

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

Fall

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

Ruffner 4 credits

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

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

Fall

**4100 Pharmacology**

Jensen 2 credits

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

Spring

**4400 Athletic Training Practicum IV**

Ruffner 1 credit

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

Fall

**4600 Athletic Training Practicum V**

Staff 1 credit

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

**4990 Senior Project Completion**

Staff 0 credits

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

**Biology**

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

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

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

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

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

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

**Biology Major**

A major in biology consists of the following courses:

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

**Biology Minor**

A minor in biology consists of the following: Six courses in biology, or five courses in biology plus Chemistry 3010.

**Senior Thesis in Biology**

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

**Honors in Major**

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

**1010 Concepts in Biology**

Staff 4 credits  
SCI

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

*Fall, Spring*

**1020 Plants and People**

Staff 4 credits  
SCI

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

*Spring*

**1030 Conservation**

Staff 4 credits  
SCI

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

*Spring*

**1040 Human Anatomy and Physiology**

Staff 4 credits  
SCI

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

*Fall/Spring*

**1050 Phage Hunters I**

Staff 4 credits

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

*Prerequisite: Corequisite BIO 1100 and instructor permission required*

**1051 Phage Hunters II: Bioinformatics**

Staff 4 credits

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

*Prerequisite: BIO 1050 Phage Hunters I or instructor permission*

**1100 Biodiversity and Evolution**

Staff 4 credits  
SCI

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

*Fall, Spring*

**200 Topics in Biology**

Staff 1-4 credits

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

*Prerequisite: Varies depending on course content.*

**2200 Introductory Ecology**

Staff 4 credits  
SCI

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

*Prerequisite: Biology 1100 or ENV 1600  
Fall*

**2300 Cell Biology**

Staff 4 credits  
SCI

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

*Prerequisite: Biology 1100  
Fall, Spring*

**2330 Vertebrate Field Paleontology**

Staff 4 credits  
SCI

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

*Summer*

**2400 Genetics**

Staff 4 credits  
SCI

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

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

*Fall, Spring*

**2500 Medical Ethnobotany**

Choffnes 4 credits  
SCI

A study of the way plant products have been used as drugs to treat disease and modify human physiology in various cultural and historical settings. Lecture.

**2650 Photographing Nature: Investigating Biodiversity and Conservation with Digital Media**

Staff 4 credits  
SCI

This course introduces the student to the use of digital photography to explore plant and animal species and their habitats. The course begins with instruction in digital photography, and then moves outside where students will focus on organisms, learning to photograph them while exploring their biology. Photography will be used to engage students in making detailed observations and beginning the process of scientific discovery. After learning about species, their ecological interactions, and conservation, students will complete a final project that utilizes visual imagery to educate others about the value of biodiversity, ecology, and/or conservation issues.

**2810 Geography and Biology of China**

Staff 4 credits  
SCI

NON LAB. Throughout China's history, the relationship between humans and the native plant and animal communities has fueled the growth of civilizations and created new ecological challenges. This course aims to present students with geographical and biological perspectives to help them understand how the Chinese people have been interacting with their environment through time and across a vast country.

**3050 Plant Physiology**

Staff 4 credits  
SCI

The scientific study of plants with a focus on how the structure and function of plants enable these organisms to respond dynamically to a wide variety of environments. Lecture and laboratory.  
*Prerequisite: Biology 2300.*  
*Spring*

**3200 Aquatic Ecology**

Hegrenes 4 credits  
SCI

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

**3210 Animal Behavior**

Hegrenes 4 credits  
SCI

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

**3300 Human Anatomical Systems**

Martino 4 credits  
SCI

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

**3310 Systemic Physiology**

Martino 4 credits  
SCI

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

**3320 Entomology**

Staff 4 credits  
SCI

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

**3330 Comparative Anatomy of Vertebrates**

Carr 4 credits  
SCI

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

**3340 Microbiology**

Tobiason 4 credits  
SCI

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

**3350 Parasitology**

Staff 4 credits  
SCI

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

**400 Topics in Biology**

Staff 1-4 credits

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

**4100 Experimental Design**

Staff 4 credits

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

**4120 Senior Seminar**

Staff 4 credits

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

**4200 Advanced Ecology**

Staff 4 credits

SCI

Examination of the relationships between organisms in their environments, stressing quantitative methods of data collection and analysis and a more thorough examination of the theoretical basis of ecology. Lecture, laboratory, and field trips.

*Prerequisite: Biology 2200*

**4300 Immunology**

Staff 4 credits

SCI

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

*Prerequisite: BIO 2300 and 2400*

**4310 Developmental Biology**

Choffnes 4 credits

SCI

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

*Prerequisite: Biology 2400*

**4320 Recombinant DNA Technology**

Pfaffle 4 credits

SCI

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

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

**4500 Independent Study in**

**Biology**

Staff 2-4 credits

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

*Prerequisite: Permission of instructor.*

*Fall/Spring*

**4900 Research in Biology**

Staff 1-4 credits

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

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

*Fall/Spring*

**Business Administration**

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

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

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

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

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

**Management Major**

MGT 1110 Introduction to Business and Technology

MGT 3120 Principles of Management

MGT 3210 Financial Management

MGT 3300 Production and Operations Management

MGT 3400 Human Resource Management

MGT 3600 Legal Environment of Business or MGT 3650

MGT 4900 Business Policy Seminar

MKT 3130 Principles of Marketing

ACC 2010 Financial Accounting

ACC 2020 Managerial Accounting (or ACC 2040)

ECN 1010 Principles of Microeconomics

ECN 1020 Principles of Macroeconomics

BUS/ECN Applied Statistics for Economics 2340 and Management

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

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

NOTE:

\*Students may substitute the ECN 1010,1020 sequence for ECN 1030 but will still need 8 credits of electives from the Business Administration Department.

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

\*\*\*Students may substitute the ACC 2010-2020 or ACC 2010-2040 sequence for ACC 2000 and one 4-credit business elective.

**Accounting Major**

ACC 2010 Financial Accounting

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

ACC 3010 Intermediate Accounting I

ACC 3020 Intermediate Accounting II

ACC 4010 Advanced Accounting

ACC 4020 Auditing

MGT 4900 Business Policies Senior Seminar

MGT 1110 Introduction to Business and Technology

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

MGT 3210 Financial Management.

BUS/ Applied Statistics for Economics ECN 2340 and Management

ECN 1010 Principles of Microeconomics

ECN 1020 Principles of Macroeconomics



## Choice of one:

MGT 3060 Individual Taxation

MGT 3090 Business Taxation

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

## Finance Major

ACC 2010 Financial Accounting

ACC 3010 Intermediate Accounting I

ECN 1010 Principles of Microeconomics

ECN 1020 Principles of Macroeconomics

ECN 3200 Money and Banking

ECN 3290 International Finance

MGT 1110 Introduction to Business and Tech.

MGT 3120 Principles of Management

MGT 3210 Financial Management

BUS/ Business Statistics

ECN 2340

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

MGT 4050 Security and Portfolio Analysis

MGT 4900 Business Policy Senior Seminar

## Chose One:

ACC 3020 Intermediate Accounting II

ECN 3340 Introduction to Econometrics

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

## Marketing Major

ECN 1010 Principles of Microeconomics

ECN 1020 Principles of Macroeconomics

ACC 2000 Survey of Accounting or a sequence of: ACC 2010, 2020 or ACC 2010, 2040

BUS/ Applied Statistics for Economics  
ECN 2340 and Management

MGT 1110 Introduction to Business and Tech.

MGT 3120 Principles of Management

MGT 4900 Business Policies Senior Seminar

MGT 3600 Legal Environment of Business or BUS 3650

MKT 3130 Marketing Principles

MKT 3230 Personal Selling and Sales Management

MKT 4100 Marketing Communications

MKT 4220 Business to Business Marketing

MKT 4230 Consumer Research

## One of:

GEO 2300 Economic Geography

GEO 2600 Mapping Your World

SOC 1000 Introduction to Sociology

GEO 3100 Business Geographics

CDM 3300 Writing for the Media

CDM 2200 Principles of Public Relations

SOC 1020 Cultural Anthropology

PSY 2200 Social Psychology

## Business Administration

### 2110 Business Ethics

Staff 4 credits

HUM

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

### 2340 Applied Statistics for Management and Economics

Groleau 4 credits

MTH

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

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

*Fall/Spring/Summer*

## Accounting

### 2000 Survey of Accounting

Duffy 4 credits

The course will examine all aspects of company formation, looking first at the strategic planning and research to organize the business, financing the plan, investing in the resources, and operating the business.

Specifically, the basic accounting equation, journalizing accounting transactions using debits and credits, financial statement analysis, cost terms, concepts and behavior, cost-volume-profit relationships, profit planning, and capital budgeting will be covered. NOTE: This course does not satisfy any requirements for Accounting or Management majors.

*Prerequisite: MGT 1110*

*Fall*

### 2010 Financial Accounting

Brunn, Dawson, Duffy, Schlichting 4 credits  
SOC

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

*Prerequisite: MGT 1110*

*Fall/J-Term*

### 2020 Managerial Accounting

Duffy 4 credits

SOC

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

*Prerequisite: ACC 2010.*

*Spring*

**2040 Cost and Managerial Accounting**

Brunn, Schlichting 4 credits

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

*Prerequisite: ACC 2010**Spring***2050 Cost Accounting**

Schlichting 2 credits

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

*Prerequisite: ACC 2020 (202)***3010 Intermediate Accounting I**

Schlichting 4 credits

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

*Prerequisite: ACC 2010**Fall***3020 Intermediate Accounting II**

Dawson 4 credits

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

*Prerequisite: ACC 3010**Spring***3060 Individual Taxation**

Schlichting 4 credits

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

*Prerequisite: Junior Standing**Spring***3090 Business Taxation**

Schlichting 4 credits

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

*Prerequisite: Junior Standing**Fall***4010 Advanced Accounting**

Wall 4 credits

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

*Prerequisite: ACC 3020**Fall***4020 Auditing**

Duffy 4 credits

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

*Prerequisite: ACC 3020**Spring***Management****1110 Introduction to Business and Technology**

O'Brien, Tiahnybok 4 credits

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

*Spring/Fall***3100 Introduction to Management Science**

Groleau 4 credits

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

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

## 3120 Principles of Management

O'Brien 4 credits  
SOC

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

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

*Fall/Spring*

## 3210 Financial Management

Wall 4 credits  
SOC

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

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

*Fall/Spring*

## 3300 Operations Management

Miller 4 credits  
SOC

A survey of major management systems and quantitative techniques used in manufacturing and service operations. Subject matter will address operations strategy, product/process design, quality management, inventory management (including MRP and JIT), project management, and other related topics.

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

*Fall/Spring*

## 3400 Human Resource Management

Miller 4 credits  
SOC

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

*Prerequisite: MGT 3120*

*Fall/Spring*

## 3600 Legal Environment of Business

Phegley 4 credits  
SOC

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

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

## 3610 Accounting Law

Phegley 2 credits

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

*Prerequisite: MGT 3600*

## 3650 Business Law for Accountants

Phegley 4 credits

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

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

*Spring*

## 3710 International Management

O'Brien 4 credits  
SOC

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

*Prerequisite: Junior Standing.*

*Spring*

## 3730 International Legal Environment of Business

Staff 4 credits  
SOC

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

*Prerequisite: Junior standing.*

**3800 Business Research Projects**

Staff 2 credits

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

*Prerequisite: MGT 3120*

**4050 Security and Portfolio**

**Analysis**

Wall 4 credits

An interpretive, analytical study of classic and modern day valuation techniques.

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

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

**4600 Labor and Employment Law**

Staff 4 credits

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

Significant writing and speaking will be expected of all students.

*Prerequisite: MGT 3600*

**4900 Business Policies Senior**

**Seminar**

Staff 4 credits

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

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

*Fall/Spring*

**Marketing**

**3130 Marketing Principles**

Owens, Shields 4 credits

SOC

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

*Prerequisite: ACC 2000 or 2010*

*Fall/Spring*

**3230 Selling and Sales**

**Management**

Shields 4 credits

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

*Prerequisite: MKT 3130*

**4100 Marketing Communications**

Owens 4 credits

SOC

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

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

## 4200 Database Marketing

Owens 4 credits

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

*Prerequisite: MKT 3130*

## 4220 Business to Business Marketing

Staff 4 credits

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

*Prerequisite: MKT 3130 and MKT 3230*

## 4230 Consumer Research

Staff 4 credits

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

*Prerequisite: MKT 3130 and ECN/BUS 2340*

## Chemistry

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

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

3130, 3140, 3230, and 4000, as well as Calculus I (MTH 1120) and II (MTH 1220), and General Physics I (PHY 2200) and II (PHY 2210). The standard major also requires eight more credits in CHM 3010, 3240, 400T, 4070, 4120, or 4900.

For the distinction of a degree certified by the American Chemical Society, a chemistry major must take the above 12 core courses in Chemistry, Mathematics, and Physics; CHM 3010, 3240 and 4120, and Multivariate Calculus (MTH 2120) or Mathematics for Scientists and Engineers (PHY 2470).

Research must also be performed on- or off-campus for an ACS certified degree. An advanced course in Physics may replace 4 elective credits with departmental approval.

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

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

### Honors in the Major

Please see department chair for details.

## 1000 Better Living Through Chemistry

Rubinfeld 4 credits  
SCI

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

## 1010 General Chemistry I

Morris, Smith, Pellino 4 credits  
SCI

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

*Fall*

## 1020 General Chemistry II

Blaine, Morris, Smith, Pellino 4 credits  
SCI

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

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

*Fall/Spring*

## 200 Topics in Chemistry

Staff 1-4 credits

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

## 2010 Experimental Chemistry

Staff 1 credit

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

*Prerequisite: Chemistry 1020*

*Spring*

## 2070 Organic Chemistry I

Eckert, Smith 4 credits  
SCI

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

*Prerequisite: Chemistry 1020.*

*Fall*

## 2080 Organic Chemistry II

Eckert, Smith 4 credits  
SCI

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

*Prerequisite: Chemistry 2070.*

*Spring*

## 2120 Inorganic Chemistry

Blaine 3 credits  
SCI

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

*Prerequisite: Chemistry 1020.*

*J-Term*

**3010 Biochemistry**

Pellino, Koudelka 4 credits

SCI

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

*Prerequisite: Chemistry 2080.*

Spring

**3130 Physical Chemistry I**

Morris 4 credits

SCI

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

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

Fall

**3140 Physical Chemistry II**

Morris 4 credits

SCI

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

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

Spring

**3230 Analytical Chemistry I**

Blaine 4 credits

SCI

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

*Prerequisite: CHM 1020.*

Fall

**3240 Analytical Chemistry II**

Blaine 4 credits

SCI

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

*Prerequisite: CHM 3230*

Spring

**400 Topics in Chemistry**

Staff 4 credits

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

*Prerequisite: Chemistry 3010*

Fall

**4000 Chemistry Seminar**

Staff 4 credits

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

Fall

**4070 Advanced Organic Chemistry**

Eckert 4 credits

SCI

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

*Prerequisite: CHM 2080.*

Fall

**4120 Advanced Inorganic Chemistry**

Blaine 4 credits

SCI

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

*Prerequisite: Chemistry 2120*

Spring

**4900 Research in Chemistry**

Staff 2 or 4 credits

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

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

Fall/Spring/J-Term

**Classics**

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

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

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

Classics now offers a sequence in Medieval Studies. As Topics courses, we have offered history of the Middle Ages, the Byzantine Empire, Monasticism, and Goths Vandals, and the Origins of European Identity

**Classical Studies Major**

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

- Two courses (8 credits) in Latin or Ancient Greek. At least one course must be 1020 level or above.
- Two of the following courses:
  - CLS 1310 Introduction to Greece and Rome
  - CLS 1320 Introduction to Ancient Near East
  - CLS 1350 Classical Mythology
  - CLS 1400 Introduction to Classical Archaeology
  - CLS 1410 Greek and Roman Art
- Four courses among the following, one must be at least 3000 level or above:

CLS 200T Topics in Classics  
 CLS 2310 The Greeks  
 CLS 2350 The Romans  
 CLS 2400 World of Late Antiquity  
 CLS 2450 Race, Gender and Sex in Greece and Rome  
 CLS 3000 Golden Age of Athens  
 CLS 3100 Age of Augustus  
 CLS 3200 Ancient Egypt  
 CLS 3210 Seminar in Greek Studies  
 CLS 3220 Roman Law and Courtroom Practice  
 CLS 3250 Field Archaeology  
 CLS 3260 Seminar in Roman Studies  
 CLS 3310 Greek Religions  
 CLS 3320 Roman Religions  
 CLS 3400 Homer's *Iliad* and *Odyssey*  
 CLS 3420 Socrates: Then and Now  
 CLS 3440 Herodotus and Thucydides  
 CLS 400T Topics in Classics

## Greek

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

## Latin

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

- CLS 2750 Research Methods. Offered Spring only. To be taken in junior year.
- Classics 4100 Senior Seminar. To be offered or directed by one member of the department with the possibility of participation of other members of the humanities, fine arts, or social science divisions. Offered fall only.

### Classical Archaeology Major

Forty-eight credits constitute the major in Classical Archaeology. Students must take the following:

- Two courses (8 credits) in either Latin or Ancient Greek. At least one course must be 1020 or above.
- CLS 1400 Classical Archaeology (4 cr.)
- One course (4 credits) from among the following:
  - CLS 1310 Introduction to Greece & Rome
  - CLS 1320 Introduction to the Ancient Near East
  - CLS 1350 Classical Mythology
  - CLS 1410 Greek and Roman Art
- CLS 3250 Field Archaeology (4 credits)
- Two courses (8 credits) from among the following, at least one of which must be 300-level or above:
  - CLS 2310 The Greeks
  - CLS 2350 The Romans
  - CLS 2400 The World of Late Antiquity
  - CLS 2450 Race, Gender and Sex in Greece and Rome
- CLS 200T Topics in Classics
- CLS 3000 The Golden Age of Athens
- CLS 3100 The Age of Augustus
- CLS 3200 Ancient Egypt
- CLS 3210 Seminar in Greek Studies
- CLS 3260 Seminar in Roman Studies
- CLS 3310 Greek Religions
- CLS 3320 Roman Religions
- CLS 3400 Homer's *Iliad* and *Odyssey*
- CLS 3420 Socrates: Then and Now
- CLS 3440 Herodotus and Thucydides
- CLS 400T Topics in Classics

## Greek

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

## Latin

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

- Three courses (12 credits) from among the following courses in the Geography and Earth Sciences Department:
  - GEO 1500 Human Geography
  - GEO 1700 Physical Geography
  - GEO 2100 The Human Landscape
  - GEO 2600 Mapping Your World: Introduction to GIS
  - GEO 2700 Satellite Image and Airphoto Analysis.
  - GEO 3300 Analytical Techniques in Geography
  - GEO 3600 Advanced Geographic Information Science
- To complete the major, a student must take and pass the following two courses
  - CLS 2750 Research Methods (4 credits). Offered Spring term only. To be taken in junior year. If you are going to study abroad your junior year, we suggest that you take Research Methods in Spring term of your sophomore year.
  - CLS 4100 Senior Seminar (4 credits). Fall only.

Students in the Classical Archaeology major are strongly encouraged to minor in Geography, Computer Science, Art History or Communication (with a focus on digital media).

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

### Classical Foundation Major

Forty-eight credits constitute the major in Classical Foundations. Students must take the following to fulfill the requirements:

- Three courses (12 credits) in Greek or Latin, at least one of which must be 2010 or higher
- CLS 1350 Classical Mythology (4 credits)
- 2 courses (8 credits) in classical or medieval history from the following:

CLS/HIS Introduction to the Medieval  
200T World

CLS/HIS The Greeks  
2310

CLS 2350 The Romans

CLS 2400 The World of Late Antiquity

CLS 2450 Race, Gender and Sex in  
Greece and Rome

CLS 3000 The Golden Age of Athens

CLS 3100 The Age of Augustus

CLS 3200 Ancient Egypt

- One course (4 credits) in classical or medieval religions from the following:

CLS/REL 3100 Greek Religions

CLS/REL 3220 Roman Religions

*Other courses in classical or medieval religion, 2000 or above, may fulfill this requirement. Please consult the chair of classics.*

- Each the following

GFW/ Foundations of Western Thought:  
CLS Ancient and Medieval (4 credits).  
2210 Offered in the Fall term.

GFW Seminar in Ancient Thought (4  
3010 credits)

GFW Seminar in Medieval Thought (4  
3020 credits)

CLS Research Methods (credits)  
2750

CLS Senior Seminar (4 credits)  
4000

As designed, the classical foundation major comes closest to a traditional major in Classics. It is truly interdisciplinary major that covers, history, culture, languages, and literature. What makes it distinct is that it allows students to take classes in the post-classical world.

#### Classical Studies Minor

- One course 102 or above (4 credits) in Latin or Ancient Greek
- Two courses (8 credits) from among the following:

CLS/  
HIS 1310 Introduction to Greece &  
Rome

CLS/  
HIS 1320 Introduction to the Ancient  
Near East

CLS 1350 Classical Mythology

CLS 1400 Introduction to Classical  
Archaeology

CLS 1410 Greek and Roman Art

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

CLS 2310 The Greeks

CLS 2350 The Romans

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

CLS 200T Topics in Classics

CLS 3000 The Golden Age of Athens

CLS 3100 The Age of Augustus

CLS 3200 Ancient Egypt

CLS 3210 Seminar in Greek Studies

CLS 3250 Field Archaeology

CLS 3310 Greek Religions

CLS 3320 Roman Religions

CLS 3260 Seminar in Roman Studies

CLS 3400 Homer's *Iliad* and *Odyssey*

CLS 3420 Socrates: Then and Now

CLS 3440 Herodotus and Thucydides

CLS 400T Topics in Classics

Greek

GRK 2010 Intermediate Ancient  
Greek I

GRK 2020 Intermediate Ancient  
Greek II

GRK 3010 Advanced Ancient Greek I

GRK 3020 Advanced Ancient Greek II

Latin

LTN 2010 Intermediate Latin I

LTN 2020 Intermediate Latin II

LTN 3010 Advanced Latin I

LTN 3020 Advanced Latin II

#### Latin Minor

Latin Minor Requirements (20 credits):

Three Latin courses, LTN 1020 or above (12 credits)

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

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

#### Honors in Major

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

## Classics

### 1310 Introduction to Greece and Rome

Renaud 4 credits  
HUM

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

### 1320 The Ancient Near East

Renaud 4 credits  
HUM

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

### 1350 Classical Mythology

DeSmidt, McAlhany, Renaud 4 credits  
HUM

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

*Fall*



**1400 Classical Archaeology**

Renaud, Schowalter 4 credits  
HUM

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

**1410 Greek and Roman Art**

Renaud 4 credits  
HUM

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

**200 Topics in Classics**

Staff 1-4 credits

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

**2310 The Greeks**

DeSmidt, McAlhany, Renaud 4 credits  
HUM

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

**2350 The Romans**

DeSmidt, McAlhany, Renaud 4 credits  
HUM

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

**2400 The World of Late Antiquity**

Hendrix 4 credits  
HUM

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

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

Renaud 4 credits  
HUM

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

**2750 Research Methods in Classics**

Staff 4 credits

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

**3000 The Golden Age of Athens**

Renaud 4 credits  
HUM

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

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

**3100 The Age of Augustus**

Renaud 4 credits  
HUM

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

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

**3200 Ancient Egypt**

Renaud 4 credits  
HUM

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

**3210 Seminar in Greek Studies**

DeSmidt, McAlhany, Renaud, Schowalter  
HUM 4 credits

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

**3220 Roman Law and Courtroom Practice**

DeSmidt 4 credits  
HUM

Roman law is a traditional elective for pre-law majors and often required for those seeking a law degree. Students will study the origins of Roman law and the development of courtroom practice by reading inscriptional remains, courtroom documents, and primary accounts of legal thought and legal practice in Rome (and also Greece). The course will also employ a casebook approach to study the practical applications of Roman law and end with each student presenting a final persuasive speech for oneself and against an opposing classmate in an imagined, but authentic, Roman context.

**3250 Field Archaeology**

Renaud, Schowalter 4 credits

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

*Prerequisite: Introduction to Classical Archaeology 1400*  
*Summer*

**3260 Seminar in Roman Studies**

Staff 4 credits  
HUM

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

**3310 Greek Religions**

Renaud, Schowalter 4 credits  
HUM

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

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

**3320 Roman Religions**

Renaud, Schowalter 4 credits  
HUM

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

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

**3400 Homer's Iliad and Odyssey**

Heitman 4 credits  
HUM

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

**3420 Socrates: Then and Now**

Heitman 4 credits  
HUM

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

**3440 Herodotus and Thucydides**

Heitman 4 credits  
HUM

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

## 400 Topics in Classics

DeSmidt, Heitman, McAlhany, Renaud, Schowalter

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

*Prerequisite: Upper division status or consent of instructor.*

## 4100 Senior Seminar

Staff 4 credits  
HUM

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

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

Fall

## Greek

### 1010 Elementary Greek I

DeSmidt, McAlhany 4 credits  
MLA

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

Fall

### 1020 Elementary Ancient Greek II

DeSmidt, McAlhany 4 credits  
MLA

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

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

Spring

### 2010 Intermediate Greek I

DeSmidt, McAlhany 4 credits

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

*Prerequisite: GRK 1020 or consent of the instructor*

Fall

### 2020 Intermediate Greek II

DeSmidt, McAlhany 4 credits

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

*Prerequisite: GRK 2010 or consent of the instructor*

Spring

### 3010 Advanced Greek I

DeSmidt, McAlhany 4 credits

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

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

### 3020 Advanced Greek II

DeSmidt, McAlhany 4 credits

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

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

## Latin

### 1010 Elementary Latin I

DeSmidt, McAlhany, Renaud 4 credits  
MLA

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

Fall

### 1020 Elementary Latin II

DeSmidt, McAlhany, Renaud 4 credits  
MLA

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

*Prerequisite: LTN 1010 or consent of the instructor*

Spring

### 2010 Intermediate Latin I

DeSmidt, McAlhany, Renaud 4 credits

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

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

### 2020 Intermediate Latin II

DeSmidt, McAlhany, Renaud 4 credits

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

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

### 3010 Advanced Latin I

DeSmidt, McAlhany, Renaud 4 credits

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

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

### 3020 Advanced Latin II

DeSmidt, McAlhany, Renaud 4 credits

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

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

## Communication and Digital Media

The Department of Communication and Digital Media focuses on human symbolic activity and its role in culture and commerce. The department offers majors in communication, graphic design and public relations; and minors in communication and public relations.

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

The department believes that the technologies and attendant cultures of the information age are deeply impacting human communication in the 21st century. Global and local cultures are undergoing profound shifts in communication practices. This department is committed to helping our students develop the understandings and practical skills necessary for effective communication and leadership in these changing circumstances.

No discipline taught in the academy remains unaffected by the convergence of older oral and print cultures with the burgeoning world of digital communication. New literacies have become essential for the education of free men and women as envisioned by the Carthage College mission statement. Media literacy and visual literacy are increasingly as foundational for an educated citizenry as

reading, writing, and speaking have long been acknowledged to be. The department offers general education courses and academic majors that develop competencies in, as well as sophisticated critical understanding of, an increasingly mediated world.

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

Department faculty actively support students in the identification and fulfillment of appropriate internships that challenge and extend their classroom learning. All students majoring in graphic design, communication, or public relations are expected to demonstrate their intellectual grasp of the discipline, as well as their own artistic and communicative competencies, by successfully completing the senior capstone seminar, which involves a major thesis, project, or exhibition.

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

**Departmental Core Requirements (16 credits)**

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

- CDM 1150 Introduction to Human Symbolic Activity
- CDM 1200 Public Speaking
- CDM 1300 Introduction to Visual Communication
- CDM 2700 Digital Cinema Production

**Requirements for the Communication major (40 credits)**

1. Departmental Core (16 credits)
2. Communication Major Core (12 credits)
  - CDM 3000 Rhetoric and Persuasion
  - CDM 3450 Mass Communication
  - CDM 4010 Senior Seminar for Communication Majors
3. Twelve credits selected from the following:

- CDM 2100 Communication and Community
- CDM 2200 Principles of Public Relations
- CDM 3300 Writing for Media
- CDM 3400 Communication and Technology
- CDM 3550 Internship (up to 4 credits)
- CDM 200T/400T Topics
- CDM 3950 Advanced Cinema Production

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

1. Departmental Core (16 credits)
2. Graphic Design Major Core (20 credits)
  - ART 1070 Introduction to Studio 2D
  - CDM 2000 Graphic Design I
  - CDM 3750 Graphic Design II
  - CDM 2850 Typography
  - CDM 4020 Senior Seminar for Graphic Design Majors
3. Eight credits selected from the following:
  - CDM 3150 History of Graphic Design
  - CDM 3650 Image
  - CDM 3530 Digital Media-Web Design (2 cr.)
  - CDM 3540 Digital Media-Time Based (2 cr.)
  - CDM 3550 Internship (up to 4 cr.)
  - CDM 3950 Advanced Cinema Production

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

1. Departmental Core (16 credits)
2. Public Relations Major Core (28 credits)
  - MGT 1110 Introduction to Business and Technology
  - ACC 2000 Survey of Accounting OR ACC 2010 Financial Accounting
  - CDM 2200 Principles of Public Relations
  - MGT 3120 Organizational Management
  - MKT 3130 Marketing Principles
  - MKT 4100 Marketing Communications
  - CDM 4010 Senior Seminar for Communication Majors (or other appropriate senior seminar)
3. Twelve credits selected from the following:

- ECN 1010 Principles of Microeconomics
- ENG 3050 Expository Composition
- ECN 1030 Issues in Economics
- GEO 1500 Introduction to Human Geography
- PHL 1100 Contemporary Ethical Issues
- PHL 2110 Business Ethics
- PSY 2200 Social Psychology
- MGT 3600 Legal Environment of Business
- CDM 3000 Rhetoric and Persuasion
- CDM 3300 Writing for the Media
- CDM 3450 Mass Communication

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

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

**Requirements for the Communication minor (24 credits)**

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

**1100 Media Literacy**

Staff FAR 4 credits  
 An exploration of controversial issues in the mass media as they relate to today's society. Students will read contemporary literature expressing divergent viewpoints on numerous media-related issues. The ultimate focus is on fostering critical literacy in media consumption. This course does not count toward majors or minors in the department.

**1150 Introduction to Human Symbolic Activity**

Bruning, Schulze, Brownson, Huaracha 4 credits  
 This course provides a broad grounding in the history and current interdisciplinary understandings of human communication. It also provides an introduction to the skills and competencies students develop through their program of study as communication majors, graphic design majors, and public relations majors. Lecture and laboratory.

## 1200 Public Speaking

Staff 4 credits

FAR

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

## 1300 Introduction to Visual Communication

Montoto, Huaracha 4 credits

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

*Prerequisite: CDM 1150*

## 200 CDM Topics

Staff 4 credits

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

*Prerequisite: CDM 1150 or consent of instructor.*

## 2000 Graphic Design I

Montoto, Huaracha 4 credits

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

*Prerequisite: CDM 1300*

## 2100 Communication and Community

Bruning 4 credits

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

## 2200 Principles of Public Relations

Staff 4 credits

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

## 2500 Basic Digital Photography

Huaracha 4 credits

FAR

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

## 2600 Aesthetics of Screen Media

Staff 4 credits

FAR

In this course students will learn and apply a variety of critical methods for understanding and evaluating aesthetic criteria in screen media. The course will cover television, film, internet, and other contemporary or emerging screen media. It will consider the basic elements of screen media aesthetics, mainly light, space, motion, and sound. The course is designed to provide students with a knowledge base for future work in either screen media production, screen media criticism, or other communication-related fields.

## 2650 Photographing Nature: Investigating Biodiversity and Conservation with Digital Media

Staff 4 credits

FAR

This course introduces the student to the use of digital photography to explore plant and animal species and their habitats. The course begins with instruction in digital photography, and then moves outside where students will focus on organisms, learning to photograph them while exploring their biology. Photography will be used to engage students in making detailed observations and beginning the process of scientific discovery. After learning about species, their ecological interactions, and conservation, students will complete a final project that utilizes visual imagery to educate others about the value of biodiversity, ecology, and/or conservation issues.

## 2700 Digital Cinema Production

Chilsen, Bruning 4 credits

This communication practicum engages students in the process of developing, writing, producing, and editing video-based multimedia programs. Students study the process of media production by critical analysis of film texts and by active participation in the production process. Students must have unlimited access to an external FIREWIRE 400 hard drive (recommended free space: 250 GB).

*Prerequisite: CDM 1150 and CDM 1300/1050; or consent of instructor*

## 2850 Typography

Montoto, Huaracha 4 credits

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

*Prerequisite: CDM 2000 and ART 1530*

**3000 Rhetoric and Persuasion**

Brownson, Isham 4 credits

A study of rhetorical theory as it provides models for the construction and criticism of public discourse. Classical and contemporary writings on rhetoric are explored in the context of theories of language, representation, and communication.

*Prerequisite: CDM 1150 or consent of instructor*

**3150 History of Graphic Design**

Huaracha 4 credits

This class covers the history of graphic design from 1450 to the present. Emphasis is on the development of design from the late 19th century to the present.

*Prerequisite: CDM 1300 or consent of instructor*

**3300 Writing for Media**

Chilsen 4 credits

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

**3400 Communication and Technology**

Bruning FAR 4 credits

This course examines digital technology as a medium of communication. Issues covered include the social, economic, civic, and global implications of the information age.

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

**3420 Communication Management**

Staff 4 credits

This is an advanced course for Public Relations majors or other students who wish to understand the nature and management of effective communication within and among organizations. Students will develop insights and capacities in organizational communication leadership; careers and cultures in corporations, agencies, small business, and nongovernmental organizations; client relations; communication-planning strategies and systems; stakeholder communication; stockholder and financial communication; reputation management; global communication; crisis management; change management; tracking issues and trends and managing communication about them; and funding and evaluating communications campaigns.

*Prerequisite: MGT 1100, CDM 2200, and CDM 3300*

**3450 Mass Communication**

Bruning FAR 4 credits

An advanced survey of the media and its role in culture. This course examines the economic, textual, and cultural dimensions of several mass media.

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

**3530 Digital Media: Web Design**

Montoto 2 credits

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

*Prerequisite: CDM 2000*

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

Montoto 2 credits

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

*Prerequisite: CDM 3530*

**3550 CDM Internship**

Staff 4-8 credits

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

*Prerequisite: CDM 1150 and consent of faculty sponsor*

**3650 Image**

Staff 4 credits

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

*Prerequisite: CDM 2000*

**3750 Graphic Design II**

Montoto, Huaracha 4 credits

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

*Prerequisite: CDM 2000*

*Spring*

**3950 Advanced Cinema Production**

Chilsen 4 credits

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

*Prerequisite: CDM 2700 or consent of instructor*

## 400 CDM Topics

Staff 4 credits

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

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

## 4010 Senior Seminar for Communication Majors

Bruning, Schulze 4 credits

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

*Prerequisite: Senior standing or consent of instructor.*

Fall

## 4020 Senior Seminar for Graphic Design Majors

Montoto, Huaracha 4 credits

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

*Prerequisite: Senior standing or consent of instructor.*

Spring

## 4030 Senior Seminar for Public Relations Majors

Staff 4 credits

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

*Prerequisite: Senior standing or consent of the instructor.*

Spring

## 4200 Methods and Materials in Teaching Communication

Staff 4 credits

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

## Computer Science

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

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

CSC 1110 Principles of Computer Science I

CSC 1120 Principles of Computer Sci. II

CSC 2510 Computer Organization

CSC 2560 Data Structures

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

MTH 1240 Discrete Structures

CSC 4000 Senior Seminar (1 credit)

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

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

Entrepreneurial Studies in the Natural Sciences Program (ESNS).

## 1100 Introduction to Computing

Crosby, Wheeler 4 credits

An introduction to the art and science of computer programming for the student without previous programming experience. Topics covered include the historical development of computing, the basic operating principles of computers, and an introduction to problem-solving using one or more high level computing languages, such as Javascript. HTML and Web programming also are introduced.

Fall/Spring

## 1110 Principles of Computer Science I

Crosby, Mahoney, Wheeler 4 credits

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

Fall/Spring

## 1120 Principles of Computer Science II

Crosby, Mahoney 4 credits

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

*Prerequisite: CSC 1110*

## 200 Topics in Computer Science

Staff 1-4 credits

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

## 2510 Computer Organization

Chell 4 credits

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

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

Spring

**2560 Data Structures and Algorithms**

Mahoney, Wheeler 4 credits

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

*Prerequisite:* CSC 1120.

Fall

**3050 Object-Oriented Programming**

Staff 4 credits

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

*Prerequisite:* CSC 1120.

**3210 Computing Paradigms**

Staff 4 credits

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

*Prerequisite:* CSC 2560.

**3410 Database Design and Management**

Staff 4 credits

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

*Prerequisite:* CSC 1120.

Spring

**3450 Computer System Administration**

Crosby 4 credits

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

*Prerequisite:* CSC 1110.

J-Term

**3530 Artificial Intelligence and Cognitive Modeling**

Staff 4 credits

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

*Prerequisite:* CSC 2560 or with permission of instructor.

**3600 Data Communications**

Crosby, Mahoney 4 credits

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

*Prerequisite:* CSC 1120.

Fall

**3730 Operating Systems**

Mahoney 4 credits

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

*Prerequisite:* CSC 2510.

Spring

**3750 Algorithms**

Wheeler 4 credits

This course studies various problem-solving strategies and examines the classification, design, complexity, and efficiency of algorithms.

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

Spring

**400 Topics in Computer Science**

Staff 1-4 credits

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

**4000 Senior Seminar**

Staff 1 credit

Students review and discuss current issues and trends in Computer Science.

*Prerequisite:* Senior standing.

Fall

**4350 Software Design and Development**

Mahoney, Wheeler 4 credits

An examination of the software development process from analysis through maintenance using both structured and object-oriented methods. Students work together on a team project.

*Prerequisite:* CSC 2560.

Fall

**4500 Independent Study**

Staff 2-4 credits

Independent study in a topic of interest in computer science that does not duplicate any other course in the regular course offerings.

*Prerequisite:* CSC 2560.

**4650 Computer Architecture**

Crosby, Mahoney 4 credits

Students examine various computer architectures including the von Neuman mode, RISC/CISC, and parallel architectures.

*Prerequisite:* CSC 2510.

Spring

**4810 Foundations of Computer Science**

Chell, Wheeler 4 credits

This course examines various models of computation, including finite and pushdown automata and recursive functions. Language grammars, parsing, and complexity classes also are studied. Special schedule.

*Prerequisite:* CSC 3750.

Spring

**4900 Research in Computer Science**

Staff 1-4 credits

An opportunity to conduct research in computer science, culminating in a research paper.

*Prerequisite:* CSC 1120 and instructor approval

**Criminal Justice**

The criminal justice major at Carthage gives students a basic understanding of our criminal justice system, from law-making to law-breaking (including potential sanctions). For this reason, the curriculum is interdisciplinary, and includes courses in Political Science, Sociology and Criminal Justice.

The curriculum includes relevant traditional courses, along with new courses specifically created to address neglected areas and problems. The various institutions which make up the criminal justice system are all examined in their relationships to one another as well as in their relationship to our



society, other social institutions, and related practices. The discussion of such matters raises questions concerning the types of laws and practices which constitute and are consistent with a free, humane, secure, and responsible society.

The major is designed for students who are planning a career in criminal justice areas such as law and judicially-related fields, law enforcement and administration, probation and parole, criminology, adult and juvenile corrections, urban planning and affairs, etc. There are a wide variety of criminal justice careers at the local, state, and national levels.

## **Criminal Justice Major (40 credits)**

The Criminal Justice major consists of 40 credits, including a four hour Senior Seminar. Students considering law school are encouraged to take the Pre-Law track within the Criminal Justice major.

### **All majors must take a common core consisting of the following:**

CRJ 1000 Criminal Justice  
CRJ 2260 Criminology  
POL 2910 Constitutional Law II: Civil Rights and Civil Liberties  
POL 1040 Introduction to Public Policy  
CRJ 4990 or SOC 4990 or POL 4000 Senior Seminar

Students may choose to pursue either a Criminal Justice or Pre-Law track within this major. **Students who wish to complete the regular Criminal Justice major must take the following three courses for 12 credits:**

CRJ 3010 Police and Society  
CRJ 3020 American Courts  
CRJ 3030 Corrections

**Those students who choose to pursue the Pre-Law track must take the following three courses for 12 credits:**

POL 2400 American Government  
POL 2900 Constitutional Law I: Separation of Powers/Judicial Process  
POL 1910 Law and Society

The remaining 8 credits for the Criminal Justice major, regardless of track pursued by the student, may be fulfilled by taking any **two** of the following courses:

CRJ 2100 Probation, Parole & Community Supervision  
CRJ 2700 Criminal Law  
CRJ 2850 Constitutional Criminal Procedure  
CRJ 200T/400T Topics  
CRJ 3200 Restorative Justice  
CRJ 3500 Field Placement  
CRJ 3550 Internship  
POL 2400 American Government (except for Pre-law track)

POL 200T Legal Topics  
POL 3530 American Political Institutions  
POL 3350 Human Rights  
POL 3900 Comparative Law  
POL 3930 Environmental Law  
SOC 2270 Juvenile Delinquency  
SOC 2530 Racial & Cultural Minorities  
SOC 3020 Sociological Research I  
SOC 3100 Deviance  
SOC 3120 Elite Deviance  
MGT 3600 Legal Environment of Business

## **Criminal Justice Minor (24 credits)**

The minor includes CRJ 1000 Criminal Justice System and five courses from the following:

CRJ 2260 Criminology  
CRJ 2700 Criminal Law  
CRJ 3030 Corrections  
CRJ 200T/400T Topics in Criminal Justice  
CRJ 3020 American Courts  
CRJ 3000 Police and Society  
CRJ 3200 Restorative Justice  
POL 2400 American Government  
POL 1910 Law and Society  
POL 200T/400T Topics in Political Science (if appropriate topic)  
POL 2910 Constitutional Law II  
POL 3550 Human Rights  
POL 3900 Comparative Law  
SOC 2700 Juvenile Delinquency  
SOC 3500 Field Placement  
SOC 3550 Internship

## **1000 Criminal Justice System**

Johnson, Matthews, Ottman 4 credits  
SOC

A survey of the various institutions by which the criminal justice system is administered: the police, the legal profession, the court systems, and the penal institutions. The problems which the criminal justice system faces and evaluation of the adequacy of the existing system will be given emphasis.  
*Fall/Spring*

## **200 Topics in Criminal Justice**

Staff 1-4 credits

A variable content course for intermediate students who will study in depth a specific topic of interest in criminal justice, such as the death penalty, private prisons, sentencing reforms, gun control, intermediate sanctions, or a number of other topics.

*Prerequisite: CRJ 1000*

*Fall/Spring*

## **2100 Probation Parole and Community Supervision**

Staff 4 credits

This course provides a detailed examination of alternative forms of punishment within the criminal justice system, namely probation, parole, and community supervision. Given the enormous strain on the prison system, these forms of punishment have become increasingly common in recent years. This course examines the nature of such programs within the larger socio-historical context.

## **2260 Criminology**

Johnson, Miller 4 credits

This course examines the nature, extent, and distribution of crime in the United States. Theories of crime causation are also examined in this course.

*Prerequisite: CRJ 1000*

## **2700 Criminal Law**

Zaph 4 credits

SOC

The organization and content of criminal law with attention given to its origin and development and the elements of crimes of various types. Specific attention will be given the Model Penal Code.

*Prerequisite: CRJ 1000.*

*Fall*

**2850 Constitutional Criminal Procedure**

Staff 4 credits  
SOC

A study of the balance of power and resources of the government and the liberties of citizens as provided for in the U.S. Constitution. The course focuses on arrest and search issues, but proceeds to examine questions related to pre-trial and trial processes and concerns for fundamental fairness. Attention is given to power and limits of power as they apply to persons in the criminal justice system.

*Prerequisite: CRJ 1000.*  
*Spring*

**3010 Police and Society**

Miller, Staff 4 credits

This course will rely on a variety of scholarly materials to answer questions such as why do we have police? What is the role of the police in a democratic society? What do we want the police to do? Who decides what the police do? How do we want the police to do their job? The course will also address other key issues including: (1) the history of the American police; (2) the nature of police work; (3) the police as agents of social control; (4) the structure and function of police organizations; (5) police misconduct; and (6) police accountability.

*Prerequisite: CRJ 1000 and POL 1040*

**3020 American Courts**

Matthews 4 credits

This course examines the history and structure of the American court system. Understood as one of the primary institutions within the criminal justice system, emphasis will be placed on exploring the values, traditions, and philosophy of the courts.

*Prerequisite: CRJ 1000 and POL 1040*

**3030 Corrections**

Miller, Staff 4 credits

This course presents the historical patterns of response to crime and modern methods of dealing with criminally defined behavior, including the major reactive models. Also examined are treatment approaches in corrections, corrections personnel, and corrections as an institutional system.

*Prerequisite: CRJ 1000 and POL 1040*

**3200 Restorative Justice**

Staff 4 credits

This course examines alternative approaches to the traditional corrections-based and/or punitive models of the criminal justice system. Topics covered in this course include victim-offender mediation programs. The theoretical basis of restorative justice is contrasted to retributive models of justice.

**3300 Mock Trial**

Phegley/Laufenberg 4 credits

Students who participate in this course will become a member of the Carthage Mock Trial Team and will represent Carthage College in the annual American Mock Trial Association tournament. In this course, students will study all aspects of trial court procedure and the litigation process. Students will develop an understanding of how both criminal and civil trials work and will learn about the various roles played by the participants in the trial court process. Students will act as witnesses, prosecutors, and plaintiff and defense attorneys. Students will also work on and develop important skills such as public speaking, critical thinking, negotiation, communication, debating, and team building.

*Prerequisite: At least Sophomore standing*

**400 Topics in Criminal Justice**

Staff 1-4 credits

A variable content course for advanced students who will study in-depth a specific topic of interest in criminal justice, such as the death penalty, private prisons, sentencing reforms, gun control, intermediate sanctions, or a number of other topics.

*Prerequisite: CRJ 1000*  
*Fall/Spring*

**4990 Senior Seminar**

Matthews, Miller, Thompson 4 credits

The capstone experience for all majors in the department, the primary emphasis of this course will be writing the senior thesis. An oral presentation of the thesis is required for this course.

*Prerequisite: Senior standing, major in Sociology or Criminal Justice.*  
*Spring*

**Economics/ International Political Economy**

Developing a student's ability to "think like an economist" may be taken as the primary purpose of an undergraduate economics education. This involves a number of distinctive elements: using deductive reasoning in conjunction with simplified models to understand economic phenomena; identifying trade-offs in the context of constraints; distinguishing positive (what is) from normative (what should be) analysis; tracing the implications of possible changes in economic institutions or policies; critically examining data to evaluate and refine our understanding of the economy; and creatively framing economic problems and policy questions in ways that suggest novel approaches to their resolution.

These cognitive abilities and modes of thought are enriched by breadth and depth of knowledge, and by the general forms of knowledge that cut across disciplines. Economic reasoning contains not only logic and facts, but also analogies, stories, and value premises. Context, political, historical and cultural, is important. In formulating economic arguments, students learn to make important connections between economics and other realms of human understanding. In the economics major, we share with other disciplines the desire to empower students with a self-sustaining capacity to think and learn.

At Carthage, the major is rooted in two introductory courses designed to engage students in economic thinking and to demonstrate its applicability to a variety of issues in microeconomics and macroeconomics. The basic principles introduced here are reinforced and refined in the trunk of the major consisting of the intermediate-level theory courses and quantitative methods.

Breadth in the major, the various branches of the tree, is achieved through offering a select number of upper-level electives, each of which emphasizes contextual inquiry and active learning, and draw upon a broad array of source materials. Elective work will often include student internships in economics and foreign study tours offered by departmental faculty. As the capstone to their work in the major, students are asked to complete the economic seminar course, which includes a survey of the history of economic thought, and to complete a senior thesis approved by a faculty advisor and presented to departmental faculty and students.

**Economics Major**

*1st or 2nd year:*

ECN 1010 Principles of Microeconomics  
ECN 1020 Principles of Macroeconomics  
or

ECN 1030 Issues in Economics

*2nd or 3rd year:*

ECN 2510 Intermediate Microeconomics  
ECN 2520 Intermediate Macroeconomics

BUS/ECN 2340 Applied Statistics for Economics & Management

ECN 3340 Introduction to Econometrics

*3rd or 4th year:*

Three (3) or four (4) electives in economics from courses 2500 or above. Note: Students who have taken ECN 1010 and ECN 1020 may meet this diversity requirement by taking only three elective courses; students

who have taken only ECN 1030 are required to take four elective courses.

#### 4th year:

ECN 4400 Seminar & History of Economic Thought  
Senior Thesis

ECN 4990 Senior Thesis Completion

#### Economics Minor

ECN 1010 Principles of Microeconomics

ECN 1020 Principles of Macroeconomics

or

ECN 1030 Issues in Economics

BUS/ Applied Statistics for Economics  
ECN 2340 & Management

ECN 2510 Intermediate Microeconomics

and/or

ECN 2520 Intermediate Macroeconomics

Note: Students who have taken ECN 1010 and ECN 1020 may take only one of the intermediate level courses; students who have taken only ECN 1030 are required to take both intermediate level courses. Two (2) field electives in economics from courses 2500 or above.

#### Honors in the Major

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

#### INTERNATIONAL POLITICAL ECONOMY

The major and program in International Political Economy at Carthage is designed for students who wish to focus their work in economics, political science, and management on the evolving web of global relationships, and the public policy decisions that help shape and direct today's global economy. Because the major is broadly cross-disciplinary and rooted in both historical and philosophical traditions, students entering the program should be able to show a strong record of achievement in their general education coursework.

Additionally, the major asks that students have an ability to engage in abstract and theoretical thought, a desire to engage in written and oral debate, and a broad interest in contemporary world affairs and a genuine concern for its peoples.

The major consists of 48 credits:

ECN 1030 Issues in Economics

ECN 3270 International Trade

ECN 4030 International Political Economy

ECN/ Seminar in International

POL 4050 Political Economy

POL 1050 Introduction to International Relations

POL 2050 Philosophical Foundations of Political Economy

MGT 3710 International Management

*Choice of one:*

ECN 2510 Intermediate Microeconomics

ECN 2520 Intermediate Macroeconomics

*Choice of three:*

ECN 200T/ Topics in Economics  
400T

ECN 3290 International Finance

ECN 3300 Law and Economics

POL 200T/ Topics in Political Science  
400T

MGT 3730 The International Legal Environment of Business

ACC 3750 International Accounting and Finance

GEO 2100 The Human Landscape

GEO 2300 Economic Geography

GEO 3500 Transportation Geography and Business Logistics

FRN 3080 The French-Speaking World  
or

GER 3080 The German-Speaking World

or

SPN 3080 The Spanish-Speaking World

*Choice of one:*

ECN/ Applied Statistics for Economics  
BUS 2340 and Management

SOS 2330 Behavioral Research Statistics

#### 1010 Principles of Microeconomics

Staff 4 credits

SOC

The rise and expansion of market economies, and the principles of microeconomic behavior. Topics include an introduction to economic methodologies, the ideas and institutions of the microeconomy, consumer behavior, the business firm and market structure, labor and capital markets, and government policies affecting resource allocation and the distribution of income.

*Fall*

#### 1020 Principles of Macroeconomics

Staff 4 credits

SOC

An introduction to the principles and issues of the national economy, and the institutions of macroeconomic behavior. Topics include the role of government in a mixed market economy; measuring and determining national income; money and the banking system; and the public policies available for achieving full employment, price stability, and continuing economic growth in modern industrial and democratic societies.

*Prerequisite: Economics 1010 or consent of the instructor.*

*Spring*

#### 1030 Issues in Economics

Staff 4 credits

SOC

This course offers students an introduction to economics, along with some elementary tools of economic analysis, with emphasis upon their application to contemporary problems and issues. The economy and selected issues are examined in their global context. Designed to meet the needs and interests of students in various majors outside of the economics and business administration areas, the course is not open to students who have received credit for either Economics 1010 or Economics 1020.

*Fall*

#### 200 Topics in Economics

Staff 1-4 credits

Selected topics in economics. Depending upon content and level of work, the course may be taken more than once for academic credit.

*Prerequisite: Consent of the instructor.*

*Fall/J-Term/Spring*

**2340 Applied Statistics for Economics and Management**

Cronovich 4 credits  
MTH

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

*Prerequisite: MTH 1070 or equivalent.*

*Fall/Spring/Summer*

**2510 Intermediate Microeconomics**

Maltsev 4 credits  
SOC

The economic theory of microeconomic units: consumers, firms, and industries. This entails the study of production, cost, and price theory, and the practices of firms under alternative market structures. Concepts of social welfare will be explored, and the uses and limits of public policy in addressing the problems of market failures will be examined.

*Prerequisite: ECN 1010 or 1030.*

*Fall*

**2520 Intermediate Macroeconomics**

McClintock 4 credits  
SOC

The economic theory of macroeconomic aggregates: national income accounting; the determinants of output, income, and employment levels; the analysis of inflation; processes of economic growth; and open-economy macroeconomics. Monetary, fiscal, and incomes policies are examined and the uses and limits of these tools in promoting macroeconomic goals are discussed.

*Prerequisite: ECN 1020 or 1030.*

*Spring*

**3050 Environmental Economics**

Schlack 4 credits

This course explores the economic dimension of environmental and natural resource use questions. The actions of producers and consumer, as influenced in part by institutional patterns and public policies, give rise to a variety of environmental problems and issues. By applying some basic tools of economic and institutional analysis, students may obtain a better understanding of environmental issues, both national and global, and are able to identify and evaluate alternative solutions.

*Prerequisite: Economics 1010, or Economics 1030, or consent of the instructor.*

*Fall*

**3100 Political Economy of the Pacific Rim**

McClintock 4 credits  
SOC

An exploration of the historical, cultural, and political forces that have contributed to the economic growth and development of Asia. Emphasis is placed on studying development in the context of regional and global integration.

*Fall*

**3200 Money and Banking**

Cronovich, McClintock 4 credits  
SOC

A survey of the financial sector of the economy covering the role and functions of money and other financial instruments; commercial banks and financial intermediaries; the purposes of central banking and the structure and operations of the Federal Reserve; and the relationship between the monetary and credit system and the level of economic activity.

*Prerequisite: Economics 1010 or 1030.*

*J-Term*

**3220 Regional and Urban Economics**

Schlack 4 credits  
SOC

The analysis of subnational or regional and metropolitan economies encompassing their distinctive processes and problems of economic growth, employment, and income determination, and intraurban land use patterns. Policies addressing urban problems of job creation, housing, public infrastructure, education and welfare are included among the topical areas examined.

*Prerequisite: Economics 1010 or 1030.*

**3240 Public Sector Economics**

McClintock 4 credits

SOC

An analysis of the reallocative and redistributive functions of government federal, state, and local with emphasis given to examining the efficiency and equity implications of various tax and expenditure programs. Attention also is given to the issues of public borrowing, debt management, public enterprises, and the impact of these public sector activities on private capital markets.

*Spring*

**3250 Economics of Poverty and Income Inequality**

Montanaro 4 credits  
SOC

The course deals with a variety of economic and social issues of the United States and the world. Its scope includes the gender, educational, and cultural characteristics of poverty and inequality in different countries; the ways whereby people obtain income; and the factors affecting job turnover and social mobility. The course examines the changing economic roles of women and men in the labor market and in the family. Various methodological issues in the study of poverty and inequality also are examined, as well as the relationship between income distribution and overall macroeconomic performance.

*Fall*

**3260 Labor Economics**

Maltsev 4 credits  
SOC

An overview of the institutions and processes affecting the development, allocation, and utilization of human resources, as well as the level and structure of wages and other forms of compensation. Topics include the impacts of legislation, collective bargaining, discrimination, and education on labor markets, along with the design of public policies to address market imperfections or to provide assistance to those not currently in the workforce.

*Prerequisite: Economics 1010 or 1030.*

*Spring*

## 3270 International Trade

Schlack 4 credits  
SOC

An historical and theoretical analysis of international economic relations in both public and private spheres. Using the principles of economic analysis, models of international trade and factor prices, commercial policy, economic integration, balance of payments, adjustment, and foreign exchange markets are set forth and become a basis for examining policy issues.

*Prerequisite: ECON 1010 and 1020, or 1030.*

Fall

## 3290 International Finance

Cronovich 4 credits

This course examines the monetary side of international economics and globalization, including the current and historical structure of international financial institutions. Topics include exchange rate theories, monetary regimes, interest rates, asset pricing, risk diversification, the balance of payments, currency crises, and open-economy aspects of fiscal and monetary policies. Emphasis is given to the use of theories in understanding current events and policy issues.

*Prerequisite: ECN 1010 and 1020, or ECN 1030.*

## 3300 Law and Economics

McClintock 4 credits  
SOC

An examination of how economic concepts and modeling can be applied to help determine the justification for, and the effects of, various types of laws and contractual arrangements. The problems posed by externalities and other market failure arising in resource, labor, and product markets are discussed, and the legal framework and regulatory environment for addressing these issues is surveyed in order that alternative approaches might be evaluated.

*Prerequisite: Junior or senior standing.*

Fall

## 3340 Introduction to Econometrics

Cronovich 4 credits  
SOC

Econometrics is a set of tools researchers use to estimate relationships between variables, test theories, and make forecasts, all using real-world data. Econometric analysis supports decision making in public policy, business, the court system, and academia. This course provides a rigorous introduction to econometrics, with a particular emphasis on multiple regression analysis. Topics include: formulating good research questions; estimating regression models using cross-section, time-series, and panel data; conducting hypothesis tests; and interpreting and critically evaluating published regression results.

*Prerequisite: BUS/ECN 2340 or consent of instructor.*

## 3550 Internship in Economics

Staff 4-8 credits

Placement for a term and relevant learning experiences in business, nonprofit organizations, or government. Enrollment is restricted to economics majors; this course may not be used to fulfill upper-division economic electives. Graded P/F.

*Prerequisite: Junior standing and permission of the instructor.*

Fall/Spring

## 4030 International Political Economy

McClintock 4 credits  
SOC

Building upon prior analysis of international trade and finance, this course offers students an advanced study of the interaction of the economic and political processes in the world arena. Topics may include, but are not limited to, economic and political integration, theories of direct foreign investment and international production, economic development, the political economy of the global environment, and international governance.

Spring

## 4050 Seminar in International Political Economy

Staff 4 credits

Serving as a capstone for the international political economy major, the seminar goes beyond disciplinary lines in an attempt to further integrate diverse and often competing perspectives, methodologies, and values. A research thesis, on a topic of the individual student's choice made in consultation with an advisor, is required along with an oral presentation to faculty and students involved in the program.

*Prerequisite: Senior standing.*

Spring

## 4400 Seminar and History of Economic Thought

Staff 4 credits

Serving as a capstone for the major, the seminar goes beyond specific fields to consider how the institutions of any society shape, and are shaped by, the ongoing economic process. Inquiries into how economies have evolved in specific historical contexts, and into their accompanying ideologies, are central to the course. A major paper on a topic of individual student choice is required. Fall semester.

*Prerequisite: Senior standing, ECN 2510, ECN 2520, and ECN 3340.*

Fall

## 4990 Senior Thesis Completion

Staff 0 credits

Students must register for ECN 4990 during the semester of their Senior Thesis Completion

## Education

The Education Department offers majors in middle childhood/early adolescent education (ages 6-13; grades 1-8) and cross-categorical special education (ages 6-21; grades 1-12); minors in early adolescence/adolescent education (ages 10-21; grades 6-12); and programs in special fields of music and physical education (grades K-12).

### Teacher Licensure Programs/Majors

Carthage prepares students for teaching in the following majors: middle childhood/early adolescent (elementary/middle education), cross-categorical special education, biology, broad field social science, chemistry, economics, English, French, German, geography, history, mathematics, music, physical education, physics, political science, psychology, sociology, Spanish, theatre, and communication.

Please see the requirements for each major in the appropriate section of the catalog.

NOTE: Completion of the Carthage education program does not guarantee

licensure. State requirements (such as student teaching, content tests, criminal background checks, etc.) in addition to program completion must also be met for teacher certification.

### Planning a program

A decision to teach requires a personal commitment and the willingness to follow a prescribed program. Students whose goal is teaching must plan their program with particular care in order to meet both the requirements for graduation and the requirements for a teaching license. Because licensure requirements may vary among the different states, students are advised to seek information early in their college career regarding particular state requirements.

In each of the licensure programs listed, there are specific course sequences that must be followed to achieve licensure. Students are expected to plan and confirm their programs with an education department faculty member and/or appointed advisor. Middle Childhood/Early Adolescent majors not seeking licensure in a minor area can choose any minor from the non-licensable minor list found in the Steps booklet. Middle Childhood/Early Adolescent majors seeking licensure in a minor area must choose from the licensable minor list also found in the Steps booklet.

### Admission into the Teacher Education Licensure Program

Admission into the Teacher Education Licensure Program (TEP) requires a cumulative grade point average (GPA) of not less than 2.75 on a 4.0 scale computed on all credits of collegiate level course work for undergraduate programs at any and all post-secondary schools attended. The GPA needed in education courses, major and minor, must be at least 2.75.

Students must successfully complete a criminal background check prior to admittance to the Teacher Education Program. Students are also expected to successfully complete an assessment of basic skills using standardized tests and other appropriate measures prior to admission to the teacher education program. All students who want to be admitted to the teacher education program to pursue state licensure must meet or exceed the following passing scores on the Praxis I prior to application for admittance to the teacher education programs: Reading 175, Writing 174, Mathematics 173.

Students should apply for admission to the teacher education program after having completed foundations courses in education (EDU 1010, 1050, and 2010) and in general education (Core sequence with a C or better).

Only students who have at least a 2.75 cumulative grade point average are allowed into the program. No student may enroll in education courses numbered 3000 and above without first having been admitted to the teacher education program. Students must consult their **Steps to Becoming a Teacher** booklet for the complete list of TEP requirements.

### Student Teaching

Student teaching is required for all licensure programs (initial and add-on).

In order to be approved for student teaching and later endorsed for licensure, a student must have a minimum grade point average of 2.75 on a 4.0 scale for the entire undergraduate program, which includes courses from all institutions of higher learning prior to attending Carthage. In addition, student teaching candidates need to submit a second self-report background check, show an acceptable portfolio, pass the appropriate Praxis II content test, and successfully complete an interview. Students must be admitted to the teacher education program at least one term prior to application to student teaching.

Student Teachers will earn a grade of "P" (Pass) or "F" (Fail). The grade of "P" (Pass) is equivalent to a grade of a C- or higher.

### Clinical Experience

The pre-student teaching clinical experiences at Carthage are developmental in scope and sequence and will occur in a variety of settings. To meet the clinical experience requirements students must register and successfully complete an education course requiring a pre-student teaching clinical experience. Students are expected to balance these experiences so that their time is distributed within the content and grade levels in which students seek licensure and in multicultural settings.

### Human Relations

The human relations requirement is satisfied by taking the Core sequence and completing required field experiences as cited above.

### Environmental Education

Teacher education certification candidates in Middle Childhood/Early Adolescent education, science, social studies, and other related areas are required to gain competencies in environmental education through liberal arts and education courses as well as other experiences.

Students should be able to show exposure to knowledge of:

1. The wide variety of natural resources and methods of conserving those natural resources.

2. Interactions between the living and non-living elements of the natural environment.
3. The concept of energy and its transformation in physical and biological systems.
4. Interactions among people and the natural and manufactured environments.
  - Historic and philosophical review of the interactions between people and the environment.
  - The social, economic, and political implications of continued growth of the human population.
  - The concept of renewable and non-renewable resources and the principles of resource management.
  - The impact of technology on the environment.
  - The manner in which physical and mental well-being is affected by interaction between people and their environments.
5. Affective education methods that may be used to examine attitudes and values inherent in environmental problems.
6. Ability to incorporate the study of environmental problems in whichever subjects or grade level programs the teacher is involved.
  - Outdoor teaching strategies
  - Simulation
  - Case studies
  - Community resource use
  - Environmental issue investigation, evaluation, and action planning
7. Ways in which citizens can actively participate in resolving environmental problems.

Middle childhood/early adolescent majors fulfill the environmental education requirements in methods courses 3160 and 3260.

Students in the Early Adolescent/Adolescent minor can fulfill the environmental science requirement by taking any of the following courses: GEO 1700, BIO 1020, or BIO 1030.

The Biological Science requirement can be fulfilled by taking either BIO 1020 or BIO 1030.

### General Education Requirements

Middle Childhood through Early Adolescent majors and Early Adolescent through Adolescent minors must meet the following requirements:

**Core Sequence:** Appropriate catalog requirements

**Carthage Symposium:** Appropriate approved interdisciplinary course

# Education

**Writing Across the Curriculum:** Four courses including the following: two Heritage courses, one writing intensive labeled course in the department, and one choice writing intensive course in the college.

**HIS 1000:** Issues in American History: 4 credits

**Fine Arts:** Choose from approved catalog list of art, music, theatre, or communication courses with FAR distribution credit: 4 credits

**Natural Sciences:** Choose from courses with SCI distribution credits with one being a lab.

1. Any approved biological science: 4 credits
2. Any approved physical science course (physics or chemistry): 4 credits

**Social Science:** one class from the following areas with SOC distribution credit (4 credits): economics, geography, political science, psychology, or sociology.

**Modern Language:** Choose two courses (8 credits) with MLN distribution credit. Modern language is not required for Wisconsin teacher licensure.

**Mathematics:** Choose one course (4 credits) with MATH distribution credit.

**Religious Studies:** 8 credits

1. REL 1000 Understandings of Religion
2. Choose one course with RELI distribution credit.

**Exercise and Sport Science\***

1. Concepts of Physical Fitness: 1 credit
2. Choose any lifetime/fitness activity: 1 credit

Students who double major in Elementary Education and Cross-Categorical Special Education are exempt from the 82 credits that are required to have been taken outside of the department. All other general education requirement listed above must be fulfilled.

**NOTE:** *Topics courses may not be used to satisfy content course requirements.*

## Middle Childhood through Early Adolescent (Grades 1 through 8)

The Department of Education offers a major in Middle Childhood through Early Adolescent (Grades 1-8), which requires completion of the following courses:

1. Courses for the major		
EDU 1010	Education and Society	(4 cr.)
EDU 1050	Characteristics of Exceptional Learners	(4 cr.)
EDU 2150	Creative Arts	(4 cr.)
EDU 3160	Social Studies in the Elementary/Middle School	(4 cr.)
EDU 2720	Behavior Management in the Classroom	(4 cr.)
EDU 3220	Reading & Language Arts I	(4 cr.)
EDU 3230	Reading & Language Arts II	(4 cr.)
EDU 3250	Effectively Teaching Math in Elementary/Middle School	(4 cr.)
EDUC 3260	Effectively Teaching Science in Elementary/Middle School	(4 cr.)
EDU 4130	Children's & Early Adolescents' Literature	(4 cr.)
EXS 2450	Physical Education & Health Methods*	(2 cr.)

\*This course fulfills the concepts of physical fitness (1 cr.) and fitness activity (1 cr.) general education requirements for the Carthage degree.

2. The following courses are required to complete the Wisconsin teacher licensure requirements:

EDU 2010	Educational Psychology and Assessment	(4 cr.)
EDU 2220	Methods & Materials: Portfolio	(2 cr.)
EDU 4900	Student Teaching & Seminar	(12 cr.)

3. The following courses are required for licensure and are taken as general education requirements for the Carthage degree:

HIST0 1000	Issues in American History	(4 cr.)
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Any appropriate Social Science course (4 cr.)

Any appropriate Biological Science course\* (4 cr.)

Any appropriate Physical Science course (physics or chemistry), at least one must be a lab science (4 cr.)

4. The Middle Childhood through Early Adolescent major also may earn a minor or second major in a content area for teacher licensure.

**Licensable Minors:** biology, chemistry, English, French, geography, German, health (for EXSS majors only), history, mathematics, natural science, physics, Spanish, communication.

Non Licensable Minors: art (studio or art History), business, computer science,

economics, marketing, music, political science, psychology, sociology, theatre.

## Minor in Educational Studies: (24 cr)

Education involves the ability to teach, manage, and lead a group of people. Therefore, students majoring in management, psychology, social work, religion, and related disciplines would benefit greatly with a minor in educational studies. This minor would provide the background information on basic educational theories, child and adolescent psychology, and foundational knowledge about how their majors connect with the ability to teach, manage, and lead groups of people.

Required:

EDU 1010: Education and Society

EDU 1050: Characteristics of Exceptional Learners (4 cr)

EDU 2010: Education Psychology and Assessment (4 cr)

Choose two of the following:

EDU 3240 English Language Learner (4 cr)

EDU 3570 Classroom Management for Secondary Teachers (4 cr)

EDU 4310 Urban Issues in Education (4 cr)

EDU 4130 Children's and Adolescent Literature (4 cr)

Field Experience Required

EDU 3500 Fieldwork in Education (4 cr)

## Cross-Categorical Special Education

Students seeking the major in Cross-Categorical Special Education must also have a major in Middle Childhood through Early Adolescent education or a content major and an Early Adolescence and Adolescence minor. Upon completion of the Cross-Categorical Special Education major, students are eligible for both licenses: Ages 6-12, and Ages 13-21. They must apply for both licenses to ensure that their certification will span grades 1-12 (ages 6-21). The Cross-Categorical Special Education major consists of the following courses:

EDU 2080 Instructional Technology for Exceptional Learners (4 cr.)

EDU 2140 Principles of Instructional Design (4 cr.)

EDU 3110 Assessment of Exceptional Learners (4 cr.)

EDU 4090 Methods for Teaching Elementary Level Exceptional Learners (4 cr.)

EDU 4100 Methods for Teaching Secondary Level Exceptional Learners	(4 cr.)
EDU 4120 Advanced Study and Field Experience in Teaching Exceptional Learners	(4 cr.)
EDU 4300 Collaboration Between General and Special Educators	(2 cr.)
EDU 4140 Advanced Study and Field Experience in Teaching Exceptional Learners: Secondary	(4 cr.)

### Early Adolescence and Adolescence Minor (Grades 6 through 12)

Students preparing for middle/secondary teaching must complete an appropriate major in the academic area in which they plan to teach and an early adolescence and adolescence education minor. The minor consist of the following education courses:

#### 1. Courses for the minor

EDU 1010 Education and Society	(4 cr.)
EDU 1050 Characteristics of Exceptional Learners	(4 cr.)
EDU 2220 Methods and Materials Portfolio	(2 cr.)
EDU 3510 Techniques and Strategies for K-12 Schools ( <i>Required of Music and Physical Education majors only</i> )	(2 cr.)
EDU 3520 Developmental and Content Reading	(4 cr.)
EDU 3540 Language Arts in Middle and Secondary Schools ( <i>Not required of Music and Physical Education majors</i> )	(4 cr.)
EDU 3570 Classroom Management Middle/ Secondary ( <i>Not required of Music and Physical Education majors</i> )	(4 cr.)
(DEPT) 4200 Methods and Materials in the Major Field	(4 cr.)

Note: *English majors must also take EDU 4130 Children's & Early Adolescent Literature (4 credits)*

2. The following courses are required to complete the Wisconsin teacher licensure requirements:

EDU 2010 Educational Psychology and Assessment	(4 cr.)
EDU 4900 Student Teaching & Seminar	(12 cr.)

3. The following courses are required for licensure and taken as general education requirements for the Carthage degree:

HIS 1000 Issues in American History	(4 cr.)
Any appropriate Social Science course	(4 cr.)
Any appropriate Biological Science course*	(4 cr.)
Any appropriate Physical Science course (physics or chemistry*)	(4 cr.)
*At least one must be a lab science.	
4. Science and social science majors, including history, must satisfy the environmental education requirement by completing BIO 2000 Plants and People or BIO 2200 Ecological Bases of Conservation as their biological science or GEO 1700 Physical Geography or GEO 2550 or an appropriate environmental science course.	
5. Secondary Education students will complete the Senior Thesis in their major field.	
6. All education majors and minors should plan their program with an advisor from the major and minor academic area and an advisor from the Education Department.	
<b>7. NOTE: Topics courses may not be used to satisfy content course requirements.</b>	

### 1010 Education and Society

Short, Zavada, Wolff, Easley, Sconzert, Rieman  
The history and philosophy of education (elementary, middle/junior high, and secondary), as well as current social and political issues of education learning environments, will be the basic content of this course. Governance issues will also be examined. Critical thinking skills will be developed through writing, speaking, and listening.  
*Fall/J-Term/Spring*

### 1050 Characteristics of Exceptional Learners

Moore, Zavada, Ryan 4 credits  
The student will gain a foundation of knowledge for working with students with disabilities in an individualized education program. The course includes relevant knowledge and basic methods for working with students in an inclusive classroom. Clinical experience required.  
*Fall/J-Term/Spring*

### 200 Topics in Education

Staff 1-4 credits  
Provides students the opportunity for learning experience in areas not readily available to them through normal curricular offerings.

### 2010 Educational Psychology and Assessment

Munk, Zavada, Wolff, Sconzert 4 credits  
The course will provide introductions to major theoretical systems of relevance to education, background on instructional design tactics based on the theories covered, and historical background on key psychological and assessment issues that bear on current teaching practices. Contributions of educational psychology and assessment to the areas of classroom management, research foundations, reading and interpreting data, and current instructional methodologies will be addressed.  
*Fall/J-Term/Spring*

### 2080 Instructional Technology for Exceptional Learners

Moore 4 credits  
Students will demonstrate fluency in describing pedagogical approaches to incorporating technology into the instruction of exceptional learners, particularly students with learning disabilities, emotional disturbance, and cognitive disorders. Field experience required.  
*Prerequisite: EDU 1050.  
Spring*

### 2140 Principles of Instructional Design

Lauer, Moore, Ryan 4 credits  
This course incorporates content on language and cognitive development, as well as theories of learning and modules for developing instructional systems. Students will develop the ability to link instructional methods to an underlying theory of learning and learner characteristics. Emphasis will be placed on methods for evaluating instructional systems.  
*Prerequisite: EDU 1050 and 2010.  
Spring*

### 2150 Creative Arts: Music and Art in the Elementary/Middle School

Ward, Easley 4 credits  
A study of the philosophies, methods, and materials essential in facilitating artistic development in elementary and middle school students. This comprehensive approach to arts education includes art and music history, criticism, aesthetics, and active participation in art-making and musical performance. Emphasis will be placed upon the integration of the arts into the curriculum. Field work required.  
*Fall/Spring*



**2220 Methods and Materials:  
Portfolio Development**

Staff 2 credits

This course incorporates applications of teaching methods and satisfies senior thesis for elementary education. The Wisconsin teaching standards, development of a portfolio, inclusion, and parental involvement are stressed. Emphasis within the course may change to reflect current classroom needs.

*Fall/J-Term/Spring*

**2720 Behavior Management in the Classroom**

Munk 4 credits

A study of the methods and techniques involved in organized behavior management programs in a school setting. Emphasis is placed on the role of the teacher in relationship to children with special needs.

Field work required. Contributions of educational psychology to the areas of classroom management and conflict resolution will be addressed.

*Fall/Spring*

**2810 Alcohol, Tobacco, and Other Drug (ATOD)**

Allen 2 credits

This course provides an overview of substance use and abuse among adolescents. The course will focus on understanding how to teach this topic as part of a comprehensive school health education curriculum.

**3110 Comprehensive Assessment of Exceptional Learners**

Munk 4 credits

Students will demonstrate competence in designing, implementing, and interpreting informal and formal assessment instruments.

*Prerequisite: Admission to the Teacher Education Program.*

*Fall*

**3160 Social Studies in the Elementary/Middle School**

Ward 4 credits

A study of the processes, skills, and learning approaches required for teaching social studies. Values, value clarification, moral development, simulations, and global concepts will be stressed. Field work required. This course must be taken at the same time that students take EDU 3260.

*Prerequisite: Admission to the Teacher Education Program and completion of HIS 1000. Must be taken at the same time as EDU 3260.*

*Fall/Spring*

**3220 Reading and Language Arts I (Grades 1-8)**

Easley, Rieman 4 credits

The study of the development and mastery of information that involves the integrated processes of reading and thinking. Emphasis will be placed on the developing reader, including the understanding of bilingual speakers as readers. In addition, the course will focus on the integration of language arts into the curriculum, implementation of word analysis strategies, comprehension of written discourse, reading in the content areas, and the management of reading programs. Field work required. This course must be taken at the same time as EDU 3250.

*Prerequisite: Admission to the Teacher Education Program. This course must be taken at the same time as EDU 3250.*

*Fall/Spring*

**3230 Reading and Language Arts II**

Easley, Rieman 4 credits

The study of formal and informal diagnostic procedures for identifying strengths and weaknesses of students' reading, and the successful implementation of programs designed to meet the individual needs of students in learning the language arts. In addition, an emphasis will be placed on the identification, diagnosis, and remediation of reading and language arts abilities. Field work required.

*Prerequisite: Admission to the Teacher Education Program, EDU 3220.*

*Spring*

**3240 English Language Learners: Studies in Education**

Staff 4 credits

This course will provide foundational knowledge and experiences in the effective instruction of students whose native language is not English. Students will become familiar with major theories, educational issues, and instructional methods that are related to working with this specific population of students across all grade levels, K-12. Observational field experiences may be included.

*Prerequisite: EDU 1010, EDU 1050, and EDU 2010*

*Fall*

**3250 Effectively Teaching Mathematics in the Elementary/Middle School**

Moore 4 credits

This course is designed to provide elementary/middle school pre-service teachers with knowledge of the development sequence of mathematical knowledge and fluency in the pedagogical concepts and skills needed for student success. The focus of this course is on the content, methods of teaching, and the curricula as taught at elementary and middle school levels. A wide range of teaching and learning experiences will be demonstrated and practiced. The course experiences include collaborating with the instructor and cooperating teachers who are involved in our partnerships with local schools in planning, implementing, and evaluating classroom mathematics instruction. Field experience required. This course must be taken at the same time as EDU 3220.

*Prerequisite: Admission to Teacher Education Program. This course must be taken at the same time as EDU 3220.*

*Fall/Spring*

**3260 Effectively Teaching Science in the Elementary/Middle School**

Moore 4 credits

This course is designed to provide elementary/middle school pre-service teachers with knowledge of the developmental sequence of scientific ideas and concepts and fluency in the pedagogical concepts and skills needed for student success. The focus of this course is on the content, methods of teaching, and the curricula as taught at the early childhood, elementary, and middle school levels. A wide range of teaching and learning experiences will be demonstrated and practiced. The course experiences include collaborating with the instructor and cooperating teachers who are involved in our partnerships with local schools in planning, implementing, and evaluating classroom science instruction. Environmental education will be incorporated into this course. Field experience required. This course must be taken at the same time as EDU 3160.

*Prerequisite: Admission to Teacher Education Program. This course must be taken at the same time as EDU 3160.*

*Fall/Spring*

**3500 Fieldwork in Education**

Arranged 4 credits

This is a self-designed clinical experience intended for students who have a minor in Educational Studies. In this course, the student will work with a member of the Education Department faculty to develop a professional fieldwork experience. The fieldwork experience will occur in a professional setting that reflects the students potential career based on his or her major field of study.

*Prerequisite: Consent of Instructor*

**3510 Techniques and Strategies for K-12 Schools**

Staff 2 credits

An examination of courses of study, K-12, in the schools and the practical application of instruction in middle, junior high and high schools. Practical application of audiovisuals, computers, teacher-generated materials, discipline and behavior management, teaching critical thinking, lesson plans, objective writing, mainstreaming, and parental involvement will be covered and conflict resolution will be addressed. Computer laboratory work is included.

*Prerequisite: Admission to the Teacher Education Program.*

*Fall/Spring*

**3520 Developmental and Content Reading**

Easley, Rieman 4 credits

The study of written communication as an interactive process that requires the integration of the individual reader, text, and context factors. The course will focus on using reading to teach subject matter in middle and secondary schools. Note: The course is required for all subject matter certification candidates, including music and physical education. Field experience required.

*Prerequisite: Admission to the Teacher Education Program.*

*Fall/Spring*

**3540 Language Arts in Middle and Secondary Schools**

Easley, Rieman 4 credits

A study of the content, organization, and methods of middle and secondary school language arts programs. Emphasis will also be placed on written communication. Required for all subject matter certification candidates except music and physical education. Field work required.

*Prerequisite: Admission to the Teacher Education Program.*

*Fall/Spring*

**3570 Classroom Management for Secondary Teachers**

Sconzert 4 credits

This course will prepare middle/secondary education majors to implement effective policies and strategies for creating a productive and safe classroom environment. Materials will cover basic teaching strategies for wide discipline programs. Students will complete field work, in which they evaluate effects of popular management strategies. Conflict resolution will be addressed.

*Prerequisite: Admission to the Teacher Education Program.*

*Fall/Spring*

**400 Topics in Education**

Staff 1-4 credits

Provides students the opportunity for learning experience in areas not readily available to them through normal curricular offerings.

**4090 Methods for Teaching Elementary Level Exceptional Learners**

Moore, Ryan 4 credits

Students will demonstrate understanding of instructional strategies and techniques for working with students with disabilities in inclusive classrooms (grades 1-5) and individualizing the general education curriculum. Students will complete a fieldwork project in which they will assess students with disabilities, develop individualized education programs, and demonstrate the program's effectiveness with performance-based assessment information. Field experience required.

*Prerequisite: Admission to the Teacher Education Program.*

*Fall*

**4100 Methods of Teaching Secondary Level Exceptional Learners**

Munk, Ryan 4 credits

Students will demonstrate understanding of instructional strategies and techniques for working with students with disabilities in inclusive classrooms (grades 6-12) and individualizing the general education curriculum. Field experience required.

*Prerequisite: Admission to the Teacher Education Program; must be taken concurrently with EDU 4140.*

*Spring*

**4120 Advanced Study and Field Experience in Teaching****Exceptional Learners: Elementary**  
Zavada, Moore, Ryan 4 credits

Students will work independently with a special education faculty member to design and complete a field-based research project in which they will concentrate on a specific category of disability (either learning disabilities, cognitive disabilities, or emotional disturbance) by researching current issues and best practice in working with students with the specific disability. Field experience required.

*Prerequisite: Admission to the Teacher Education Program; (EDU 4090 must be taken concurrently).*

*Fall*

**4130 Children's and Early Adolescents' Literature**

Ward, Easley, Rieman 4 credits

A study of the story interests of children and early adolescents. Emphasis will be placed on the interactive strategies that focus on content and process and encourage students' responses in social, affective, cognitive, and metacognitive dimension. Literature will be used as an instructional tool to promote all aspects of reading in correlation with engaging students in literature experiences as a central theme.

*Prerequisite: Admission to the Teacher Education Program.*

*Fall/Spring*

**4140 Advanced Study and Field Experience in Teaching****Exceptional Learners: Middle/High School**

Munk, Moore, Ryan 4 credits

Students will work independently with a special education faculty member to design and complete a field-based research project in which they will concentrate on a specific category of disability (either learning disabilities, cognitive disabilities, or emotional disturbance) by researching current issues and best practices in working with students with the specific disability. Field experience required.

*Prerequisite: Admission to the Teacher Education Program; EDU 4100 must be taken concurrently.*

*Spring*

**4200 Methods and Materials in Teaching Secondary Social Science**  
Sconzert 4 credits

A study of social sciences teaching methods and instructional materials in the student's field of preparation. Special attention is given to the selection and organization of subject matter and learning activities. Field work required.

*Prerequisite: Admission to the Teacher Education Program.*

Fall

**4300 Collaboration between General and Special Education**  
Moore, Zavada 2 credits

The readings and assignments in this class will develop students' skills in collaborating with colleagues and parents to support student learning and well-being.

*Prerequisite: This course is to be taken with EDU 4900 (student teaching).*

Fall/Spring

**4310 Urban Issues in Education**  
Sconzert, Staff 4 credits

This course examines the history of urban education and urban school reform in the United States, with special emphasis on the cities of Chicago and Milwaukee. Students will become familiar with news coverage and political debate on urban education, research tools for urban education, and the published literature on both the history of urban education, and current reform movements.

*Prerequisite: Sophomore standing or permission of the instructor*

Spring

**4900 Student Teaching Seminar**  
Barca, Lauer 12 credits

Observation and teaching in a classroom under the joint supervision of a qualified cooperating teacher and a college supervisor. A seminar covers current educational theories and topics related to professionalism and experiences in student teaching. Special attention will be given to classroom management. Students must be admitted to the Teacher Education Program at least one term prior to applying to student teaching.

*Prerequisite: Admission to the Teacher Education Program, passing Praxis II, and approval by the Teacher Education Committee.*

Fall/Spring

**English**

The purpose of the English major at Carthage is to foster the imaginative understanding of literature and appreciation of language. Students will acquire knowledge of literary history, literary forms and techniques, and the questions and issues

particularly relevant to the discipline which developing critical thinking and writing skills. In addition, the department encourages interested students to explore the art and craft of creative writing. The creative writing track of the English major encourages serious writers from all majors to develop a passion for creative writing and allows them to expand their understanding and practice of the writing of fiction, poetry and creative non-fiction.

The Department of English offers a program with several kinds of students in mind: those satisfying general education requirements, those who wish additional courses in composition, literature, and creative writing as electives, those who wish to complete a teaching major or minor in English, and those who wish a major in English as preparation for graduate or professional school or a career in fields such as publishing, advertising, law, civil service, journalism, public relations and the ministry.

By majoring in English, students will develop skills that will aid them in any pursuit that requires the ability to think critically and creatively, write articulately, and to consider problems from a broad range of perspectives; they will develop skills that contribute to their professional and personal lives as informed and effective communicators.

English majors are expected to take advantage of the many opportunities to attend literary programs and performances of plays, including those of the theatre department. As a minimum, majors are encouraged to participate in at least one of the annual fall trips to the Stratford Theatre Festival in Ontario.

**English Major**

The English Major consists of 40 credits, including the following:

- 1160 Introduction to Literary Studies (usually taken within a year of the declaration of the major)
- 2010 American Literary Traditions
- 2020 English Literary Traditions I (prior to 1800)
- 2030 English Literary Traditions II (after 1800)
- 4100 Senior Seminar

Of the following courses, one must be taken from each category:

Category I

- 3010 Literature in Its Time I (prior to 1800)
- 3110 Shakespeare
- 3150 Special Studies in a Major Author Prior to 1800

(English 2020 is a prerequisite to 3010 and 3150).

Category II

- 3020 Literature in Its Time II (after 1800)
- 3070 Film and Literature
- 3090 Literatures of Diversity
- 3100 Literature and Gender
- 3160 Special Studies in a Major Author After 1800

The balance of the 40 credits may be completed by choosing among the department course offerings.

**English Minor**

The English Minor consists of 24 credits, including the following:

- 2010 American Literary Traditions

Choice of one:

- 1060 Interpreting Literature
- 1160 Introduction to Literary Studies

Choice of one:

- 2020 English Literary Traditions I
- 2030 English Literary Traditions II

Choice of one:

- 3110 Shakespeare
- 3150 Special Studies in a Major Author Prior to 1800
- 3160 Special Studies in a Major Author After 1800

The balance of the 24 credits may be completed by choosing among the department course offerings.

**Teaching Licensure**

**English Major with Secondary Education Minor**

Students majoring in English and seeking teaching licensure at the secondary level must include the following among the 40 credits taken within the department: English 2040; English 2050 or 2060; and English 3750. In addition, students are required to take Education 4130 and Education/English 4200.

**Elementary Education Major with English Minor**

Students majoring in elementary education and minoring in English/language arts must include the following among the 24 credits taken within the department: English 1060 or 1160; English 2010; English 2050 or 2060; English 2020 or 3110; English 2030 or 2040 or 3750; and one elective. In addition, students are required to take Education 4130.

Students interested in teaching licensure should contact the Department of Education.

**The Emphasis in Creative Writing for English Majors**

Students majoring in English may also select an emphasis in creative writing. The emphasis is designed for students who wish to combine their literary study with study in the practice of creative writing. Students majoring in English who elect the emphasis in creative writing take 41 credits in the department, including the following required courses:

- 1160 Introduction to Literary Studies
- 2010 American Literary Traditions
- 2020 English Literary Traditions I
- 2030 English Literary Traditions II
- 2050 Creative Writing
- 3040 Advanced Writing (in the area appropriate to the student's writing interest)
- 3140 Literary Genre (in the area appropriate to the student's writing interest)
- 4100 Senior Seminar
- 4300 Seminar in Creative Writing
- a choice from Category I and Category II as listed under "The Major."

Students graduating with an emphasis in creative writing will also be required to take ENG 4300 Seminar in Creative Writing to produce a chapbook and give a public reading of their work. A chapbook is a short book of original poetry, fiction, or creative non-fiction that is unified by content, theme or style. Poetry chapbooks should be 10-20 pages; fiction and nonfiction chapbooks will generally be 15-30 pages. The chapbook will be written and revised during senior year under the guidance of two creative writing faculty members, and may satisfy part of the course requirements for English 3040: Advanced Writing (within the student's chosen genre). Guidelines for the chapbook and public reading can be obtained from the English Department chairperson or the Director of Creative Writing.

### **Creative Writing Minor for Non-English Majors**

Students seeking to minor in creative writing must first pass COR 1100 and 1110 or the equivalent. The minor in creative writing for non-English majors consists of the following 25-credit course of study:

- 2010 American Literary Traditions
- 2050 Creative Writing
- 3040 Advanced Writing (in the area appropriate to the student's writing interest)
- 3140 Literary Genre (in the area appropriate to the student's writing interest)
- 4300 Seminar in Creative Writing

In addition, non-English majors seeking a minor in creative writing must take English 2020 or 2030, and one free elective from the department course offerings.

Like those majoring in English with an emphasis in creative writing, students who wish to graduate with a minor in creative writing will also be required to produce a chapbook and give a public reading of their work. A chapbook is a short book of original poetry, fiction, or creative non-fiction that is unified by content, theme or style. Poetry chapbooks should be 10-20 pages; fiction and non-fiction chapbooks will generally be 15-30 pages. The chapbook will be written and revised during senior year under the guidance of two creative writing faculty members, and may satisfy part of the course requirements for English 3040: Advanced Writing (within the student's chosen genre). Guidelines for the chapbook and public reading can be obtained from the English Department chairperson or the Director of Creative Writing.

### **Honors in the Major**

Students interested in pursuing honors in English should consult the department chair for details. Forms for departmental honors are available from the English Department chairperson. Basic requirements are listed under All-College Programs in the catalog.

## **1060 Interpreting Literature**

Staff 4 credits  
HUM

This is a course designed to introduce students to critical reading and literary analysis, focusing on the terminology and tools needed to study literature in an informed, imaginative way. The course provides students with knowledge of the conventions and varieties of fiction, poetry, and drama, and seeks to instill in them an awareness of the range and diversity in literary voices and how literature and culture interact.

*Fall//Spring/Summer*

## **1160 Introduction to Literary Studies**

Carrig, Michie, Smiley, Kiesel 4 credits  
HUM

This gateway course for English majors and prospective English majors introduces students to the essential techniques, approaches, and fundamental questions of literary discourse and the practice of literary criticism, as well as to the central issues raised by literary theory. Although a review of genres and literary elements along with an introduction to the most frequently anthologized authors is a component of the course, its main aim is to teach students how to read with a greater awareness of the process of interpreting literary texts. This course is required of all majors, and must be taken within a year of declaration. English 1160 also may be used for distribution credit in the Humanities.

*Prerequisite: Declared English Majors/Minors or consent of the instructor*  
*Fall/Spring*

## **200 Topics in Literature**

Staff 1-4 credits

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

### 2010 American Literary Traditions

Duncan, Smiley, Steege, Wallace 4 credits  
HUM

This course is designed to give students an understanding of key characteristics, historical phases, and issues in American literature. In order to experience the range and diversity of American literature, students read both canonical authors such as Bradstreet, Hawthorne, Dickinson, Twain, Hemingway, Faulkner, and Ellison, and non-canonical writers from a variety of regional and ethnic backgrounds, such as Harriet Wilson and Emma Lazarus. The works will be arranged in chronological order and will be discussed as representative of the time period from which they come. The works taught will be chosen so that students will encounter a variety of genres such as poetry, novels, short stories, drama, and essays.

This course is a prerequisite for subsequent courses that focus on American literature (e.g. Literature in its Time II and Special Studies in a Major Author after 1700).  
*Fall/Spring/Summer*

### 2020 English Literary Traditions I

Carrig 4 credits  
HUM

In this course, students study English literature written prior to 1800. Such works and writers as *Beowulf*, Chaucer, medieval lyrics, medieval drama, the major sonnet writers, Sidney, Spenser, Marlowe, Shakespeare, Milton, Swift, and Pope will be included. In addition to these canonical writers and works, attention will be given to non-canonical works as well, such as *The Book of Margery Kempe* and *The Paston Letters*. The works will be arranged in chronological order and discussed as representative of the time period from which they come.  
*Fall*

### 2030 English Literary Traditions II (After 1800)

Carrig, Kiesel 4 credits  
HUM

In this course, students study English literature written after 1800, reading works by such writers as Wordsworth, Coleridge, Byron, Blake, Shelley, Keats, Tennyson, Browning, Arnold, Austen, Dickens, Conrad, Joyce, Lawrence, Yeats, and Woolf. In addition to these canonical writers, attention will be given to non-canonical writers whose works can provide diversity in ethnicity, class and gender.  
*Spring*

### 2040 The Classical Tradition in Literature

Carrig, Ali 4 credits  
HUM

The content of the course consists of the great texts of the Western European tradition and also from non-Western traditions. The works included will represent the Heroic and Classical periods in Greece (Homer, Sappho, the Greek dramatists), the Golden Age of Latin Writings (Virgil, Ovid), and the medieval continuation of the tradition. Such non-Western works as *Gilgamesh* or Chinese poetry may be included. Emphasis will be on how these works both reflect their cultural world and treat problems which will confront us.

*Spring*

### 2050 Creative Writing

Meier, Wallace 4 credits

A workshop in writing poetry and fiction. Through reading and responding to published literary pieces as well as their own projects, students will acquire increased appreciation for the craft and aesthetic of literature and their own writing skills.

*Prerequisite: COR 1100 and COR 1110*  
*Fall/Spring*

### 2060 Expository Composition

Meier, Wallace 4 credits

This course will focus on the development of a clear and persuasive expository style suited for academic or professional writing. Students will gain a heightened sense of "audience" by reading and responding to each other's writing.

*Prerequisite: COR 1100 and 1110*

### 3010 Literature in Its Time I

Carrig 4 credits  
HUM

A rotating selection of courses engaging important themes, voices, and works of the medieval and Renaissance periods and the 18th century. Because literary works are not written in a vacuum but partake of the beliefs and concerns of a particular milieu, these courses provide the student with an interdisciplinary approach to literature by showing how philosophy, music, art, science, and society are reflected in and help shape the literature of each period.

*Prerequisite: ENG 2020: English Literary Traditions I.*

### 3020 Literature in Its Time II

Smiley, Steege 4 credits  
HUM

A rotating selection of courses engaging important themes, voices, and works of the British romantic period, the Victorian period, the modern period, and 19th-21st century American literature. These courses follow the same interdisciplinary approach as Literature in Its Time I.

*Prerequisite: ENG 2030: English Literary Traditions II or ENG 2010: The American Literary Tradition, depending on course content.*

### 3040 Advanced Writing

Meier, Wallace 4 credits

A rotating selection of courses focusing on the production of literary and expository writing, the art of the short story and the poem as well as the essay and creative nonfiction. Through intensive workshops each course will immerse students in the writing process, stressing the craft and technique of writing. In addition to reviewing students' own work, the course will include some study of exemplary works in the appropriate form of discourse.

*Prerequisite: COR 1100, COR 1110 and ENG 2050; or consent of the instructor.*  
*Spring*

### 3070 Film and Literature

Smiley 4 credits  
HUM

This class will explore the relationship between film and literature. Students will be taught to "read" literature and film, analyzing narrative structure, genre conventions, technical and artistic factors to better understand the relationship between text and image. In addition, students will examine how film and literature reflect the times and conditions in which they are made, and conversely, how they sometimes help shape attitudes and values in society. Our reading and viewing of texts will not only address aesthetic achievement and cultural values, but also distinguish the unique ways in which film and literature construct their representative meanings.

**3090 Literatures of Diversity**Ali, Smiley 4 credits  
HUM

Each offering in this rotating selection of courses explores a single diverse ethnic literature, such as African-American, Asian-American, Hispanic-American, and Native American. While content will vary according to the discretion of the instructor, this group of courses is united by a common desire to read a diverse literature according to its own heritage double-voiced as it is further complicated by issues of gender and class. To this end, a course in Native American literature, for example, might begin with a study of the creation myths in the oral tradition, then move to historical, anthropological, autobiographical, and fictional accounts of the Native American experience as the two (often conflicting) voices of Native American and American describe it.

**3100 Literature and Gender**Carrig, Smiley 4 credits  
HUM

Literature chosen for study in this course will reflect issues relevant to considerations of gender. In some instances, works will explore the idea of how literature portrays what it means to be male or female. In other instances, works will explore how writers of one gender portray characters of the opposite gender. In some instances, the choice of literature will be based on extending awareness of writers who, because of their gender, have not historically been included within the canon. The historical and social contexts of these works will be an integral part of the conversation within the course.

**3110 Shakespeare**Carrig, Michie 4 credits  
HUM

Students may choose this course as one of the required upper-division courses prior to 1800. In this course, representative tragedies, comedies, histories, and romances will be studied. Attention will be given to how Shakespeare's plays reflect the fundamental concerns of the Renaissance. The course also will include attention to genre, history of ideas, and literary criticism.

*Spring***3140 Literary Genres**Carrig, Michie, Smiley, Kiesel 4 credits  
HUM

This umbrella covers a series of courses on a single literary genre (such as the short story, poetry, drama, the epic, or the novel) that will vary in emphasis at the discretion of the instructor. The novel, for example, might be a course focusing on the novel as genre and as literature. The genre section of the course will acquaint the student with the relevant criticism. The literary section will approach the novel as literature according to formalist analysis of language and form, canonical issues, socio-historical contexts, the influence of gender, race, and class, and the role of the reader.

**3150 Special Studies in a Major Author Prior to 1800**Carrig, Michie 4 credits  
HUM

This seminar-style class studies the writing of a major English author prior to 1800. The variable content may draw from one or several genres and gives attention to literary criticism about the writer and the writer's own literary theories. Social, historical, and biographical contexts also constitute elements of the study. Featured authors may include Chaucer, Spenser, Marlowe, Donne, Milton, Swift, or Pope; occasionally the instructor may choose to study two authors rather than one, if the two complement each other.

*Prerequisite: ENG 2020: English Literary Traditions I.***3160 Special Studies in a Major Author After 1800**Carrig, Michie, Smiley, Kiesel 4 credits  
HUM

This seminar-style class studies the writing of a major English author after 1800. The variable content may draw from one or several genres and will give attention to literary criticism about the writer and the writer's own literary theories. Social, historical, and biographical contexts will also constitute elements of the study. Featured authors may include Austen, George Eliot, Twain, Yeats, Hardy, Woolf, T.S. Eliot, and Faulkner; occasionally the instructor may choose to study two authors rather than one, if the two complement each other.

*Prerequisite: ENG 2030: English Literary Traditions II or ENG 2010: American Literary Traditions.***3750 History and Structure of the English Language**

Carrig, Schulze, Wallace 4 credits

A course that seeks to enlarge students' understanding and appreciation of the English language by examining the history of its development and the systematic ways that it expresses meaning.

*Spring***400 Topics in Literature**

Staff 1-4 credits

An in-depth study in literature or related subject matter such as literary criticism, folklore, film, or great literary works representing a common theme, genre, perspective or period. Recent offerings have examined 20<sup>th</sup> century feminist literature, Faulkner, and Southern women writers. Topics that are under consideration include Midwestern literature, Anglo-Irish literature, and Arthurian literature.

**4100 Senior Seminar**

Carrig, Smiley 4 credits

This course, for senior English majors and seniors from other fields who may petition to be admitted, is a seminar for students to work independently on a substantial paper of literary criticism, while reporting progress and making a final seminar presentation before a group working in the same field of study. Instruction and discussion, especially in the early weeks of the course, will focus on the development of the English language, the history of literary criticism, and bibliographical tools necessary for further research in English. This course is required of all English majors and serves as an opportunity for them to demonstrate their ability to think critically and to express their ideas effectively in writing. They will, furthermore, be required to deal with questions and issues that derive from literary theory.

*Fall*

## 4200 Methods and Materials in Teaching English

Staff 4 credits

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

*Prerequisite: Admission into the Teacher Education Program (TEP)*

Fall

## 4300 Seminar in Creative Writing

Staff 1 credit

In this course students will develop the content of their senior chapbooks in a workshop setting, study various methods of chapbook production, produce a chapbook of their work, and prepare to present that work in a public reading.

## Entrepreneurial Studies in the Natural Sciences

The Science Works (Entrepreneurial Studies in the Natural Sciences - ESNS) program is a unique offering at Carthage. It is nationally recognized and has been widely publicized. The program provides students with opportunities to explore and develop skills and knowledge needed to succeed in their careers and to potentially create new enterprises. Students can combine their studies at Carthage with career and business preparation that will enhance their post-graduate success, including job performance, graduate school training, or developing and operating a business.

The Science Works program includes a one-year course sequence, normally completed during the junior year, that covers all aspects of business and careers. During their senior year, students will study and develop full scale business plans in partnership with a technology business company or organization. This mixture of courses, hands-on experience, and advanced project work gives the best training before beginning a career or graduate training. The program also provides the student with a business plan product that he or she can show to potential employers, making them more desirable in the job market after graduation and improving the likelihood for advancement. Preparing a full-scale business plan provides students with the skills that will help make them successful in all aspects of their future careers, including financial planning, strategic and operational planning, product and service development, market analysis, and staff and management strategy.

The program integrates a unique combination of skills and knowledge training. The coursework emphasizes

integration of important skills, such as written and oral communication, graphical presentation, business finance and accounting, management, marketing, legal issues and regulation, intellectual property, and business ethics. In addition, the courses cover characteristics of many types of industries and businesses, and includes speakers from local, regional, and national organizations.

Carthage is a member of the National Collegiate Innovators and Inventors Association, through which students can apply for grants to support their business plan projects. Carthage is also a partner in the Center for Advanced Technology and Innovation, a technology transfer and entrepreneurship center in Racine, Wis., through which students can obtain projects and internships.

The program is offered as a minor, complementing majors across the Carthage curriculum. It requires 20 credits of work. Required courses include ESN 3100, 3200, 4100, 4300 and one of the following: ESN 2000, ESN 3250, ACC 2000, MGT 3600, MGT 3120, MKT 3130, ISS 3450 or GEO 2600.

In addition, ESN 3100 is generally offered as a Carthage Symposium, and ESN 3200 is a Writing Intensive Course, providing students with opportunities to meet those graduation requirements through participation in the program.

## 2000 Classic to Contemporary Leadership Theory

Williams 4 credits

Leadership theory has made a significant transformation over time. This course will examine the evolution of leadership theory from the classical period through contemporary models. Students will analyze these theories and identify the major perspectives, strengths, and areas of weakness. The course will provide the students an opportunity to become more self-aware of their own personality characteristics, current leadership strengths, and areas of challenge. Students will develop an authentic personal theory of leadership and use leadership theories and models to address contemporary problems in current and actual leadership settings.

## 3100 Elements of Technology-Based Business Careers

Staff 4 credits

Introduction to technology-based businesses and the skills necessary to succeed in a career. This course will introduce business and career topics such as business formation and incorporation, business structures and cultures, business economics, personal and business budgeting, oral and written communications skills for business, interviewing and resume reviews, and other topics appropriate for career development. Opportunities to meet with business leaders and other outside speakers will be provided. ESN 3100 is generally offered as a team-taught Carthage Symposium.

*Prerequisite: Permission of the ESN Program Director.*

## 3200 Development and Operation of Technology-Based Business

Staff 4 credits

A comprehensive course covering all of the major aspects of operating a business. Included among the topics are management skills, legal and regulatory issues, business ethics, financial planning, business finance, investing and retirement planning, accounting and taxation, and intellectual property. Students will work in teams to develop business plans.

*Prerequisite: ESN 3100.*

**3250 Commercial Technologies in Business**

Staff 4 credits

A January-term course designed around student teams engaging in week-long projects through which they learn how to develop and produce new products and services. The course emphasizes fact-finding and on-the-fly design and systems integration. The course includes field trips to regional industries.

*J-Term***3500 Field Placement**

Staff 2-8 credits

A field placement in entrepreneurial studies enables the student to explore a possible technology business career and to work in an individual, academically-oriented position designed to supplement or complement the student's academic experience. All field placements require faculty supervision and regular meetings between the student and the instructor.

*Prerequisite: Permission of the ESN**Program Director***3550 Internship**

Staff 4-8 credits

An internship enables students to gain practical experience in technology business. Such internships are longer in duration than field placements. All internships require faculty supervision and regular meetings between the student and the instructor.

*Prerequisite: Permission of the ESN**Program Director.***4100 Technology Based Business Project Development**

Staff 4 credits

Students will develop a business concept in concert with an outside organization and industry mentor. Students will work directly with an industry mentor and College faculty to develop a product or business concept. Product design and market research form the core of the course activities. Students will present their projects and findings before the ScienceWorks Advisory Board.

*Prerequisite: ESN 3200.***4300 Business Plan Development and Presentations**

Staff 4 credits

Students will develop business plans and other business documents for their core project. Students will work directly with an industry mentor and College faculty to develop a complete and detailed business plan. Students will defend their business plans before the ScienceWorks Advisory Board and a public audience. In addition, students are strongly urged to participate in an internship or work experience following completion of ESN 3200 and prior to enrolling in ESN 4100. Students must select a suitable business plan project and identify an industry mentor/partner prior to the start of ESN 4100. While this is best accomplished through an internship, students may elect to conduct projects with other organizations or companies. It is the student's responsibility to make arrangements for the project. Students can elect to enroll in a Carthage Symposium consisting of ESN 3100, 3250, and 3200. ESN 3250 may be taken out of sequence, but ESN 3100 and 3200 must be taken consecutively. Students enrolled as majors in the Division of Natural Sciences will have priority in enrolling in ScienceWorks courses. In addition to the above courses that constitute the ESN Minor, additional elective courses may be offered. These will not generally serve for completion of the minor.

*Prerequisite: ESN 4100.***4500 Independent Study**

Staff 2-4 credits

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

*Prerequisite: Permission of the ESN**Program Director.***4900 Independent Research**

Staff 2-4 credits

Independent research is an opportunity for students to develop and study an original or new idea within the Entrepreneurial Studies Program. Suitable topics are those that require substantial library and/or laboratory research, reading, and in-depth study, and will result in new knowledge or understanding.

*Prerequisite: Permission of the ESN**Program Director***Environmental Science**

Students in the Environmental Science Program focus on the study of the problems

that arise when human beings interact with the physical/natural environment. As an area of study in a liberal arts college, this major highlights the interconnections between the natural and social sciences for approaching environmental problems. The approach is broadly based, and yet also focused on the student's choice of an individual study track (Conservation and Ecology, Environmental Policy Analysis, Environmental Data Analysis, or Water and Life). One of the primary goals is to educate natural and social scientists in the liberal arts tradition, so students will understand how to approach complex problems using methodologies and philosophies from multiple disciplines including biology, chemistry, economics, geography, and political science. The program prepares students for graduate study and/or careers in a variety of environmental fields.

**Environmental Science Major**

The major in environmental science consists of at least 56 credits including a core set of courses (28 credits) and a plan of study (28 credits) chosen by the student in conjunction with his or her advisor. Students are also expected to attend one campus colloquium per month during their junior and senior years, unless they are participating in an off-campus program.

In consultation with an advisor the student selects a plan of study that is both focused and interdisciplinary. Four sequences of study from which to choose have been approved for students. Changes to the sequences must be approved by the academic advisor and the Environmental Science Oversight Committee. Under special circumstances, highly motivated students can self-design a sequence to best fit their needs. Again, the academic advisor and the Oversight Committee must approve the plan prior to student's beginning advanced coursework.

Per the college requirement, all Environmental Science majors must complete a Senior Thesis. An oral presentation of the Senior Thesis is required as part of the Environmental Science Senior Seminar (ENV 4000). Starting with the 2005-2006 catalog, Environmental Science majors who are double-majoring are required to take ENV 4000 even if they have completed a Senior Seminar in another major.

Students can choose any one of the following course sequences to fulfill their environmental science major:



## Focus in Conservation and Ecology

### Core

ENV 1600: Introduction to Environmental Science

ENV 2610: Case Studies in Environmental Science

Statistics Course that meets the Math requirement

GEO 2600: Introduction to GIS

ECN 3050: Environmental Economics

POL 3620: Environmental Politics

ENV 4000: Senior Seminar

ENV 4980: Field Experience Completion

ENV 4990: Senior Thesis Completion

### Track

CHM 1000: Fundamentals of Chemistry

BIO 1030: Conservation OR BIO 2200:

Ecology

BIO 3050: Plant Physiology OR GEO 3800

Soil Science OR BIO 3060 Microbiology OR

BIO 4050 Entomology

GEO 2450: Biogeography OR GEO 3400:

Forest Ecology

GEO 3900: Field Methods

GEO 3200: Hydrology

Elective: 3000+ Level or Other Approved Topics Course

## Focus on Environmental Policy Analysis

### Core

ENV 1600: Introduction to Environmental Science

ENV 2610: Case Studies in Environmental Science

Statistics Course that meets the Math requirement

GEO 2600: Introduction to GIS

ECN 3050: Environmental Economics

POL 3620: Environmental Politics

ENV 4000: Senior Seminar

ENV 4980: Field Experience

ENV 4990: Senior Thesis Completion

### Track

POL 2400: American Government: National, State, and Local

POL 3930: Environmental Law

SWK 3100: Social Welfare Policy Analysis

GEO 3450: Urban Geography OR SOC

3020: Sociological Research I

GEO 2100: Human Landscape

BIO 1030: Conservation OR BIO 2200:

Introductory Ecology

Elective: 3000+ Level or Other Approved Topical Course

## Focus on Water and Life

### Core

ENV 1600: Introduction to Environmental Science

ENV 2610: Case Studies in Environmental Science

Statistics Course that meets the Math requirement

GEO 2600: Introduction to GIS

ECN 3050: Environmental Economics

POL 3620: Environmental Politics

ENV 4000: Senior Seminar

ENV 4980: Field Experience Completion

ENV 4990: Senior Thesis Completion

### Track

CHM 1020: General Chemistry II

CHM 2070: Organic Chemistry I

CHM 3230: Analytical Chemistry

GEO 3200: Hydrology

GEO 3800: Soil Science OR GEO 2950:

Process Geomorphology

BIO 3060: Microbiology

BIO 3200: Aquatic Ecology

## Focus on Environmental Data Analysis

### Core

ENV 1600: Introduction to Environmental Science

ENV 2610: Case Studies in Environmental Science

Statistics course that meets the Math requirement

GEO 2600: Introduction to GIS

ECN 3050: Environmental Economics

POL 3620: Environmental Politics

ENV 4000: Senior Seminar

ENV 4980: Field Experience Completion

ENV 4990: Senior Thesis Completion

### Track

GEO 2700: Satellite and Air Photo Analysis

GEO 3600: Advanced GIS

BIO 1030: Conservation OR BIOL 2200: Introductory Ecology

CSC 1110: Principles of Computer Science

CSC 2560: Data Structures and Algorithms

CSC 3410: Database Design and

Management

Successful completion of ENV 1600 and 2610 will fulfill any prerequisites for the courses listed in each sequence.

Electives can be selected from courses offered within another track or can be approved by the academic advisor and the Environmental Science oversight committee.

## Field Experience (ENV 4980)

Finally, students must complete an approved field experience. It is the intention of this program that our students all have practical experience in the environmental science major before they graduate. The field experience can be completed in the following formats:

An off-campus field course.

A J-Term or summer trip.

Research experience through the Carthage SURE program or an off-campus program

An internship either as part of an interest group such as Greenpeace, Sierra Club, or the Reason Public Policy Institute, or

by working in an industry or government setting.

Relevant employment in the discipline.

Field experiences are approved as part of your plan of study. Consult your advisor for specific examples.

## 1600 Introduction to Environmental Science

Gartner

4 credits

SCI

This course integrates biology, chemistry, and physical geography, and will provide an introduction to the fundamental natural science foundation necessary to understand and be literate in environmental science. Topics include systems analysis (atmosphere, lithosphere, hydrosphere, and biosphere), matter, energy, ecosystems, biodiversity, environmental risk, ozone, water, soil and air pollution, global warming, food resources, and human health. Science and information literacy, with particular emphasis on the evaluation of sources, are emphasized in the classroom experience. Data analysis is an integral component of the course and is emphasized in laboratory work. The laboratory portion of this course will allow students hands-on experience with scientific and instrumental techniques typically used in environmental science with which data are analyzed at a variety of temporal and spatial scales.

Fall

## 200 Topics in Environmental Science

Staff

1-4 credits

Specialized topics in environmental science developed by the faculty. On occasion, the course is team-taught. Can be considered a SCI or SOC distribution requirement, depending on the topic and credit.

*Prerequisite: Varies based on topic.*

**2610 Case Studies in Environmental Science**

Gartner, Staff 4 credits  
SCI

This course uses case studies and research experiences to build upon the concepts introduced in ENV 1600. There is further development of topics that integrate biology, chemistry, and physical geography. Topics may include invasive species, biodiversity, water, soil or air pollution, global warming, food resources and human health. Data analysis is an integral component of the course and is emphasized in class and laboratory work. The laboratory portion of this course will allow students hands-on experience with scientific and instrumental techniques typically used in environmental science with which data are analyzed at a variety of temporal and spatial scales. For Environmental Science majors, this course allows students to generate work that demonstrates their abilities to synthesize and integrate data and information from the biological, chemical, and geographical sciences. This course is often team-taught.

*Prerequisite: ENV 1600*

*Spring*

**2650 Photographing Nature: Investigating Biodiversity and Conservation with Digital Media**

Staff 4 credits  
SCI

This course introduces the student to the use of digital photography to explore plant and animal species and their habitats. The course begins with instruction in digital photography and then moves outside, where students will focus on organisms, learning to photograph them while exploring their biology. Photography will be used to engage students in making detailed observations and beginning the process of scientific discovery. After learning about species, their ecological interactions, and conservation, students will complete a final project that utilizes visual imagery to educate others about the value of biodiversity, ecology, and/or conservation issues.

**400 Topics in Environmental Science**

Staff 1-4 credits

Specialized topics in environmental science developed by the faculty. On occasion, the course is team-taught. Can be considered a SCI or SOC distribution requirement, depending on the topic and credit.

*Prerequisite: Varies based on topic.*

**4000 Senior Seminar**

Gartner 4 credits

This is the capstone course for Environmental Science majors. During this course, seniors complete and present their Senior Thesis work in consultation with faculty in the Environmental Science program.

*Prerequisite: Senior Standing Fall*

**4900 Research in Environmental Science**

Gartner 1-4 credits

An opportunity to conduct research in environmental science, culminating in a research paper and a formal presentation. Given the interdisciplinary nature of environmental science, students in related disciplines may participate in this course with the permission of the instructor and their departmental advisor. Students may enroll for credit more than once, but no more than 4 credits may be applied to the major.

*Prerequisite: Permission of the instructor*

**4980 Field Experience Completion**

Staff 0 credits

Students must register for Field Experience Completion the term that they plan to complete their field experience.

**4990 Senior Thesis Completion**

Staff 0 credits

Students must register for ENV 4990 during the semester that they plan to complete their senior thesis. For most students this will be the Spring of their senior year.

*Prerequisite: Permission of the instructor*

**Exercise and Sport Science**

**Physical Education/Fitness Requirement**

All students pursuing graduation are required to participate in and pass two physical education experiences within the Exercise and Sport Science Department. The first is EXS 0010 Concepts of Physical Fitness (1 credit). This is a 7-week lecture/laboratory experience that presents basic knowledge and methods relevant to maintaining and developing good health, fitness, and overall wellness. The P.E. experiences are graded "S/U."

In addition, upon completion of the above course, all students are required to pass one of the following seven-week courses in a lifetime or fitness activity (1 cr.):

- 0020 Walking for Fitness
- 0030 Strength Training
- 0050 Rock Climbing
- 0060 Racquetball

- 0070 Lacrosse
- 0110 Badminton
- 0130 Golf
- 0140 Tennis
- 0160 Water Aerobics
- 0170 Conditioning
- 0180 Aerobics
- 0190 Beginning Swimming
- 0200 Lifeguard Training
- 0210 Water Safety Instructor
- 0220 Swimming for Fitness
- 0230 Handball
- 0240 Yoga
- 0250 Martial Arts
- 0260 Recreational Sports
- 0500 Pilates
- 0410 Ballet I
- 0420 Ballet II
- 0430 Tap
- 0440 Jazz Dance I
- 0450 Jazz Dance II
- 0460 Ballroom Dance
- 0470 Modern Dance
- 0490 International Dance: Folk

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

A student who participates on an athletic team for an entire season can fulfill the one lifetime/fitness activity requirement (1 credit).

Exercise and Sport Science majors (ATH, PESF and PESF with licensure) are not required to take the EXS 0010 Concepts of Physical Fitness class or a life-time/fitness activity.

**Majors**

The Exercise and Sport Science Department offers the following programs:

- College Physical Education/Fitness Requirement
- Major in Physical Education, Sport and Fitness Instruction
- Major in Athletic Training
- Coursework leading to physical education teaching license (K-12)
- Minor in School Health Education leading to teaching license (K-12)
- Athletic Coaching Certification Program

The Exercise and Sport Science Department offers two majors: (1) Physical Education, Sport & Fitness Instruction, and (2) Athletic Training.

## PHYSICAL EDUCATION, SPORT & FITNESS INSTRUCTION MAJOR

43 credits

EXS 1010	Foundations of Exercise & Sport	(3 cr.)
EXS 1051	Theory & Practice of Indv. Sports I	(1 cr.)
EXS 1052	Theory & Practice of Indv. Sports II	(1 cr.)
EXS 1061	Theory & Practice of Team Sports I	(1 cr.)
EXS 1062	Theory & Practice of Team sports II	(1 cr.)
EXS 2010	Swimming (WSI certification)	(2 cr.)
EXS 2110	First Aid & Safety	(1 cr.)
EXS 2180	Prevention and Care of Athletic Injuries	(2 cr.)
EXS 2620	Adaptive Aspects of Exercise & Sport	(3 cr.)
EXS 2700	Elementary PE/Principles of Movement	(4 cr.)
EXS 2750	Theory & Practice of Rhythm, Dance & Gymnastics	(4 cr.)
EXS 2800	Supervision of Intramurals	(1 cr.)
EXS 3010	Tests & Measurements in EXS	(4 cr.)
EXS 3070	Kinesiology	(4 cr.)
EXS 3900	Organization & Administration of EXS Programs	(3 cr.)
EXS 4050	Physiology of Exercise	(4 cr.)
Senior Thesis:		
EDU 4900	Student Teaching	(12 cr.)
or		
EXS 3500	Field Placement in Recreation, Sport and Fitness	(4 cr.)

## PHYSICAL EDUCATION TEACHING CERTIFICATION (K-12 Licensure)

A student who intends to teach physical education in a school setting can obtain grades K-12 licensure from the Wisconsin Department of Public Instruction if they complete the following:

1. Complete all courses in the Physical Education, Sport & Fitness Instruction major.
2. Complete all required education courses for the K-12 Physical Education Licensure Program.
3. Complete Praxis I (PPST) and Praxis II
4. Apply for acceptance into the Teacher Education Program (TEP) sophomore year.
5. Pass Praxis II

6. Attend required student teaching meeting and apply for acceptance into the Student Teaching Program (STP), junior year.
7. Successfully complete student teaching. To be eligible for student teaching, students must complete pre-student teaching clinical experiences that are developmental in scope and sequence and will occur in a variety of settings with a balance of observation at the elementary, middle, and secondary level. To meet the clinical experience requirements students must register and successfully complete an education course requiring a pre-student teaching clinical experience. Please contact the Education Department for specific requirements to the STP and TEP Programs. Each program has specific requirements and deadlines that the student must meet to earn a physical education teaching license.

### Required Education Courses for Physical Education K-12 Licensure:

EDU 1010	Education & Society
EDU 1050	Education of Exceptional Children
EDU 2010	Educational Psychology and Assessment
EDU 2220	Methods and Materials: Portfolio
EDU 3510	Techniques and Strategies for K-12 Schools
EDU 3520	Development & Content Reading
EXS 4200	Methods & Materials of Teaching P.E.
EDU 4900	Student Teaching Seminar
BIO 1040	Human Anatomy & Physiology
HIS 1000	Issues in American History
*Any appropriate physical science	
*Any appropriate social science course	
*Contact the education department for a list of appropriate courses	

### Certification 860 Physical Education/ Special Education

Students seeking this certification must complete the coursework for a major in physical education, sport and fitness instruction, including EXS 2620 Adaptive Aspects of Exercise and Sport Science. Additional coursework for the certification includes: EDU 1010, 1050, 2010, 2220, 3510, 3520, EXS 4200, and PSY 2850. These courses must be completed prior to taking EXS 3520 Field Placement in Adaptive Physical Education, the required capstone class.

### Health Minor 21 credits

Students who earn a K-12 certification in physical education and wish to teach health education in the school setting need to complete the following coursework for

a health minor, pass the Praxis II health exam and complete student teaching.

Required courses for the School Health Certification:

EXS 1080	Introduction to Health & Wellness Education	(3 cr.)
EXS 2150	Nutrition Education	(2 cr.)
EXS 2270	Consumer Health Issues	(2 cr.)
EXS 2500	Comprehensive School Health Prg.	(2 cr.)
EXS 2810	ATOD Education	(2 cr.)
EXS 3090	Sexuality Education	(2 cr.)
EXS 3110	Personal & Community Health	(3 cr.)
EXS 3120	Issues in Emotional and Mental Health	(2 cr.)
EXS 4210	Methods & Materials of Teaching Health	(3 cr.)

### Athletic Coaching Certification Program 21 credits

This program is very desirable for students who intend to coach athletic teams in a public/private school setting. It will assist students from three distinct academic areas:

1. Physical Education, Sport & Fitness Instruction major pursuing Physical Education, K-12 Licensure. Most of the course work is part of the major. If the student receives his/her teaching licensure, he/she also will receive a coaching certification recognition on their student transcript.
2. Education majors who will be licensed in a subject area. If the student receives his/her teaching licensure, he/she also will receive a coaching certification recognition on their student transcript.
3. A non-education major or a Physical Education, Sport and Fitness Instruction Major who does not seek a teaching licensure. These students cannot receive a coaching certification from the Wisconsin Department of Public Instruction. However, upon request, the EXS Department Chair will have the following statement placed on their transcripts: "This student has completed the course work for coaching certification required by the Wisconsin Department of Public Instruction."

The following course work is required:

BIO 1040	Human Anatomy & Physiology	(4 cr.)
EXS 3900	Organization & Admin of Exercise and Sport Programs	(3 cr.)
EXS 3070	Kinesiology	(4 cr.)
EXS 4050	Physiology of Exercise	(4 cr.)

- EXS 2180 Prevention of Athletic Injuries (2 cr.)  
 EXS 2110 First Aid & Safety (2 cr.)  
 EXS 4010 Theory of Coaching & Athletic Technique (2 cr.)  
 EXS 4030 Practicum in Coaching (2 cr.) (Pass/Fail)

**Honors in the Major**

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

**1010 Foundations of Exercise and Sport**

Witt, Domin 3 credits  
 This course examines the history, philosophy, principles, and development of exercise and sport programs.  
*Fall/Spring/J-Term*

**1051 Theory and Practice of Individual Sports I**

Staff 1 credit  
 Through lectures, demonstrations, and game play, the student will learn the basic rules, tactics, and teaching strategies of badminton and golf.  
*Prerequisite: EXS 1010*  
*Spring*

**1052 Theory and Practice of Individual Sports II**

Staff 1 credit  
 Through lectures, demonstrations, and game play, the student will learn the basic rules, tactics, and teaching strategies of track and field and tennis.  
*Prerequisite: EXS 1010*  
*Spring*

**1061 Theory and Practice of Team Sports I**

Staff 1 credit  
 Through lectures, demonstrations, and game play, the student will learn the basic rules, tactics, and teaching strategies of soccer and volleyball.  
*Prerequisite: EXS 1010*  
*Fall*

**1062 Theory and Practice of Team Sports II**

Staff 1 credit  
 Through lectures, demonstrations, and game play, the student will learn the basic rules, tactics, and teaching strategies of softball and basketball.  
*Prerequisite: EXS 1010*  
*Fall*

**1080 Introduction to Health and Wellness Education**

Allen 3 credits  
 This course will introduce students to a broad spectrum of health topics pertaining in preparation for teaching health in the K-12 school setting. Students will learn about the major theories in Health Education and gain experience teaching health topics.  
*Fall*

**200 Topics in Exercise and Sport Science**

Staff 1-4 credits  
 A variable content course that will allow the student an opportunity to study in one of the areas of exercise sport science that is not typically offered.  
*Fall/Spring*

**2010 Swimming for EXS Majors**

DeLaRosby 2 credits  
 A course designed to teach students the techniques of the six basic swimming strokes, elementary rescue skills, self-rescue methods, and springboard diving competence, and to gain WSI certification. The course will follow the American Red Cross progressions for certification of swim instructors through a mix of classroom sessions and water work, emphasizing teaching skills and practical teaching experience with "real" students.  
*Fall/ Spring*

**2110 First Aid and Safety**

Staff 1 credit  
 This class uses the curriculum designed by the American Red Cross. At the completion of this course students are certified in Community First Aid and Safety and in the use of automated external defibrillators (AED). (Pass/Fail)  
*Fall/Spring*

**2150 Nutrition Education**

Staff 2 credits  
 Basic nutrition as it applies to maintaining health and preventing disease with a concentration of the nutrient requirements of the human body. Current nutritional controversies will be evaluated. Students gain practical experience in evaluating nutritional data by completing a self-study project.  
*Spring*

**2180 Prevention and Care of Athletic Injuries**

Everts 2 credits  
 A course designed for students with an emphasis in physical education (K-12 licensure), sport, and fitness instruction. It provides an overview of the major injuries and athletically related health conditions.  
*Prerequisite: BIO 1040*  
*Fall*

**2270 Consumer Health Issues**

Staff 2 credits  
 Evaluation of health misinformation and quackery pertaining to health-related products and services. Examination of major health care issues from a consumer point of view, enabling the students to make intelligent decisions about how to obtain and use health-related products, services, and information.

**2350 Sport and Exercise Psychology**

Williams 4 credits  
 This course explores the field of sport and exercise psychology. The focus of the course will be on both the theoretical and practical applications of sport and exercise psychological processes including approaches to increase the effectiveness of coaches and fitness professionals.  
*Prerequisite: EXS 1010, COR 1100, COR 1110*

**2450 Physical Education and Health Methods**

Johnston 2 credits  
 This course consists of class activities, readings, and lectures designed to provide elementary teachers with the knowledge of how to incorporate movement in their classrooms. Students will learn the latest research linking movement to enhanced learning. Students will also learn about techniques and resources for teaching basic health concepts to elementary aged students. Course fulfills the requirements for EXS 0010-Concepts of Physical Fitness (1 cr.) and one lifetime/fitness activity (1 cr.).  
*Fall/Spring*

**2500 Comprehensive School Health Programming**

Staff 2 credits  
 This course is designed to teach students how to plan for and evaluate all the components of an effective school health program. Students will gain practical experience using the "School Health Index" developed by the CDC for evaluating a school's overall health.

## 2620 Adaptive Aspects of Exercise and Sport

Staff 3 credits

A study of special populations and their exercise and sport needs. Emphasis will be placed on in-depth knowledge of specific handicaps, with modifications necessary to enable the pursuit of a healthy, physically active lifestyle.

*Prerequisite: EXS 1010*

*Fall/Spring*

## 2700 Elementary Physical Education/Principles of Movement

Staff 4 credits

An analysis of exercise, sport, and motor programs for children aged K-6. Emphasis will be placed on learning how to teach skills, concepts, and movement principles at an age-appropriate level.

*Fall/Spring*

## 2750 Theory and Practice of Rhythm, Dance and Gymnastics

M. Bonn 4 credits

The study and practice of rhythm, dance, and gymnastics techniques with an emphasis on teaching, skill analysis, and progressions.

*Prerequisite: EXS 1010*

*Fall/Spring*

## 2800 Supervision of Intramurals

Staff 1 credit

An on-campus practical experience for the recreation, sport and fitness management emphasis. The student will assist with the management of the College's intramural program.

*Prerequisite: EXS 1010 and Sophomore Standing*

*Fall/Spring*

## 2810 Alcohol, Tobacco, and Other Drugs

Staff 2 credits

This course provides an overview of substance use and abuse among adolescents. The course will focus on understanding how to teach this topic as part of a comprehensive school health education curriculum.

*Fall/Spring*

## 2900 Advanced Strength Training

Staff 3 credits

This course is designed to teach students strength training concepts and proper teaching progressions that will prepare them to be certified strength and conditioning specialists.

*Prerequisite: EXS 1010*

## 3010 Tests & Measurement in Exercise and Sport

M. Bonn 4 credits

A practical approach to measurement and evaluation activities as they apply to the field of physical education and exercise and sport science.

*Prerequisite: EXS 1010*

*Fall/Spring*

## 3070 Kinesiology

Ruffner 4 credits

An analysis of human movement with an emphasis on the skeletal system and mechanical principles.

*Prerequisite: EXS 1010 and BIO 1040*

*Spring*

## 3090 Sexuality Education

Johnston 2 credits

This course will emphasize diversity in sexual feeling, behavior, cultural traditions, and moral beliefs related to sex, with an emphasis on the physiology of sex and helping students become comfortable in discussing and teaching sexuality to adolescents.

*Fall*

## 3110 Personal and Community Health

Allen 3 credits

An introduction to the field of community health with an exploration of the interplay between individual health-promoting behaviors and the greater impact of the physical, social, and political environment.

*Spring*

## 3120 Issues in Emotional and Mental Health

Lahner 2 credits

Development of insights into emotional wellness and understanding the body, mind, spirit connection. Students will be expected to develop strategies to effectively teach the principles and skills learned in this class.

*Fall/Spring*

## 3210 Advanced Techniques in Training and Conditioning

Everts 4 credits

An in-depth study of the principles, concepts and guidelines of strength training, conditioning, and personal fitness. Special emphasis will be placed on designing strength and conditioning programs and preparing students for the National Strength and Conditioning Association (NSCA) exams.

*Prerequisite: EXS 4050*

## 3500 Field Placement in Sport & Fitness Instruction

Allen, M. Bonn 4 credits

An off-campus practical experience for the physical education and sport and fitness instruction majors who are not seeking licensure. The student will be placed in a recreation, sport, or fitness environment to observe, teach, and manage under a qualified professional in the field. (Pass/Fail)

*Prerequisite: Junior Standing and EXS 1010.*

*Fall/J-Term/Spring/Summer*

## 3520 Field Placement in Adaptive Physical Education

Staff 4 credits

An off-campus practical experience for students to work with special populations in a physical education setting. (Pass/Fail)

*Prerequisite: EXS 2620, EDU 1010, 1050, 2010, 2220, 3510, 3520, EXS 4200 and PSY 2850*

## 3530 Strength and Conditioning Practicum

Everts 2 credits

The goal of this course is to allow the student to apply the principles and concepts learned in Advanced Techniques in Training and Conditioning by designing and implementing strength, conditioning, and fitness programs to various populations.

## 3720 General Medical Conditions for the Athletic Trainer

Ruffner 3 credits

This course is designed to introduce the athletic training student to general medical conditions they may be exposed to when working with physically active individuals. It is imperative that the entry-level athletic trainer recognize and manage these conditions for the successful treatment of those under their care. These conditions range from recognizing simple infections to systemic disorders.

*Prerequisite: ATH 1020 and ATH 2080*

*Spring*

## 3900 Organization and Administration of Exercise and Sport Science

Djurickovic 3 credits

A study of the management of exercise and sport programs. Emphasis will be placed on administrative problem solving.

*Spring*

**400 Topics in Exercise and Sport Science**

Staff 1-4 credits

A variable content course permitting the well-qualified student an opportunity to study in one of the areas of exercise and sport science not typically offered.

*Prerequisite: Senior Standing*  
*Fall/Spring/Summer*

**4010 Theory of Coaching and Athletic Techniques**

Roehl 2 credits

A course designed to assist the prospective athletic coach in teaching and coaching an athletic team. Emphasis will be placed on principles of training, learning progressions and practice and game organization.

*Prerequisite: EXS 1010*  
*Fall*

**4030 Coaching Practicum**

Roehl 2 credits

The opportunity to assist and observe an intercollegiate/interscholastic coach and team. (Pass/Fail)

*Prerequisite: EXS 1010*  
*Fall/Spring*

**4050 Physiology of Exercise**

Allen 4 credits

An analysis of the effects of exercise on the human body, with an emphasis placed on scientific research and the implications for exercise/sport prescription and programming.

*Prerequisite: BIO 1040*  
*Fall*

**4200 Methods and Materials of Teaching Physical Education**

M. Bonn 4 credits

A course required of students pursuing the emphasis in physical education K-12 Licensure. Emphasizes teaching methods and instructional materials in physical education.

*Prerequisite: Prerequisite: EXS 1010, EXS 3010, Admitted to TEP, Junior standing.*  
*Spring*

**4210 Methods and Materials of Teaching Health Education**

Alamano 3 credits

Students will learn strategies and techniques for teaching health at an age-appropriate level.

**General Courses****GNR 0000 College Success Seminar**

0 credit

This is Carthage's freshman seminar program. This program intends to help first-year students connect to multiple communities within Carthage in ways that will support and enhance individual confidence and success. The seminar covers topics of academic and extracurricular concerns such as: identity and community, learning and teaching styles, stress management, and academic and career planning. Seminars are led by staff members. S/U only.

**GNR 0002 Elements of College Learning for the Adult Education Student**

2 credits

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

**GNR 0120 Elements of College Learning**

1 credit

The theory, study, and practice of college-level study skills include critical reading and thinking, note taking, reading rate and preparation, use of college resources, stress management, and time management. Students will apply these techniques directly to their coursework with emphasis for first-year students in the Heritage Program.

**GNR 0130 Elements of College Learning**

1 credit

The theory, study and practice of college-level study skills include critical reading and thinking, note taking, reading rate and preparation, use of college resources, stress management, and time management. Emphasis will be placed upon collaborative learning with a focus on individual goals and personal issues. This course is a holistic approach for students on academic probation.

**GNR 3510 Immersion Abroad**

12-16 credits

Linguistic and cultural immersion abroad for one term in an academic setting in a country speaking the target language. Classroom instruction for all courses, regardless of discipline, will be in the Target Language. (In exceptional cases, approval may be granted for substituting two summers for the term.)

*Prerequisite for applying study abroad to the major in any modern language: MLN 2200, 3010, 3110, and one of 3080 or 3090. P/F*

**Geography and Earth Science**

Geographers and earth scientists study spatial patterns to discover underlying natural and human processes at work in the hydrosphere, atmosphere, lithosphere and biosphere. They are concerned with primarily three interrelated aspects: (1) the physical characteristics and processes of the earth's surface and atmosphere; (2) the activities of people who have modified the natural landscape; and (3) the origins of and changes in cultural landscapes. The study of geography and earth science prepares majors for real-world problem solving, as many societal problems have geographic dimensions. A few examples include water management, agricultural productivity, environmental quality, hunger, crime, urban housing, and transportation. The department prepares students for productive and rewarding careers while instilling the thought processes, qualities, and habits which are the hallmarks of a liberally educated person.

Graduates of the department often are quickly employed in private industry or government positions, or they choose to continue their studies in a graduate program. The U.S. Department of Labor has recently identified geospatial analysis as one of the leading areas of employment in the coming years.

Because of this breadth of opportunity, geography students' choices of elective courses outside the major are often as

important as their choices within the major. Students majoring in geography and earth science are urged to achieve competency in mathematics, statistics, and/or computer studies. The desired level of competency within these disciplines varies with each student's career goals. Prospective geography and earth science students are urged to discuss career goals and opportunities with department faculty.

## Geography and Earth Science Major

The Geography and Earth Science major consists of 40 credits. The core consists of 16 credits and is required of all students. Completion of the senior thesis is also required. Core courses are: GEO 1500, 1600, 1610, 3300, and 4000.

In addition, all students completing the major *must successfully complete one course from each* of the three areas of concentrations: human, physical, and research techniques. The required senior thesis may be generated in conjunction with completion of GEO 4000. The remaining credit requirements may be fulfilled by taking elective courses in the Department of Geography and Earth Science. Trip courses will be approved to count toward the major on a course by course basis.

## Minor in Geography and Earth Science

The minor in geography consists of 24 credits. Required courses are GEO 1500, 1600, and 1610. In addition, all students completing the minor *must successfully complete one course from each* of the three areas of concentrations: human, physical, and research techniques.

### Course Distribution:

*All majors must complete the core.*

### Geography core courses:

GEO 1500, 1600, 1610, 3300, plus successful completion of the senior thesis.

*All majors and minors must choose one of these courses in **Human Geography**:*

GEO 2100, 2300, and 3450.

*All majors and minors must choose one of these courses in **Physical Geography**:*

GEO 3200, 3700, and 3800.

*All majors and minors must choose one of these courses in **Research techniques in Geography**:*

GEO 2610 and 2700.

## Minor in Geographic Information Science (GIS)

The minor in Geographic Information Science (GIS) allows students to create a focus on the techniques and practice of spatial data analysis and its practice within

the larger field of information science. This particular emphasis will be of value to students who intend to pursue a career in data analysis or pursue graduate degrees in the natural or social sciences. The core material highlights the theory and application of Geographic Information Science. The remaining courses offer background in programming, statistics and other areas of information and computer science. ***Students completing the minor will be awarded a certificate in Geographic Information Science.***

To earn the minor and the certificate, students will complete 24 credits in the following areas:

### GIS Core

GEO 1610 Mapping Your World  
Introduction to Geographic Information Science

GEO 2610

Advanced Geographic Information Science and Analytical Cartography

GEO 2700 Satellite Image and Airphoto Analysis

### Statistics (Select one of three)

MTH 1050 Elementary Statistics

BUS 2340 Applied Statistics for Management and Economics

GEO 2900 Population Geography and Statistical Analysis

### Computer Science

CSC 1110 Principles of Computer Science I

### Elective (select one from the following list)

GEO 3100 Business Geographics

GEO 4600 Applied Projects in Geographic Information Science

CSC 3410 Database Design and Management

### Certificate in Geographic Information Science

Upon the successful completion of the GIS minor, students will earn a certificate in Geographic Information Science.

### Minor in Climatology and Meteorology

The Climatology and Meteorology Minor is directed toward students who are interested in pursuing atmospheric scholarship and research, focusing specifically on the atmospheric contributions that the disciplines of geography and physics provide.

There are prerequisites to some of the courses for this minor. Students should consult their advisor and seek guidance from the departments of Geography and Earth Science and Physics.

For a Climatology and Meteorology minor, students will complete 28 credits, comprising the following list of courses:

### Geography

GEO 1600 Earth Revealed

GEO 2550 Meteorology

GEO 3700 Climatology

GEO 4100/PHY 4150 Science of Global Climate Change

### Physics

PHY 2200 General Physics I

PHY 3300 Thermodynamics

PHY/GEO 4100 Science of Global Climate Change

### Honors in the Major

Honors are awarded at the discretion of the Geography and Earth Science department faculty. Students are eligible for Honors in Geography and Earth Science if they have:

Completed all requirements for the major

Received a rating of "excellent" on the Senior Thesis from the faculty of the major department

Been formally recommended by the faculty of the Geography and Earth Science department

Maintained an overall G.P.A. of 3.5 at graduation

Please see department chair for details.

## 1500 Human Geography: an Introduction

Murphy, Rivera, Sun 4 credits  
SOC

An examination of the evolution of concepts concerning the nature, scope, and methods of Human Geography (population, economic, urban, landscape, etc.) with emphasis on current geographic thought, theory, and research themes.

*Fall/Spring*

## 1600 Earth Revealed

Edsall, Mast, Piepenburg, Zorn 4 credits  
SCI

Earth Revealed examines spatial patterns at varying scales to better understand the underlying processes at work in the atmosphere, hydrosphere, and lithosphere.

*Fall/Spring*

**1610 Mapping Your World: Introduction to Geographic Information Science**

Edsall, Rivera, Sun 4 credits  
SOC

This course is an entry-level introduction to making data maps for a variety of applications. Students work in a "hands-on" lab/lecture setting while exploring computer mapping production techniques; cartographic design; communication properties of thematic maps; data selection and quality; and the problems of graphic display in print and electronic formats. Students will apply the course material by completing a variety of mapping projects. Students need no specialized computer skills to enter the course, but they will be expected to manipulate data and maps using the computer methods discussed in class.

*Fall/Spring*

**1700 Physical Geography: An introduction**

Edsall, Mast, Piepenburg, Zorn 4 credits  
SCI

An overview of physical geography. Students will be introduced to meteorology, climatology, hydrology, biogeography, soils, geomorphology, and landforms.

*Fall/Spring/Summer*

**200 Topics in Geography**

Edsall, Mast, Murphy, Piepenburg, Rivera, Sun, Zorn 1-4 credits

Course covers dynamic topics in Geography. May be repeated with different topics.

*Fall/Spring/Summer*

**2100 The Human Landscape**

Murphy, Rivera 4 credits  
SOC

An overview of contemporary themes in cultural/human geography which stresses the changing and changeable relationship between people and the environment. Topics include examination of urban, rural, and suburban landscapes; their functionality; how the human environment describes the culture and its values; the cultural basis for environmental problems; the origin and spread of human culture; human migration and the distribution of population.

*Fall/Spring*

**2200 Conservation**

Edsall, Mast, Piepenburg, Zorn 4 credits  
SCI

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

*Fall/Spring*

**2300 Economic Geography**

Murphy, Rivera 4 credits  
SOC

A study of resource location and utilization, population and labor force characteristics, and the production and distribution of goods and service in selected regions of the world and its sustainability.

*Fall/Spring*

**2400 Environmental Geography: Working with the Earth**

Edsall, Mast, Piepenburg, Zorn 4 credits  
SCI

An evaluation of the physical environment with an emphasis upon human-environment interactions. It is an introduction to environmental issues within the scope of physical geography intended to be interdisciplinary through the combination of ideas and information from natural and social sciences. Topics include an overview of global population, scientific principles and concepts (conservation of matter, laws of energy, ecology of natural systems, climate and biosphere), natural resources, and sustainability.

*Fall/Spring/J-Term*

**2450 Biogeography**

Mast, Piepenburg, Zorn 4 credits  
SCI

This course is designed to provide the fundamentals of biogeography as the geographical study of the spatial distribution of organisms and the factors influencing those distributions, both past and present.

**2500 Natural Disasters**

Piepenburg, Zorn 4 credits  
SCI

A geographic examination of the causes and human consequences of natural disasters such as floods, volcanic eruptions, tornadoes, and drought. Emphasis is placed on understanding the role that human perception plays in determining the steps that society takes to reduce natural hazard risks and disaster losses.

*Spring*

**2550 Meteorology**

Edsall, Piepenburg, Zorn 4 credits  
SCI

A study of atmospheric processes through the analysis of the structure and composition of the atmosphere. Emphasis is placed on dynamic meteorology and understanding the processes responsible for weather.

**2610 Advanced Geographic Information Science**

Edsall, Rivera, Sun 4 credits  
SCI

This course explores advanced problems and techniques in both raster and vector systems. Topics include scientific visualization of problems, layer overlays, distance measurement and transformation, data management, creation and analysis statistical surfaces, geographic pattern analysis, and data quality. Students will apply the course material by performing a variety of analysis on different types of geographic data.

*Prerequisite: GEO 1610 or consent of the instructor*

*Fall*

**2700 Satellite Image and Airphoto Analysis**

Edsall, Sun 4 credits  
SCI

This course will focus on the use, analysis, and interpretation of aerial photographs and imagery from satellites to evaluate the environment (vegetation, climate, hydrology, etc.) and land-use analysis (urbanization, agriculture, forestry, etc.). Students will be introduced to various methods for obtaining and interpreting this type of data. The class will also discuss various types of data and formats available. Students need no specialized computer skills to enter the course, but they will be expected to manipulate and interpret imagery using the computer methods discussed in class.

*Fall*

**2800 Geography of East Asia**

Sun 4 credits  
SOC

This course is intended to provide students with broad exposure to what the "place" East Asia is from physical, cultural, economic and political perspectives. Emphasis will be placed on dimensions of human geography and human-environment interaction within the specific regional contexts.

*Fall/Spring/J-Term*



**2810 Geography and Biology of China**

Staff 4 credits  
SCI

Throughout China's history, the relationship between humans and the native plant and animal communities has fueled the growth of civilizations and created new ecological challenges. This course aims to present students with geographical and biological perspectives to help them understand how the Chinese people have been interacting with their environment through time and across a vast country.

**2850 Geology of National Parks**

Edsall, Mast, Piepenburg, Zorn 4 credits  
SCI

Geology of National Parks focuses on physical geology and geography of the U.S. National Parks, highlighting features and developments of national parks formed by igneous activity, mountain building and uplift, glaciation, weathering and erosion, wave action, and ground water. The course includes interactions between rock and landscapes in different climates and how types of soil cover evolve, as well as also how life forms select habitats.

**2900 Population Geography and Statistical Analysis**

Edsall, Mast, Piepenburg, Rivera, Sun, Zorn MTH 4 credits

This course integrates traditional statistical analysis with issues and themes related to the spatial distribution of the world's population. While examining population change, fertility, mortality, sustainability, migration, immigration, food, health, and environmental concerns, students will generate and test hypotheses about population data at different spatial scales. The course will incorporate descriptive and inferential statistics as well as sampling methods, probability, normal and non-normal distributions, linear correlation, and goodness of fit tests.  
*Fall/Spring*

**2950 Process Geomorphology**

Piepenburg, Zorn 4 credits  
SCI

A systematic analysis of the physical and spatial characteristics of the earth's terrain. The emphasis of the course is on the identification of the formative processes in geomorphology.  
*Prerequisite: GEO 1600 or consent of instructor*  
*Fall*

**3100 Business Geographics**

Rivera, Sun 4 credits

This course will focus on questions of retail location and will examine this field from several perspectives including location theory and strategy modeling techniques, current trends, and research on specific retail companies and industries. The course will apply spatial analytical techniques to the study of consumers and retailers using real world data, examples, and projects.  
*Fall*

**3200 Hydrology**

Zorn 4 credits  
SCI

An introduction to the physical characteristics of surface and subsurface waters and the hydrologic cycle, detailing its various components. Emphasis is placed on the nature of water movement, the interrelations of surface and groundwater systems, and modeling various aspects of the hydrologic cycle. Lab Sci  
*Prerequisite: GEO 1600 or consent of instructor*  
*Fall*

**3300 Analytical Techniques in Geography and Earth Science**

Edsall, Mast, Piepenburg, Rivera, Sun, Zorn 4 credits

A technical course which develops technical skills used by geographers in both academic and commercial research. The techniques taught under Geography 3300 include remote sensing, cartography, geographic information science, and quantitative methods in geography.  
*Spring*

**3400 Forest Ecology**

Mast 4 credits  
SCI

This course provides an introduction to forest ecology, incorporating the forest's climate, topography, geomorphology, hydrology, soils, and land use history into the development of the plant communities. We will examine the interactions of the physical environment and plant species through time, to include ecological and evolutionary patterns in each.  
*Prerequisite: GEO 1600 or consent of instructor*  
*Fall/Spring*

**3450 Urban Geography**

Murphy, Rivera, Sun 4 credits  
SOC

An analysis of the geographic factors affecting urban development and growth; the distribution of urban areas, their function, character, sustainability, and relationship with their surrounding regions as well as the spatial variations of land use; population; and economic activity within cities. Fieldwork required.  
*Fall/Spring*

**3500 Transportation Geography and Business Logistics**

Rivera, Sun 4 credits  
SOC

An examination of industrial location theory, site-selection analysis, market and service area estimation, network analysis and planning, the allocation problem, and related geographic data-gathering and analysis techniques which are applicable to the production and distribution of goods and services.  
*Fall/Spring*

**3700 Climatology**

Edsall, Piepenburg, Zorn 4 credits  
SCI

An overview of atmospheric processes and climatic elements, followed by a more detailed examination of the spatial distribution of climates. Particular emphasis will be placed upon macro-scale climates of the global continents and climate change, culminating with micro-scale applications of the principles and concepts within the local area.  
*Prerequisite: GEO 1600 or consent of instructor*  
*Spring*

**3800 Soil Science**

Mast 4 credits  
SCI

A study of the formation, classification, and management of soils, including the physical and chemical structure of soils, soil erosion control, and wetland soil identification.  
*Prerequisite: GEO 1600 or consent of instructor*  
*Fall*

**3900 Methods of Field Research**

Edsall, Mast, Piepenburg, Rivera, Sun, Zorn SCI 4 credits

Techniques of field study with emphasis on the generation and interpretation of primary data derived in local, social, and physical situations. Fieldwork required.  
*Prerequisite: GEO 1600 or consent of instructor*

**400 Topics in Geography**Edsall, Mast, Piepenburg, Rivera, Sun, Zorn  
SOC 1-4 creditsCourse covers dynamic topics in Geography.  
May be repeated with different topics.

Fall

**4000 Senior Seminar in Geography**Edsall, Mast, Piepenburg, Rivera, Sun, Zorn  
4 credits

This course emphasizes problem analysis in applied geography through the application of multiple working hypotheses within the framework of inductive and deductive logic. Students will be required to write a major research paper in their major area of emphasis in geography. The paper will follow the framework appropriate to research in the student's major area of interest, and will include the following: statement of problem; multiple working hypotheses; literature review; data analysis; application of hypotheses.

*Prerequisite: GEO 3300*

Fall

**4100 The Science of Global Climate Change**Zorn, Crosby 4 credits  
SCI

This course provides an understanding of the science of planetary climates for students with a background in physics and/or geography. Emphasis will be placed on the physical processes that control the state of Earth's climate, which include the roles of energy and moisture, atmospheric circulation, and atmosphere-ocean interaction.

*Prerequisite: GEO 3700 OR PHY 2200, or consent of the instructor*

Fall/Spring/J-term

**4500 Independent Study in Geography**Mast, Piepenburg, Rivera, Sun, Zorn  
A student can conduct an 1-4 credits

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

*Prerequisite: Consent of instructor.*

Fall/Spring/J-term

**4600 Applied Projects in Geographic Information Science**Edsall, Rivera, Sun 1-4 credits  
SOC

This course explores the problems inherent in setting up and managing GIS. Students will be expected to create a significant GIS application using available data to address an actual geographic problem. Other topics include GIS and organizations, social and ethical implications of GIS, and management of a GIS.

*Prerequisite: GEO 2610 or consent of the instructor*

Spring

**4900 Research in Geography**Edsall, Mast, Piepenburg, Rivera, Sun, Zorn  
Work on a research under the 1-4 credits

supervision of a faculty member. Students may enroll for credit more than once, but only 4 credits can count toward the major.

*Prerequisite: Consent of instructor.*

Fall/Spring/J-term

**4990 Senior Thesis Completion**

Staff 0 credits

Students should register for GEO 4990 during the semester that they plan to complete their senior thesis.

**Great Ideas: Intellectual Foundations of the West**

The Great Ideas curriculum explores the ideas of some of the best minds of Western thought such as Homer, Plato, Virgil, Augustine, Aquinas, Machiavelli, Shakespeare, and Austen. Through careful reading of great literary, philosophical, scientific, and religious texts, students come to grips with the fundamental and immediately relevant questions they raise: *What is love? What is justice? What is the best way of life? What is the physical world? What is knowledge and how do we come to know things? What is faith and what does faith demand? What is happiness?* In class, students will grapple with the different and often opposing answers the texts contain in order to clarify, reflect upon, and further develop their own understandings. Students will begin to shape their own responses to these and other questions that necessarily occupy responsible and thoughtful human beings and citizens.

The Great Ideas curriculum introduces students to a broad range of texts while also permitting intense study of certain texts over an extended period of time. As they encounter some of the richest and most challenging texts ever written, students will become proficient at analyzing complex ideas and arguments, at comparing the texts

to each other, and at writing and speaking about them clearly and effectively.

**Major**

The major consists of 40 credits. Five courses are required for all majors: GFW 2210, 2220, 2310, 2410, 2420. Two are seminars on the foundations of Western thought (it is suggested that students take these two courses as soon as possible); the remaining three narrow the focus somewhat by concentrating respectively on American, mathematical, and natural scientific thought. (It is suggested that students take the mathematics course before the natural science course.)

In addition, majors take four electives, all of which focus on primary texts of Western thought and at least two of which focus on the close reading of a small number of such texts.

Finally, students write a thesis in a capstone seminar (GFW 4000).

**Minor**

The minor consists of 20 credits. Two courses will be required for all minors: GFW 2210 and 2220.

One of the following is also required: GFW 2410 or 2420.

The remaining two courses can be selected from among the courses taken by Great Ideas majors, excluding the capstone seminar.

For their electives, majors and minors can choose from any GFW courses or courses in other departments that meet GFW criteria. Check with the program director to see if a course in another department will count towards the Major or Minor. Examples of elective courses from other departments are:

GRK Intermediate Greek I  
2010LTN Intermediate Latin I  
2010ENG Shakespeare  
3110ENG Special Studies in a Major Author  
3150 Prior to 1700POL Classics of Social and Political  
3250 ThoughtREL Luther and the Reformation  
3060

If there are questions please consult the director of the Great Ideas program to see if a course will count towards a Great Ideas Major/Minor.

**2210 Foundations of Western Thought I: Ancient to Medieval**  
Staff 4 credits  
HUM

One of two seminars on major Western texts and the fundamental questions they raise. This term covers ancient Greece through the Middle Ages. Works to be studied will include Homer's *Iliad*, Plato's *Meno*, Aristotle's *Nicomachean Ethics*, Vergil's *Aeneid*, Lucretius's *On the Nature of Things*, Augustine's *Confessions*, and *Beowulf*.  
Fall

**2220 Foundations of Western Thought II: Renaissance to Modern**  
Staff 4 credits

One of two seminars on major Western texts and the fundamental questions that they raise. This term covers the Renaissance to the 20th century. Works to be studied will include some of these, among others: Dante's *Divine Comedy*, Machiavelli's *The Prince*, Luther's *On Christian Liberty*, Shakespeare's *Antony and Cleopatra*, Moliere's *The Misanthrope*, Locke's *Second Treatise*, Rousseau's *Second Discourse*, Freud's *Civilization and its Discontents*, and Woolf's *A Room of One's Own*.

**2310 Foundations of American Thought**  
Staff 4 credits

An introduction to major American texts. Works to be studied will include some of these, among others: Benjamin Franklin's *Autobiography*, the *Federalist Papers*, Twain's *Huckleberry Finn*, Du Bois's *The Souls of Black Folk*, Cather's *My Antonia*.

**2410 Foundations of Natural Sciences**  
Schwartz 4 credits  
SCI

This course examines the development of Western scientific thought from its origins in Greece through the modern era. Special attention will be paid to the development of ideas such as the nature of matter, descriptions of motion, heredity, the relationship between experiment and theory, as well as the standards natural scientists themselves hold of scientific truth. Works to be studied include selections from: Plato, Aristotle, Bacon, Copernicus, Galileo, Newton, Harvey, Lavoisier, Dalton, Mendel, Darwin, Einstein, Watson and Crick, and others. Non-Lab

**2420 Foundations of Mathematical Thought**  
Chell 4 credits

This course examines the development of Western mathematical thought from its origins in Ancient Greece through the modern era. Special attention will be paid to the development of ideas such as geometry, logic, coordinate systems and algebra, calculus, non-Euclidean geometry, infinity, and proof theory. Works to be studied include selections from Euclid, Aristotle, Descartes, Newton, Lobachevski, Cantor, Boole, and G'del.

**3010 Seminar in Ancient Thought**  
Staff 4 credits  
HUM

Seminar participants spend the full semester in critical engagement with a major thinker, and usually a single text, of the ancient West, such as Homer, Aeschylus, Plato, Virgil, or Tacitus. This course seeks to deepen the broad and interdisciplinary work accomplished by participants in Foundations of Western Thought I (GFW 2210) and II (GFW 2220) and in the Western Heritage course sequence.  
*Prerequisite: GFW 2210 and GFW 2220*  
Fall

**3020 Seminar in Medieval Thought**  
Staff 4 credits

Seminar participants spend the full semester in critical engagement with a major thinker, and usually a single text, of the medieval West, such as Augustine, Aquinas, Dante, or Chaucer. This course seeks to deepen the broad and interdisciplinary work accomplished by participants in Foundations of Western Thought I (GFW 2210) and II (GFW 2220)  
*Prerequisite: COR 1100 and 1110*

**3030 Seminar in Renaissance Thought**  
Staff 4 credits

Seminar participants spend the full semester in critical engagement with a major thinker, and usually a single text, of the renaissance West, such as More, Machiavelli, Bacon, or Shakespeare. This course seeks to deepen the broad and interdisciplinary work accomplished in Foundations of Western Thought I (GFW 2210) and II (GFW 2220).  
*Prerequisite: Prerequisites COR 1100 and COR 1110.*

**3040 Seminar in Modern Thought**  
Staff 4 credits

Seminar participants spend the full semester in critical engagement with a major thinker, and usually a single text, of the modern West, such as Cervantes, Kant, Dostoevsky, or Freud. This course seeks to deepen the broad and interdisciplinary work accomplished by participants in Foundations of Western Thought I (GFW 2210) and II (GFW 2220) and in the Western Heritage course sequence.  
*Prerequisite: GFW 2210 and GFW 2220*  
Spring

**4000 Capstone Course**  
Staff 4 credits

Under the guidance of Great Ideas faculty, students write a thesis whose primary focus is the interpretation of a major Western text or texts. (Junior standing required; senior standing suggested in most cases.)

**4990 Senior Thesis Completion**  
Staff 0 credits

Student should register for GFW 4990 during the semester that they plan to complete their senior thesis.

## History

The study of history provides the necessary background for a sound understanding of the modern world. Because history is an interdisciplinary enterprise, the history faculty must draw upon both the liberal arts and social sciences to present an accurate and complete view of the human experience.

Few fields of study prepare students more broadly for the future than history. For history, as it is taught at Carthage, is far more than just names and dates. Through the lens of history, students learn to appreciate and understand how humans on all levels of society have lived and grappled with war, revolution, social change, and the environment. History also provides students with the tools for a lifetime of meaningful work and intellectual endeavor. Critical thinking, effective oral communication, and good writing are the skills that are developed through the study of history. These skills provide the foundation for successful careers in law, business, journalism, government, education, and the ministry.

### Major

A major concentration includes 10 courses in the History Department. These must include Issues in American History, an additional course in American history, one course in ancient or European history prior to 1600, one in European history after 1600, one course in Asian history, one course in the history of Latin America, and one additional

elective. A History major will also complete the following three core courses of the major: Historical Methods, Historiography, and Senior Seminar.

### Minor

A minor, including the teaching minor, consists of six courses. These must include one course in ancient or European history prior to 1600, one in European history after 1600, Issues in American History, an additional American history course, a course in Asian history or the history of Latin America, and either Historical Methods, Historiography, or Senior Seminar.

#### Europe

##### Asia

HIS 1200 Issues in Asian History

HIS 3400 Modern China

HIS 3410 Modern India

HIS 3450 Modern Japan

HIS 1110 Issues in European History I

HIS 1120 Issues in European History II

HIS 2150 Modern Britain

HIS 2250 20th Century Europe

HIS 2310 The Greeks

HIS 2350 The Romans

HIS 3100 The Age of Augustus

##### Latin America

HIS 1410 Dictatorship and Democracy:  
History of South America

HIS 2160 History of Central America

HIS 3050 History of Mexico

HIS 3060 History of the Caribbean

##### Research Courses

HIS 200T Topics in History

HIS 2200 Historical Methods

HIS 3990 Historiography

HIS 4000 Senior Seminar

##### United States

HIS 1000 Issues in American History

HIS 2620 America in the 1960s

HIS 2850 Comparative History:  
Milwaukee and Chicago

HIS 2890 Nineteenth Century America

HIS 2900 20th Century U.S. History

HIS 3000 The American Founding

### Honors in the Major

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

**(000)**

Staff

### 1000 Issues in American History

Noer 4 credits

HUM

A topical survey of American history from the colonial beginnings to the present with special emphasis on major themes, turning points, and historical interpretations.

Introduction to historical method through the study of primary sources also is emphasized.

*Fall/J-Term/Spring/Summer*

### 1110 Issues in European History I

Leazer 4 credits

HUM

A topical survey of Western Civilization from earliest times to the Renaissance, with special emphasis on major themes, turning points, and historical interpretations.

Introduction to historical method through the study of primary sources also is emphasized.

*Fall*

### 1120 Issues in European History II

Leazer 4 credits

HUM

A topical survey of Western Civilization from the Reformation to the present, with special emphasis on major themes, turning points, and historical interpretations.

Introduction to historical method through the study of primary sources also is emphasized.

*Spring*

### 1200 Issues in Asian History

Udry 4 credits

HUM

A survey of the cultural, social, political, and economic history of Asia from the 15th century to the present.

*Fall/Spring*

### 1410 Dictatorship and Democracy: History of South America

Mitchell 4 credits

HUM

A survey of the political and social history of South America from colonization through the 1980s.

*Spring*

### 200 Topics in History

Staff 4 credits

A study of a particular period of development for which there is no specific, regular course.

*Fall/Spring*

### 2100 World War II

Staff 4 credits

HUM

Students in this course will examine World War II as a global conflict. Students will assess the origins of the world's bloodiest and most costly war in Europe and Asia, as well as how the war spread to Africa, Oceania, and the Americas. Students will learn about the military, economic, and social consequences of total global conflict. In addition, students will evaluate the effects of the war upon civilian populations, the strategies pursued by the participants, and the major events in both the Pacific and European theaters from the 1930s until 1945. Above all, students will examine the extent to which theories of race and culture contributed to and exacerbated the war. Finally, students will consider the significance of the war for the history of Europe, Asia, Oceania, and the United States.

### 2150 Modern Britain

Leazer 4 credits

HUM

A study of British history from the beginning of the Tudor dynasty in 1485 to the present with emphasis on constitutional, social, and cultural developments.

### 2160 History of Central America

Staff 4 credits

HUM

By focusing on the theme of revolution, students will gain a general understanding of the political and social history of Central America from colonization through the contemporary period. Students will learn to take information and form critical analyses of historical trends and events, using both primary and secondary source material.

### 2200 Historical Methods

Leazer, Mitchell 4 credits

HUM

An introduction to historical research, writing, and criticism through concentrated study of a selected topic or period. Recent topics include: Shamanism and Women & Gender in Latin America.

*Fall/Spring*

### 2250 20th Century Europe

Leazer 4 credits

HUM

The study of recent European history with emphasis on political, social, economic, and cultural developments.

## 2350 The Romans

DeSmidt, McAlhany, Renaud 4 credits  
HUM

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

## 2620 America in the 1960s

Staff 4 credits  
HUM

A survey of the major themes, events, and individuals in America in the 1960s.

## 2850 Comparative History: History of Chicago and Milwaukee

Noer 4 credits  
HUM

A comprehensive history of two major Midwestern cities from earliest European settlements to the present. Students will prepare three papers for class presentation and discussion: one on the history of Chicago, one on the history of Milwaukee, and one comparing the two cities. Field trips to Chicago and Milwaukee are a required part of the course.

## 2890 19th Century America

Staff 4 credits  
HUM

This course surveys the long 19th century, from the ratification of the U.S. Constitution to the entry of the United States into the Spanish-American War. General themes include politics, expansion, technology, slavery, gender, immigration, and social change in the American republic. More specific attention will be paid to the development of nationalism and sectionalism, agriculture and industry, reform impulses, the origins of the Civil War and Reconstruction, westward expansion, the rise of big business, populism and progressivism, and the increasing engagement of the United States with the rest of the world.

## 2900 20th Century U.S. History

Noer 4 credits  
HUM

A study of the major political, economic, diplomatic, and social changes in the United States from 1890 to the present.

## 3000 The American Founding

Staff 4 credits  
HUM

This course examines the events and ideas that contributed to the American Founding. Topics covered include the Declaration of Independence, the Constitutional Convention, the struggle over ratification of the Constitution, the creation of the Bill of Rights, and the formation of a national government.

## 3050 History of Mexico

Mitchell 4 credits  
HUM

We share almost 2,000 miles of border with Mexico, and nearly eight million Mexicans live in the United States, yet many of us learn next to nothing about this fascinating country's history. This course attempts to address this gap in our education system by providing an in-depth look at Mexican history, with an emphasis on the period from independence to the present. The course will also look at the borderlands between our two countries, and the Mexican diaspora living in the United States today.

## 3060 History of the Caribbean

Staff 4 credits  
HUM

Beginning in 1492, the Caribbean region has vacillated between the periphery and center stage of global history. Its strategic location within the Atlantic basin has, at various points, propelled nations in the Caribbean into importance disproportionate to the nations' size, wealth, or political influence. Examples of this phenomenon include the Encounter (arguably the most important event in world history); the Haitian Revolution, with its profound consequences for the United States, Europe, and Africa; and the Cuban Missile Crisis, which served as an historical fulcrum in the trajectory of the Cold War. This course follows the dramatic trajectory of Caribbean history from 1492 to the present, introducing themes that include the European conquest; colonial economic transformation into sugar colonies; slavery; the Haitian revolution; abolition; the introduction of US economic, military, and political hegemony; the Cuban revolution and subsequent crises; and some contemporary issues.

## 3100 The Age of Augustus

Renaud 4 credits  
HUM

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

## 3400 Modern China

Udry 4 credits  
HUM

An in-depth study of Chinese history from the early 19<sup>th</sup> century to the present with special emphasis on the role of Mao Tse-tung in shaping the People's Republic of China. *Spring*

## 3410 Modern India

Staff 4 credits  
HUM

This course tracks India's development from the Mughal Empire, to the establishment of the British Empire in the 1700s, through independence in 1947, to its present status as a regional superpower and global economic force. Students will assess the many ironies of Indian history, particularly how India has been simultaneously globalized by invaders and outsiders, but has also acted as a globalizer, initiating significant changes in the international political and economic order.

## 3450 Modern Japan

Udry 4 credits  
HUM

A study of Japanese history from the early 19<sup>th</sup> century to the present with emphasis on native Japanese culture, Western influences, modernization, imperialism, militaristic and democratic forces, World War II, and the recent emergence of the nation as a world economic leader.

*Fall*

### 3990 Historiography

Noer 4 credits  
HUM

An introduction to the method and history of historical writing, acquainting the student with aspects of research and writing and with the work of representative historians and philosophers of history of various periods and approaches from antiquity to the present. *Prerequisite: Three courses in history and consent of the instructor*  
Spring

### 4000 Seminar

Udry, Mitchell 4 credits

The capstone of the history major: each seminar member produces a research paper on a topic of his or her own choosing, in consultation with the seminar leader, and based in part on primary material. *Prerequisite: Four courses in history and consent of the instructor.*  
Fall

## Mathematics

Courses in the Department of Mathematics help students acquire methods of logical reasoning and deduction, and develop problem-solving skills for a wide variety of applications. They also provide techniques for the description and analysis of physical and social phenomena. Department courses provide a foundation for graduate work, prepare students for the teaching profession, or prepare students for careers using problem-solving and analytical skills.

### Mathematics Major

The major requires 44 credits, which must include:

MTH 1120: Calculus I  
MTH 1220: Calculus II  
MTH 1240: Discrete Structures  
MTH 2040: Linear Algebra  
MTH 3120: Real Analysis  
MTH 3040: Abstract Algebra  
MTH 4300: Senior Research (4 cr.)  
MTH 4990: Senior Thesis Completion  
CSC 1110: Principles of Computer Science  
3 Mathematics electives: Students must take three additional mathematics courses numbered above 2000 (excluding MTH 4500 and MTH 4900). PHY 2200 or PHY 2470 may be substituted for one mathematics elective.

### Mathematics Minor

A minor consists of four mathematics courses beyond MTH 1220 and CSC 1110. PHY 2200 or PHY 2470 may be used as one of these courses.

### Additional Information:

The teaching minor for secondary education should include MTH 1120, 1220, 2040, 2080, 3050, 3040, and Computer Science

1110. The elementary education major desiring licensure for teaching mathematics should include MTH 1030, 1040, 1050, 1120, 1240, 2080, and CSC 1100 or 1110.

The mathematics major planning to attend graduate school should include MTH 2120, 2020, 3220, 3180, and 3140.

The mathematics major planning on secondary teaching should include MTH 2080, 3030, and 3050.

The mathematics major planning a career in actuarial science should include MTH 2120, 2130, 3030, 3050, and contact the chair of the Mathematics Department for additional information on preparing for the actuarial exams. MTH 3050 Theory of Statistics carries VEE credit. Students planning to become actuaries may also take MGT 3210 Financial Management, ECN 1010 Principles of Microeconomics, and ECN 1020 Principles of Macroeconomics for VEE credit.

### Placement Exam

The Department of Mathematics administers a placement exam upon request. A separate competency exam also is available for students wishing to meet the college quantitative literacy requirement without taking a mathematics course. See the chair of the Mathematics Department for details.

### Honors in the Major

Please see department chair for details. All students pursuing Honors in Mathematics must present their work at an undergraduate research conference. Basic requirements are listed under All-College Programs in the catalog.

### 1030 Applied Mathematics

All Mathematics Faculty 4 credits  
MTH

This is an entry-level course appropriate for most college students that emphasizes mathematical reasoning in everyday experiences. The geometry unit deals with form, growth, size, and patterns found in living populations and created art. The mathematics of social choice studies techniques of decision-making, voting, and optimizing alternatives. Operations research discusses algorithms for scheduling, planning, and creating networks. Standard statistical measures also are studied and interpreted. This course is designed for any student who does not need the technical vocabulary of trigonometry or analytic geometry. A student may not receive credit for Applied Mathematics after receiving credit for any course numbered 1120 or above.

*Prerequisite: Placement via high school performance.*

Fall/Spring/J-Term

### 1040 Principles of Modern Mathematics

All Mathematics Faculty 4 credits  
MTH

An introduction to set theory, problem-solving, geometry, algebra, probability and statistics, with selected applications for each. The course satisfies teacher certification requirements.

*Prerequisite: Placement via high school performance.*

Fall/Spring/J-term

### 1050 Elementary Statistics

All Mathematics Faculty 4 credits  
MTH

Methods of determining averages, variability, and correlation, and of testing the significance of the statistics, prediction, and distribution-free statistics. A student may not receive credit for Elementary Statistics after receiving credit for any other statistics course.

*Prerequisite: Placement via high school performance.*

Fall/Spring

### 1060 Finite Mathematics

All Mathematics Faculty 4 credits  
MTH

The main topics covered are Boolean algebra, logic, sets, graph theory, combinatorics, number systems, probability, coding, information theory, recurrence relations, and algorithms. This course cannot be taken for credit after MTH 1240.

*Prerequisite: Placement via high school performance.*

## 1070 Functions, Graphs, and

### Analysis

All Mathematics Faculty 4 credits

MTH

A study of polynomial, rational, trigonometric, and exponential functions and their applications. The nature of functions, equation-solving, solution estimation, graphing, and mathematical modeling will be emphasized. A student may not receive credit for Functions, Graphs, and Analysis after receiving credit for any other course numbered 1120 or above.

*Prerequisite: Placement via high school performance.*

*Fall/Spring*

## 1120 Calculus I

Chell, S. Groleau, Nicholas, Snaveley, Wheeler, Tou, Trautwein

MTH 4 credits

A study of coordinate systems; straight lines and conic sections; theory of limits; differentiations of algebraic functions; applications to slopes and curves; and maxima and minima.

*Prerequisite: Placement via high school performance or Math 1070.*

*Fall/Spring*

## 1220 Calculus II

Chell, S. Groleau, Nicholas, Snaveley, Wheeler, Trautwein, Tou

MTH 4 credits

A study of transcendental functions, infinite series, mean-value theorem, polar coordinates, integration, and application of integration. Students completing this course with a grade of "C" or better will be awarded credit for MTH 1220.

*Prerequisite: Math 1120 with "C" or better or departmental approval.*

*Fall/Spring*

## 1240 Discrete Structures

Chell, Snaveley, Wheeler, Trautwein, Tou

MTH 4 credits

A study of logic, proofs, and sets; graphs, digraphs, trees, colorings, and traversal; permutations and combinations; binomial coefficients; and recurrence relations.

*Prerequisite: MTH 1120, CSC 1110, or departmental approval.*

*J-Term, Spring*

## 200 Topics in Mathematics

All Mathematics Faculty 1-4 credits

A course of variable content for lower-level students. Recent topic offerings have included logic, problem solving, and actuarial science. Topics will not duplicate material covered in other courses.

## 2020 Differential Equations

Nicholas, Snaveley, Wheeler 4 credits

MTH

A study of common types of ordinary differential equations, their solutions and applications, singular solutions, and an introduction to mathematical modeling.

*Prerequisite: MTH 1220.*

*Fall*

## 2040 Linear Algebra

Nicholas, Trautwein 4 credits

MTH

An examination of linear equations, matrices, vector spaces, transformations, and eigensystems.

*Prerequisite: Math 1220.*

*Spring*

## 2080 Modern Geometry

Wheeler, Tou, Trautwein 4 credits

MTH

An introduction to the branches of geometry including plane, solid, higher dimensional, fractal, transformational, non-Euclidean, and combinatorial.

*Prerequisite: Math 1120.*

*Fall*

## 2120 Multivariate Calculus

Nicholas, Tou, Trautwein 4 credits

MTH

A study of curvilinear motions, solid analytic geometry, vectors, partial derivatives, and multiple integration. Students completing this course with a grade of "C" or better will be awarded credit for MTH 1120 and 1220 if not previously taken.

*Prerequisite: Math 1220 or departmental approval.*

*Spring*

## 2130 Mathematics of Actuarial Science

Snaveley 4 credits

This course is designed to help students prepare for a career in the actuarial sciences, and to help students learn material covered on the first actuarial examination. Topics will include limits, series, sequences, derivatives of single and multivariate functions, integrals of single and multivariate functions, general probability, Bayes' Theorem, univariate probability distributions, and multivariate probability distributions.

*Prerequisite: MTH 1220, MTH 1240*

*Fall*

## 2470 Mathematics for Scientists

### and Engineers

Nicholas, Wheeler 4 credits

MTH

A study of differential equations, partial differential equations, multiple integration, Laplace transforms, Fourier transforms, and vector analysis. Most spring semesters.

*Prerequisite: MTH 1220.*

## 3030 Theory of Probability

Wheeler, Snaveley 4 credits

MTH

An introduction to discrete probability including combinations and permutations; conditional probability and independence; random variables; and expectation.

*Prerequisite: MTH 1220.*

*Fall*

## 3040 Abstract Algebra I

Chell, Tou, Trautwein 4 credits

MTH

A study of groups, Lagrange's theorem, normal subgroups, fields, rings, integral domains, subrings, ideals, and vector spaces.

*Prerequisite: MTH 1240 and 2040*

*Fall*

## 3050 Theory of Statistics

Klingenberg 4 credits

MTH

Data collection and analysis; continuous and discrete distributions; Central Limit Theorem; sampling theory; confidence intervals and estimation theory; regression analysis and correlation including multiple linear regression models and hypothesis testing and confidence intervals in regression models; chi-square test of independence and other non-parametric statistical tests; time series models and forecasting linear time series models; moving average and autoregressive models; estimation; data analysis; index numbers; forecasting with time series models; forecasting errors and confidence intervals; and application of statistics to significant real-world data. This course carries VEE credit for actuaries.

*Prerequisite: MTH 1220.*

*Spring*

## 3120 Real Analysis

Snaveley 4 credits

MTH

Fundamental concepts of analysis, limits, continuity, differentiation, and integration. Major topics include the real number system, sequences, series, the Riemann integral, and the Generalized Riemann integral.

*Prerequisite: MTH 2040 or instructor approval.*

*Spring*

**3140 Abstract Algebra II**

Chell, Tou, Trautwein 4 credits  
MTH

A continuation of Abstract Algebra I, concentrating on topics in ring theory and field theory, including applications. Specially arranged, odd-numbered years.  
*Prerequisite: MTH 3040.*

**3180 Introduction to Topology**

Trautwein 4 credits  
MTH

This course will serve as an introduction to the topology of Euclidean spaces and manifolds, with an emphasis on basic sets (disks, spheres, annuli, Cantor sets) in lower dimensional space. Continuous maps, homeomorphisms, and embeddings will be studied in conjunction with connectedness and paths, convergence and compactness, manifolds, homotopy, contractible sets, the Brouwer fixed-point theorem, and covering spaces. At the end of the course, each student will complete an individual project based on a research article that examines one of the major areas (e.g. physical knot theory) in the modern study of topology.  
*Prerequisite: MTH 1220*  
*Fall*

**3220 Complex Variables**

Snavelly 4 credits  
MTH

This course is an introduction to complex analysis, including the Cauchy-Riemann Equations, Cauchy's Theorem, residue theory, and conformal mapping.  
*Prerequisite: Math 2040 or instructor approval.*

**3240 Number Theory**

Tou 4 credits  
MTH

This course will primarily consist of a survey of the elementary arithmetic of the integers, including divisibility, primality, factorization, congruences, diophantine equations, arithmetic functions, and cryptography. Some attention will be given to fundamental topics from advanced number theory, including cyclotomy, modern cryptographic techniques, and Dirichlet series. The focus of the course will be on understanding and communicating number-theoretic concepts through examples and written proofs. Additionally, elementary programming will be taught and used in the exploration and solving of problems. Attention will also be given to the historical study of important problems.  
*Prerequisite: MTH 1220*

**400 Topics in Mathematics**

All Mathematics Faculty 1-4 credits

An examination of topics such as topology, number theory, dynamical systems, game theory, history of mathematics, and logic.  
*Prerequisite: Math 1220 and instructor approval.*  
*Fall/Spring/J-term*

**4200 Methods and Materials in Teaching Mathematics**

D. King, Trautwein 4 credits

A study of teaching methods and instructional materials in mathematics. Special attention is given to the selection and organization of subject matter and learning activities. Field work required.  
*Prerequisite: Admission to the Teacher Education Program and to be nearly completed with the major.*  
*Spring*

**4300 Senior Research**

Snavelly 4 credits

Students will engage in mathematics research. Technical oral and written communication skills will be emphasized. Students will produce a high-quality senior thesis as part of this course.  
*Prerequisite: Math 1220 and junior standing.*  
*Fall*

**4500 Independent Study**

All Mathematics Faculty 2-4 credits

Independent study in a topic of interest in mathematics which does not duplicate any other course in the regular course offerings.  
*Prerequisite: Math 1220 and instructor approval.*

**4900 Research in Mathematics**

All Mathematics Faculty 2-4 credits

An opportunity to conduct research in mathematics, culminating in a research paper.  
*Prerequisite: Math 1220 and instructor approval.*

**4990 Senior Thesis Completion**

Staff 0 credits

Students should register for MTH 4990 during the semester in which they plan to complete their senior thesis.

**Modern Languages**

The study of foreign languages and cultures is at the core of a liberal arts education, and the Department embraces this role at Carthage with courses and major and minor programs in Chinese, French, German, Japanese, and Spanish. The Department equips students to work, serve, and lead in the world by preparing them to communicate using foreign languages in appropriate and

culturally specific manners, and to reflect upon the role of language in human interactions and cultures.

The Department provides linguistic and cultural immersion experiences in the classroom, in the community, and abroad that expose students to and allow participation across a breadth of global cultures. The Department is committed to providing these opportunities to students at all levels through the college-wide language requirement, majors and minors in five languages, study abroad, and service learning.

The faculty of the Department of Modern Languages will use their training as scholars of language, literature, and culture to develop students' communication skills in understanding, speaking, reading, and writing and to provide students with the tools of textual interpretation so that students may engage with the discourses of our disciplines and with the challenges of cultural difference. Students minoring or majoring in Chinese, French, German, Japanese, and Spanish will use these tools to hone their linguistic skills and deepen their cultural understanding so that they may become more effective communicators and globally sensitive citizens.

When coupled with programs of supporting courses, the major sequence will satisfy the needs of students with widely differing goals: (1) those who desire a broad liberal arts education cutting across several areas of humane studies; (2) those who wish to complete a teaching major or minor in a particular language; (3) those who intend to continue their language studies in graduate school; (4) those interested in government service, careers in international commerce and industry, or in other fields.

**Certification For Teaching Modern Language**

In addition to the professional education sequence of courses and 12 credits of student teaching (both required of all students wishing to be certified as teachers), students seeking certification to teach French, German, Spanish, Chinese, or Japanese in Wisconsin must have a major or minor in the language and complete these three additional requirements before they begin student teaching:

1. Successfully complete Methods and Materials in Teaching Modern Languages (MLA 4200).
2. Complete at least four weeks of immersion in the target culture (see below).
3. Achieve an ACTFL proficiency level of "Intermediate High" or better on the oral



proficiency interview and the written proficiency test (see below).

The Wisconsin Department of Public Instruction requires those seeking certification in a modern language to complete an immersion experience in the target culture. For Modern Language majors, this will be met by the required semester abroad. Modern Language minors wishing to be certified to teach must document an immersion experience of at least four weeks. **STUDENTS PREPARING TO STUDY ABROAD ARE URGED TO TAKE MLA 2200** (required for majors).

Students who wish to be certified to teach French, German, Spanish, Chinese, and Japanese in Wisconsin must take the American Council on the Teaching of Foreign Languages (ACTFL) oral proficiency interview and the written proficiency test and receive a rating of "Intermediate High" or better prior to beginning their student teaching. Students should contact the Modern Language Department as soon as they have decided to seek certification in French, German, Spanish, Chinese, or Japanese in order to receive information about preparing for the exam. The exams are given by examiners who are independent of the College. These examinations are arranged by the Departments of Modern Languages and Education and are paid for by the student.

### Placement and Competency

Students who have studied a modern language and plan to continue their studies in that language will be placed at the appropriate level on the basis of previous courses and grades and/or a departmentally administered placement test. Students completing the Carthage course in which they were placed with at least a grade of "C" will be awarded credit for the preceding courses in the normal language sequence, to a maximum of 12 credits per language.

Carthage does not administer placement examinations or offer any form of credit by examination in languages not offered at the College. Carthage will recognize the results of proficiency examinations in modern languages administered by other colleges and universities if credit appears on an official transcript. All arrangements for, and costs related to, such examinations are the responsibility of the student.

Majors and minors in French, German, and Spanish are required to pass a target language competency exam during the term in which they take 3010.

### An Overview: French, German, and Spanish Majors

Immersion in the linguistic and cultural setting of a foreign country is essential to the formation of a modern language major. Our programs for majors are structured around a requisite study abroad experience. The courses that modern language majors take prior to traveling abroad will prepare them both linguistically and culturally to profit from this experience. Students will immerse themselves in real communicative situations with people of other cultures to become culturally aware and linguistically proficient professionals in an interdependent world.

#### Course requirements for French, German and Spanish majors:

2010-2020	Language acquisition	(8 cr.)
2200	Cultural Awareness Orientation	(1 cr.)
3010	Language acquisition	(4 cr.)
<i>(During the term in which this course is taken, students will take and be required to pass reading and oral competency evaluations. Passing scores on these evaluations are required before student can enroll in courses numbered 3080 or higher.)</i>		
3080	The ML-Speaking World: Social, Political & Economic Issues	(4 cr.)
3090	The ML-Speaking World: Cultural and Intellectual Life	(4 cr.)
3110	Interpreting Written Texts in ML	(4 cr.)
4010	Senior Seminar	(4 cr.)
4240	Theater	(4 cr.)
OR		
4710	Special Topics in the Language	(4 cr.)

*Also required\*:*

GNR 3510	Immersion Abroad	12-16 cr.
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#### Total 45-49 credits

**STUDENTS PREPARING TO STUDY ABROAD ARE URGED TO TAKE MLA 2200.**

Majors are required to study abroad over one term. Courses taken at foreign institutions are usually recorded on the student's Carthage transcript as GNR 3510. This is a global designation for experiential learning and courses that may be in History, Economics, Political Science, Linguistics, Art History, or a number of other fields supporting the MLA major. When faculty of any department agree, a specific course taken abroad may be accepted in lieu of a course in that department and be so noted on the student's transcript. Students are strongly

urged to get such courses approved by Carthage faculty before taking them.

\*Students whose special circumstances do not permit an extended stay abroad must consult with the department chair.

### An Overview: French, German and Spanish Minors

2010-2020	Language acquisition	(8 cr.)
3010	Language acquisition	(4 cr.)
<i>(During the term in which this course is taken, students will take and be required to pass reading and oral competency evaluations. Passing scores on these evaluations are required before student can enroll in courses numbered 3080 or higher.)</i>		
3110	Interpreting Written Texts in ML	(4 cr.)

Choice of **one** from:

3080	The ML-Speaking World: Social, Political and Economic Issues	(4 cr.)
3090	The ML-Speaking World: Cultural and Intellectual Life	(4 cr.)

At least two additional credits above 3010 in the target language.

#### Total 22 credits

### Overview of Chinese and Japanese Majors

#### Required Core:

2010	Elementary Chinese/ Japanese I	(4 cr.)
2011	Elementary Oral Chinese/Japanese I	(1 cr.)
2020	Elementary Chinese/ Japanese II	(4 cr.)
2021	Elementary Oral Chinese/Japanese II	(1 cr.)
MLA 2200	Cultural Awareness	(1 cr.)
3010	Intermediate Chinese/ Japanese I	(4 cr.)
3011	Intermediate Oral Chinese/Japanese I	(1 cr.)
3020	Intermediate Chinese/ Japanese II	(4 cr.)
3021	Intermediate Oral Chinese/Japanese II	(1 cr.)
3510	Immersion Abroad	(12-16 cr.)
4070	Advanced Chinese/ Japanese I	(4 cr.)
4010	Senior Seminar	(2-4 cr.)

	Choose 1 from	
2070	Calligraphy and Chinese/ Japanese Language	(4 cr.)
3070	Chinese/Japanese Culture and Language	(4 cr.)

	Choose 1 from	(4 cr.)
HIS 3400	Modern China	
HIS 1200	Issues in Asian History	(4 cr.)
REL 3130	Buddhism	(4 cr.)
REL 3140	East Asian Religions	(4 cr.)
ECN 3100	Political Economy of the Pacific Rim	(4 cr.)
POL 3390	Asian Politics	(4 cr.)

**Total 47-53 Credits**

**Overview of Chinese and Japanese Minor**

2010	Elementary Chinese/ Japanese I	(4 cr.)
2011	Elementary Oral Chinese/ Japanese I	(1 cr.)
2020	Elementary Chinese/ Japanese II	(4 cr.)
2021	Elementary Oral Chinese/ Japanese II	(1 cr.)
3010	Intermediate Chinese/ Japanese I	(4 cr.)
3011	Intermediate Oral Chinese/ Japanese I	(1 cr.)
3020	Intermediate Chinese/ Japanese II	(4 cr.)
3021	Intermediate Oral Chinese/ Japanese II	(1 cr.)

**Choice of one from:**

2070	Calligraphy and Chinese/ Japanese Language	(4 cr.)
3070	Chinese/Japanese Culture and Language	(4 cr.)
4070	Advanced Chinese/Japanese I	(4 cr.)

**Total 24 credits**

**Honors in the Major**

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

**Chinese**

**1010 Introductory Chinese I**

Staff 4 credits  
MLA

The course exposes beginners to the Mandarin Chinese phonetic system Pinyin, the four tones, and carefully selected Hanzi--the writing system. Listening, speaking, visual recognition, and writing skills are learned through active participation by the students in communicative and hands-on situations. By the end of the course, the students are able to initiate, and to some degree, sustain, oral communication in Chinese while gaining recognition and writing ability of Hanzi via email, handwriting, and calligraphy. Thirty to 50 Hanzi is the goal. Cultural elements associated with Hanzi are introduced.

Fall

**1020 Introductory Chinese II**

Staff 4 credits  
MLA

In this course students continue learning listening, speaking, reading, and writing skills using visual etymology, the four tones in Mandarin Chinese, and visualizing individual and combined radicals. The three inseparable dimensions of the Chinese language are studied in a more integrated manner: the visual, the phonetic, and the semantic, or Hanzi, Pinyin, and meaning. The interpersonal mode is stressed in communicative contexts. By the end of the course, the students are able to initiate, and to a greater degree, sustain, oral communication with some cultural nuances. Hanzi recognition and writing is increased via email, calligraphy, and simple handwriting. Seventy to 80 Hanzi is the goal.

*Prerequisite: Chinese 1010 or equivalent*  
Spring

**2010 Elementary Chinese I**

Staff 4 credits

This course proceeds with an integrated approach to Hanzi/Pinyin and rebalances the four language skills. Speaking and listening continue to be a focal point while more emphasis is placed on writing (handwriting, email, calligraphy) and reading. Listening, speaking, reading, and writing skills are now developed into an interpretative mode as well as the interpersonal one. By the end of the course, students will be able to express simple descriptions, interpretations, questions, ideas, identification, and preferences. Students are expected to recognize and master 100-150 Hanzi. Historical and philosophic aspects are introduced while studying Hanzi.

*Prerequisite: Chinese 1020 or equivalent*  
Fall

**2011 Elementary Oral Chinese I**

Staff 1 credit

This course must be taken concurrently with Chinese 2010. Chinese 2011 is an oral class and enhances the speaking aspect of Chinese 2010. It meets once a week to expand students' oral competence in dealing with topics and themes presented in the regular Chinese 2010 class.

*Prerequisite: CHN 1020 or equivalent.*  
*Corequisite: CHN 2010*  
Fall

**2020 Elementary Chinese II**

Staff 4 credits

The class engages students in more complex communicative contexts. The four basic language skills -- listening, speaking, reading, and writing -- enter a mainly interpretative mode while students continue to expand the interpersonal one. By the end of the course, the students are expected to interpret, question, identify, negotiate, compare, and choose in an orally communicable Chinese. Chinese idioms are taught as both language and culture. Students' ability to write Chinese is evaluated only with Hanzi (calligraphy, emails and handwriting); 170-200 Hanzi are expected to be recognized and put into use for some daily functions, career objectives, diaries, and memos, among other simple writings.

*Prerequisite: CHN 2010 and CHN 2011 or equivalent*  
*Corequisite: CHN 2021*  
Spring

## 2021 Elementary Oral Chinese II

Staff 1 credit

This course must be taken concurrently with Chinese 2020. The class enhances the oral aspect of Chinese 2020. It meets once a week to expand students' oral competence in dealing with topics and themes presented in the regular Chinese 2020 class.

*Prerequisite: CHN 2010 and CHN 2011 or equivalent. Corequisite: CHN 3011*  
Spring

## 2070 Calligraphy and Chinese/Japanese Language

Yang, Wang 4 credits

This course integrates language and cultural studies through calligraphy--the writing of Chinese Hanzi and Japanese Kanji. It is open to both language and non-language students. This course carries a Global Heritage designation. It is conducted in English.

Fall or Spring

## 3010 Intermediate Chinese I

Staff 4 credits

While proceeding with an integrated approach to Hanzi and Pinyin, the students continue to increase Hanzi and decrease Pinyin. The four basic language skills, listening, speaking, reading, and writing, are mainly in an interpretative mode. The communicative context is idea or opinion-oriented and requires interpretative, subjective and emotional expressions and responses. The students are expected to initiate, sustain, and expand conversations on the topics studied in previous courses as well as the current one. Social relationships, some philosophic concepts, government institutions, and artistic pursuits are taught as vital aspects of cultural studies. 250-300 Hanzi are expected to be recognized and put into use for brief discussions, debates, and exchange of ideas done through handwriting and emails.

*Prerequisite: CHN 2020 and CHN 2021 or equivalent. Corequisite: CHN 3011*  
Fall

## 3011 Intermediate Oral Chinese I

Staff 1 credit

This course must be taken concurrently with Chinese 3010. Chinese 3011 is an oral class and enhances the speaking aspect of Chinese 3010. It meets once a week to expand students' oral competence in dealing with topics and themes presented in the regular Chinese 3010 class.

*Prerequisite: CHN 2020 and CHN 2021 or equivalent. Corequisite: CHN 3010*  
Fall

## 3020 Intermediate Chinese II

Staff 4 credits

In this course students continue to increase Hanzi and decrease Pinyin to attain a more authentic and more native-like language acquisition. While listening, speaking, reading, and writing skills are still developed in an interpretative mode, they progress towards a presentational direction. The communicative context at the 3020 level represents a bridge for students from the interpersonal to the interpretative and the presentational. Orally, the students are expected to initiate, sustain, and expand conversations on the topics studied from previous courses as well as the current one. Significant individuals and some historic/philosophic/literary aspects are studied together with language acquisition. 350-400 Hanzi are expected to be recognized and put into use for thematic writing (emails and handwriting).

*Prerequisite: CHN 3010 and CHN 3011 or equivalent. Corequisite: CHN 3021*

## 3021 Intermediate Oral Chinese II

Staff 1 credit

This course must be taken concurrently with Chinese 3020. This is an oral class and enhances the speaking aspect of Chinese 3020. It meets once a week to expand students' oral competence in dealing with topics and themes presented in the regular Chinese 3020 class.

*Prerequisite: CHN 3010 and CHN 3011 or equivalent. Corequisite: CHN 3020*  
Spring

## 3070 Chinese/Japanese Culture and Language

Yang, Wang 4 credits

Culture is manifested in language, and language verbalizes culture. This course studies how Chinese and Japanese languages and cultures reflect this symbiotic relation. Students are engaged in an intercultural dialogue with a linguistic approach. Open to both language and non-language students, it is conducted in English and carries a Global Heritage designation.

Fall or Spring

## 4010 Senior Project/Thesis

Yang, Wang 2-4 credits

Students have two options to take this course: Senior Project/Thesis in the discipline of Chinese language and culture within the Department of Modern Languages or an Interdisciplinary Senior Project/Thesis between the Department of Modern Languages and other departments/programs.

*Prerequisite: Study Abroad*  
Spring

## 4070 Advanced Chinese

Yang 4 credits

The course is typically designed for students who have declared their majors (optional for minors) in Chinese. Students are expected to perform advanced-level tasks. The four basic language skills -- listening, speaking, reading, and writing -- are honed in a presentational mode. Cultivating students' awareness and appreciation of the richness of the culture of Chinese-speaking world is thematically structured. Authentic materials will be incorporated into reading and listening. Oral communication will be enhanced with a theme or a viewpoint. 500-550 Hanzi are expected to be recognized and put into use for thematic writing (emails and handwriting).

*Prerequisite: Chinese 3020 and 3021 or Study Abroad*  
Fall or Spring

## Japanese

Carthage has an exchange agreement with Tokyo Gakugei University, which permits up to three Carthage students to spend one semester or one academic year studying in Japan.

**1010 Introductory Japanese I**

Staff 4 credits

MLA

The course is an introduction to the Japanese language and culture, stressing both spoken and written Japanese. It teaches listening, speaking, visual recognition, and writing skills through active participation by the students in communicative situations. By the end of the course, the students are able to initiate, and to some degree, sustain oral communication in Japanese, gaining recognition and writing ability of Hiragana, Katakana, and some Kanji, the three sets of symbols used in written Japanese, while understanding some fundamentals of Japanese social values and ways of thinking.

Fall

**1020 Introductory Japanese II**

Staff 4 credits

MLA

This course continues to engage students in listening, speaking, reading, and writing. An interpersonal mode is stressed in communicative contexts. By the end of the course, students are able to initiate, and to a greater degree, sustain oral communication with some cultural nuances. Kanji recognition and writing is increased via email, calligraphy, and simple handwriting. Students are expected to learn approximately 80 Kanji in Japanese.

*Prerequisite: Japanese 1010*

Spring

**2010 Elementary Japanese I**

Staff 4 credits

This course proceeds with an integrated approach and re-balances the four language skills. Speaking and listening continue to be a focal point, while more emphasis is placed on writing and reading. Listening, speaking, reading, and writing skills are developed into an interpretative mode while expanding the interpersonal one. By the end of the course, students are expected to be able to perform communicative tasks such as description, interpretation, comparison, giving suggestions, and asking questions in a culturally acceptable manner. Students are expected to recognize and master 150 Kanji.

*Prerequisite: JPN 1020 or equivalent.**Corequisite: JPN 2011*

Fall

**2011 Elementary Oral Japanese I**

Staff 1 credit

This course must be taken concurrently with Japanese 2010 and enhances the oral aspect of Japanese 2010. It meets once a week to expand students' oral competence in dealing with topics and themes presented in Japanese.

*Prerequisite: JPN 1020 or equivalent.**Corequisite: JPN 2010*

Fall

**2020 Elementary Japanese II**

Staff 4 credits

The class engages students in more complex communicative contexts. The four basic language skills, listening, speaking, reading, and writing, are now entering into a preliminarily interpretative mode while we continue to expand the interpersonal one. Basic grammar patterns will be thoroughly taught. By the end of the course, the students are expected to have the basic survival abilities in oral communication to live in Japanese society using fundamental Japanese language structures and common vocabulary related to everyday and communication needs. Some basic Japanese honorific forms will also be introduced. Students are expected to master 200 Kanji and to be able to write greeting letters, career objectives, diaries, and memos, among other simple writings.

*Prerequisite: JPN 2010 and JPN 2011.**Corequisite: JPN 2021*

Spring

**2021 Elementary Oral Japanese II**

Staff 1 credit

This course must be taken concurrently with Japanese 2020. Japanese 2021 is an oral class and enhances the speaking aspect of Japanese 2020. It meets once a week to expand students' oral competence in dealing with topics and themes presented in the regular Japanese 2020 class.

*Prerequisite: JPN 2010 and JPN 2011.**Corequisite: JPN 2020*

Spring

**2070 Calligraphy and Chinese/Japanese Language**

Yang, Wang 4 credits

This course integrates language and cultural studies through calligraphy--the writing of Chinese Hanzi and Japanese Kanji. It is open to both language and non-language students. This course carries a Global Heritage designation. It is conducted in English.

Fall or Spring

**3010 Intermediate Japanese I**

Wang 4 credits

This course will complete the study of basic Japanese grammar and syntax. The four basic language skills, listening, speaking, reading, and writing, are mainly in an interpretative mode. The communicative context is idea or opinion-oriented and requires interpretative, subjective, and emotional expressions and responses. Orally, in a culturally and pragmatically appropriate manner, the students are expected to initiate, sustain, and expand conversations on various topics beyond their daily lives. Cultural differences and social relationships will be introduced and brought to discussions in Japanese as vital aspects of cultural studies. By the end of the term, the students will have been introduced to all the basic grammar patterns of Japanese and will have mastered a total of at least 300 Kanji.

*Prerequisite: JPN 2020 and JPN 2021.**Corequisite: JPN 3011*

Fall

**3011 Intermediate Oral Japanese I**

Staff 1 credit

This course must be taken concurrently with Japanese 3010. Japanese 3011 is an oral class and enhances the speaking aspect of Japanese 3010. It meets once a week to expand students' oral competence in dealing with topics and themes presented in the regular Japanese 3010 class.

*Prerequisite: JPN 2020 and JPN 2021.**Corequisite: JPN 3010*

Fall

**3020 Intermediate Japanese II**

Wang 4 credits

In this course we further practice in speaking, listening, reading, and writing to attain a more authentic and more native-like language acquisition. While listening, speaking, reading, and writing skills are still developed in an interpretative mode, they progress towards a presentational direction. The communicative context at 3020 level represents a bridge for students to cross back and forth from the interpersonal to the interpretative and to the presentational. Orally, the students are expected to initiate, sustain, expand, and deepen conversations on various topics in a culturally appropriate manner. Cultural components will be emphasized and significant individuals and some historic/philosophic/literary aspects are studied together with language acquisition. Approximately 400 Kanji are expected to be recognized and put into use for thematic writing.

*Prerequisite: JPN 3010 and JPN 3011.**Corequisite: 3021*

Spring

## 3021 Intermediate Oral Japanese II

Staff 1 credit

This course must be taken concurrently with Japanese 3020. This is an oral class and enhances the speaking aspect of Japanese 3020. It meets once a week to expand students' oral competence in dealing with topics and themes presented in the regular Japanese 3020 class.

*Prerequisite: JPN 3010 and JPN 3011.*

*Corequisite: JPN 3020*

*Spring*

## 3070 Chinese/Japanese Culture and Language

Yang, Wang 4 credits

Culture is manifested in language and language verbalizes culture. This course studies how Chinese and Japanese languages and cultures reflect this symbiotic relation. Students are engaged in an intercultural dialogue with a linguistic approach. Open to both language and non-language students, it is conducted in English and carries a Global Heritage designation.

*Fall or Spring*

## 4010 Senior Project/Thesis

Wang 2-4 credits

Students have two options to take this course: Senior Project/Thesis in the discipline of Japanese language and culture within the Department of Modern Languages or Interdisciplinary Senior Project/Thesis between the Department of Modern Languages and other departments/programs.

*Prerequisite: Study Abroad*

*Spring*

## 4070 Advanced Japanese

Wang 4 credits

The course is typically designed for students who have declared their majors (optional for minors) in Japanese, and who are planning (or occasionally, have already done) study abroad. Students are expected to perform advanced-level tasks. The four basic language skills -- listening, speaking, reading, and writing -- are honed with the purpose of presenting a theme, a topic, or to make a point. Authentic materials will be incorporated into reading and listening. Cultivating students' awareness and appreciation of the richness of the culture of Japanese-speaking world is thematically structured and is the foundation of this class. About 500 Kanji are expected to be recognized and put into use for thematic writing.

*Prerequisite: Japanese 3020 and 3021 or study abroad*

*Fall or Spring*

## Modern Language Courses

(taught in English)

### 1010 Modern Literature in Translation

Staff 4 credits

HUM

Critical reading of modern literary masterpieces translated into English.

### 200 Topics in Language and Culture in Translation

Staff 1-4 credits

This course, given in English, explores selected topics of literature, film, culture, or language with an emphasis on the cultural products of communities where English is not the primary language.

### 2200 Cultural Awareness Orientation

Staff 1 credit

Preparation for encountering cultural differences that will be part of the linguistic and cultural immersion experiences (either in the U.S. or abroad). The focus of the course will include values clarification, cultural diversity, multicultural awareness training, and culture shock orientation. Majors who have returned from study abroad will give presentations on their experiences and be contributors to course content and activities.

*Prerequisite: 2020 or equivalent in target language.*

### 3050 Community-Based Language Learning

Staff 1-4 credits

Students in this service-learning course are given the opportunity to utilize their language skills in a variety of settings within the greater Kenosha community. Students will work with a local agency approved by Modern Language faculty, in order to volunteer as language instructors, translators, tutors, support personnel, or other such positions that make use of their language abilities. Students are trained and guided by weekly meetings with the course instructor in order to prepare for their site placement and their volunteer duties. (This course may be repeated for credit.)

*Prerequisite: Students must have taken or be enrolled in 3010; or instructor's consent.*

### 400 Topics in Language and Culture in Translation

Staff 1-4 credits

This course, given in English, explores selected topics of literature, film, culture, or language with an emphasis on the cultural products of communities where English is not the primary language.

## 5200 Methods and Materials in Teaching Modern Language

Staff 4 credits

A study of the philosophies, methods, and materials used in teaching modern languages. Emphasis will be placed on the practical teaching application of the communicative approach. The focus of the class is teaching basic language classes at the college level. Fieldwork is required.

*Prerequisite: Admission to the Target Language Program or permission of the instructor.*

## 5455 Secondary Language Acquisition for Postsecondary Teaching

Staff 4 credits

An exploration of contemporary theories of second language acquisition to provide a theoretical foundation for communicative language teaching at the postsecondary level.

*Fall*

## French

### 1010 Elementary French I

Staff 4 credits

MLA

This course teaches listening and speaking skills in French through active participation by the students in communicative situations. By the end of the course, the students are able to comprehend and communicate orally in a culturally acceptable manner, using basic language structures and common vocabulary related to everyday topics and communication needs.

*Fall/Spring*

### 1020 Elementary French II

Staff 4 credits

MLA

This course teaches listening, speaking, reading, and some writing skills in French through active participation by the students in a wide variety of communicative contexts. By the end of the course, the students are able to comprehend, communicate orally, read intelligently, and write simply in French, using basic language structures. They also will be able to employ constructively a broad range of vocabulary related to the themes studied and to survival communication and cultural needs.

*Prerequisite: French 1010 or equivalent.*

*Fall/Spring*

**2010 Intermediate French I**

Staff 4 credits

This course teaches listening, speaking, reading comprehension, and basic writing skills in sequential development following 1010/1020, using a variety of original texts in French and exposing students to native French speakers and cultural events.

*Prerequisite: French 1020 or equivalent. Spring Only*

**2020 Intermediate French II**

Staff 4 credits

Expanding on French 2010, this course provides original texts, film media, music, and cross-cultural experiences. Students speak and read, using all verb tenses and a broad range of structures and vocabulary. They create original compositions at their level, geared to their interests.

*Prerequisite: French 2010 or equivalent. Fall Only*

**3010 Advanced French I**

Staff 4 credits

This course continues the linguistic and cultural experiences of 2010/2020. Grammar and phonetics are studied in relation to the language skills the students have acquired. Cultural inquiry and current foreign events are emphasized. Original compositions are linked to course goals as well as student interests. Majors and minors are required to pass a target language competency exam during the term in which they take 3010.

*Prerequisite: French 2020 or equivalent. Fall/ Spring*

**3030 French Conversation**

French Target Language Experts 1 credit

An opportunity for extended use of the target language to improve oral fluency and proficiency. A wide range of communicative opportunities will encourage active exploration of the target culture. (The course can be repeated for up to a total of 4 credits.) S or U.

*Prerequisite: French 3010 or consent of department chair. Fall/Spring*

**3080 The French-Speaking World: Social, Political, and Economic Issues**

Staff 4 credits

HUM

Students will learn about social, political, and economic issues affecting the French-speaking world, using a variety of media and texts. Issues will be contextualized in the contemporary world, and examination of their historical background will further students' understanding of these issues in their cultural context.

*Prerequisite: French 3010 or consent of instructor.*

*Alternate Fall Semesters*

**3090 The French-Speaking World: Cultural and Intellectual Life**

Staff 4 credits

HUM

Students will study major currents of cultural and intellectual life in French-speaking regions. Topics will range from high culture to daily life. Students will examine the historical background of cultural manifestations. A variety of media, including printed texts, will guide students' understanding of both past and present cultural life.

*Prerequisite: French 3010 or consent of instructor.*

*Alternate Fall Semesters*

**3110 Interpreting Written Texts in French**

Staff 4 credits

HUM

Students will learn to read and discuss in French a range of French texts. They will be exposed to the French literary tradition and learn to interpret textual intentions and assumptions.

*Prerequisite: French 3010.*

*Spring*

**400 Topics in French**

Staff 1-4 credits

Intensive study of specific topics relating to French literature and culture.

*Prerequisite: French 3080 or 3090 and 3110 and GNR 3510 or consent of the instructor. Fall*

**4010 Senior Seminar in French**

Staff 4 credits

A capstone experience in which the students will study the theoretical foundations of French studies (cultural as well as literary). They will be introduced to the problems of translation. A major component of the course will be the preparation of an independent research paper, the Senior Thesis, which will culminate in a formal oral presentation of the results of the investigation as well as in a major paper written in French.

*Prerequisite: Senior standing or consent of instructor and GNR 3510.*

*Spring*

**4240 French Theatre**

Staff 4 credits

HUM

Students stage a play in French. Students also read and discuss related texts; these include such topics as other plays that contextualize the play being performed or texts expanding on cultural or historical issues raised by it. The course fulfills a topics course requirement of the major.

*Prerequisite: French 3080 or 3090 and 3110 and GNR 3510 or consent of instructor.*

**German**

**1010 Elementary German I**

Staff 4 credits

MLA

This course teaches listening and speaking skills in German through active participation by the students in communicative situations. By the end of the course, students are able to comprehend and communicate orally in a culturally acceptable manner, using basic language structures and common vocabulary relating to everyday topics and communication needs.

*Fall/Spring*

**1020 Elementary German II**

Staff 4 credits

MLA

This course teaches listening, speaking, reading, and some writing skills in German through active participation by the students in a wide variety of communicative contexts. By the end of the course, the students are able to comprehend, communicate orally, read intelligently, and write simply in German, using basic language structures. They will also be able to employ constructively a broad range of vocabulary related to the themes studied and to survival communication and cultural needs.

*Prerequisite: German 1010 or equivalent. Fall/Spring*

## 2010 Intermediate German I

Staff 4 credits

This course teaches listening, speaking, reading comprehension, and basic writing skills in sequential development following 1010/1020, using a variety of original texts in German and exposing students to native German speakers and cultural events.

*Prerequisite: German 1020 or equivalent.*

*Spring Only*

## 2020 Intermediate German II

Staff 4 credits

Expanding on German 2010, this course provides original texts, film media, music, and cross-cultural experiences. Students speak and read using all verb tenses and a broad range of structures and vocabulary. They create original compositions at their level, geared to their interests.

*Prerequisite: German 2010 or equivalent.*

*Fall Only*

## 3010 Advanced German I

Staff 4 credits

This course continues the linguistic and cultural experiences of 2010/2020. Grammar and phonetics are studied in relation to the language skills the students have acquired. Cultural inquiry and current foreign events are emphasized. Original compositions are linked to course goals as well as student interests. Majors and minors are required to pass a target language competency exam during the term in which they take 3010.

*Prerequisite: German 2020 or equivalent.*

*Spring Only*

## 3030 German Conversation

German Target Language Experts 1 credit

An opportunity for extended use of the target language to improve oral fluency and proficiency. A wide range of communicative opportunities will encourage active exploration of the target culture. (The course can be repeated for up to a total of 4 credits). S or U.

*Prerequisite: German 3010 or consent of department chair.*

*Fall/Spring*

## 3080 The German-Speaking World: Social, Political, and Economic Issues

Staff 4 credits

HUM

Students will learn about social, political, and economic issues affecting the German-speaking world, using a variety of media and texts. Issues will be discussed within the context of the contemporary world, and examination of their historical background will further students' understanding of these issues in their cultural context.

*Prerequisite: German 3010 or consent of instructor.*

*Alternate Fall Semesters*

## 3090 The German-Speaking World: Cultural and Intellectual Life

Staff 4 credits

HUM

Students will study major currents of cultural and intellectual life in German-speaking regions. Topics will range from high culture to daily life. The course will examine the historical background of cultural manifestations. A variety of media, including printed texts, will guide students' understanding of both past and present cultural life.

*Prerequisite: German 3010 or consent of instructor.*

*Alternate Fall Semesters*

## 3110 Interpreting Written Texts in German

Staff 4 credits

HUM

Students will learn to read and discuss in German a range of German texts. They will be exposed to the German literary tradition and learn to interpret textual intentions and assumptions.

*Prerequisite: German 3010.*

*Spring Only*

## 400 Topics in German

Staff 1-4 credits

Intensive study of specific topics relating to German literature and culture.

*Prerequisite: German 3080 or 3090 and 3110 and GNR 3510 or consent of the instructor*

*Fall*

## 4010 Senior Seminar in German

Staff 4 credits

A capstone experience in which the students will study the theoretical foundations of German studies (cultural as well as literary). They will be introduced to the problems of translation. A major component of the course will be the preparation of an independent research paper, the Senior Thesis, which will culminate in a formal oral presentation of the results of the investigation as well as in a major paper written in German.

*Prerequisite: Senior standing or consent of instructor and GNR 3510.*

*Spring*

## 4240 German Theatre

Staff 4 credits

HUM

Students in the course stage a play in German. Students also read and discuss related texts; these include such topics as other plays which contextualize the play being performed or texts expanding on cultural or historical issues raised by it. The course may fulfill a topics course requirement of the major.

*Prerequisite: German 3080 or 3090 and 3110 and GNR 3510 or consent of instructor.*

## Spanish

### 1010 Elementary Spanish I

Staff 4 credits

MLA

This course teaches listening and speaking skills in Spanish through active participation by the students in communicative situations. By the end of the course, the students are able to comprehend and communicate orally in a culturally acceptable manner, using basic language structures and common vocabulary related to everyday topics and communication needs.

*Fall/Spring*

### 1020 Elementary Spanish II

Staff 4 credits

MLA

This course teaches listening, speaking, reading, and some writing skills in Spanish through active participation by the students in a wide variety of communicative contexts. By the end of the course, the students are able to comprehend, communicate orally, read intelligently, and write simply in Spanish, using basic language structures. They will also be able to employ constructively a broad range of vocabulary related to the themes studied and to survival communication and cultural needs.

*Prerequisite: Spanish 1010 or equivalent.*

*Fall/Spring*

**2010 Intermediate Spanish I**

Staff 4 credits

This course teaches listening, speaking, reading comprehension, and basic writing skills in sequential development following 1010/1020, using a variety of original texts in Spanish and exposing students to native Spanish speakers and cultural events.

*Prerequisite: Spanish 1020 or equivalent. Fall/Spring*

**2020 Intermediate Spanish II**

Staff 4 credits

Expanding on Spanish 2010, this course provides original texts, film media, music, and cross-cultural experiences. Students speak and read using all verb tenses and a broad range of structures and vocabulary. They create original compositions at their level, geared to their interests.

*Prerequisite: Spanish 2010 or equivalent. Fall/Spring*

**3010 Advanced Spanish I**

Staff 4 credits

This course continues the linguistic and cultural experiences of 2010/2020. Grammar and phonetics are studied in relation to the language skills the students have acquired. Cultural inquiry and current foreign events are emphasized. Original compositions are linked to course goals as well as student interests. Majors and minors are required to pass a target language competency exam during the term in which they take 3010.

*Prerequisite: Spanish 2020 or equivalent. Fall/Spring*

**3030 Spanish Conversation**

Spanish Target Language Experts 1 credit

An opportunity for extended use of the target language to improve oral fluency and proficiency. A wide range of communicative opportunities will encourage active exploration of the target culture. (The course can be repeated for up to a total of 4 credits.) S or U.

*Prerequisite: Spanish 3010 or consent of the instructor.*

*Fall/Spring*

**3040 Spanish Composition**

Staff 2-4 credits

The course will focus on writing as a process. Using the workshop format, students will be involved in the different stages of writing from the beginning to end.

*Prerequisite: Students' writing will be evaluated in 3010. Those students who would benefit from further writing opportunities will enroll in 3040 before they are permitted to enroll in courses above 3010.*

*Fall/Spring*

**3050 Intensive Spanish Encounter**

Staff 4 credits

This intensive conversation course will increase students' ability to express themselves orally in a wide variety of everyday situations, while interacting with the Hispanic culture. Contact with the larger Hispanic community off campus as well as contextualized in-class course activities will improve overall oral expression and extend awareness of cultural practices.

*Prerequisite: SPN 2020*

**3080 The Spanish-Speaking World: Social, Political, and Economic Issues**

Staff 4 credits

HUM

Students will learn about social, political, and economic issues affecting the Spanish-speaking world, using a variety of media and texts. Issues will be discussed within the context of the contemporary world, and examination of the historical background will further students' understanding of these issues in their cultural context.

*Prerequisite: Spanish 3010 or consent of instructor.*

**3090 The Spanish-Speaking World: Cultural and Intellectual Life**

Staff 4 credits

HUM

Students will study major currents of cultural and intellectual life in Spanish-speaking regions. Topics will range from high culture to daily life. Students will examine the historical background of cultural manifestations. A variety of media, including printed texts, will guide students' understanding of both past and present cultural life.

*Prerequisite: Spanish 3010 or consent of instructor.*

**3110 Interpreting Written Texts in Spanish**

Staff 4 credits

HUM

Students will learn to read and discuss in Spanish a range of Spanish texts. They will be exposed to the Spanish literary tradition and learn to interpret textual intentions and assumptions.

*Prerequisite: Spanish 3010.*

**400 Topics in Spanish**

Staff 1-4 credits

Intensive study of specific topics related to Spanish literature and culture.

*Prerequisite: Spanish 3080 or 3090 and 3110 and GNR 3510 or consent of instructor. Fall*

**4010 Senior Seminar in Spanish**

Staff 4 credits

A capstone experience in which the students will study the theoretical foundations of Spanish studies (cultural as well as literary). They will be introduced to the problems of translation. A major component of the course will be the preparation of an independent research paper, the Senior Thesis, which will culminate in a formal oral presentation of the results of the investigation as well as in a major paper written in Spanish.

*Prerequisite: Senior standing or consent of instructor and GNR 3510.*

*Spring*

**4240 Hispanic Theatre**

Staff 4 credits

HUM

Students stage a play in Spanish. Students also read and discuss related texts; these include such topics as other plays which contextualize the play being performed or texts expanding on cultural or historical issues raised by it. The course may fulfill a topics course requirement of the major.

*Prerequisite: Spanish 3080 or 3090 and 3110 and GNR 3510 or consent of instructor.*

*Spring*

**Music**

**Goals and Objectives**

1. Offer substantial opportunities to the general student, through appropriate courses, performing ensembles, and private lessons, which will develop a love for and understanding of music, the ability to communicate that appreciation and understanding, and the means to continue life-long music experiences.
2. Develop comprehensive musicianship and provide career preparation, a basic mastery of the music discipline, and performance skills for music majors in a particular emphasis (core major, music education, music performance, music theater, piano pedagogy, jazz, and church music).
3. Enhance and enrich the cultural life of the campus community and the community at large through a regular and well-supported program that presents students, faculty, and guest



musicians in recitals, concerts, and other musical events.

4. Participate in worship and liturgy and to assist in proclaiming the Gospel to the campus community and to the larger community.
5. Function as a center providing comprehensive opportunities to the surrounding communities for music study and for participation in music performance activities.

To realize these goals and objectives, the department offers academic courses, a variety of performance ensembles, class and private lessons, and on- and off-campus concerts. For those who would specialize in music, the program provides professional training wholly compatible with the College's liberal arts tradition.

An audition before members of the music faculty is required for entrance into the music major. At the end of their sophomore year, all music majors are evaluated for junior standing. They must show they have fulfilled repertoire requirements in their performance area through the sophomore year, and they must satisfactorily perform 15-20 minutes of music from that list. If this junior-standing jury is insufficient in either repertoire or performance, the faculty may admit the student provisionally to junior standing in the major or advise the student to discontinue the music major.

### Major in Music

A major in music consists of these courses:

MUS 1010	Music Theory I	(3 cr.)
MUS 1020	Aural Skills I	(1 cr.)
MUS 1030	Music Theory II	(3 cr.)
MUS 1040	Aural Skills II	(1 cr.)
MUS 2010	Music Theory III	(3 cr.)
MUS 2020	Aural Skills III	(1 cr.)
MUS 2030	Music Theory IV	(3 cr.)
MUS 2040	Aural Skills IV	(1 cr.)
MUS 0160	Keyboard Skills I	(1 cr.)
MUS 0170	Keyboard Skills II	(1 cr.)
MUS 0180	Keyboard Skills III	(1 cr.)
MUS 0190	Keyboard Skills IV	(1 cr.)
MUS 3050	Music History I	(4 cr.)
MUS 3060	Music History II	(4 cr.)
MUS 400T	Music History Depth Elective	(4 cr.)
MUS 0700	Recital Attendance	(0 cr., 8 terms)

(Music education emphasis students are exempt during the term in which they student-teach.)

Applied Lessons in the principal area ( 8 cr., 1 cr. each term)

Ensemble participation (0 cr., 8 terms)

(Music majors are placed in an approved ensemble in their principal performing area.)

Total credits: 40

### Minor in Music

The department offers a minor in music. Its requirements are:

MUS 1010	Music Theory I	(3 cr.)
MUS 1020	Aural Skills I	(1 cr.)
MUS 1030	Music Theory II	(3 cr.)
MUS 1040	Aural Skills II	(1 cr.)
MUS 0700	Recital Attendance	(0 cr., 4 terms)
MUS 2110	Introduction to Western Music History	(4 cr.)

Choose One:

MUS 3050	Music History I	
<i>or</i>		
MUS 3060	Music History II	(4 cr.)

Applied music lessons in the principal performance area (4 cr., 1 cr. each term)

Ensemble participation (0 cr., 4 terms)

(Music minors are placed in an approved ensemble in their principal performing area.)

Total credits: 20

### Emphases in Music

The previous represents the minimum requirements for a music major or minor. In addition to the basic Bachelor of Arts in Music, emphases in specific areas are available. The emphases in Music Education-Vocal and Instrumental meet current Wisconsin licensure requirements and they also meet the standards of the National Association of Schools of Music.

For students who seek further depth and skills development, emphases are also available in Vocal Performance, Instrumental Performance, Church Music, Piano Pedagogy, and Jazz Studies. An interdisciplinary major in Music Theatre is also offered by the department.

### Emphases in Music Education

Carthage offers an emphasis that meets licensure requirements in both vocal and instrumental areas. In addition to the information regarding the emphases listed below, students should also consult the Education Department section of this catalog for information about the teacher licensure program and information about courses required of all special fields licensure candidates.

In addition to the core music major, the following courses are required of students pursuing an emphasis in **Vocal Music Education**:

MUS 1180	Introduction to Music Education	(2 cr.)
MUS 2090	Global Music Education	(2 cr.)
MUS 2180	Basic Conducting	(2 cr.)
MUS 3110	Choral Conducting	(2 cr.)
MUS 3140	Learning About Instruments	(1 cr.)
MUS 3200	Field Experience	(0 cr.)
MUS 4210	General Music Methods	(4 cr.)
MUS 4220	Vocal Music Methods	(4 cr.)
Satisfactory half-recital		(0 cr.)

### Additional Notes:

If voice is not the principal performing area, at least two credits of applied music must be in voice.

### Total additional credits for an emphasis in Vocal Music Education: 17

In addition to the core music major, the following courses are required of students pursuing an emphasis in **Instrumental Music Education**:

MUS 1180	Introduction to Music Education	(2 cr.)
MUS 2050	Woodwind Techniques	(1 cr.)
MUS 2060	Brass Techniques	(1 cr.)
MUS 2070	Percussion Techniques	(1 cr.)
MUS 2080	String Techniques	(1 cr.)
MUS 2090	Global Music Education	(2 cr.)
MUS 2180	Basic Conducting	(2 cr.)
MUS 3100	Instrumental Conducting	(2 cr.)
MUS 3200	Field Experience	(0 cr.)
MUS 4210	General Music Methods	(4 cr.)
MUS 4200	Instrumental Music Methods	(4 cr.)
Satisfactory half-recital		(0 cr.)
Choral ensemble participation		(0 cr., 1 term)

### Total additional credits for an emphasis in Instrumental Music Education: 20

### Emphasis in Church Music

In addition to the core music major, the following courses are required of students pursuing an emphasis in church music:

MUS 2180	Basic Conducting	(2 cr.)
MUS 3040	Hymnology	(2 cr.)
MUS 3080	Liturgics	(2 cr.)
MUS 3090	Church Music Program	(2 cr.)

MUS 3110 Choral Conducting	(2 cr.)
MUS 3130 Choral Literature	(2 cr.)
MUS 3150 Service Playing and Improvisation I	(1 cr.)
MUS 3160 Service Playing and Improvisation II	(1 cr.)
MUS 4030 Practicum in Church Music	(2 cr.)
Full Senior Recital (Thesis)	(0 cr.)

**Total additional credits for an emphasis in Church Music: 16**

**Emphasis in Performance**

The Carthage Music Department offers emphases in vocal performance and instrumental performance.

In addition to the core music major, the following courses are required of students pursuing an emphasis in **Vocal Performance:**

MUS 2180 Basic Conducting	(2 cr.)
MUS 4710 Vocal Pedagogy	(2 cr.)
MUS 2490 Vocal Diction and Literature	(4 cr.)
MUS 2210 Opera	(4 cr.)
Additional applied lessons in the principle performance area	(4 cr.)
Satisfactory half-recital	(0 cr.)
Satisfactory full-recital	(0 cr.)

**Additional notes:**

Students in the vocal performance track are strongly encouraged to participate in the opera lab class and J-Term opera productions. Electives in acting and dance are strongly encouraged.

**Total additional credits for an emphasis in Vocal Performance: 16**

In addition to the core music major, the following courses are required of students pursuing an emphasis in **Instrumental Performance:**

MUS 2180 Basic Conducting	(2 cr.)
MUS 3010 Form and Analysis	(2 cr.)
MUS 4710 Pedagogy in Performing Area	(4 cr.)
MUS 2000 Symphonic Literature	(4 cr.)
Additional applied lessons in the principle performing area	(4 cr.)
Satisfactory half-recital	(0 cr.)
Satisfactory full-recital	(0 cr.)

**Total additional credits for an emphasis in Instrumental Performance: 16**

**Emphasis in Piano Pedagogy**

In addition to the core music major, the following courses are required of students pursuing an emphasis in piano pedagogy

MUS 2180 Basic Conducting	(2 cr.)
MUS 2510 Piano Pedagogy and Literature I	(2 cr.)
MUS 2520 Piano Pedagogy and Literature II	(2 cr.)
MUS 3510 Practicum in Piano Pedagogy	(2 cr., 1 cr. each term)
MUS 4100 Piano Literature	(4 cr.)
Additional applied lessons in principle performing area	(4 cr.)
Satisfactory full-recital	(0 cr.)

**Total additional credits required for an emphasis in Piano Pedagogy: 16**

**Emphasis in Jazz Studies**

In addition to the core music major, the following courses are required of students pursuing an emphasis in jazz studies.

MUS 2180 Basic Conducting	(2 cr.)
MUS 6710 Jazz History	(4 cr.)
MUS 0080 Jazz Ensemble or 0090 Jazz Combo	(0 - 4 credits, 4 terms)
MUS 3170 Jazz Arranging I	(2 cr.)
MUS 3180 Jazz Arranging II	(2 cr.)
MUS 2130 Jazz Improvisation I	(1 cr.)
MUS 2140 Jazz Improvisation II	(1 cr.)
Satisfactory full-recital	(0 cr.)

Total additional credits for an emphasis in jazz studies: 12-16

**Music Theatre Major**

The Carthage music department houses the music theatre major, which is comprised of courses in music, theatre, and dance. Students who intend to major in music theatre must pass an entrance audition for both the Music and Theatre departments. The following courses comprise the Bachelor of Arts in music theatre:

MUS 1010 Music Theory I	(3 cr.)
MUS 1020 Aural Skills I	(1 cr.)
MUS 1030 Music Theory II	(3 cr.)
MUS 1040 Aural Skills II	(1 cr.)
MUS 2110 Introduction to Western Music History	(4 cr.)
MUS/THR 3400 Music Theatre History	(4 cr.)
MUS 0250 Private Voice	(1 cr. each term, 8 terms)
MUS 0160 Keyboard Skills	(1 cr.)
MUS 0170 Keyboard Skills	(1 cr.)
MUS 0180 Keyboard Skills	(1 cr.)
MUS 0190 Keyboard Skills	(1 cr.)

MUS 0010, 0020, 0030, or 0240	Ensemble participation for 4 terms	(0-8 cr.)
MUS 0700	Recital Attendance	(0 cr., 4 terms)
MUS/THR 2620	Music Theatre Workshop	(0-8 cr., 4 terms)
THR/EXS	Applied dance electives	(4 cr., 1 cr. each term)
THR 2110	Acting I	(4 cr.)
THR 3110	Acting II	(4 cr.)
THR 2900	Play Reading and Analysis	(4 cr.)
THR 2910	Play Production I	(4 cr.)
THR 2920	Play Production II	(4 cr.)

*Either:*

THR 2260, 2270, or 2280	History of Theatre	(4 cr.)
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**Total credits for a Bachelor of Arts degree in music theatre: 56**

**Recitals**

Applied music students have opportunities nearly every week to participate in regular recitals, either within each studio or in department-wide recitals that feature students from all the performing areas. The department believes these recitals are important in broadening students' experience with live music and in expanding their knowledge of solo literature, and requires all who study applied music to attend them.

Students in the performance emphases must perform in studio and departmental recitals and must present two satisfactory solo recitals. Normally, they give a half-hour recital in the junior year and a full-hour recital in the senior year. Students in the church music emphasis give a full recital, traditionally during the senior year. Students in the music education emphasis give one half-recital in the junior or senior year. All recitals are presented only with permission of the music faculty, following a pre-recital jury. In order to satisfy the recital requirements of each emphasis, recitals must include an interesting and representative program and demonstrate a high level of performing competency.

**Applied Music**

The Music Department offers private and class instruction in applied music to music majors and minors, and within limitations of staff, to non-music majors as well. Music majors must take their applied music lessons within the Music Department unless the department approves an exception. Outstanding students, normally music majors completing an emphasis in performance, may

elect two private lessons per week in one applied area.

## AREAS:

### Class Lessons

MUS 0160 Keyboard Skills I (1 cr.)

MUS 0170 Keyboard Skills II (1 cr.)

MUS 0180 Keyboard Skills III (1 cr.)

MUS 0190 Keyboard Skills IV (1 cr.)

MUS 0200 Class Voice (1 cr.)

MUS 0210 Class Guitar (1 cr.)

### Private Lessons (may be repeated)

MUS 0150 Private Piano (1 cr.)

MUS 0250 Private Voice (1 cr.)

MUS 0450 Private Organ (1 cr.)

MUS 0550 Private Instrument (1 cr.)

MUS 0650 Private Conducting (1 cr.)

*Four private applied lessons in a single area, or one class lesson and three private applied lessons in a single area may count as a course for the fine arts distribution requirement.*

### Honors in the Major

Please see department chair for details.

## 0010 Carthage Choir

E. Garcia-Novelli 0,1 or 2 credits

The Carthage Choir presents concerts of both anthems and longer works, sings for school and community functions, hosts an annual choral workshop, takes an annual spring tour, and tours in Europe every third J-Term. Membership by individual audition.

## 0020 Chapel Choir

D. Shapovalov 0 - 1 credits

The Chapel Choir is a mixed choral ensemble that regularly sings both sacred and secular music in a variety of venues. Membership by individual audition.

## 0030 Lincoln Chamber Singers

P. Dennee 0 - 1 credits

The Lincoln Chamber Singers is a select, small vocal ensemble that performs secular and sacred music of a more intimate nature both on and off-campus.

## 0040 Small Vocal Ensembles

P. Dennee 0 credits

This experience is geared toward individuals or very small groups in order for them to become acquainted with and perform vocal chamber literature with instruments. Enrollment with consent of instructor.

## 0050 Carthage Wind Orchestra

Ripley 0,1 or 2 credits

The Carthage Wind Orchestra focuses on developing individual musical expression within a large ensemble setting, presents concerts and participates in various campus and community events. Membership by individual audition.

## 0060 Kenosha Symphony

Staff 0 - 1 credits

The Kenosha Symphony is a municipal orchestra of amateur and professional musicians. Membership by audition only.

## 0070 Carthage String Orchestra

D. Rivest 0 - 1 credits

The Carthage String Orchestra is a chamber orchestra that performs as a unit and in smaller ensembles.

## 0080 Carthage Jazz Orchestra

S. Carmichael 0 - 1 credits

The Jazz Band is a laboratory ensemble that studies and performs music in various jazz styles, both on- and off-campus. Membership by individual audition.

## 0090 Small Instrumental

### Ensembles

S. Carmichael 0 credits

This experience is geared toward individuals or very small groups in order for them to become acquainted with and perform chamber literature. Enrollment with consent of instructor. This includes the Carthage Acolytes of Jazz and the Carthage Jazz Crusaders.

## 0120 Pep Band

Saucedo 0 credits

The Pep Band regularly plays at all home football and basketball games. Membership by individual audition.

## 0130 Gospel Messengers

Tillman-Kemp 0 credits

The Gospel Messengers perform gospel music.

## 0150 Private Piano

Livingston, Shapovalov, Masloski, A. Mark  
Fall 1 credit

## 0160 Keyboard Skills I

Livingston 1 credit

Introduction to the basic fundamentals of keyboard study including elementary solo repertoire.

*Prerequisite: Music major status or consent of department.*

Fall

## 0170 Keyboard Skills II

J. Livingston 1 credit

Accompaniment patterns, transposition and basic improvisation skills through harmonization study. Continued development of keyboard technique through solo and ensemble literature.

*Prerequisite: MUSI 0160 or consent of instructor.*

Fall

## 0180 Keyboard Skills III

J. Livingston 1 credit

Intermediate study of chord progressions, improvisation, harmonization and accompaniment patterns. Beginning study of four-part sight-reading, analysis of hymns, and score reading. Solo and ensemble literature will focus on intermediate level standard repertoire.

*Prerequisite: MUSI 0170 or consent of instructor.*

Fall

## 0190 Keyboard Skills IV

J. Livingston 1 credit

Chord progressions correlated to chromatic harmonic materials of Music Theory III and basic jazz chords. Four-part open choral score, hymn reading and applied composition. Intermediate level solo and accompaniment standard literature.

*Prerequisite: MUSI 0180 or consent of instructor.*

Fall

## 0200 Class Voice

Haines 1 credit

Fall

## 0210 Class Guitar

Staff 1 credit

Fall

## 0220 Carthage College

### Masterworks Chorale

P. Dennee 1 credit

The Carthage College Masterworks Chorale is comprised of students and community performers.

## 0240 Carthage Women's Ensemble

P. Dennee 0 - 1 credits

The Carthage Women's Ensemble regularly sings both sacred and secular music on and off-campus. Membership by individual audition.

## 0250 Private Voice

Berg, K. Georg, Gorke, Haines, Hull, C.

Ness, Schwaber

Fall

1 credit

**0450 Private Organ**

Hoskins 1 credit  
Fall

**0550 Private Instrument**

Staff 1 credit  
A full complement of applied lessons in brass, woodwinds, strings, and percussion.  
Fall

**0650 Private Conducting**

Ripley, Staff 1 credit  
Fall

**0700 Recital Attendance**

C. Ness 0 credits  
Required of all music majors each term and of all music minors during their four semesters of applied study. Music education emphasis majors are exempt during their practice-teaching term.  
Fall/Spring

**1010 Music Theory I**

M. Petering, W. Hodges 3 credits  
A historical-analytical approach to the study of theory and harmony. Includes music notation, rhythmic analysis, concepts of key and scale, interval quality and inversion, tertian harmony, chord analysis, and non-harmonic tone analysis.  
*Prerequisite: Passing grade on Music Literacy Assessment.*  
Fall

**1020 Aural Skills I**

E. Garcia-Novelli, W. Hodges 1 credit  
The development of aural skills, applied to the musical concepts studied in Music Theory I, through sight-singing, rhythmic reading, and melodic and harmonic dictation.  
*Prerequisite: Taken concurrently with MUS 1010.*  
Fall

**1030 Music Theory II**

M. Petering, W. Hodges 3 credits  
A continuation of Music Theory I. Includes tonicization and modulation, small melodic forms, binary and ternary forms, and principles of melodic analysis.  
*Prerequisite: MUS 1010 or consent of the instructor.*  
Spring

**1040 Aural Skills II**

E. Garcia-Novelli, W. Hodges 1 credit  
A continuation of Aural Skills I, applied to musical concepts studied in Music Theory II.  
*Prerequisite: MUS 1020 or consent of the instructor.*  
Spring

**1150 Exploring Music**

Berg, Haines, Hodges, Ripley, Dennee, Shapovalov 4 credits  
FAR  
A basic music appreciation course covering a representative body of Western music from the 18th through the 20th centuries. The course intends to enable students to learn the basic language needed to talk and write about music, to be able to recognize and differentiate the standard styles, structures, and mediums of music, and to appreciate different styles of music in their cultural contexts.  
Fall/Spring

**1160 Musicianship Skills in Context**

D. Shapovalov 2 credits  
A course for music majors that works to build facility in musical communication within and aligned with performance. Students will explore stylistic characteristics of Western art music, using that background to develop fundamental skills in music listening, reading, writing and discourse.  
(Fall only)  
Fall

**1170 Music Technology and Industry**

M. Petering 2 credits  
A course for music majors to explore the range of business applications inherent in the music industry. Certain practical skills in technology such as recording techniques, website development, and other computer-assisted music applications will support a general survey of the current climate for professional musicians. (Spring only)  
*Prerequisite: MUS 1160*  
Spring

**1180 Introduction to Music Education**

C. Ness 2 credits  
The history of music education as well as traditional music education philosophies and methodologies comprise the basic content of this course. Additionally, students will examine current trends in the field of music education. Observation experience required.  
*Prerequisite: MUS 1160 or consent of department.*  
Spring

**2000 A Survey of Symphonic Literature**

Hodges 4 credits  
FAR  
A study of music for the symphony orchestra from the Classical, Romantic, and 20th century style periods. Depending on class size and ticket availability, it may be possible to attend orchestra concerts or rehearsals in the evening. A background in music is not assumed, since the course will introduce students to basic music terminology and the families of instruments.  
J-Term

**2010 Music Theory III**

M. Petering 3 credits  
A continuation of Music Theory II. Music Theory III includes a study of the fugue, counterpoint, harmonization, and analysis of larger forms (variation, rondo, sonata).  
*Prerequisite: MUS 1030 or consent of the instructor.*  
Fall

**2020 Aural Skills III**

E. Garcia-Novelli 1 credit  
A continuation of Aural Skills II, applied to the musical concepts studied in Music Theory III, with particular emphasis on secondary key areas, modulations, and nineteenth-century harmony.  
*Prerequisite: MUS 1040 or consent of the instructor.*  
Fall

**2030 Music Theory IV**

M. Petering 3 credits  
A continuation of Music Theory III. Music Theory IV includes early and late chromaticism, musical form within larger structures, and the extension of traditional tonality with emphasis on 20th century compositional techniques, including serial music, electronic music, and other avant-garde music.  
*Prerequisite: MUS 2010 or consent of the instructor.*  
Spring

**2040 Aural Skills IV**

E. Garcia-Novelli 1 credit  
A continuation of Aural Skills III, applied to musical concepts studied in Music Theory IV and with particular focus on 20th century melody, harmony, and rhythm.  
*Prerequisite: MUS 2020 or consent of the instructor.*  
Spring

**2050 Woodwind Techniques in Schools**

Hodges 1 credit

A course designed to acquaint the music student with techniques and problems involved in the teaching and performance of woodwind instruments in grades 5-12.

*Spring*

**2060 Brass Techniques in Schools**

Ripley 1 credit

A course designed to acquaint the music student with techniques and problems involved in the teaching and performance of brass instruments in grades 5-12.

*Spring*

**2070 Percussion Techniques in Schools**

Ripley 1 credit

A course designed to acquaint the music student with techniques and problems involved in the teaching and performance of percussion instruments in grades 5-12.

*Fall*

**2075 Instrumental Chamber Music Workshop**

Staff 0,1 or 2 credits

Student ensembles, either pre-formed or assigned by audition, will participate in weekly workshops and master classes to develop their skills as chamber musicians, led by members of Carthage's ensemble in residence, Fifth House Ensemble. Full group sessions will cover a broad range of topics, including rehearsal techniques, intonation/ensemble playing and stage presence, along with creative presentation skills including public speaking and connective. Weekly individual ensemble coaching sessions with assigned faculty members (including members of Fifth House Ensemble and other instrumental studio faculty) are a concurrent requirement. End-of-semester performances will take place on campus and at community venues throughout the Kenosha area.

*Prerequisite: Music majors only or consent of the instructor.*

**2080 String Techniques in Schools**

D. Rivest 1 credit

A course designed to acquaint the music student with techniques and problems involved in the teaching and performance of stringed instruments in grades 5-12.

*Fall*

**2090 Global Music Education**

Staff 2 credits

A survey of materials for teaching global music in the classroom. Emphasis will be placed on non-Western art music, including music from cultures around the world as well as indigenous American music such as jazz, blues, and Native American music. Students will develop an understanding of culturally authentic music through listening, participating, and leading activities. Global improvisation lab required: a lab experience in the folk, popular, and art music of Western and non-Western cultures, incorporating ethnic and non-Western instruments suitable for classroom use.

*Prerequisite: MUS 1180 or consent of the department.*

*Spring*

**2110 Introduction to Western Music History**

Staff 4 credits

This introductory course will survey music from the Western classical tradition from the early Christian era through contemporary Western art music. The course will acquaint the student with major works through musical analysis and critical listening. Significant attention will be paid to musical forms and their cultural context.

*Spring*

**2130 Jazz Improvisation I**

S. Carmichael 1 credit

Beginning improvisation techniques in a group setting with an emphasis on repertoire, analysis, transcription, and improvisational tools.

*Prerequisite: MUS 1020 or consent of instructor.*

*Fall*

**2140 Jazz Improvisation II**

S. Carmichael 1 credit

Continuation of techniques and skills introduced in Jazz Improvisation I. Intermediate techniques in a group setting with an emphasis on repertoire, analysis, transcription, and improvisational tools.

*Prerequisite: MUS 2130 or consent of instructor*

*Spring*

**2180 Basic Conducting**

Staff 2 credits

Basic gestures of conducting and basic procedures for leading a musical ensemble to achieve its musical and technical potential.

*Fall*

**2200 Popular Music in America**

J. Ripley, M. Petering 4 credits

FAR

An appreciation course focusing on the broad range of popular music in America. It presents an overview of popular music and demonstrates how the elements of music -- rhythm, melody, instrumentation -- apply to the style. The heart of the course is devoted to a survey of American popular music from 1840 to the present as well as related musical styles that influenced its development.

*Fall*

**2210 Opera**

Berg 4 credits

FAR

Intended for music majors and non-majors, this course is a study in appreciation of the structure and form of opera, ranging from recitative and aria to the people involved, and a brief overview of the historical development and importance of opera. Emphasis is placed on experiencing opera both through recorded example and live performances.

*Spring*

**2490 Vocal Diction and Literature**

G. Berg 4 credits

Fundamentals of phonetics and sound production as applied to singing in English, Italian, German, and French. Study of representative vocal literature of each language.

*Fall*

**2510 Piano Pedagogy and Literature I**

J. Livingston 2 credits

Includes basic knowledge of learning theories and their application to piano teaching; communication skills for private and group teaching; curriculum and lesson planning; teaching of practice skills; the fundamentals of developing piano technique; the fundamentals of style and historical performance practice; elements of student preparation for performance; and an introduction to the business of piano teaching (set-up and operation of a studio, selecting materials and equipment, strategies for marketing and publicity). The focus of pre-collegiate literature in this term is on the beginning piano method.

*Spring*

**2520 Piano Pedagogy and Literature II**

J. Livingston 2 credits  
Continues development of topics described in Piano Pedagogy and Literature I; also includes the acquisition of bibliographic information and the importance of continuing education and ongoing professional development. The focus of pre-collegiate literature in this term is intermediate and early advanced repertoire.  
*Fall*

**2620 Music Theater Workshop**

C. Ness 0,1 or 2 credits  
This course for the singer-actor provides formal and informal venues to develop Music Theater skills: character development and portrayal, scene study, and audition skills. The laboratory format allows students to learn from the instructor as well as each other as they cover varied repertory. The course culminates in a performance at the end of each term.  
*Prerequisite: Consent of instructor required.*  
*Fall/Spring*

**3000 Opera Production**

G. Berg and M. Boresi 4 credits  
The study and application of the various facets involved in opera production: scenes from the operatic repertoire and/or full-scale operas will be studied and performed. May be repeated.  
*Prerequisite: Consent of the instructor.*  
*J-Fall*

**3010 Seminar in Form and Analysis**

Hodges, Ripley, Petering 2 credits  
Advanced formal and stylistic analysis of selected major works from the Baroque to the present.  
*Prerequisite: MUS 2010 or consent of the instructor.*  
*Fall*

**3040 Hymnology**

Hoskins 2 credits  
A study of hymns and psalms in Christian worship from an historical perspective as well as a survey of contemporary hymns and performance practices.  
*Prerequisite: Consent of the instructor.*

**3050 Music History I**

D. Shapolavov 4 credits  
This segment of the two-part music history survey covers the music of the Western classical tradition from chant through Beethoven. The course will acquaint the student with a substantial body of musical works by placing them within the larger context of European history. In examining these works and their aesthetic underpinnings, the course employs various techniques, including music analysis, critical listening, cultural critique, and aesthetic theory.

**3060 Music History II**

D. Shapovalov 4 credits  
This segment of the two-part music history survey covers the music of the Western classical and popular traditions from Romanticism through the present day, placing them within the larger context of European and American history. In examining these works and their aesthetic underpinnings, the course employs various techniques, including music analysis, critical listening, cultural critique, and aesthetic theory.  
*Fall*

**3070 Music History: Literature and Depth**

Staff 4 credits  
This course is the final installment of the three-semester music history curriculum for majors. It is a writing intensive upper-class seminar that explores in depth a single era, style, or genre in music history. The course centers on the musical, aesthetic, and historical context of the topic, which rotates from semester to semester. Students will focus on the intricacies of music analysis that rests both on the technical knowledge of form and harmony and that of aesthetics and history. Coursework includes individual presentations and a full-length research paper.

**3080 Liturgics**

Hoskins 2 credits  
The study of Christian liturgics from an historical perspective as well as an overview of contemporary practice.  
*Prerequisite: Consent of the instructor.*  
*Spring*

**3090 The Church Music Program**

Hoskins 2 credits  
The philosophy and materials of music in worship. This includes strategies for implementing good church music programs, planning weekly services, choosing music for liturgical and non-liturgical services, programs, and concerts with and without choir, and purchasing and maintaining instruments.  
*Prerequisite: Consent of instructor.*  
*Fall*

**3100 Instrumental Conducting and Techniques**

Ripley 2 credits  
Basic gestures of conducting and basic procedures for training an instrumental ensemble to achieve its musical and technical potential.  
*Prerequisite: Music 1010 or consent of the instructor.*  
*Spring*

**3110 Choral Conducting and Techniques**

E. Garcia-Novelli 2 credits  
Basic gestures of conducting and basic procedures for training a choral ensemble to achieve its musical and technical potential.  
*Prerequisite: Music 1010 or consent of the instructor.*  
*Spring*

**3120 Orchestration**

Ripley, Petering 2 credits  
The study of instrumental timbres and idioms. Scoring and arranging for various ensembles with performance whenever possible.  
*Prerequisite: Music 1010 and 1020.*  
*Spring*

**3130 Choral Literature**

P. Dennee, E. Garcia-Novelli 2 credits  
Survey of choral literature of all eras, for all voices, and of all types major works and short pieces, sacred and secular, accompanied and unaccompanied.  
*Spring*

**3140 Learning About Instruments**

Ripley 1 credit  
A lab course designed for music students in the general and choral music education emphases that will provide the background for teaching about instruments in the elementary general music classroom. By means of hands-on experiences, students will gain competencies with the four basic families of instruments.  
*Fall*

**3150 Service Playing and Improvisation I**

Hoskins 1 credit  
 The first term of a two-term study of service playing techniques, learning to lead the congregation in the music of worship services.  
*Prerequisite: Two terms of applied organ study.*

**3160 Service Playing and Improvisation II**

Hoskins 1 credit  
 The second term of a two-term study of service playing techniques, learning to lead the congregation in the music of worship services.  
*Prerequisite: MUS 3150.*  
*Spring*

**3170 Jazz Arranging I**

S. Carmichael 2 credits  
 Exploration of scoring techniques for jazz and popular ensembles with an emphasis on writing arrangements for smaller ensembles.  
*Prerequisite: MUS 2020 or consent of instructor.*  
*Fall*

**3180 Jazz Arranging II**

S. Carmichael 2 credits  
 Advanced scoring techniques for jazz and popular ensembles with an emphasis on writing arrangements for larger ensembles.  
*Prerequisite: MUS 3170 or consent of instructor.*  
*Spring*

**3200 Field Experience**

P. Denee and C. Ness 0 credits  
 Each student is assigned to a specific school. The central feature of the field experience is the opportunity it affords to explore the relationship between professional academic courses and the future teaching experience. Placements require faculty supervision and regular meetings between the student and the supervising faculty member.  
*J-Term*

**3400 Music Theater History**

C. Ness 4 credits  
 An exploration of how drama, art, movement, and music combine into the "spectacular" form of Music Theater. This course is designed to provide foundational grounding in music theatre history and criticism. Specific attention will be paid to developing analytical skills specific to the art form of music theatre. Course activities will include critical listening and analysis as well as research practices in music theatre. Given that music theatre is performance-based, application of course content to performance practice will constitute an important dimension of the course. Ticket fee.  
*Fall*

**3510 Practicum in Piano Pedagogy**

J. Livingston 1 credit  
 Includes observation of group and private teaching by experienced teachers, practice teaching lessons with two students (one beginner and one with some prior training) under the supervision of a pedagogy instructor and with peer/teacher evaluation, critique, and commentary of lessons through audio and video taping. May be repeated once.  
*Fall/Spring*

**400 Topics in Music**

Staff 1-4 credits  
 Possible topics include Pedagogy (vocal or instrumental), Piano Plus (chamber music, accompanying, and/or arranged two-piano literature), Entrepreneurship, and Composition (with consent of instructor).

**4000 Seminar**

Staff 4 credits  
 An intensive study of a selected topic or period in music with occasional reports and a final seminar paper.  
*Prerequisite: Consent of the department chairperson and the instructor.*

**4030 Practicum in Church Music**

Staff 2 credits  
 The Practicum in Church Music in the church music emphasis is comparable to student teaching in the education curriculum. It offers the student an opportunity to experience church music work first-hand, supervised by a member of the music faculty. The student interns at a local church, possibly working with the staff church musician there, or at one of the many churches in the area needing a church musician. The faculty member observes, oversees, and guides the student.  
*Prerequisite: MUS 3160, MUS 3110, MUS 3040, MUS 3090 or consent of instructor.*  
*Fall/Spring*

**4100 Piano Literature**

J. Livingston 4 credits  
 This course is an historical survey of piano literature from the late Baroque through the 20th century. It is intended for music majors who are piano students and for any other students who have substantial background and skills in piano performance. Representative literature of each composer and style period will be studied so that students may gain a comprehensive foundation of structural, stylistic, and technical points.  
*Spring*

**4200 Instrumental Music Methods**

Ripley 4 credits  
 A survey of methods and materials for teaching instrumental music in the public schools. Course content will include development of instrumental music programs at the elementary and secondary level, including materials, instructional methods, organization, management, and assessment. A significant portion of the course will involve practice microteaching off campus. Students seeking licensure are required to have a grade of "C-" or better.  
*Prerequisite: Junior standing or consent of department.*

**4202 HL Choral Symposium**

Denee 2 credits  
 The HL Choral Symposium is designed for high school, community, and college choral directors (or those who aspire to be) and college undergraduate and graduate choral music majors. Workshop will be led by nationally and internationally renowned choral musicians (teachers, conductors, and composers) and will explore a variety of choral topics in depth.

**4210 General Music Methods**

C. Ness 4 credits  
 The survey of methods and materials for teaching general music in the elementary and secondary classroom. Course content will include developing lesson plans, effective classroom management strategies, and evaluation in the general music classroom. A significant portion of the course will involve practice microteachings off-campus. Guitar lab required. Students seeking Wisconsin licensure are required to have a grade of "C-" or better.  
*Prerequisite: Junior standing.*  
*Fall*

**4220 Vocal Music Methods**

P. Dennee 4 credits

A survey of methods and materials for teaching in the public school vocal program. Course content will include development of choral music programs at the elementary and secondary level, including materials, instructional methods, organization, management, and assessment. A significant portion of the course will involve practice microteaching off campus. Students seeking licensure are required to have a grade of "C-" or better.

*Prerequisite: Junior standing or consent of department.*

**4990 Senior Thesis Completion**

C. Ness 0 credits

Students should register for MUS 4990 the semester they intend to complete their senior project.

**5200 Advanced Conducting Techniques**

Dennee, Garcia-Novelli, Ripley 2-4 credits

Development of advanced conducting techniques for the secondary school music teacher. Emphasis is placed on strengthening rehearsal and performance conducting skills including development of appropriate gestures as they relate to repertoire under study.

**5201 Advanced Performance Techniques (Graduate)**

Staff 2-4 credits

Development of advanced skills in performance and pedagogy on primary instrument.

**5202 HL Choral Symposium (Graduate)**

Dennee 2 credits

The HL Choral Symposium is designed for high school, community, and college choral directors (or those who aspire to be) and college undergraduate and graduate choral music majors. Workshops will be led by nationally and internationally renowned choral musicians (teachers, conductors, and composers) and will explore a variety of choral topics in depth.

**Neuroscience**

Neuroscience is an interdisciplinary field dedicated to the scientific study of the structure and function of the nervous system. It encompasses issues such as the molecular and cellular basis of neuronal function, nervous system structure, neural correlates of behavior, and mechanisms of nervous system disorders.

The Neuroscience major reflects the interdisciplinary focus of the field. Required courses in the areas of biology, psychology, and chemistry provide a solid foundation for understanding the methods and principles of the natural and social sciences. The major also provides an opportunity for students to choose elective courses in the above areas. Students interested in the molecular and cellular function of the nervous system are encouraged to take electives in biology. Students interested in the behavioral correlates of nervous system function are encouraged to take electives in psychology. Students interested in the chemical properties of the nervous system are encouraged to take electives in chemistry. BIO 1100 is recommended for all students in the major.

The Neuroscience major provides both a breadth of understanding in basic scientific principles and depth of understanding in the emerging area of nervous system research, preparing students for graduate school and career opportunities in a diverse range of scientific research and medical/therapeutic fields.

Practical, hands-on research experience is an important component for understanding the discipline of neuroscience. Majors are encouraged to work in the laboratory of a faculty member for at least two semesters to experience the process of obtaining, analyzing, and interpreting neuroscience data.

Students majoring in Neuroscience must complete the following courses:

PYC 2100 Introduction to Behavioral Neuroscience  
 NEU 2500 Research Methods in Neuroscience  
 NEU 3950 Neuroscience II: Electrical and Chemical Properties  
 NEU 4100 Neuroscience III: Development and Neuroanatomy  
 BIO 2300 Cell and Molecular Biology  
 CHM 1010 General Chemistry I  
 CHM 1020 General Chemistry II  
 SSC 2330 Behavioral Research Statistics

And **four** electives from any of the following courses:

NEU 3350 Neural Mechanisms of Stress  
 NEU 3450 Contemporary Issues in Sex and Gender  
 BIO 1040 Human Anatomy and Physiology  
 BIO 2400 Genetics  
 BIO 3300 Human Anatomical Systems  
 BIO 4310 Developmental Biology  
 BIO 3310 Systemic Physiology  
 CHM 2070 Organic Chemistry I  
 CHM 2080 Organic Chemistry II  
 CHM 3010 Biochemistry  
 CHM 3230 Analytical Chemistry I

CHM 3240 Analytical Chemistry II  
 CHM 4070 Advanced Organic Chemistry  
 PYC 2300 Cognition: Theories and Applications  
 PYC 2850 Child and Adolescent Development  
 PYC 2900 Experimental Psychology  
 PYC 3700 Thesis Development  
 PYC 4000 Senior Seminar  
 PHY 3120 Electronics  
 PHY 4300 Electricity and Magnetism



## 2500 Research Methods in Neuroscience

Miller 4 credits  
SCI

This course is an introduction to the methods used in neuroscience research. Students participate in experimental design, data collection, statistical analysis and interpretation, and manuscript preparation. Students also are exposed to research techniques including surgery, histology, and pharmacological manipulations.

Students are encouraged to take a course in statistical applications (SSC 2330 or MTH 1050) prior to enrolling in this course.

This course offers Writing Intensive credit.

*Prerequisite:* Grade of "C" or better in *Psychology 2100* or consent of instructor.  
*Spring*

## 3350 Neural Mechanisms of Stress

Staff 4 credits  
SCI

This course will follow the integrated Neuroscience model by combining information from biology, chemistry, and psychology to provide an understanding of the two neural mechanisms that regulate physical stress responses. One of these responses, known colloquially as the Flight or Fight Response, occurs through rapid changes in neurohormone levels in several brain regions that direct equally rapid changes of hormones in target tissues in the body. Formally this is the Sympathetic Adrenal Medullary (SAM) system and this mechanism evolved in mammals to respond to emergency situations. In contrast, the Hypothalamic-Pituitary-Adrenal (HPA) axis developed in mammals to respond on a slower, cyclic basis to daily events and chronic situations. The HPA axis is of particular research interest because the regulation of this system is vulnerable to fetal and early life events, and changes in HPA functioning in young organisms can result in enhanced or aberrant responses to perceptions of stress across the lifespan of the organism. Students in this course will read, discuss, and critique a range of research literature that examines these neural mechanisms in a variety of mammalian species, including humans.

*Prerequisite:* *PYC 2100* or consent of the instructor

## 3450 Contemporary Issues in Sex and Gender

Seymour 4 credits  
SOC

This course is an examination of the interaction of the endocrine system and nervous system and the resultant effect on behavior. Gender- and sex-related differences are studied from a biological and an environmental perspective. Formerly titled Sexual Dimorphism, cross-listed as *PYC 3450* and *WMG*.

*Prerequisite:* *PYC 2100*.

*Spring*

## 3950 Neuroscience II: Electrical and Chemical Properties

Staff 4 credits

This course provides the student with an understanding and an appreciation of the development and the structural/functional organization of the central nervous system. The architecture of the nervous system is examined with a special emphasis on sensory and motor modalities, functions, and disorders across a variety of species. Students participate in dissection exercises with nervous system tissue.

*Prerequisite:* Grade of "C" or better in *PSY 2100* or consent of instructor.

## 4100 Neuroscience III Development and Neuroanatomy

Staff 4 credits

This course provides the student with an understanding and an appreciation of the development and the structural/functional organization of the central nervous system. The architecture of the nervous system is examined with a special emphasis on sensory and motor modalities, functions, and disorders across a variety of species. Students participate in dissection exercises with nervous system tissue.

*Prerequisite:* Grade of 'C' or better in *Neuroscience 3950* or consent of instructor.

## 4990 Senior Thesis Completion

Staff 0 credits

Student should register for NEU 4990 in the semester that they plan to complete their senior thesis.

## Physics and Astronomy

The Physics and Astronomy department offers a major in physics that provides students with an opportunity to learn and apply physical principles to a wide variety of applications. An understanding of physics is excellent preparation for a diverse array of careers, including engineering, astronomy, meteorology, and financial modeling. The major requirements are flexible. Each student, with the help of his or her advisor,

may select the courses that best suit his or her interests and abilities.

**The Physics Major** requires 42 credits, which must include:

PHY 1200: \*Fundamental Physics

PHY 2200: General Physics I

PHY 2210: General Physics II

PHY 2300: Modern Physics

PHY 2470: Mathematics for Scientists & Engineers

OR

PHY 3120: Electronics

PHY 4120: Experimental Physics

OR

PHY 4110: Observational Astrophysics

PHY 4000: Senior Thesis Seminar (1 cr)

PHY 4010: Senior Thesis Research (1 cr)

PHY 4990: Senior Thesis Completion (0 cr)

\*With departmental approval CHM 1020 may substitute PHY 1200.

In addition, physics majors are required to take 16 credits of coursework at the 3000 level or higher (excludes PHY 4900). With approval of the department chair, up to 8 credits may be selected from an approved list of science courses outside the Physics and Astronomy Department. MTH 1120, 1220, and 2020 also are required.

The physics major elective courses may be selected to accommodate various interests and career objectives. In consultation with a faculty advisor, students may elect to concentrate in any of several different areas.

Students electing to pursue a concentration in astrophysics have access to instruments at Yerkes and Steward Observatories, some of the premier astrophysical research observatories in the world. Carthage operates the Griffin Observatory at the Kemper Center, an important resource for student projects as well as community outreach. The Department also owns and maintains a variety of telescopes, CCD cameras, and research equipment, which the student may use. The astrophysics concentration includes PHY 3100, 4100, 4110, (3200 and 4300), or (3300 and 4200).

Students planning to pursue further education in engineering should consult a faculty advisor to select course electives appropriate to their intended engineering specialty.

Students intending to pursue advanced degrees in physics should take electives that cover the core material required for admission to graduate school. These include PHY 2470, 3100, 3200, 3300, 4200, 4300, and 400T.

**The Physics Minor** consists of:

PHY 1200\*, 2200, 2210, 2300, and two additional 3000 or higher PHY courses (24 credits total).

\*With departmental approval, CHM 1020 may substitute PHY 1200.

**The Climatology and Meteorology Minor** is directed toward students who are interested in pursuing atmospheric scholarship and research, focusing specifically on the atmospheric contributions that the disciplines of geography and physics provide. There are prerequisites to some of the courses for this minor. Students should consult their advisors and seek guidance from the Departments of Geography and Earth Science and Physics and Astronomy.

For a Climatology and Meteorology Minor, students will complete 24 credits, comprising the following list of courses:

- Introduction to Physical Geography (GEO 1700)
- Meteorology (GEO 2550)
- Climatology (GEO 3700)
- Science of Global Climate Change (GEO/PHY 4150)
- General Physics I (PHY 2200)
- Thermodynamics (PHY 3300) or Mechanics (PHY 3200)

**Honors in the Major**

Honors are awarded at the discretion of the Physics and Astronomy Department. Students are eligible for Honors in Physics if they: maintain an overall GPA above 3.5 and a physics GPA above 3.0 at graduation, undertake scholarly physics research (in addition to the Senior Thesis) that is presented in public or published, earn a rating of "excellent" for the Senior Thesis, and receive the formal recommendation of the Physics Department.

**FOR SCIENCE DESIGNATION:  
CHECK COURSE DESCRIPTIONS TO  
SEE IF A LABORATORY IS INCLUDED  
IN ORDER TO FULFILL A LAB  
SCIENCE REQUIREMENT.**

**1000 Physics for Future Presidents**

Staff 4 credits

SCI

This course presents a topical introduction to the key principles and concepts of physics in the context of the world events and natural phenomena that confront world leaders and that require informed decisions and responses. Energy, health, counter-terrorism, remote sensing, space programs, nuclear proliferation, and a host of other modern challenges have technological and scientific dimensions, the understanding of which is essential to avoiding disastrous policy decisions. This course considers the application of physics to these societal challenges. The material is covered at a level and pace that a future world leader should be able to handle; the emphasis is on the development of physical reasoning skills, and not on detailed, mathematical problem solving.

*Prerequisite: High school algebra.  
Fall/ Spring/ J-term*

**1030 Astronomy**

Staff 4 credits

SCI

A study of astronomy beginning with its historical roots and leading to our current understanding of the sun and other components of the solar system, stars, galaxies and the universe. Students study the night sky and methods used by astronomers. Lecture and laboratory. Some evening laboratories are required.

*Prerequisite: High school algebra.  
Fall/Spring*

**1050 Cosmology: The Big Bang**

Quashnock 4 credits

SCI

A study of the people and ideas that have shaped our current view and understanding of the cosmos. Topics will include: astronomy of ancient civilizations, the development of the Copernican solar system, the size of the galaxy and the cosmological distance ladder, relativity and black holes, Hubble and the expanding universe, big bang cosmology and the history of the early universe, exotic particles, funny energy, the fate of the universe, current and future space science missions, and the search for extra-solar planets and intelligent life.

*Prerequisite: High school algebra.  
Fall/Spring*

**1200 Fundamental Physics**

Staff 4 credits

SCI

This course covers fundamental physical principles including descriptions of mechanical, electrical, wave, and atomic phenomena. The course highlights ways in which physical principles are used to describe and understand the vast array of observable phenomena in the universe. Students will study applications of physics to a range of important historical and contemporary scientific and technological questions. This course is intended for potential physics majors or students planning further study in the physical sciences.

Lecture and Laboratory.

*Prerequisite: Concurrent enrollment in MTH 1120 or department approval.*

*Fall*

**200 Topics in Physics**

Staff 1-4 credits

A course of variable content on issues not covered in other courses in the department with a focus on issues that are of current interest to the physics community.

*Prerequisite: Completion of lab science or permission of the instructor.*

**2100 Physics I**

Burling, Schwartz 4 credits

SCI

An introduction to physics in which no prior training in physics or chemistry is required. The study of mechanics, heat, and sound.

Lecture and laboratory.

*Prerequisite: High school algebra.*

*Fall*

**2110 Physics II**

Burling, Carlson, Schwartz 4 credits

SCI

A study of electricity and magnetism, light and atomic physics. Lecture and laboratory.

*Prerequisite: PHY 2100 or departmental approval.*

*Spring*

**2200 General Physics I**

Crosby, Dahlstrom 4 credits

SCI

An introduction to mechanics, heat, and sound, requiring the use of calculus. Lecture and laboratory.

*Prerequisite: PHY 1200 or CHM 1020, MTH 1120 and concurrent enrollment in MTH 1220, or departmental approval.*

*Fall/Spring*

## 2210 General Physics II

Burling, Quashnock 4 credits  
SCI

An introduction to electricity, magnetism, light, and modern physics; requires the use of calculus. Lecture and laboratory.

*Prerequisite: PHY 2200 and MTH 1220.*

*Fall/Spring*

## 2300 Modern Physics

Burling, Quashnock 4 credits  
SCI

A study of waves in all their aspects, leading to the development of modern physics in the early 20th century. Topics include vibrations, wave phenomena in media, optics and electromagnetism, relativity, quanta, and wave-particle duality. Quantum mechanics is introduced and applied to atoms and crystalline solids. Nuclear properties and radioactivity may also be also discussed. Mathematical and physical tools essential for upper-level physics courses will be developed.

*Prerequisite: PHY 2210 or departmental approval.*

*Spring*

## 2470 Mathematics for Scientists and Engineers

Staff 4 credits  
SCI

A study of differential equations, partial differential equations, multiple integration, Laplace transforms, Fourier transforms, and vector analysis. Most spring semesters.

*Prerequisite: MTH 1220 or departmental approval.*

*Spring*

## 3100 Optics

Staff 4 credits  
SCI

Addresses optical phenomena across the electromagnetic spectrum. Topics include propagation of light, lenses and mirrors, and optical systems. Optics suitable for IR, Visible, UV, and X-ray regimes will be considered.

*Prerequisite: PHY 2210 and concurrent enrollment in MTH 2020, or departmental approval.*

*Fall*

## 3120 Electronics

Schwartz 4 credits  
SCI

Study of the principles of operation of thermionic and solid state devices and their function. Topics from both analog (electronic components, power supplies, amplifiers) and digital circuits (Boolean algebra, logic gauges, de-multiplexers, shift registers) will be covered. Lecture and laboratory.

*Prerequisite: PHY 2110 or 2210, or departmental approval.*

*Fall/ Spring*

## 3200 Mechanics

Crosby, Quashnock 4 credits  
SCI

Study of particle dynamics in inertial and accelerated reference frames, gravitational potential, motion in a central force field and an introduction to Lagrangian methods.

*Prerequisite: PHY 2210 and concurrent enrollment in MTH 2020 or departmental approval.*

*Fall*

## 3300 Thermodynamics

Burling, Crosby 4 credits  
SCI

A study of the thermodynamic concepts used to describe the macroscopic properties and behavior of systems; namely, temperature, internal energy and entropy, and the relationship of these to microscopic behavior of systems as developed through statistical mechanics.

*Prerequisite: PHY 2210 and concurrent enrollment in MTH 2020, or departmental approval.*

*Fall*

## 3500 Field Placement

Staff 2-8 credits

Enables the student to explore a possible physics career and to work in an individual, academically oriented position designed to supplement or complement the student's academic experience. All field placements require faculty supervision and regular meetings between the student and the instructor.

*Prerequisite: Permission of the instructor.*

## 3550 Internship

Staff 4-12 credits

An internship enables students to gain practical experience in physics. Such internships are longer in duration than field placements. All internships require faculty supervision and regular meetings between the student and the instructor.

*Prerequisite: Permission of the instructor.*

## 400 Topics in Physics

Staff 1-4 credits

A course of variable content on topics not covered in other courses offered by the department. Topics include biophysics, condensed matter physics, nuclear physics, fluid mechanics, computational methods, and relativity.

*Prerequisite: Permission from the instructor.*

## 4000 Senior Thesis Seminar

Staff 1 credit

Work on a research topic under the supervision of staff members. Students learn the research techniques and presentation skills necessary to successfully complete a senior thesis in physics. Seminar is required of all senior physics students. Students may not receive credit more than once.

*Prerequisite: Senior standing.*

*Fall*

## 4010 Senior Thesis Research

Staff 1 credit

Engage in physics research under the supervision of staff members, complete a senior thesis in physics, and present thesis to an audience of faculty and students. This course is required of all senior physics students. Spring Semester.

*Prerequisite: PHY 4000*

*Spring*

## 4100 Astrophysics

Dahlstrom, Quashnock 4 credits  
SCI

Covers key elements of the field of astrophysics. Topical areas may include stellar structure and evolution, introduction to general relativity, cosmology, and particle astrophysics.

*Prerequisite: PHY 2210 and concurrent enrollment in MTH 2020, or departmental approval.*

*Fall*

## 4110 Observational Astrophysics

Arion 4 credits  
SCI

Covers the observational research used by astrophysicists to study the universe. Students will conduct observing projects using equipment at Carthage, Yerkes Observatory, and other facilities. Observational techniques include imaging, image analysis and other methods appropriate to student projects. Lecture and laboratory.

*Prerequisite: PHY 4100 or departmental approval.*

*J-Term*

**4120 Experimental Physics**

Carlson, Schwartz 4 credits  
SCI

An advanced laboratory course for senior physics majors. Students are expected to draw heavily upon their previous course work in physics and mathematics, and to apply their acquired skills and knowledge in planning and carrying out significant experimental work in physics. Laboratory, six hours scheduled; additional time will be required.

*Prerequisite: Senior standing and successful completion of at least 22 credits in physics. J-Term*

**4150 Science of Global Climate Change**

Crosby, Zorn 4 credits  
SCI

This course is designed to provide an understanding of the science of planetary climates for students with a background in physics and/or geography. Emphasis will be placed on the physical processes that control the state of Earth's climate, which include the roles of energy and moisture, atmospheric circulation, and atmosphere-ocean interaction. Cross-listed in Geography and Physics.

*Prerequisite: GEO 3700 or PHY 2200. Fall/J-Term/Spring*

**4200 Quantum Mechanics**

Carlson, Crosby, Quashnock 4 credits  
SCI

A study of the principles of quantum mechanics. Schroedinger theory and operator algebra are applied to the study of such problems as potential wells and barriers, tunneling, the harmonic oscillator, and the hydrogen atom.

*Prerequisite: PHY 2210, MTH 2020, and concurrent enrollment in PHY 2470, or departmental approval. Spring*

**4300 Electricity and Magnetism**

Staff 4 credits  
SCI

The study of the electric and magnetic effects of charges and currents leading to a presentation of Maxwell's equations and including such topics as electrostatic fields, electrostatic and magnetic energy, and potential theory.

*Prerequisite: PHY 2210, MTH 2020,, and concurrent enrollment in PHY 2470, or departmental approval. Spring*

**4500 Independent Study**

Staff 2 or 4 credits

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

*Prerequisite: Permission of the instructor.*

**4900 Independent Research**

Staff 2 or 4 credits

An opportunity for students to conduct original research in physics. Suitable topics are those which require substantial library and/or laboratory research, reading, and in-depth study.

*Prerequisite: Permission of the instructor.*

**4990 Senior Thesis Completion**

Staff 0 credits

Students should register for PHY 4990 during the semester that they plan to complete their senior thesis.

**Philosophy**

At the core of any well-rounded life stands the ongoing task of examining, clarifying, and revising, where necessary, one's beliefs and values. The study of philosophy bears directly upon this enterprise. For this reason, all students engaged in liberal education are encouraged to take one or more basic courses in philosophy and even to consider a major or minor in philosophy.

Philosophy, in its broadest sense, is the sustained and thoughtful inquiry into the nature of the universe and the role of human beings within it. To this end, philosophy aims to develop students' capacity for independent, critical thinking and to acquaint them with humankind's efforts to carry out this investigation. The courses offered by the department emphasize both the mastery of the material and the development of skills, such as patient, careful reading; recognition, analysis, and evaluation of arguments; and the clear presentation and justification of one's own beliefs. Students thus become more capable of thinking independently.

Thirty-six credits are required for the major. With the consent of the chairperson of the Department of Philosophy, courses in other departments may be counted for a philosophy major.

A minor in philosophy consists of 24 credit hours in this discipline. With the chairperson's permission, certain courses with substantive philosophical content from other disciplines may count toward the minor.

**Award for Philosophical Excellence**

A book is presented to the student(s) who has demonstrated outstanding performance in philosophy course work during the academic year. The department faculty will nominate and evaluate student(s) based on outstanding philosophical writing and demonstrated excellence in the classroom. The winner's name will be added to the department's plaque.

**1000 Introduction to Philosophy**

Heitman 4 credits  
HUM

The course introduces the student to major problems discussed by key figures in the history of Western philosophy. Problems, such as the proof of God's existence, the nature of reality, and what counts as knowledge, are examined through a careful study of selected writings of Plato, Hume, and others. Basic skills of careful reading, critical analysis, and argumentative writing and discussion are stressed.

*Fall/Spring*

**1100 Contemporary Ethical Issues**

Magurshak 4 credits  
HUM

This course introduces the student to methods of ethical thinking by applying them to specific issues such as abortion, human sexuality, nuclear weaponry, and preservation of the environment, among others. The course also examines the nature of morality itself and the central role that moral character plays in making moral decisions.

*Fall*

**1200 The Art of Thinking**

Staff 4 credits  
HUM

This course aims at sharpening the critical thinking skills of the student by examining in some depth the nature of inductive reasoning, the fallacies that may be committed, and the nature of certain classical and contemporary forms of deductive argument.

*Fall/Spring*

**1300 Philosophy and Literature**

Magurshak 4 credits  
HUM

This course, taught by a philosopher and a member of a language department when possible, examines philosophical concepts, insights, and positions as they emerge from the study of selected literary works. Issues such as the relationship between literary form and philosophical content also will be examined.

*Fall/Spring*

**200 Topics in Philosophy**

Magurshak 1-4 credits  
 A variable content course designed to offer special topics in philosophy.  
*Spring*

**2000 Studies in the History of Philosophy**

Magurshak 4 credits  
 HUM  
 This variable content course covers major epochs and figures in the history of philosophy. Courses offered on a periodic, rotating basis include surveys of ancient and medieval philosophy, modern philosophy, recent continental philosophy, and courses on major figures such as Plato, Aristotle, Kierkegaard, and Nietzsche. This course satisfies the Humanities **or** a second Religion requirement.  
*Prerequisite: 1000-level philosophy course.*  
*Fall/Spring*

**2100 Topics in Ethics**

Magurshak 4 credits  
 HUM  
 This variable content course offers students an opportunity to probe theoretical ethical issues. Offerings include: The Ethics of War and Nuclear Weaponry, Ethics and the Environment, and the Ethics of the Academy.  
*Prerequisite: 1 Ethics course.*  
*Fall/Spring*

**2110 Business Ethics**

Miller, Magurshak 4 credits  
 HUM  
 In this course, students explore major ethical issues arising in the practice of business and learn to apply various methods of ethics in solving these problems. Whistle-blowing, inside trading, employees' rights, multinational corporations, and other topics are discussed. Course offered as BUS 2110 and PHL 2110.

**2400 Philosophy of Religion**

Magurshak 4 credits  
 HUM  
 A philosophical examination of the traditional issues raised by the Judeo-Christian religious tradition, e.g., the proofs for God's existence, the question about knowing the nature of God, the meaning of religious language, the problem of evil, etc. The course will also briefly examine what philosophical problems arise in a non-Western religion, e.g., Hinduism or Buddhism. This course satisfies the Humanities **or** a second Religion requirement.

**2750 Research Methods**

Staff 4 credits  
 An introduction on how to conduct research through the focus on one topic from the following disciplines: philosophy, religion, or classics. The class will focus on learning how to distinguish and evaluate primary and secondary sources; write a researched paper; recognize different approaches (theoretical) to a given topic; and become familiar with the work of representative classicists/philosophers/theologians/historians.

**3400 Homer's Iliad and Odyssey**

R. Heitman 4 credits  
 HUM  
 The *Iliad* and the *Odyssey* are the earliest texts of the Western tradition. Though everyone recognizes the sophistication of their poetic style and the breadth of their epic vision, too many readers have assumed that Homer composed in an oral tradition that had no conscious interest in philosophy or cultural critique. This course will investigate the philosophy that is embedded, implied, and elaborated in each epic as well as through a comparison of the two. Why is each story told so differently? How do Achilles, Agamemnon, Hector, and Helen compare to Odysseus, Telemachos, and Penelope? We will especially study Penelope for what she reveals about the Homeric view of ethics and epistemology, of what should be done and of what can be known.

**3420 Socrates: Then and Now**

R. Heitman 4 credits  
 HUM  
 This course will investigate Socrates from three points of view. First, we will investigate the historical Socrates and his profound but vexed relationship to Athenian history in the fifth century. Next, it will look at the philosophical Socrates, concentrating on the innovations that he brought to philosophy before people began to write about him: ethics, elenchus, irony, self-examination, independence, inwardness, and rationality. We will then study what subsequent classical philosophers made of the innovations and to what extent Socrates was eclipsed by their writings. Finally, we will look at the cultural Socrates, beginning in the Renaissance rediscovery of him, and continuing through the great reinvigoration of his significance for the problems of modernity.

**3440 Herodotus and Thucydides**

R. Heitman 4 credits  
 HUM  
 Unlike previous writers, Herodotus and Thucydides attempted to explain human nature and human institutions through humanistic inquiry, not divine revelation. In this, they earned the claim to be the first historians. But is reading them as though they privileged the reporting of fact over imaginative interpretation to blind ourselves to much of what is best in them? Were they not also artists strongly influenced by the poets who had gone before? Herodotus, who traveled Greece entertaining people with his colorful stories, patterned himself on Homer and the Homeric bards. Thucydides, though scornful of romantic escapism, seems to have been bent on outdoing the tragic dramatists. And both seem to anticipate the philosophical concerns of Plato and Aristotle.

**3460 Thoreau's Walden: The Practical Poetic Life**

Staff 4 credits  
 HUM  
 Few have ever tried so hard to lead as sincere and integrated a life as Thoreau, as well as one that could be open to all who make the effort. In *Walden: Or Life in the Woods*, the great American writer Henry David Thoreau does not report wonders that only a few lucky people could experience, but the wonders that are around every man or woman who is awake to the world. If you are interested in philosophy that can be applied to your life, are keen to study the writing of one of the best American writers, or are passionate about nature and environmentalism, this is a course for you. We will be spending most of our time on a careful and thorough reading of *Walden*, but students will be asked to become authorities in some aspect of the text that most interests them.

**4990 Senior Thesis Completion**

Staff 0 credits  
 Students should register for PHL 4990 during the semester that they intend to complete their senior thesis.

**Political Science**

The study of political science is designed to widen cultural perspectives by providing an insight into political institutions and behavior; to impart an interest in, and an understanding of, the responsibilities of intelligent citizenship; and to promote understanding of the realities of politics and political behavior. The department seeks further to provide a foundation for graduate study; to provide, with other social science

courses, preparation for careers in government service, teaching, journalism and related professions; and to afford the pre-law student preparation for professional legal study.

**Political Science Major:**

A major in political science consists of 10 courses. These must include one course from the area of American Government and Politics, one course from the area of Public Law and Judicial Politics, one course from the area of Comparative Government, one course from the area of International Relations, Political Science 3100, two courses from the area of Political Thought and Theory, Political Science 4000, and two additional courses in political science. **All majors must take at least three courses in one of the five areas of the discipline.**

Students fulfilling their Political Thought and Theory two-course requirement may take any Political Theory course in addition to Political Science 1070: Introduction to Political Theory. For students who select Political Theory as their area of emphasis, Political Science 1070 and 3250 are both required courses in addition to a third Political Theory course.

**Political Science Minor:**

A minor in political science consists of five courses. These courses must be chosen from at least three of the five areas designated for political science. Those courses under the heading "general courses" do not constitute an area of political science but may be chosen as electives.

Although not required for the major, it is *strongly recommended* that students planning to attend graduate and/or professional school take a course in statistics. Possible courses include Mathematics 1050: Elementary Statistics; Social Science 2330: Behavioral Research Statistics; or Business 2340: Applied Statistics. Recommended supporting areas include courses from other departments in the Social Science Division (Psychology, Sociology, and Economics) and from the Humanities Division (Philosophy, History, and English).

The Department of Political Science also offers a number of J-Term courses and trips that are not listed in the catalog. Please check the department's website or consult a political science faculty member for more information about these options.

More information on the Department of Political Science can be found at <http://www.carthage.edu/dept/polisci/>

**American Government and Politics**

- POL 1040 Introduction to Public Policy
- POL 2400 American Government: National, State and Local
- POL 3510 Campaigns and Elections
- POL 3520 America at War
- POL 3530 American Political Institutions
- POL 3580 American Foreign Policy
- POL 3620 Environmental Politics

**Comparative Politics**

- POL 1030 Introduction to Comparative Politics
- POL 3030 Women of Africa
- POL 3200 Women and Politics
- POL 3350 Human Rights
- POL 3360 Latin American Politics
- POL 3370 Russian/East European Politics
- POL 3380 West European Politics
- POL 3390 Politics of Rapid Growth in East Asia
- POL 3400 Chinese Politics
- POL 3040 African Transitions
- POL 3450 Global Poverty

**General Courses**

- POL 2050 Philosophical Foundations of Political Economy
- POL 3100 The Logic of Political Inquiry
- POL 200T Topics in Political Science
- POL 4000 Senior Seminar
- POL 4050 Seminar in International Political Economy

**International Relations**

- POL 1050 Introduction to International Relations
- POL 3600 International Security
- POL 3610 Nuclear Proliferation
- POL 3620 Environmental Politics

**Political Thought and Theory**

- POL 1070 Introduction to Political Theory
- POL 3250 Classics of Political Thought
- POL 3260 Studies in Political Theory

**Public Law and Judicial Politics**

- POL 1900 Constitutional Rights: Freedom of Expression
- POL 1910 Law and Society
- POL 2900 Constitutional Law I
- POL 2910 Constitutional Law II
- POL 3900 Comparative Law
- POL 3930 Environmental Law

**Honors in the Major**

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

**1030 Introduction to Comparative Politics**

Marshall, Roberg 4 credits  
SOC

This course is an introduction to the study of comparative politics. The first half of the term focuses on the nature of comparative politics while the second half looks at a range of specific countries, both Third and First World. The readings and assignments do not merely consider governmental institutions but the broader range of political activity, ranging from grassroots organizing to social movements, the role of the church, and formal political participation.

**1040 Introduction to Public Policy**

Mast 4 credits  
SOC

Introduction to Public Policy examines the actions undertaken by government. The course explores theoretical explanations and justifications for government actions, as well as quantitative and qualitative techniques for evaluating alternative courses of government action. These theories and concepts will be used to analyze specific policy issues and the political environments in which they exist.

**1050 Introduction to International Relations**

Roberg 4 credits  
SOC

This course offers an introduction to the major concepts and theories in international politics and their application to the events of the postwar world, particularly the Cold War and the North-South conflict. Attention is also given to disruptive forces in the international community, such as the nuclear arms race and ethnic conflict, as well as those forces, such as the United Nations, that contribute to world order.

*Fall*

**1070 Introduction to Political Theory**

Kirkland, Lynch, Ulrich 4 credits  
SOC

This course will introduce the student to a variety of political theorists. Included would likely be theorists such as Aristotle, St. Thomas Aquinas, Machiavelli, Locke, Madison, etc., as well as more contemporary theorists such as Rawls and Nozick. The empirical and normative features of theories will be identified and examined. The course also will focus on how effectively or adequately theories integrate critically necessary, yet apparently inconsonant political principles and values.

**1900 Constitutional Rights: Freedom of Expression**

Marshall 4 credits  
SOC

The assertion of a right to freedom of expression has come to refer broadly to a variety of rights which find their support in guarantees provided by the First and Fourteenth Amendments of the U.S. Constitution. The term "expression" has come to be a generic reference to rights such as speech, press, assembly, protest, strike, symbolic speech, artistic expression, etc. Judgments respecting the acceptability of instances of various forms of expression have been determined by judicial standards such as bad tendency, clear and present danger, fighting words, balancing, etc. These matters will be explored through the reading of Supreme Court decisions and the discussions that these decisions have provoked.

**1910 Law and Society**

Marshall 4 credits

Law and Society introduces how disputes are authoritatively resolved and how the mechanisms for resolving disputes actually work. Students will examine legal institutions (the Bar, courts, prisons, interest groups), rules (bills of rights, criminal procedure, contract law), and participants (parties, judges, prosecutors, police, attorneys) and ask when, why, and how they come into play. The course will also investigate the potential for bias in law and the uses of law as a tool for political and social change.

**200 Topics in Political Science**

Staff 1-4 credits

This course covers selected topics such as jurisprudence, international law, women and politics, U.S. foreign policy in Central America, art and politics, politics of developing areas, political socialization, the Presidency, criminal justice, and internal security. The course content will determine in which area credit will be given.

**2050 Philosophical Foundations of Political Economy**

Cyr 4 credits  
SOC

An introduction to the philosophical foundations of political economy from classical times through the Enlightenment and to the modern era. Students will read, discuss, and analyze the works of both European political economists (Smith, Ricardo, Mill, and Marx) and American thinkers and statesmen in the field (Jefferson, Mason, Hamilton, and Madison).

*Fall*

**2400 American Government: National, State and Local**

Staff 4 credits  
SOC

This course involves a study of the institutions of American government at the national, state, and local levels and is designed to serve students seeking teacher certification. It will stress the informal as well as the formal dimensions of government and will, thereby, attempt to broaden and deepen insight into the processes of policy-making and implementation.

*Fall/Spring*

**2900 Constitutional Law I: Separation of Powers**

Marshall 4 credits  
SOC

An examination of the U.S. Supreme Court and its interpretation of the U.S. Constitution over time on such topics as judicial review; executive and legislative branch powers; federalism and the role of states; and political and economic regulation.

*Prerequisite: Sophomore standing.*

*Fall*

**2910 Constitutional Law II: Civil Rights and Civil Liberties**

Marshall, Powers 4 credits  
SOC

An examination of the U.S. Supreme Court's interpretation of the U.S. Constitution over time on such topics as freedom of expression and religion; criminal and civil due process; privacy; equal protection; and the nationalization of the Bill of Rights.

*Prerequisite: Sophomore standing.*

**3030 Women of Africa**

Hauser 4 credits  
SOC

The study of the countries in Africa has frequently focused on public events: colonialism, political change, war, government actions, and the formal economy. In recent years, researchers have begun to explore in more depth how women's lives are impacted by these events, and how women in Africa are active participants in the various sectors of their societies.

This course will look at life in various African countries through the eyes of women and will examine how women of Africa actively engage in and are affected by political, cultural, and economic events both domestically and internationally. Themes will include: human rights issues of women; the impact of modernity and tradition on women's lives; images of appropriate female behavior; economic hardship and survival techniques; cultural issues surrounding marriage and motherhood; women's participation in the public spheres of their countries.

**3040 African Transitions**

Hauser 4 credits

African countries and peoples have often been examined through the lenses of European and North American cultures. These analyses have sometimes been helpful and other times have resulted in inaccurate portrayals of African life and people. This course uses texts written predominantly by African authors from various parts of the continent to provide African perspectives of transitions that have occurred on the continent. These transitions include: the transition from traditional life to colonial rule; the shift to independence; attempts at democratization; adaptations rural Africans make when moving to urban areas; and the clashes between Western and African cultures that continue today. Using themes of governance, community and reference groups to examine different African cultures, the course incorporates theories and concepts from the disciplines of political science and sociology.

**3100 The Logic of Political Inquiry**Mast 4 credits  
SOC

This class is an introduction to the research process in political science. Questions about the history and structure of the discipline, how inquiry is framed by philosophical assumptions, and the role of observation and experimental design are all examined. Students will use their understanding of these issues to plan a research project, collect and analyze data, and effectively present their findings. This class is a direct link to the Senior Seminar/Senior Thesis.

*Prerequisite: Junior Standing*  
*Spring*

**3200 Women and Politics**Hauser 4 credits  
SOC

This class is an examination of the political roles and activities of women internationally. Exploring cultural, religious, racial, economic, and social constraints, as well as opportunities for women's involvement in politics, the course will keep in mind theory and practice as well as the problems in specific countries. Attention will be given to how the discipline defines political participation, how various feminists may influence change, and what it means to look for "common differences".

*Fall*

**3250 Classics of Political Thought**Lynch, Ulrich 4 credits  
SOC

An analysis, interpretation, and synthesis of the major trends of Western political thought and philosophy from Machiavelli to the present. The course emphasis will be on the development of constitutional democratic thought. The approach emphasizes the connection between normative and empirical matters.

*Prerequisite: POL 1070*

**3260 Studies in Political Theory**Lynch, Ulrich 4 credits  
SOC

This course covers a major figure or epoch in the history of political philosophy; on a rotating basis this will include individual authors such as Plato, Augustine, Machiavelli, or Tocqueville, or specific periods of political philosophy and thought such as ancient, medieval, early modern American, or contemporary. This course is repeatable for credit.

*Prerequisite: POL 1070 or consent of instructor.*

**3350 Human Rights**

Roberg 4 credits

This course examines the politics of human rights and the changing nature of sovereignty in the international system. To do this we will explore the major threats to human rights in the contemporary world as well as the cultural and political obstacles to international consensus on human rights norms. Finally, we will attempt to determine the appropriate mechanisms for their implementation.

**3360 Latin American Politics**

Roberg 4 credits

This course examines the origin and development of Latin American political institutions by exploring the history, politics, economics, and social issues of the region. While examining the remaining effects of colonialism on Latin America, this course also investigates questions of political and economic development and dependency, democratization, political culture, and relations with extra-regional actors. Individual countries will be examined as a way to discuss the status and prospect of democracies and dictatorships in the region.

**3370 Russian/East European Politics**Roberg 4 credits  
SOC

This course will focus on the changes that have occurred in the countries that occupy the territory of the former Soviet Union and Eastern Europe. The newly independent states that succeeded the disintegration of the former Soviet Union are still struggling with the Soviet legacy. We will explore whether the successor states will be able to throw off their past and become "successful" independent countries.

**3380 West European Politics**Cyr 4 credits  
SOC

This course will focus on Western Europe's historical experience, the organization of its decision-making institutions, and its electoral politics after 1945, with a largely contemporary emphasis. The country or countries that receive the most attention will vary from topic to topic. In general, the approach will be comparative across countries. This course will also explore the European Union by examining its history, institutions, policies, and future.

**3390 Politics of Rapid Growth in East Asia**Marshall 4 credits  
SOC

Politics of Rapid Growth introduces theoretical approaches to economic development and investigates the role of the state in economic development in Japan, South Korea, and Taiwan. Students will also investigate democratization in Taiwan and South Korea and the consequences of the changing global economy for domestic politics in the three countries. Finally, students will examine the environmental and social costs of rapid growth.

**3400 Chinese Politics**Marshall 4 credits  
SOC

Chinese Politics surveys the organization and policies of the post-1949 Chinese state, with a focus on state-building, economic reform, and the problems created by economic change. The course covers both the Maoist and Reform periods and explores politics and policy in a Leninist party-state that has organized its economy using market mechanisms.

**3450 Global Poverty**

Hauser 4 credits

While the focus of this course will be theoretical, the class will begin by introducing some general background information on global stratification. We will examine the geography of stratification (i.e. which countries are rich, which countries are poor, etc.). The basic demographics of poverty will also be explored. Particular attention will be paid to infant mortality rates, life expectancy rates, health care quality and access, education, the status of women, and the availability of foreign and domestic assistance. Finally, we will analyze various concepts of poverty, measures of poverty, and different kinds of stratification systems.

**3510 Campaigns and Elections**Roberg 4 credits  
SOC

This course focuses on three institutions of American politics that serve as the linkage between the average citizen and the government: political parties, interest groups, and elections in the American political system. Specifically, we will examine how a political campaign is conducted during election season.

*Prerequisite: POL 2400 or instructor's consent.*

*Fall*



## 3520 America at War

Lynch 4 credits

This course covers events and debates surrounding major military conflicts in U.S. history. It will focus on particular conflicts such as the Vietnam War, consider specific periods such as the emergence of the U.S. as a great power at the end of the 19th century, and survey military developments over broader periods of time. The ultimate purpose of the course is to understand and evaluate the principles governing the United States' defense policies and practices.

## 3530 American Political Institutions

Mast 4 credits

This course provides an examination of the principal policy making institutions of the United States government: the Congress and Presidency. The political and Constitutional dimensions of these institutions will be addressed as well as the administrative structures and processes that allow them to carry out their legislative and executive functions.

## 3580 American Foreign Policy

Cyr 4 credits

This course examines the formulation and execution of foreign policy in the United States, together with an examination of the substantive issues of American foreign policy since World War II. A primary objective of the course is to provide the student with a basis for an intelligent analysis of current foreign policy issues.

## 3600 International Security

Roberg 4 credits

This course examines the role of written constitutions, legal institutions, and legal traditions across countries. Special attention will be given to the role of constitutional courts and judicial organization. While the course will focus on the Anglo-American and Civil Law traditions, students will also read on Islamic and other legal systems.

With the fall of the Berlin Wall in 1989 and the end of the Cold War in 1991, the world seemed to become a less threatening place and there was hope that a "New World Order" would bring peace and prosperity to all the world's inhabitants. Only a few years later the events in Bosnia, Somalia, Rwanda, and Kosovo, among others, have made some ask how the New World Order differs from the old Cold War Order. Are we really more secure? This course will explore what it really means to be "secure" by examining some of the sources of conflict and instability that exist in the world today.

*Spring*

## 3610 Nuclear Proliferation

Roberg 4 credits

This course covers events and debates surrounding major military conflicts in U.S. history. It will focus on particular conflicts such as the Vietnam War, consider specific periods such as the emergence of the U.S. as a great power at the end of the 19th century, and survey military developments over broader periods of time. The ultimate purpose of the course is to understand and evaluate the principles governing the United States' defense policies and practices.

## 3620 Environmental Politics

Mast, Roberg 4 credits

This course introduces students to important theoretical and policy issues in the study and practice of environmental politics. It is designed to provide a better understanding of past, present, and future events by: a) framing environmental issues within various theories of political science; b) introducing prominent actors, institutions and issues; and c) examining recent attempts to create effective institutions to address specific environmental problems. This course examines the politics of environmental problems at all geographic scales. Students should note that Prof. Mast emphasizes domestic issues, while Prof. Roberg emphasizes international issues.

## 3900 Comparative Law

Marshall 4 credits

Comparative Law examines the role of written constitutions, legal institutions, and legal traditions across countries. Special attention will be given to the role of constitutional courts and judicial organization. While the course will focus on the Anglo-American and Civil Law traditions, students will also read on Islamic and other legal systems.

## 3930 Environmental Law

Mast 4 credits

This course provides an introduction to the field of environmental law, the legal processes and outcomes that affect environmental policies. Both statutory and case law will be explored in ways that will develop students analytical skills and abilities to form legal arguments related to the fields of natural resource management and pollution regulation. Political, economic, and philosophical issues are interwoven throughout the subject and speak to the complexity that characterizes the relationships between society and nature.

## 4000 Senior Seminar

Roberg 4 credits

This course serves as the capstone to a student's political science studies. The senior seminar will help students to organize the analytical frameworks, perspectives, and theories they have learned throughout their political science career into a coherent structure in the form of a Senior Thesis. Students are required to present their senior thesis as part of the course.

*Prerequisite: Senior Standing  
Fall*

## 4050 Seminar in International Political Economy

Cyr 4 credits

Serving as a capstone for the International Political Economy major, the seminar goes beyond disciplinary lines in an attempt to further integrate diverse and often competing perspectives, methodologies, and values. A research thesis, on a topic of the individual student's choice made in consultation with an advisor, is required along with an oral presentation to faculty and students involved in the program.

*Prerequisite: Senior standing.*

## 4990 Senior Thesis Completion

Staff 0 credits

Students should register for POL 4990 during the semester that they intend to complete their senior thesis.

## Psychological Science

Courses in psychology provide a background for a better understanding of the modern world, other academic fields, and one's self. Classes can be taken as courses for a major or minor concentration in psychology, as supporting courses for other majors, or because of general interest.

The major concentration in psychology is designed to encourage an understanding of

human behavior from a broad perspective, to prepare students for graduate study in psychology, for employment in a psychology-related field, or for further education or career training in a variety of other fields.

**Psychology Major** (48 credits):

Four courses are required of all psychology majors:

PYC 1500 Introduction to Psychological Science

SSC 2330 Social Science Behavioral Research Statistics

PYC 2900 Experimental Psychology

PYC 3700 Thesis Development

In addition, majors are required to take the following breadth courses:

PYC 2100 Introduction to Behavioral Neuroscience

PYC 2200 Social Psychology

PYC 2300 Cognition

PYC 2850 Child and Adolescent Development

Majors also are required to take three depth courses after they have met the prerequisites for the respective depth course. These depth courses include:

PYC 3500 Abnormal Psychology

PYC 3150 Sensation and Perception

PYC 3350 Tests and Measurements

PYC 3450 Contemporary Issues in Sex and Gender

PYC 3650 Childhood Psychopathology

PYC 3750 Personality

PYC 3950 Neuroscience II

PYC 400T Topics

Finally, students may take one or more electives from the following:

PYC 200T Topics

PYC 4000 Senior Seminar

PYC 4700 Field Work

PYC 4990 Senior Thesis Completion

All majors are required to complete a thesis. Thesis projects are begun in the course titled Thesis Development 3700.

**Psychology Minor** ( 24 credits):

PYC 1500 Introduction to Psychological Science

PYC 2900 Experimental Psychology

SSC 2330 Social Science Behavioral Research Statistics

and any three additional courses from the listing of the department.

**Independent Study and Field Work**

Students desiring to enroll in Independent Study or Field Work in psychology must

consult the fieldwork instructor regarding deadlines and other procedural details.

Students involved in an overseas language experience should consult with the chair of the psychology department about the completion of their Senior Thesis in Senior Seminar 4000.

Students with a broad field Social Science major with a concentration in psychology should complete a minor in Psychology and a Senior Thesis in psychology; they should be enrolled in Thesis Development 3700 or Senior Seminar 4000 as one of their three additional courses.

**Honors in the Major**

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

**1500 Introduction to Psychological Science**

Seymoure, Cameron 4 credits  
SOC

An introduction to the methods and principles of psychology.

*Fall/Spring/Summer*

**2100 Introduction to Behavioral Neuroscience**

Miller, Seymoure 4 credits  
SCI

An introduction to psychological processes as they relate to behavior. Basic neurophysiology and sensory processes will be covered along with research relevant to topics or current interest in the field.

*Prerequisite: PYC 1500 or BIO 1100.*

*Fall/Spring*

**2200 Social Psychology**

Tiegel 4 credits  
SOC

A study of the ways in which people think about, influence, and relate to one another. Topics include conformity, attitudes, gender roles, interpersonal attraction, competition, aggression, prejudice, and the social construction of beliefs about the self and world amongst others.

*Fall*

**2300 Cognition: Theories and Applications**

Cameron 4 credits  
SOC

A study of both the theories which attempt to explain human thought processes and the applications of these theories to practical concerns such as critical thinking and problem-solving.

*Prerequisite: SSC 2330 with a C or better*

*Fall, Spring*

**2850 Child and Adolescent Development**

Tiegel, Staff 4 credits  
SOC

A study of behavioral changes during the first years of life through adolescence and of the important theories and models about these changes. Physical, language (normal and atypical), cognitive, and socio-emotional changes will be considered with specific emphasis on the practical significance of these changes for educators and others.

*Fall/Spring*

**2900 Experimental Psychology**

Maleske 4 credits  
SOC

An introduction to research methods in psychology, including the designing and conducting of experiments and the interpretation of results.

*Prerequisite: SSC 2330 with a grade of "C" or better.*

*Fall/Spring*

**3150 Sensation and Perception**

Cameron 4 credits  
SOC

This class tackles the basic, but very complex question of how our sense organs communicate with our brain to process and organize the vast amount of sensory information available in the environment.

*Prerequisite: PYC 2100 or PYC 2300 with a grade of "C" or better.*

**3350 Tests and Measurements**

Staff 4 credits  
SOC

A detailed examination of test construction and standardization and the uses of tests in educational, industrial, clinical, and research settings.

*Prerequisite: PYC 1500 and SSC 2330.*  
*variable*

**3450 Contemporary Issues in Sex and Gender**

Seymoure 4 credits  
SOC

This course is an examination of the interaction of the endocrine system and nervous system and the resultant effect on behavior. Gender; and sex-related differences are studied from a biological and an environmental perspective. Cross-listed as NEU 3450.

*Prerequisite: PYC 2100 or PYC 2300 with a grade of a "C" or better.*

## 3500 Abnormal Psychology

Staff 4 credits  
SOC

This course is an introduction to the study of abnormal behavior and psychological or mental disorders. Major psychological disorders will be reviewed. Each disorder will be examined by its description, the etiology of the disorder, and treatment.

*Prerequisite: PYC 2100 or PYC 2200 or PYC 2300 or PYC 2850*

Fall

## 3650 Childhood Psychopathology

Tiegel 4 credits  
SOC

This course concerns the diagnosis, assessment, and intervention with children and adolescents who are experiencing or are at risk for significant emotional, cognitive, or mental disabilities. Specific risk factors for children of the disadvantaged will also be studied.

*Prerequisite: PYC 3000 or PYC 2850 with a "C" or better.*

Fall

## 3700 Thesis Development

Maleske 4 credits

An exploration of empirical questions in psychology driven by student interests within the context of identifying theoretical perspectives and designing research strategies to test explicit hypotheses. A main objective is to facilitate the student's development of a Senior Thesis proposal.

*Prerequisite: SSC 2330 (with grade of "C" or better), NEU 2500 (with grade of "C" or better), or PYC 2900 (with grade of "C" or better), junior standing.*

Spring

## 3750 Psychology of Personality

Tiegel 4 credits  
SOC

An examination of the major approaches to the explanation of personality. How do various theorists understand the basic processes that are common to all people, the traits which are shared by some people, and the specific ways in which individuals are unique?

*Prerequisite: PYC 2200 and PYC 2900*

Spring

## 3850 Adult Development and Aging

Staff 4 credits  
SOC

The psychology of adult development and the process of aging will be studied. Theories and empirical study of adult functioning during the contemporary long lifespan will be considered, including the cognitive, social, emotional, and physical domains. Practical implications for the education and societal care of a growing population of middle-aged persons will be emphasized.

*Prerequisite: PYC 2850 with a C or better*

## 3950 Neuroscience II: Electrical and Chemical Properties

Staff 4 credits

This course provides the student with an understanding and an appreciation of the development and the structural/functional organization of the central nervous system. The architecture of the nervous system is examined with a special emphasis on sensory and motor modalities, functions, and disorders across a variety of species. Students participate in dissection exercises with nervous system tissue.

*Prerequisite: Grade of "C" or better in Neuroscience 3950 or consent of instructor.*

## 400 Topics in Psychology

Staff 1-4 credits

A variable content course permitting advanced students the opportunity to study a specific topic in psychology in depth. The course will offer the opportunity for students to specialize in a topic normally given only cursory attention or not covered in other courses.

*Prerequisite: PYC 1500 or consent of the instructor.*

## 4000 Senior Seminar

Maleske 4 credits

Students conduct the research portion of their Senior Thesis project, analyze the data they've collected, and complete the writing of their thesis. An poster presentation of their thesis is required to complete the process. The classroom portion of the seminar provides instruction and guidance in completing the research project and in preparing a publication-quality document written in the official format of the American Psychological Association.

*Prerequisite: SSC 2330 (with grade of "C" or better), PYC 2900 (with grade of "C" or better), senior status.*

Fall

## 4700 Field Work in Psychology

Tiegel 4 credits

Seminar class with psychology instructor combined with field experience under the supervision of psychologists and other professionals in various selected agencies in the community. Must receive approval from the fieldwork instructor before student can register. Graded: A-F.

*Prerequisite: Permission must be granted one semester prior by Professor Tiegel.*  
Fall/Spring

## 4990 Senior Thesis Completion

Staff 0 credits

Students should register for PYC 4990 during the semester that they intend to complete their senior thesis.

## Religion

The Department of Religion aims to provide all students with an introduction to the academic study of religion, to give them the conceptual skills to interpret religious experience in its varying manifestations, and to instill in all students a sense of religion as a fundamental dimension of human experience.

For graduation, all students must successfully complete Religion 1000:

Understandings of Religion (preferably in their freshman or sophomore year), and any one of the following courses: Religion 2000, 2010, 2020, 2030, 2040, 2070, 2200, 2300, 3010, 3020, 3030, 3040, 3050, 3060, 3070, 3090, 3100, 3110, 3120, 3130, 3140, 3310, 3320, 3350, 3360, 3400, 3700, SOC 2040 or PHL 2400. Certain topics courses (REL 200T or 400T) and some courses offered by other departments may also be approved to fulfill the second course requirement.

### Religion Major (40 credits)

REL 1000: Understandings of Religion

REL 2750: Research Methods

REL 4000: Senior Seminar

Two courses from each of areas I, II, and III below

One course from area IV below

(Any course listed in more than one category may only count once)

### Religion Minor (24 credits)

REL 1000: Understandings of Religion

Five other courses

(At least one course must be taken from each of the following four categories. Any course listed in more than one category may only count once.)

### I. Biblical

REL 2010 Jewish Bible/Old Testament

REL 2020 The Gospels

REL 2030 Letters of the New Testament  
 REL 3010 Post-Exilic Judaism  
 REL 3020 Women and the Bible  
 REL 3400 Biblical Images of Christ  
 REL 3700 The Dead Sea Scrolls

## II. Church History/Christian Theology

REL 2000 History of Christian Thought  
 REL 2040 Christian Spirituality  
 REL 3040 Church History  
 REL 3060 Luther and the Reformation  
 REL 3070 Religion in America  
 REL 3090 African-American Religion  
 REL 4140 Religious Thinkers of Modern Times

## III. World Religion

REL 3100 Judaism  
 REL 3110 Hinduism  
 REL 3120 Islam  
 REL 3130 Buddhism  
 REL 3140 East Asian Religions  
 REL 3310 Greek Religions  
 REL 3320 Roman Religions  
 REL 3360 Religion and Society in Modern India  
 REL 3700 Dead Sea Scrolls

## IV. Religion and Society

REL 2070 Understandings of Love  
 REL 2200 Faith, Love and Ethics  
 REL 2300 Issues in Living and Dying  
 REL 3020 Women and the Bible  
 REL 3030 Creation and Apocalypse  
 REL3050 Images of Aging and Spirituality  
 REL 3070 Religion in America  
 REL 3080 Parish Service  
 REL 3350 Religion and Society  
 REL 3360 Religion and Society in Modern India  
 SOC 2040 Sociology of Religion

### Honors in the Major

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

## 1000 Understandings of Religion

Bisciglia, Lochtefeld, Long, Maczka, Musa, Schowalter, von Dehsen  
 RELI 4 credits  
 A study of the religious dimension in the lives of individuals, communities, and cultures. Students will explore understandings of religion and roles of religion, along with commonalities and differences in expression of religion. This will be accomplished by examining topics such as God, scripture, ritual, values, ethical issues and cosmology, as expressed within several specific religious traditions, including Judaism and Christianity.  
*Fall/Spring*

## 200 Topics in Religion

Staff 1-4 credits  
 A study in a major area or subject of current concern which will build upon courses now offered or move into areas beyond the scope of present courses.

## 2000 History of Christian Thought

Long, Maczka 4 credits  
 RELI  
 Students will concentrate on major Christian issues, such as dogma, canon, creed, Christology, justification, salvation, Word, sacraments, and church unity, from an historical and ecumenical point of view. Special attention will be given to the ways history and cultures have influenced and shaped Christian thought.

## 2010 Jewish Bible/Old Testament

Schowalter, von Dehsen, Bisciglia 4 credits  
 RELI  
 Concentrating on representative sampling of texts from the Torah (Law), Prophets, and Writings, students will be introduced to the current methods of Biblical studies. Attention will be directed to the historical periods in which this literature developed and to the basic theological concepts in the literature. Students will also become acquainted with the history of Israel, prominent Hebrew leaders, covenants, laws, and worship practices of Hebrew life.

## 2020 The Gospels

Schowalter, von Dehsen, Larson 4 credits  
 RELI  
 Concentrating on the New Testament gospels (Matthew, Mark, Luke, and John), students will be introduced to the basic methods of Biblical studies. Specifically, students will examine the particular historical, theological, and literary emphasis of each Biblical author in light of modern Biblical research.

## 2030 The Letters of the New Testament

Larson, Schowalter, von Dehsen 4 credits  
 RELI  
 Concentrating on the letters of the New Testament (e.g. Romans, Galatians, Ephesians), students will be introduced to the basic methods of Biblical studies to examine the theological, historical, and literary questions raised by each letter. Careful attention will be given to matters of structure and authorship, as well as to the information contained in these letters about the early Christian communities.

## 2040 Christian Spirituality

Maczka 4 credits  
 RELI  
 An in-depth exploration of Christian spirituality, or how ardent Christians throughout history have variously understood and sought relationship with their God. Inquiry into the writings and activities of the earliest desert-dwelling monastics is followed by readings from such great mystics of the Middle Ages as Teresa of Avila, Meister Eckhart, Julian of Norwich, and John of the Cross. These are supplemented by the works of contemporary advocates of the inner life, including Thomas Greene, Henri Nouwen, and Thomas Merton. Literature study is balanced by practical exploration of Christian and other forms of prayer and meditation, and with dialogue in religious communities with monks and nuns who have elected a contemplative lifestyle.

## 2070 Understandings of Love

Maczka 4 credits  
 RELI  
 A study of love, expressions of love, and failures to love in the light of Biblical, Christian, Jewish, and Muslim traditions, and in the light of contemporary experience. Special attention is given to exploring the dynamics of liking, romantically loving, romance, sexuality, intimacy, and mature, disciplined love. The course aims at opening participants to the many rewards awaiting persons, couples, families, and communities that cultivate an understanding and observance of the distinction between love as romance and love as disciplined intervention to foster the welfare of another. This is achieved through reading, analysis, and debate of several case studies using a collection of diverse interpretive models.

## 2200 Faith, Love, and Ethics

Staff 4 credits

RELI

Students will concentrate on the nature and bases of ethics and morality as informed by the Bible, Christian theology, and tradition. Special attention will be given to specific issues such as human sexuality, divorce, war and peace, personal and corporate responsibility, poverty, and world hunger.

## 2300 Issues in Living and Dying

Bisciglia, Larson 4 credits

RELI

Students will concentrate on concepts and issues related to illness, dying, death, and grief. Special attention will be given to issues such as definitions of death, attitudes toward death, rights and wishes of the dying, forms of euthanasia, views of suffering and death, funeral packages, and the grief process. A particular effort will be made to enable students to see the issues in the light of Christian understandings and to help students arrive at their own positions.

## 2750 Research Methods

Staff 4 credits

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

*Spring*

## 3010 Post-Exilic Judaism

Bisciglia, von Dehsen 4 credits

RELI

Concentrating on the period from the end of the Babylonian exile to the first century of the Common Era (c.500 BCE - 100 CE), students will explore the various ways Judaism evolved into its present "rabbinic" form, and simultaneously unfolded in other diverse ways. Students will explore such topics as: Messianic expectations, apocalyptic Judaism, the Dead Sea Scrolls, Philo, the expansion of the law, and the emergence of Christianity. This range of issues will focus students on that period of Israel's life not specifically covered by study of the biblical texts.

## 3020 Women and The Bible

Bisciglia, Schowalter 4 credits

RELI

This course is an opportunity to study the situation of women at the time of the Biblical writings, to investigate evidence for how women were treated in the earliest Christian churches, and to take seriously the impact that the interpretation of Biblical texts has had on women's social roles throughout history and in our own day.

## 3030 Creation and Apocalypse: Explorations in Religion and Science

Schowalter 4 credits

RELI

This course will look at themes of human origin and destruction as articulated in the Bible and related Jewish and Christian material. We will also consider how different views on creation and the end of the world have influenced theological beliefs, social issues, and scientific investigation throughout Western history, and in contemporary U.S. culture. Students will have the opportunity to analyze modern-day debates about creation, evolution, and the end of the world based on their interaction with these ancient texts and ideas.

## 3040 Church History

Long, Maczka 4 credits

HUM

A study of the Christian Church from apostolic times to the present with special attention to the sociological, economic, psychological, and doctrinal factors in its development. While primary emphasis is placed on the Western European tradition, consideration is given to the worldwide development of Christianity. A background of world history or religion is beneficial.

## 3050 Images of Aging and Spirituality

Larson 4 credits

RELI

Readings in Western Literature from ancient to modern times will probe both the readers' and the authors' religious and spiritual foundations for attitudes toward aging. A gerontological analysis of contemporary social stereotypes will challenge students to identify the sources and define the effects of those stereotypes on both our environment and ourselves. Students will gain skill in discovering and refining their own attitudes toward aging, their relationship toward aging people, and an awareness of the influence of culture on common attitudes. Students will seek to understand the phenomenon of spirituality, both within and aside from major religions, and to understand attitudes toward spirituality as they relate to self-described successful aging.

*Prerequisite: REL 1000 or consent of instructor.*

## 3060 Luther and the Reformation

Long, Maczka 4 credits

RELI

Students will concentrate on the Reformation era and give special attention to the life and thought of Martin Luther and other reformers. Specific attention will be given to the Protestant and Roman Catholic Reformation and to the religious, political, intellectual, cultural, social, and economic influences and issues of the 16th century.

## 3070 Religion in America

Musa 4 credits

RELI

From the earliest explorers to the latest modern "cult," this course will consider the impact that religion has had on the United States, and the impact that the United States has had on religion. The focus in this historical survey will be on both large-scale movements or denominations and the personal experience of small groups and individual believers.

## 3080 Parish Service

Staff 2 or 4 credits

The student is assigned to a congregation or other church organization in order to practice leadership in several self-chosen areas of church life. Students will meet regularly with their placement supervisor, participate in classroom conferences with the professor, submit complete reports of plans and activities, and complete supplemental readings.

**3090 African-American Religion**

Musa 4 credits

RELI

The experience of African slaves in North America -- from the time of capture off the Guinea Coast of Africa to becoming American citizens -- is one of the most intriguing phenomena in American history. This course examines the crucial and ambiguous role of religion in that transformation process. The major thesis of the course is that a proper understanding of African-American Religion stems from knowledge of the African religious heritage of the slaves. Thus a large section of the course is devoted to the study of African Traditional Religion. The mutual impact of Christianity and African Traditional Religion in the context of North American slavery also receives substantial attention.

**3100 Judaism**

Bisciglia 4 credits

RELI

This introduction to the self-definition of Judaism analyzes Judaism by examining such central concepts as God, Torah, and Israel. This central self-definition will then be tested by means of close readings of representative texts, and by investigating the range of Jewish history. The course will also examine significant events which shaped 20th century Judaism, including the creation of the State of Israel, the Holocaust, and modern American Jewish movements.

**3110 Hinduism**

Lochtefeld 4 credits

RELI

This course will provide an in-depth introduction to those social, philosophical, and religious phenomena that Western observers have called Hinduism. The first part of the course will focus on religious texts, as we explore the roots of the tradition and the flowering of the devotional movement. The latter part of the course will focus more on modern Hindu life, in an attempt to give some appreciation of its religious quality. This process will provide some opportunity to reflect on the nature and meaning of religious life, and to consider the ways in which the faith of these men and women can inform our own lives.

**3120 Islam**

Lochtefeld 4 credits

RELI

This course will provide an in-depth introduction to the world of Islam, the most recent of the great faiths tracing its descent from the prophet Abraham. The beginning of the course will examine the roots and development of Islam, and the gradual growth of Islamic institutions. The latter part of the course will focus on modern Muslim life, partly on its individual dimensions, in an effort to convey some appreciation for its religious quality, and to consider the ways in which the faith of these men and women can inform our own lives; but more pointedly on the political influence of Islam, and the ways in which growth of Islamic revivalism has shaped and continues to shape the world in which we live.

**3130 Buddhism**

Lochtefeld 4 credits

RELI

An intensive look at the world's oldest missionary religion, from its origin in the Ganges basin in 500 BCE to its contemporary manifestations. The course's primary emphasis will be on the historical development of the tradition, and the ways that its message has been transformed through the influence of different cultures, including the United States. An important part of this will be closely examining the Buddhist way of life throughout the centuries, and the ways in which this ancient message is still relevant in the modern world.

**3140 East Asian Religion**

Lochtefeld 4 credits

RELI

An intensive look at religion in East Asia, focusing both on the region's indigenous religious traditions -- Confucianism, Daoism, and Shinto -- as well as Buddhism, its best-known and most successful transplant. The primary emphasis will be on the historical development of these traditions, their mutual influence on one another, and the way that their values have shaped and continue to shape the cultures in which they appear. This process will provide some opportunity to reflect on the nature and meaning of religious life, and to consider the ways in which the faith of these men and women can inform our own lives.

**3150 The Sikhs**

Staff 4 credits

RELI

This course will trace the history and development of the Sikh religious community. The early part of the course will focus on its origins in the Punjab, the social, political, and religious forces shaping its development in that milieu, and the community's evolution over time. The course will then examine 19<sup>th</sup> and 20<sup>th</sup> century Sikh efforts to stress their identity as a distinct religious community, both inside and outside of India. Finally, the course will look at contemporary Sikh piety and practice, in an effort to convey some appreciation for its religious message, and to consider the ways in which Sikh faith and concerns can illuminate and inform our own.

*Prerequisite: REL 1000*

**3310 Greek Religions**

Renaud, Schowalter 4 credits

RELI

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

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

**3320 Roman Religions**

Renaud, Schowalter 4 credits

RELI

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

*Prerequisite: Understandings of Religion 1000; Core 1100; or consent of instructor. Fall*

**3330 Norse Religion**

Staff 4 credits

RELI

The pre-Christian religion of northern Europe reached its greatest expression in Viking Age Scandinavia with tales of Thor, Odin, valkyries and giants myths that continue to resonate today in literature, music and art. This course will examine the ancient Norse religion from its shadowy roots in the Neolithic Age to its thousand-year flowering in Britain, Germany and Scandinavia. Special emphasis will be placed on reconstructing ritual practice from a range of historical and literary sources covering a wide temporal and geographical area.

*Prerequisite: REL 1000*

**3350 Religion and Society**

Musa 4 credits

RELI

Students will examine various perspectives on the relationship between religion and society. This study will encourage students to explore such diverse themes as the relationship of religion and the state; national and global economic structures; ethics; counter-cultural religious movements; and the religious principles which may undergird a social matrix. Students will write a series of analytical essays, applying some of the religious principles encountered to the analysis of political, social, or economic issues.

**3360 Religion and Society in Modern India**

Lochtefeld 4 credits

RELI

Selected topics illustrating the mutual involvement of religion and society in India since the 16th century. Major themes will include Hindu devotional movements, the rise and development of the Sikhs, Hindu reform movements, Islamic self-definition, the rise of nationalistic (or independence) movements in each of these three groups, and responses to the pressures of globalization.

**3400 Biblical Images of Christ**

von Dehsen 4 credits

RELI

The Christologies of the New Testament will be examined both by investigating their background in the history of religions and by analyzing the images of Christ presented in various documents of the New Testament (e.g., Mark, John, Paul, Hebrews). Specific attention will be given to christological titles and to the pre-Christian figures with whom Jesus is identified (e.g., Moses, Wisdom).

**3700 The Dead Sea Scrolls**

von Dehsen 4 credits

RELI

Through a careful examination of some of the texts discovered at Qumran on the Dead Sea, students will investigate the history and theology of the Jewish sect known as the Essenes. This investigation will include an examination of the archaeological evidence uncovered at the site as well as an analysis of the relationship of this community with other contemporary Jewish sects (the Pharisees and the Sadducees). In addition, students will examine possible points of contact between the Essenes and early Christian communities.

**400 Topics in Religion**

Staff 1-4 credits

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

**4000 Senior Seminar**

Lochtefeld, Schowalter, Maczka, von Dehsen

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

*Fall*

**4140 Religious Thinkers of Modern Times**

Maczka 4 credits

RELI

A seminar dedicated to 19<sup>th</sup> and 20<sup>th</sup> century development in religious thought. While some focused attention falls on specifically Christian developments such as distinctions among the liberal, neo-orthodox, and conservative orthodox theological currents, some modern thought in Hindu, Muslim, Jewish, and Buddhist traditions also is explored. Emphasis falls upon free analysis and evaluation of particular writers whose works are especially provocative and relevant to daily life.

**Social Science**

**Social Science Major** (56 credits):

The Social Science Major emphasizes breadth over depth in the social sciences and is primarily intended for students who are also pursuing teacher certification with a minor in Secondary Education.

Social Science majors select a core department from the following list: Geography, History, Political Science, Sociology, Economics, or Psychology. They must earn 24 credits in the core department

including an upper division seminar, colloquium, theory, and/or research course. The senior thesis is also done in the core department. Additional core requirements can be obtained from the department.

The remaining 32 credits are restricted to the following departments not covered by the core: Geography, History, Political Science, Psychology, Sociology, or Economics. No more than 8 credits can be from any one department. Broadfield Social Science certification requires at least 4 credits from each of the above areas.

More specific details can be obtained from the Social Science Program director or the specific departmental advisor for the core area. Prospective social science teachers need to consult with the education faculty advisor regarding certification requirements.

Please note that there is no teaching minor for Broadfield Social Science. Students wishing for teacher certification need to minor in Secondary Education.

**2330 Behavioral Research Statistics**

Maleske 4 credits

A beginning course in statistical concepts and procedures needed for critically evaluating and conducting research in psychology, sociology, political science, and other behavioral sciences.

*Prerequisite: PYC 1500 or permission of instructor.*

*Fall/Spring*

**4200 Teaching of Social Science**

Staff 4 credits

A survey of current literature, curricular trends, and developments in methods of teaching junior and senior high school social studies. Required for teaching certification in any of the social sciences, or for the Wisconsin Social Studies broadfield teaching major. Special schedule.

**Social Work**

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

**Social Work Major**

The social work major consists of 10 core courses: SWK 2300 Contemporary Social Work Practice; Human Behavior in the Social Environment 2400; Social Welfare Research 3000; Social Welfare Policy Analysis 3100; Social Work Practice I 3200; Social Work Practice II 3300; Social Work Practice III 4200; Integrative Seminar in Social Work 4300; and Field Placement in Social Work 4610 and 4620. In addition, four supporting courses are required: SOC 1000,

PYC 1500, SSC 2330, ECN 3240, or ECN 3250.

#### Recommended:

To meet CSWE guidelines, BIO 1040 Human Anatomy or PYC 3100 Introduction to Behavioral Neuroscience can fulfill Natural Science distributional requirements. CSWE further recommends POL 2400 American Government to meet Social Science distribution requirements.

#### Senior Thesis

All students will complete a senior project in SWK 4300.

#### Admission to Social Work Program

Students may apply for admission after completion of SWK 2300 with a grade of "B" or better and should submit the Social Work admission form and three references to department chair Ruth Fangmeier. All forms are found in the *Student Social Work Handbook* online. Students must maintain a cumulative G.P.A. of 2.50 on a 4.0 scale at the time of admission and throughout their academic career. In addition, they must obtain grades no lower than "C-" in required courses for the social work major.

Students must complete a declaration of major form (from the Registrar's office) and be assigned to a social work department faculty advisor; obtain a copy of current transcript (unofficial copy is available at no charge in the Registrar's Office); complete the writing skills assessment administered by the Writing Center; and schedule an admissions interview with a committee of the social work faculty.

Prior to acceptance into senior level courses, faculty will review students' evaluations and commitment to pursue senior field placement. To enroll in senior classes, students must demonstrate social work skills, values, and ethics in supervisory practice and academic settings. Academic and non-academic performance requirements are defined in the *Student Social Work Handbook* online. Non-academic standards measure a student's "likely performance as a social work generalist practitioner." Termination from the program is based on the student's failure to demonstrate professional conduct and behavior consistent with the values and ethics of the profession. However, knowledge, skill, and value expectations are all academic in a professional program.

**\*\*It is very important that all transfer students see the department chair immediately upon acceptance to Carthage.**

#### Social Work Major Requirements

The social work major consists of 11 social work courses and four supporting courses:

SWK 2300 Contemporary Social Work Practice	4 cr.
SWK 2400 Human Behavior in the Social Environment	4 cr.
SWK 3000 Social Welfare Research	4 cr.
SWK 3100 Social Welfare Policy Analysis	4 cr.
SWK 3200 Social Work Practice I	4 cr.
SWK 3300 Social Work Practice II	4 cr.
SWK 4200 Social Work Practice III	4 cr.
SWK 4300 Integrative Seminar	4 cr.
SWK 4610 Field Placement in Social Work	4 cr.
SWK 4620 Field Placement in Social Work	4 cr.

#### Four Supporting Courses (Required)

SOC 1000 Principles of Sociology	4 cr.
PYC 1500 Intro to Psychology	4 cr.
SSC 2330 Behavioral Research Statistics	4 cr.

#### Choice of one:

ECN 3240 Public Finance	4 cr.
ECN 3250 Economics of Poverty and Inequality	4 cr.

#### Honors in the Major

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

#### 2200 Child Welfare Policy and Practice

Staff 4 credits  
Examination of the economic, social, and political responses to children's policies and the American welfare system from private, voluntary, and government agencies.

#### 2210 Family Violence

Staff 4 credits  
This course is an overview of family violence. Particular attention will be given to groups that have been disproportionately affected by family violence, namely women, older adults, and children. Emerging knowledge related to violence in gay and lesbian families, minority families, and special populations will be included.  
*Prerequisite: SOC 1000 and PYC 1500*  
*Spring*

#### 2250 Communicating with Hispanic Client Systems

Kauffman 4 credits  
The focus of this course is on the development of ethical and effective communication with client systems in a manner which addresses the complexities of cultural and individual identity, religious and spiritual beliefs, as well as the differences related to age, economic class, geographical and national origin, gender, sexual orientation, and levels of disability.  
*Prerequisite: Acceptance into the SWK program.*

#### 2300 Contemporary Social Work Practice

Staff 4 credits  
This course provides the student with awareness of the scope of the social work profession. Students explore their interest in pursuing social work as a profession and identify how to begin to conduct oneself as a professional. Course includes 32 hours of voluntary field experience.  
*Prerequisite: SOC 1000 or PYC 1500*  
*Fall/Spring*

#### 2400 Human Behavior in the Social Environment

Noer 4 credits  
SOC  
An integrating course designed to provide a systems framework for analysis of human biological needs within diverse social and cultural environments. Examines human diversity variables through literary case analysis and review.  
*Prerequisite: PYC 1500 or SOC 1000*  
*Fall/Spring*

#### 3000 Social Welfare Research

Geary 4 credits  
SOC  
An introduction to the methods of social science research. Emphasis on research consumership and on practical experience in gathering, organizing, and analyzing data.  
*Prerequisite: Social Science 2330: Behavioral Research Statistics.*  
*Fall/Spring*



**3100 Social Welfare Policy**

**Analysis**

Geary 4 credits  
SOC

Study of the past, present, and possible future of social welfare programming with an emphasis on the general process of policy making, including the interaction of social, economic, and political influences. The course will include critical analysis of several specific social welfare issues and problems.

*Prerequisite: Social Work 2100.*

Fall/Spring

**3200 Social Work Practice I**

Staff 4 credits

Beginning study of the generalist method of social work intervention with emphasis on the acquisition of professional practice skills in engagement, data collection, assessment, intervention, evaluation, and termination.

Students spend 52 hours in volunteer work.

*Prerequisite: Social Work 2000, 2100, and 2400.*

Fall/Spring

**3300 Social Work Practice II**

Noer 4 credits

Continued study of the generalist method of social work intervention with emphasis on systems theory for problem-solving with small groups and families. Students spend 52 hours in volunteer work.

*Prerequisite: Social Work 3200.*

Fall/Spring

**400 Topics in Social Work**

Staff 1-4 credits

Advanced, variable content course permitting study in a specific topic of social welfare policy or social work practice such as aging, family, violence, and women.

**4200 Social Work Practice III**

Fangmeier 4 credits

Advanced study of generalist social work intervention with agencies and community systems with emphasis on the acquisition of values, knowledge, and practice skills. Requires 52 hours volunteer field experience.

*Prerequisite: Social Work 3300.*

Fall

**4300 Integrative Seminar**

Fangmeier 4 credits

Weekly seminar to integrate and synthesize social work theory and practice through a critical review of professional ethics. Student will complete their Senior Project in this course.

*Prerequisite: SWK 4200 and concurrent enrollment in SWK 4610 and 4990.*

Spring

**4610 Field Placement in Social Work**

Fangmeier 4 credits

Field instruction under the supervision of an MSW in a social service agency for 250 hours. Application of generalist skills to provide services to individuals, groups, families, and communities.

*Prerequisite: Social Work 3000, Social Work 3100, Social Work 4200 and concurrent enrollment in Social Work 4300.*

Spring

**4620 Field Placement in Social Work**

Fangmeier 4 credits

Field instruction under the supervision of an MSW in a social service agency for 250 hours. Application of generalist skills to provide services to individuals, groups, families, and communities.

*Prerequisite: Social Work 3000, Social Work 3100, Social Work 4200, enrollment in Social Work 4300 and Social Work 4610.*

Spring

**Sociology**

Sociology, which is the science of society, examines social patterns and social change wherever found: in small groups; in a range of political, economic, and cultural organizations; in whole societies; and in world systems. It liberates our thinking from a host of social myths. It reveals the social forces constraining our lives and discloses the critical play of economic, racial, and gender inequalities. The sociological imagination illuminates the roots of social problems and devises potential remedies. It probes the links between historical eras and personal biographies, between social structures and private lives. This modern mode of thought is useful in diverse walks of life, which benefit from an informed, critical view of the society's master, middle-range, and minor institutions.

**Sociology Major (44 credits)**

The Sociology major consists of 44 credit hours including a 4-hour senior seminar and one additional course outside the major (see below for approved courses). **A total of six courses consisting of 24 credits constitute the core. These courses include the following:**

- SOC 1000 Introduction to Sociology
- SOC 3240 Logic of Sociological Inquiry
- SOC 3020 Sociological Research
- SOC 3900 Data Analysis
- SOC 4010 Social Theory Seminar
- SOC 4990 Senior Seminar

An additional 16 hours of sociology electives are required for the major. **Any course offered in Sociology with a 2000 or higher**

**designation that is not required for the core may be used to meet this requirement.**

Frequently offered courses include the following:

- SOC 2040 Sociology of Religion
- SOC 2530 Racial and Cultural Minorities
- SOC 3110 Deviance
- SOC 3440 Sociology of Health and Illness
- SOC 3120 Elite Deviance
- SOC 3450 Global Poverty
- SOC 3500 Field Placement
- SOC 3550 Internship
- SOC 200T/400T Topics in Sociology
- SOC 2270 Juvenile Delinquency

**Finally, students must take ONE of the following courses outside the Sociology department:**

- CDM 2100 Communication and Community
- CDM 3400 Communication and Technology
- ECN 3240 Public Sector Economics
- ECN 3250 Economics of Poverty and Income
- ECN 3220 Regional and Urban Economics
- GEO 2100 The Human Landscape
- GEO 2600 Introduction to Geographical Information Systems
- GEO 3450 Urban Geography
- POL 2400 American Government
- POL 3350 Human Rights
- PYC 2200 Social Psychology
- PYC 2850 Child and Adolescent Development
- PYC 3450 Contemporary Issues in Sex and Gender
- SWK 2400 Human Behavior and Social Environment
- SWK 3100 Social Welfare Policy Analysis
- SWK 2210 Family Violence
- WMG 1100 Introduction to Women's/Gender Studies
- WMG 3110 Women's and Gender Studies Theory

**Sociology Minor (24 credits)**

It must include Introduction to Sociology 1000 and Sociological Research I 3020.

**Honors in the Major**

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

**1000 Introduction to Sociology**

Johnson S. Lyng, R. Matthews, W. Miller,  
W. Thompson  
SOC 4 credits  
Explores how social structures and social  
forces shape beliefs, values, and behavior.  
Applies theoretical frameworks to historical  
and contemporary social institutions. The  
course stresses the impact of social class,  
race, and gender inequalities.  
*Fall/Spring/Summer*

**1010 Social Problems**

E. Hauser, R. Matthews, W. Miller, E.  
Mottinger, C. Shoen  
SOC 4 credits  
Studies the social structural bases of current  
social problems with a particular focus on  
the inequities of socioeconomic condition,  
race, and gender. Students develop  
transnational comparisons concerning such  
areas of social life as employment, the  
workplace, health care, energy use,  
environmental imbalances, and crime.  
Analyzes policies designed to remedy  
specific problems.  
*Fall/Summer/J-Term*

**1020 Cultural Anthropology**

M. Somlai 4 credits  
SOC  
This course provides an introductory  
exploration of anthropological approaches to  
society, culture, language, and history.  
Students are given the opportunity to  
consider the intellectual and ethical  
challenges that confront anthropologies in  
making sense of human difference,  
experience, and complexity.

**200 Topics in Sociology**

Staff 1-4 credits  
A variable content course for intermediate  
students who will study in-depth specific  
topics such as the news media, religion,  
sociological social psychology, social  
stratification, social movements, complex  
organizations, etc.  
*Fall/Spring*

**2040 Sociology of Religion**

Thompson 4 credits  
SOC  
This course explores sociological  
perspectives and research on religion. The  
course is focused upon the study of religion  
as a social institution. The course considers  
religion and religious movements as forces  
that may both resist and encourage social  
change. Beyond institutional dimensions and  
group dynamics, this course also seeks to  
broaden student understanding of religion as  
a basis for personal adjustment in modern  
societies characterized by diverse meaning  
systems.

**2270 Juvenile Delinquency**

R. Matthews, W. Miller 4 credits  
Studies causes of unconventional youthful  
behavior, societal reactions to it, specialized  
agencies, treatment strategies, policy  
proposals for prevention of juvenile  
delinquency, and the juvenile justice system  
with its competing functions and personnel.  
*Prerequisite: Sociology 1000.*  
*Fall*

**2520 Marriage and Family**

Staff 4 credits  
Traces the development of the modern  
American family as a social institution.  
Stresses the values and problems of the  
modern family in comparative perspective.  
*Prerequisite: Sociology 1000.*

**2530 Racial and Cultural  
Minorities**

W. Thompson 4 credits  
Examines the sociological, economic, and  
psychological nature of the relationships  
between racial and ethnic groups with  
differential access to political and economic  
power. Focus is on the United States, with  
some discussion of racism, cultural  
discrimination, and sexism in other parts of  
the world.  
*Prerequisite: Sociology 1000 or permission  
of the instructor.*  
*Fall/Spring*

**3020 Sociological Research I**

Thompson 4 credits  
SOC  
Studies the sociological methods of research,  
including their relation to social theory.  
Examines the main types of research designs,  
research ethics, the writing of reports, and  
the evaluation of research information.  
*Prerequisite: Sociology 1000 and junior  
standing.*  
*Fall*

**3030 Women of Africa**

Hauser 4 credits  
SOC  
The study of the countries in Africa has  
frequently focused on public events:  
colonialism, political change, war,  
government actions, and the formal  
economy. In recent years, researchers have  
begun to explore in more depth how  
women's lives are impacted by these events,  
and how women in Africa are active  
participants in the various sectors of their  
societies.  
This course will look at life in various  
African countries through the eyes of women  
and will examine how women of Africa  
actively engage in and are affected by  
political, cultural, and economic events both  
domestically and internationally. Themes  
will include: human rights issues of women;  
the impact of modernity and tradition on  
women's lives; images of appropriate female  
behavior; economic hardship and survival  
techniques; cultural issues surrounding  
marriage and motherhood; women's  
participation in the public spheres of their  
countries.

**3040 African Transitions**

Staff 4 credits  
African countries and peoples have often  
been examined through the lenses of  
European and North American cultures.  
These analyses have sometimes been helpful  
and other times have resulted in inaccurate  
portrayals of African life and people. This  
course uses texts written predominantly by  
African authors from various parts of the  
continent to provide African perspectives of  
transitions that have occurred on the  
continent. These transitions include: the  
transition from traditional life to colonial  
rule; the shift to independence; attempts at  
democratization; adaptations rural Africans  
make when moving to urban areas; and the  
clashes between Western and African  
cultures that continue today. Using themes of  
governance, community, and reference  
groups to examine different African cultures,  
the course incorporates theories and concepts  
from the disciplines of political science and  
sociology.

**3110 Deviance**

Thompson 4 credits  
This course examines deviance as a  
sociological concept. Students will gain a  
theoretical understanding of the ways in  
which deviance has been defined historically,  
as well as contemporary definitions. Societal  
reactions, ranging from informal social  
control to formal control are also examined.  
*Prerequisite: SOC 1000 or permission from  
instructor.*

## 3120 Elite Deviance

Matthews 4 credits

This course explores the social and institutional contexts of various forms of corporate and governmental deviance and/or crime. A range of cases that constitute elite deviance and/or criminal activity will be examined (e.g., insider trading, political corruption, corporate harm caused to consumers and the environment). Each case will be discussed within its larger political, social, and historical context.

*Prerequisite: SOC 1000 or permission from instructor.*

## 3240 Logic of Sociological Inquiry

Matthews, Miller, Lyng, Thompson 4 credits

This course provides the sociology major with an intermediate overview of sociological theories and research methods. Students will read original research monographs and journal articles representing both historical and contemporary research and theory within the discipline of sociology. Finally, the history of the discipline in relation to other social and natural sciences will be explored (i.e., how are the ways in which a sociologist understands the world different or similar to those in other disciplines?).

*Prerequisite: SOC 1000, sophomore or higher standing.*

Fall

## 3310 Meditations on the Holocaust

Matthews 4 credits

A broad overview and understanding of the Holocaust from a sociological perspective, this course begins by introducing students to the history of Jews in Europe. Subsequent topics include the following: The Weimar Republic and the rise of fascism in Germany, the political ideology of the Nazis, an overview of the means by which the Holocaust was carried out, and an exploration of selected literature written by Holocaust survivors.

## 3440 Sociology of Health and Illness

Lyng 4 credits

This course surveys a broad range of issues and topics examined by various health-related fields of study, including medical anthropology, epidemiology, health psychology, and health care policy analysis. In general terms, the course deals with the study of social factors affecting health and health care systems.

*Prerequisite: Introduction to Sociology (SOC 1000) or consent of instructor.*

## 3450 Global Poverty

Hauser 4 credits

While the focus of this course will be theoretical, the class will begin by introducing some general background information on global stratification. We will examine the geography of stratification (i.e. which countries are rich, which countries are poor, etc.). The basic demographics of poverty will also be explored. Particular attention will be paid to infant mortality rates, life expectancy rates, health care quality and access, education, the status of women, and the availability of foreign and domestic assistance. Finally, we will analyze various concepts of poverty, measures of poverty, and different kinds of stratification systems.

*Prerequisite: SOC 1000*

## 3900 Data Analysis

Thompson 4 credits

Quantitative data analysis is an integral part of the work of sociologists. In this course, students will learn how to use SPSS to analyze data from various secondary data sources. Students will learn common statistical analysis used in sociology, database management, and how to summarize and interpret statistical outcomes.

*Prerequisite: SOC 3250 Sociological Inquiry*

## 400 Topics in Sociology

Staff 1-4 credits

A variable content course for advanced students who will study in depth such specific topics as the news media, religion, sociological social psychology, social stratification, social movements, and complex organizations.

*Prerequisite: Sociology 1000 or permission of the instructor.*

Fall/Spring

## 4010 Social Theory Seminar

S. Lyng 4 credits

SOC

Investigates the development of the sociological understanding of modern societies. Focuses on major classical and contemporary European and American social theories. Stresses the application of theoretical concepts to contemporary social realities.

*Prerequisite: Sociology 1000 and junior standing.*

Fall

## 4990 Senior Seminar

Miller, Matthews, Thompson, Lyng 4 credits

The capstone experience for all majors in the department, the primary emphasis of this course will be writing the senior thesis. An oral presentation of the thesis is required for this course.

*Prerequisite: Senior standing in either sociology or criminal justice.*

Fall/ Spring

## Theatre

Theatre at Carthage has a rich tradition, and never has the department been better positioned to cultivate and empower ambitious students of the theatre arts than today. Carthage's proximity to both Chicago and Milwaukee gives students access to some of America's best regional theatre. College-sponsored trips, such as Carthage's annual trip to the Stratford Shakespeare Festival in Stratford, Ontario, and J-Term trips to Ireland, Greece, New York City, and Berlin, expose students to great theatre beyond the Midwest.

Majors are available in several areas including a general major with optional teaching certification, theatre performance, technical design, and production with emphases in scenery, costuming, and stage management, an interdisciplinary music theatre major with the Music Department, and minors in theatre and dance.

The Department of Theatre, its courses, and its season are central to Carthage's liberal arts curriculum. Auditions are open to all students, and the program helps students from all disciplines to become sophisticated audience members and skillful communicators. Students who study performance receive a new lens through which to examine all areas of human behavior, including religion, politics, history, psychology, and art.

### Mission Statement

The Mission of Carthage College Theatre is to guide, encourage, and cultivate students as they flourish into mature, well-rounded, and capable theatre artists and critics. It seeks to

produce excellent, diverse, innovative theatre that educates, challenges, entertains, and addresses the needs of the full Carthage community. Vital to the liberal arts tradition, a Carthage theatre education enables students to contribute meaningfully to both the world of theatre and the world at large.

**The Carthage Theatre experience encompasses:**

- Examining and presenting truths pleasant and unpleasant concerning the human condition through theatre.
- Recognizing and responsibly wielding theatre's powers -- a vitality rooted in the fact that all men and women are inexorably linked through humanity's story.
- Engaging and mastering a significant body of knowledge connected to theatre practice -- performance theatre theory and technique, dramatic literature, stagecraft, and theatre history.
- Communicating effectively on-, off-, and backstage, ably engaging texts and people critically and compassionately.
- Embracing theatre artistry as a lifelong pursuit rooted in a love of learning and an openness to diverse ideas.
- Shaping and cultivating his/her faith, values, and philosophy, utilizing theatre as a vehicle for exploration and growth.
- Becoming an informed and responsive citizen, deploying theatre to seek solutions to problems in the community, the nation, and the world.
- Entering the world of theatre, education, or a related field (i.e. any field) as free men and women, committed to and equipped for service and continued growth.

**Theatre Major Admission Policy**

An audition and interview or a portfolio presentation and interview before members of the theatre faculty are required for entrance into any of the theatre majors. At the end of their sophomore year, all theatre majors are evaluated for junior standing. Students must have a GPA of 2.5 or better within their theatre major; demonstrate participation in and commitment to the co-curricular elements of the theatre program, and have fulfilled the necessary service requirements to the department. If this junior standing jury is insufficient in any area, the faculty may choose to admit the student provisionally to junior standing in the major or advise the student to discontinue their theatre major.

**Theatre Major**

*Core 20 credits*

THR 2110 Acting I: Fundamentals of Acting  
 THR 2900 Play Reading and Analysis  
 THR 2910 Play Production I: Stagecraft  
 THR 2920 Play Production II: Costumes and Make-Up  
 THR 4000 Senior Seminar  
 THR 4990 Senior Thesis Completion

*Additional credits:*

Eight credits from the following three courses:  
 THR 3260 History of Pre-Modern Theatre  
 THR 3270 History of Classical Theatre  
 THR 3280 History of Modern Theatre  
 Chose one:

THR 2930 Play Production III  
 THR 2940 Play Production IV  
 Chose (any combination/repeatable) one:

THR 0020 Applied Tech. Production  
 THR 0030 Applied Acting and Directing  
 Eight credits from the following:  
 THR 2010 Oral Interpretation of Literature  
 THR 3100 Voice for the Stage  
 THR 3110 Acting II  
 THR 4110 Acting III  
 THR 4550 Directing

And

Four additional THR credits

**Total of 44 Credits**

**Students preparing for teacher licensure:**

THR 2180 Children's Theatre  
 THR 4200 Methods and Materials in Teaching Theatre  
 THR 4550 Directing

**Theatre Minor**

Core credits

THR 2110 Acting I: Fundamentals of Acting  
 THR 2900 Play Reading and Analysis

Four credits from the following:

THR 3260 History of Pre-Modern Theatre  
 THR 3270 History of Classical Theatre  
 THR 3280 History of Modern Theatre

Four credits of the following:

THR 2910 Play Production I: Stagecraft  
 THR 2920 Play Production II: Costumes and Make-Up

AND

Eight additional THR credits

**Total 24 credits**

**Theatre Major in Performance**

*Core credits (20)*

THR 2110 Acting I: Fundamentals of Acting  
 THR 2900 Play Reading and Analysis  
 THR 2910 Play Production I: Stagecraft  
 THR 2920 Play Production II: Costumes and Make-Up  
 THR 4000 Senior Seminar  
 THR 4990 Senior Thesis Completion

**34 additional credits:**

THR 0300 Applied Acting and Directing (two 1 credit)

THR 3280 History of Modern Theatre  
 THR 3100 Voice for the Stage

THR 3110 Acting II

THR 4110 Acting III

THR 4550 Directing

ENG 3110 Shakespeare

EXS Applied Dance (chose two one credit dance techniques)

*Two credits of the following:*

MUS 2620 Music Theatre (1 or 2 cr.)  
 Workshop

MUS 0200 Voice (1 cr. repeatable)

*Four credits of the following:*

CDM 2700 Digital Cinema Production

OR

CDM/ART Approved CDM or ART topics courses

**Total 54 credits**

**Theatre Major in Technical Production and Design**

*Core 20 credits*

THR 2110 Acting I: Fundamentals of Acting  
 THR 2900 Play Reading and Analysis  
 THR 2910 Play Production I: Stagecraft  
 THR 2920 Play Production II: Costumes and Make-Up  
 THR 4000 Senior Seminar  
 THR 4990 Senior Thesis Completion

*24 additional credits*

THR Theatre Lab four-one credit  
 0200 sections

THR 2930 Play Production III: Lighting and Sound

THR 2940 Play Production IV: Scenic Painting

THR 400T Topics: Advanced Design

ART 1070 Introduction to Studio (two-dimensional)

ART 1071 Introduction to Studio (three-dimensional)

ART 2000 Drawing I

# Theatre

Eight credits from the following:

THR 3260 History of Pre-Modern Theatre

THR 3270 History of Classical Theatre

THR 3280 History of Modern Theatre

**Total 52 credits**

## Theatre Major: Scenic Design Emphasis

Core: 20 Credits

THR 2110 Acting I: Fundamentals of Acting 4 cr

THR 2900 Play Reading and Analysis 4 cr

THR 2910 Play Production I: Stagecraft 4 cr

THR 2920 Play Production II: Costumes and Makeup 4 cr

THR 4000 Senior Seminar 4 cr

THR 4990 Senior Thesis Completion 0 cr  
28 credits

THR 0200 Theatre Lab four-one credit sections 4 cr

THR 2930 Play Production III: Lighting and Sound 2 cr

THR 2940 Play Production IV: Scenic Painting 2 cr

THR 3600 History of Scenic Design 4 cr

THR 4600 Scenic Design 4 cr

ART 1070 Introduction to Two-Dimensional Design 4 cr

ART 1071 Introduction to Three-Dimensional Design 4 cr

ART 2000 Drawing I 4 cr

Eight Credits from the Following:

THR 3260 History of Pre-Modern Theatre 4 cr

THR 3270 History of Classical Theatre 4 cr

THR 3280 History of Modern Theatre 4 cr

## Theatre Major: Costume Design Emphasis

Core: 20 Credits

THR 2110 Acting I: Fundamentals of Acting 4 cr

THR 2900 Play Reading and Analysis 4 cr

THR 2910 Play Production I: Stagecraft 4 cr

THR 2920 Play Production II: Costumes and Makeup 4 cr

THR 4000 Senior Seminar 4 cr

THR 4990 Senior Thesis Completion 0 cr  
28 credits

THR 0200 Theatre Lab four 1-credit sections 4 cr

THR 2950 Play Production V: Advanced Makeup 2 cr

THR 2960 Play Production VI: Draping and Pattern 2 cr

THR 3610 History of Costume Design 4 cr

THR 4610 Costume Design 4 cr

ART 1070 Introduction to Two-Dimensional Design 4 cr

ART 1071 Introduction to Three-Dimensional Design 4 cr

ART 2000 Drawing I 4 cr

Eight Credits from the Following:

THR 3260 History of Pre-Modern Theatre 4 cr

THR 3270 History of Classical Theatre 4 cr

THR 3280 History of Modern Theatre 4 cr

## Theatre Major: Stage Management Emphasis

Core: 20 Credits

THR 2110 Acting I: Fundamentals of Acting 4 cr

THR 2900 Play Reading and Analysis 4 cr

THR 2910 Play Production I: Stagecraft 4 cr

THR 2920 Play Production II: Costumes and Makeup 4 cr

THR 4000 Senior Seminar 4 cr

THR 4990 Senior Thesis Completion 0 cr  
28 credits

THR 0200 Theatre Lab four one-credit sections 4 cr

THR 3300 Play Production III: Lighting and Sound 2 cr

THR 3010 Stage Management 2 cr

THR 3610 History of Costume Design 4 cr  
or

THR 3600 History of Scenic Design 4 cr

THR 4550 Directing 4 cr

MGT 1110 Introduction to Business and Tech. 4 cr

CDM 1150 Human Symbolic Activity 4 cr

Eight Credits from the Following:

THR 3260 History of Pre-Modern Theatre 4 cr

THR 3270 History of Classical Theatre 4 cr

THR 3280 History of Modern Theatre 4 cr

## Dance Minor

- 6 credits of Technique
- 10 credits in Foundations
- 8 additional credits in recommended or complementary courses

Dance Techniques (6 cr.)

THR 1041 Ballet I

THR 2041 Ballet II

THR 1043 Tap I

THR 2043 Tap II

THR 1044 Jazz I

THR 2044 Jazz II

THR 3044 Advanced Jazz

THR 1046 Ballroom

THR 3041 Advanced Ballet

THR 1047 Modern Dance

THR 1050 Pilates

Foundation credits (10 cr.)

THR 1120 Introduction to Dance & Improvisation

THR 2050 Dance History

THR 2060 Dance Theory and Composition I

THR 2070 Dance Choreography and Repertory

8 Additional Credits Required from the following:

THR 0200	Theatre Lab (repeatable)
THR 200T	Topics in Theatre: Dance
BIO 1040	Anatomy and Physiology
MUS 1150	Exploring Music or (MUS 211)
THR 2930	Lighting and Sound
THR 2920	Costume and Make-up
THR/ MUS 262	Music Theatre Workshop

**Total: 24 credits**

#### Honors in the Major

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

### 0200 Applied Tech. Production

Staff 1 credit

Students may receive one credit hour for assuming significant responsibility as stage manager, designer, crew chief, assistant director, publicity director, or dramaturg of a production. Lab may be repeated if a student has successfully completed one production/design course. Limit: one credit hour per semester or January-term. Students will write an outline of goals for the experience and upon completion will write a short self-assessment paper.

*Prerequisite: Consent of instructor.*

*Fall/Spring*

### 0300 Applied Acting and Directing

Staff 1 credit

Students may receive one credit hour for assuming significant responsibility for a sizable role in a pre-approved theatre production, or by directing a one-act or full-length play for public performance. The actor or director will keep an ongoing log documenting the learning experience and upon completion will write a short self-assessment paper.

*Prerequisite: Consent of instructor.*

*Fall/Spring*

### 1041 Applied Dance: Ballet I

A. Hackett 1 credit

Beginning ballet instruction in fundamental movement: positions, barre, and floor exercises. Open to all students. Fulfills general education requirement for Exercise & Sports Science experience and is a graded course.

### 1043 Applied Dance: Tap

Mitchell 1 credit

Beginning tap dance skill in steps at the barre and on the floor. Open to all students. Fulfills general education requirement for Exercise & Sports Science experience and is a graded course.

### 1044 Applied Dance: Jazz I

Pottinger 1 credit

Beginning jazz dance instruction in a variety of steps and combinations. Develops dance experience for the stage. Open to all students. Fulfills general education requirement for Exercise & Sports Science experience and is a graded course.

### 1046 Applied Dance: Ballroom

F. Mitchell 1 credit

Beginning ballroom dance instruction in swing, waltz, and Latin styles. Open to all students. Fulfills general education requirement for Exercise & Sports Science experience and is a graded course.

### 1047 Applied Dance: Modern

Pottinger 1 credit

This course offers a form of contemporary theatrical and concert dance employing a special technique for developing the use of the entire body in movements expressive of abstract ideas. Each class begins with a structured warm-up designed to prepare the entire body for full-out moving. Center combinations, turning, partnering, small jumps and leaps, as well as traveling across the floor develop a strong foundation for future study.

*Prerequisite: THR 1120 or consent of the instructor.*

### 1049 International Dance (Folk Dance)

Ottmann 1 credit

International dance combines the elements of diversity, movement, sound, and athletic conditioning. There is an emphasis on muscle conditioning, definition, flexibility, movement, and balance. This exercise program is designed to accommodate all fitness levels and encourage even those with little or no dance experience to discover the benefits of international dance.

### 1050 Pilates

Mitchell 1 credit

In this course, students will be given instruction in fundamental Pilates Mat exercises focusing on coordination, posture, body awareness, and strength. The specific approach designed for this course will emphasize neutral spine and proper pelvic alignment to improve core stability and overall health. Open to all students.

### 1110 Introduction to Acting

Staff 4 credits

FAR

This course offers an examination of the basic concepts, vocabulary, and techniques of acting. The class will include improvisation, monologue preparation, scene study, character development, and textual analysis.

### 1120 Introduction to Dance and Improvisation

Pottinger 2 credits

This introductory course surveys the many forms of concert dance in America from vaudeville to today. Through readings and practice, students will discuss and physically experience each genre of dance as well as discuss the cultural context in which it emerged.

*Fall*

### 1150 Introduction to Theatre

K. Instenes 4 credits

FAR

An introduction to texts, practice, and production in the theatre in order to understand it as a social and aesthetic experience and as a reflection of culture. Various aspects of theatre, a broad view of theatre history, and a study of representative plays of the past and present will constitute the content of the course.

*Fall/Spring*

### 200 Theatre Topics

Staff 1-4 credits

Intensive study of a selected topic, movement, or figure in theatre. Oral and written presentations required.

### 2010 Oral Interpretation of Literature

Maclay 4 credits

FAR

A study of, and participation in, the techniques employed in translating print narrative into oral communication.

*J-Term*

### 2041 Applied Dance: Ballet II

A. Hackett 1 credit

Continued ballet instruction in floor combinations and beginning allegro and adagio. Fulfills general education requirement for Exercise & Sports Science experience and is a graded course.

*Prerequisite: THR 1041 or consent of the instructor*

## 2043 Tap II

Mitchell 1 credit

Tap II is a continuation of Tap technique instruction for students who have a foundation in Tap technique. Students will further develop technical skills through class work that includes progressions, stylized routines, and combinations that build on Tap skills level I as well as reflect various stylistic and historical influences.

## 2044 Applied Dance: Jazz II

Pottinger 1 credit

Continued jazz dance instruction in a variety of steps and combinations including floor combinations and stylized dances. Fulfills general education requirement for Exercise & Sports Science experience and is a graded course.

*Prerequisite: Jazz I or consent of instructor.*

## 2060 Dance Theory and Composition

Pottinger 2 credits

Dance Theory and Composition I is designed to explore the fundamentals of tools and ideas in dance-making. Students will explore a variety of traditional composition tools in dance as well as other art forms and will discuss the fundamentals of reviewing and assessing compositions in performance.

*Prerequisite: THR 1120 or consent of the instructor*

Spring

## 2070 Dance Choreography and Repertory

Hackett 2 credits

The class will produce a dance concert to be performed by the class with original work choreographed by each student. Students will document on paper and by video, the entire show concept, personal piece concept, rehearsal process, development, production process, and final performance of an original work.

*Prerequisite: THR 1120 or consent of instructor*

Spring

## 2110 Acting I: Fundamentals of Acting

Kearns, M. McClendon, Maclay 4 credits

A beginning course for the theatre major or minor, with an introduction to the art of acting through individual and group work. Students will develop basic acting skills with a strong emphasis on the Stanislavski system. The class will include improvisation, monologue preparation, scene study, character development, textual analysis, vocal development, and historical research.

*Prerequisite: Theatre major or minor or Music Theatre major.*

Fall

## 2120 Acting and Directing One-Acts

Staff 4 credits

The objective of this project-driven course is to explore the process of new play development. The specific focus is an ensemble-driven approach to play development. Students will participate in a highly collaborative team consisting of directors and performers with special emphasis on developing and staging new scripts written by the playwriting class. The students will showcase scripts at the end of the semester.

*Prerequisite: Theatre major or minor or THR 1110 and consent of instructor.*

Fall

## 2180 Theatre for Children

Maclay 4 credits

FAR

The course includes a study of drama and community settings for persons of all ages, as well as study and experiences designed to develop the skills needed to provide environments conducive to the development of creativity in the individual, and an examination of the child's potential for creative achievement at different age and grade levels.

Spring

## 2620 Music Theater Workshop

C. Ness 0,1 or 2 credits

This course for the singer-actor provides formal and informal venues to develop music theater skills: character development and portrayal, scene study, and audition skills. The laboratory format allows students to learn from the instructor as well as each other as they cover varied repertory. The course culminates in a performance at the end of each term. May be repeated for credit.

Spring

## 2900 Play Reading and Analysis

Scharmick 4 credits

The course will include a critical examination of dramatic literature for the purposes of production. Students in this course will consider representative dramatic works from the ancient Greeks into the 21<sup>st</sup> century. Students will study the play script as literature, an historical artifact, and a blueprint for production. Course materials may be linked to Carthage theatre productions. This course involves extensive play reading and analysis, historical research, practical application, and a major project.

*Prerequisite: COR 1110*

Fall

## 2910 Play Production I: Stagecrafts

Newcomb 4 credits

A beginning stagecraft course for all theatre majors and minors. This course introduces students to the basic aspects of technical theatre production and construction of theatrical scenery. Students will learn how to operate the necessary power tools and stage machinery safely. Students will be involved directly with the Carthage theatre productions. Lecture and laboratory.

*Prerequisite: Theatre major or minor or Music Theatre major or minor, or permission of the instructor.*

Fall and Spring

## 2920 Play Production II: Costuming and Makeup

K. Instenes 4 credits

Practical study and experiences to develop technical skills including effective planning and safety practices for basic elements of costume design, acquisition and construction, and makeup design and application. Students will work on projects currently in production by the department.

*Prerequisite: Theatre major or minor or Music Theatre major or minor, or permission of the instructor.*

Fall and Spring

## 2930 Play Production III: Stage Lighting

M. McClendon 2 credits

This course introduces students to the basic technology of theatrical stage lighting. Students will learn the fundamentals of lighting instrument identification and use, as well as how to hang, focus, and operate the theatre lighting system. Students will be involved directly with Carthage theatre productions. Lecture and laboratory.

*Prerequisite: THR 2910*

**2940 Play Production IV: Scenic Painting**

M. McClendon 2 credits

An introductory scenic painting course introducing students to the basic practices of theatrical scenic painting. The class will cover color theory, scenic painting techniques, and the use of color renderings and elevations. Students will be involved directly with Carthage theatre productions. Lecture and laboratory.

*Prerequisite: Theatre or Studio Art Majors*

**2950 Play Production V: Advanced Makeup Technique**

Staff 2 credits

This course will study advanced techniques in makeup that are not covered in the Play Production II course. Makeup techniques could include but are not limited to airbrush, prosthetics, advanced aging, wig ventilating, fantasy and special effects. Drawing and rendering techniques for makeup design will be practiced. The class will work on projects based on the theatre department productions for that semester.

*Prerequisite: THR 2920 or consent of instructor*

**2960 Play Production VI: Draping and Pattern Making**

Staff 2 credits

This course will introduce students to draping and patternmaking for costumes. It is a hands-on course with emphasis on learning techniques used in professional costume shops to create patterns used to build costumes from a costume design rendering. Students will drape/make patterns from various sources, as well as, work on theatre department productions.

*Prerequisite: THR 2920*

**3000 Playwriting**

Staff 4 credits

In this workshop, students examine great plays of the 20<sup>th</sup> century in order to develop a deeper understanding of the playwrights craft. Students then develop their own writing skills by creating an original dramatic work.

*Prerequisite: Junior or Senior Standing. Every other Spring*

**3010 Stage Management**

Staff 2 credits

This course is an examination and exploration of the role and function of the stage manager in theatrical productions including plays, musicals, and dance performances. This course provides a specific framework emphasizing organization, documentation, and dissemination of information. With paper projects and case studies, students will gain insight into management strategies and develop critical thinking skills.

*Prerequisite: THR 2900*

**3041 Advanced Ballet**

Hackett 1 credit

A continuation and extension of the techniques learned in Ballet I and II including application of more difficult elements of the ballet style. Each class will include barre, port de bras, center barre, adagio, petit allegro, grand allegro, and entournant. Discussions will include theory and history of ballet as it applies to the styles being studied

*Prerequisite: Ballet II or consent of Instructor*

**3044 Advanced Jazz**

Mitchell 1 credit

This course will build upon the technical foundation of Jazz I and Jazz II. Students will further develop Jazz dance skills through class work that includes warm up exercises, progressions, and combinations that progress beyond intermediate level skills and reflect specific stylistic and historical influences.

*Prerequisite: THR 2044*

**3050 Dance History**

Pottinger 4 credits

This class will explore American concert dance from the early 1900s until today. By examining key figures in early modern dance through current choreographers, we will discuss society's impact on the development of American concert dance and the impact of American concert dance on society. Readings, group discussions, videos, movement exploration, performances, and journaling will be used to reflect upon additional issues associated with American concert dance.

*Prerequisite: THR 1120*

*Fall*

**3100 Voice for the Stage**

Maclay 4 credits

This course provides instruction in the proper use and maintenance of the performer's voice, with special attention given to the unique needs of the stage actor. Exercises and training will help students to understand and develop breath control, resonance, vocal range, and articulation. Accurate vocal style and characterization will be taught as key components to performing various historical periods and styles. Students will also work to minimize vocal tension, improve body alignment and awareness, and acquire or shed dialects as required for a role. Offered every other year.

*Prerequisite: THR 2110 or instructor consent.*

**3110 Acting II: Character and Scene Study**

H. Kruger 4 credits

An intermediate course for the theatre major or minor. A continuation of the acting skills presented in Acting I. A process-oriented course exploring modern and contemporary playwrights. The class will include scene study, character development, textual analysis, vocal development, and historical research.

*Prerequisite: THR 2110*

*Spring*

**3260 History of Pre-Modern Theatre**

N.Scharnick 4 credits

FAR

This survey course introduces students to the major playwrights and movements in the European theatre from 1650-1850, from the beginning of the English restoration until the rise of Romanticism. Coursework will include both practical applications and written evaluations of play texts and theatre productions.

*Prerequisite: Junior or Senior standing*

**3270 History of Classical Theatre**

N.Scharnick, M. Carrig 4 credits

FAR

A comprehensive study of dramatic literary forms and the theatrical expressions of civilizations and cultures from the inception of theatre to the Renaissance. Coursework will include both practical applications and written evaluations of theatre productions.

*Prerequisite: Junior or Senior standing*



## 3280 History of Modern Theatre

N. Scharnick 4 credits  
FAR

This course provides a detailed study of theatre and its development in the West since the rise of Modernism. Particular attention is given to the immeasurable influence of Marx, Darwin, and Freud on the world, and therefore on the theatre. Students will consider representative works from several late-19th and 20th century movements such as: Realism, Naturalism, Symbolism, German Expressionism, Futurism, Dadaism, and Absurdism. Coursework will include both practical applications and written evaluations of play texts and theatre productions.

*Prerequisite: Junior or Senior standing*  
*Spring*

## 3400 Music Theater History

C. Ness 4 credits

An exploration of how drama, art, movement, and music combine into the "spectacular" form of Music Theater. Students survey and study a variety of works from Music Theater's operatic beginnings through present day "patchwork" rock shows. We will attend at least four live productions. Ticket fee.

*Fall*

## 3600 History of Scenic Design

Staff 4 credits

A survey course in the history of scenic design in the Western world, from the golden age of Greece until today.

*Prerequisite: COR 1110*

## 3610 History of Costume Design:

### Ancient Egypt to Modern

Staff 4 credits

This course will study the history of Western fashion from ancient times to modern day with emphasis on understanding the basic psychology of why people wear clothes. Additionally, it will fine tune historical research skills and analysis of both the play text and characters. Class work will include research projects as well as using research skills to do character analysis for a costume design.

*Prerequisite: COR 1110*

## 400 Theatre Topics

Staff 4 credits

Intensive study of a selected topic, movement, or figure in theatre. Oral and written presentations required.

## 4010 Senior Seminar in Theatre

N. Scharnick 4 credits

A guided preparation and revision process for the completion of a Senior Thesis or Senior Project.

## 4110 Acting III: Periods and Styles

L. Gordon 4 credits

An advanced course for the theatre major, focusing on the techniques needed for classical drama. The course will include advanced acting techniques exploring period and style work from the Greek/Roman Theatre, Shakespeare and the English Renaissance, and Moliere and the French Restoration. Activities will include scene study, textual analysis, vocal development, and historical research.

*Prerequisite: THR 3110*  
*Fall*

## 4200 Methods and Materials in Teaching Theatre

Sconzert 4 credits

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

*Prerequisite: Acceptance into the Teacher Education Program*

## 4550 Directing

H. Kruger 4 credits

This course is designed to introduce students to the fundamentals of directing plays for the stage. We will carefully examine play structure and analysis, interpretation, communication with the actor and designer, as well as the rehearsal process and performance.

*Prerequisite: THR 2900, 3110, 2910, 2920, or consent of the instructor.*

## 4600 Scenic Design

Staff 4 credits

A course in theatrical design focusing on scenic design. Students will learn the process, vocabulary, and conventions of designing theatrical scenery for plays. Students will then design scenery for a play and realize their designs through sketching, drawing, and drafting, as well as with computers, 3-D models, and paint renderings.

*Prerequisite: ART 1070, 1071, 2000, THR 2900, and 2910.*

## 4610 Costume Design

Staff 4 credits

This course will be both an intellectual study of costume design for theatre as well as work on practical skills of drawing and rendering. The student will read and analyze a play from a costume design point of view, learn about directing and design concepts, use research skills, culminating in a design project that can be entered in the Kennedy Center American College Theatre Festival's design competition and presented in their portfolio.

*Prerequisite: ART 1070, 1071, 2000, THR 2900, and THR 2920 or consent of the instructor.*

## 4990 Senior Thesis Completion

Staff 0 credits

Students should register for THR 4990 during the semester they intend to complete their senior thesis

## Women's and Gender Studies

Women's and Gender Studies is a cross-disciplinary academic field that addresses topics such as how gender functions in society, sexuality, feminist theory, and research. The minor in Women's and Gender Studies at Carthage introduces students at the undergraduate level to some of the most important ways in which the study of women and gender has transformed how other disciplines (sociology, political science, social work, history, art, and anthropology) address how and why gender, race, and ethnicity matter in society and human history.

The program exposes students, both female and male, to a new body of knowledge that asks students to examine unexamined attitudes that influence how gender, race, and ethnicity shapes today's global society. The minor promotes critical thinking and effective communication skills that allow the student to engage in an increasingly more diverse world. It is also a strong selling point in an age where companies increasingly require their employees to be conversant on issues relating to diversity and tolerance and for any career demanding systematic and creative critical thinking skills.

The minor consists of five courses (18 credits): three required (WMG 1100, WMG 3110, WMG 4090) and two electives.

### Required Courses:

WMG 1100 Introduction to Women's and Gender Studies

WMG 3110 Women's and Gender Studies Theory

WMG 4090 Capstone Course

Choose from two of the following electives:

- WMG 2350 Racial and Cultural Minorities
- WMG 2450 Race, Gender, and Sex in Ancient Greece and Rome
- WMG 2910 Constitutional Law II
- WMG 3020 Women and the Bible
- WMG 3450 Contemporary Issues in Sex and Gender
- WMG 3030 Women of Africa
- WMG 3090 Literature of Diversity
- WMG 3100 Literature and Gender
- WMG 3200 Women and Politics
- WMG 3350 Human Rights
- WMG 3500 Global Poverty

**1100 Introduction to Women's and Gender Studies**

Staff 4 credits

This course will begin by drawing a distinction between biology (the body) and current theories of gender (culture and biology). Leaving the definition of sexuality unresolved (because irresolvable), the course, using a variety of disciplinary approaches, concentrates on Western culture's interpretations of Woman and Man as cultural symbols.

Fall

**200 Topics in Women's Gender Studies**

Staff 1-4 credits

Course Descriptions will vary according to the topic. Courses prepare students to wrestle with the nature of truth by allowing for examination of the role of women's experience or gender within that exploration. They encourage gender-related questioning of canonical knowledge, and equip students to re-examine assumptions of the discipline or broader culture through such lenses as race, ethnicity, sexual orientation, class, and age.

**2350 Racial and Cultural Minorities**

Thompson 4 credits

Examines the sociological, economic, and psychological nature of the relationships between racial and ethnic groups with differential access to political and economic power. Focus is on the United States, with some discussion of racism, cultural discrimination, and sexism in other parts of the world.

*Prerequisite: SOC 1000 or permission of the instructor*

Fall/Spring

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

Renaud 4 credits

HUM

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

**2910 Constitutional Law II: Civil Rights and Civil Liberties**

Marshall 4 credits

SOC

An examination of the U.S. Supreme Court's interpretation of the U.S. Constitution over time on such topics as freedom of expression and religion; criminal and civil due process; privacy; equal protection; and the nationalization of the Bill of Rights.

*Prerequisite: Sophomore standing Spring*

**3020 Women and the Bible**

Bisciglia, Schowalter 4 credits

RELI

This course is an opportunity to study the situation of women at the time of the Biblical writings, to investigate evidence for how women were treated in the earliest Christian churches, and to take seriously the impact that the interpretation of Biblical texts has had on women's social roles throughout history and in our own day.

**3030 Women of Africa**

Hauser 4 credits

The study of the countries in Africa has frequently focused on public events: colonialism, political change, war, government actions, and the formal economy. In recent years, researchers have begun to explore in more depth how women's lives are impacted by these events, and how women in Africa are active participants in the various sectors of their societies. This course will look at life in various African countries through the eyes of women and will examine how women of Africa actively engage in and are affected by political, cultural, and economic events both domestically and internationally. Themes will include: human rights issues of women; the impact of modernity and tradition on women's lives; images of appropriate female behavior; economic hardship and survival techniques; cultural issues surrounding marriage and motherhood; women's participation in the public spheres of their countries.

**3090 Literatures of Diversity**

Ali, Smiley 4 credits

HUM

Each offering in this rotating selection of courses explores a single diverse ethnic literature, such as African-American, Asian-American, Hispanic-American, and Native American. While content will vary according to the discretion of the instructor, this group of courses is united by a common desire to read a diverse literature according to its own heritage double-voiced as it is further complicated by issues of gender and class. To this end, a course in Native American literature, for example, might begin with a study of the creation myths in the oral tradition, then move to historical, anthropological, autobiographical, and fictional accounts of the Native American experience as the two (often conflicting) voices of Native American and American describe it.

## 3100 Literature and Gender

Carrig, Smiley 4 credits  
HUM

In this course the literature chosen for study will reflect issues relevant to considerations of gender. In some instances, works will be chosen in order to explore the idea of how literature portrays what it means to be male or female. In other instances, literature will be chosen in order to explore how writers of one gender portray characters of the opposite gender. In some instances, the choice of literature will be based on extending awareness of writers who, because of their gender, have not historically been included within the canon. The historical and social contexts of these works will be an integral part of the conversation within the course.

## 3110 Women's and Gender Studies Theory

Staff 4 credits

This is a reading seminar that will investigate the writings of feminist theorists as well as the critical questions raised by feminism pertinent to the academic disciplines. "Sexes (gender), difference between the sexes, man, woman, race, black, white, nature are at the core of [the straight minds'] set of parameters. They have shaped our concepts, our laws, our institutions, our history, and our cultures. To re-examine the parameters on which universal thought is founded requires a reevaluation of all the basic tools of analysis, including dialectics. Not in order to discard it, but to make it more effective" (Monique Wittig). We will examine the feminist critique of culture as a way of examining our philosophical heritage and as a way of understanding the relationship of culture to academic inquiry.

*Prerequisite: There are no prerequisites for this course; however, for minors, it is recommended that students first take Introduction to Women's and Gender Studies, then their elective credits, then this course.*

## 3200 Women and Politics

Hauser 4 credits  
SOC

This class is an examination of the political roles and activities of women internationally. Exploring cultural, religious, racial, economic, and social constraints, as well as opportunities for women's involvement in politics, the course will keep in mind theory and practice as well as the problems in specific countries. Attention will be given to how the discipline defines political participation, how various feminists may influence change, and what it means to look for "common differences".

Fall

## 3350 Human Rights

Roberg 4 credits

This course examines the politics of human rights and the changing nature of sovereignty in the international system. To do this we will explore the major threats to human rights in the contemporary world as well as the cultural and political obstacles to international consensus on human rights norms. Finally, we will attempt to determine the appropriate mechanisms for their implementation.

## 3450 Contemporary Issues in Sex and Gender

Seymour 4 credits  
SOC

This course is an examination of the interaction of the endocrine system and nervous system and the resultant effect on behavior. Gender- and sex-related differences are studied from a biological and an environmental perspective. Cross-listed as NEU/PYC 3450.

*Prerequisite: PYC 2100 or consent of the instructor.*

## 3500 Global Poverty

Hauser 4 credits

While the focus of this course will be theoretical, the class will begin by introducing some general background information on global stratification. We will examine the geography of stratification (i.e. which countries are rich, which countries are poor, etc.). The basic demographics of poverty will also be explored. Particular attention will be paid to infant mortality rates, life expectancy rates, health care quality and access, education, the status of women, and the availability of foreign and domestic assistance. Finally, we will analyze various concepts of poverty, measures of poverty, and different kinds of stratification systems.

*Prerequisite: SOC 1000*

## 400 Topic in Women's and Gender Studies

Staff 1-4 credits

Course Descriptions will vary according to the topic. Courses prepare students to wrestle with the nature of truth by allowing for examination of the role of women's experience or gender within that exploration. They encourage gender-related questioning of canonical knowledge, and equip students to re-examine assumptions of the discipline or broader culture through such lenses as race, ethnicity, sexual orientation, class, and age.

## 4010 Senior Seminar

Staff 4 credits

A member of those who teach in Women's and Gender Studies will teach and direct student thesis/projects, with the assistance of others who teach in WMG. The seminar will lead the student toward the completion of the Senior Thesis/Project, the topic of which will be determined by the student and directing professor.

## 4090 Capstone Course

Staff 2 credits

The WMG Capstone Course is a two-credit experience, in which the students may choose to pursue any field related to issues addressed in any of the four previous courses they have taken and pursue the learning experience a step further. The student may choose to express this advanced stage of learning in a variety of ways, including a research project, practicum, internships, or other method proposed by the student. Capstone projects will be arranged as independent studies or as scheduled courses, depending on demand.

## Graduate Academic Program of Study

The Master of Education program at Carthage fosters intellectual and professional learning opportunities within the context of a liberal arts education. Classes enable teachers to keep abreast of current issues relating to education such as curricula, counseling, guidance, and administration. Initial licensure is available in Education Administration and Reading. A program of study may be devised for add-on licenses.

After admission to the graduate school, an individualized program of study will be developed by the student and advisor. The graduate program will accept no more than 12 transfer credits earned at another institution within the past five years prior to the filing of the program of study. A Program of Studies (POS) form must be completed and submitted to the graduate school. The program consists of 36 credits of course work. Master's Thesis EDU 5500 or EDU 5490 Integrative Seminar as well as EDU 5060 Philosophical Foundations may be included in the 36 credits of course work. Individuals are required to enroll in courses at the 5000 level or above. No continuing education credits will be counted toward a Master's Degree.

Upon completion of course work necessary for a concentration, students must sign up for EDU 5490 Integrative project or EDU 5500 Master's Thesis. Students will be granted two terms to successfully finish the project or thesis as well as other requirements for the master's degree. If students go beyond the two semesters they must again register for EDU 5490 or EDU 5500 and maintain continuous registration until they have completed the thesis or project.

### Master of Education Core Classes

#### Required courses for all areas of concentration

EDU 5060 Foundations of Education	2 cr.
EDU 5240 Qualitative Research	3 cr.
EDU 5250 Quantitative Research	3 cr.
EDU 5490 Integrative Project	4 cr.
OR	
EDU 5500 Master's Thesis	4 cr.

### Track Options

Carthage offers three track options that lead to licensure as well as a track option designed to help teachers enhance their skills.

### Track I: Contemporary Issues in the Classroom

#### Required Courses

EDU 4020G Guidance and Counseling	4 cr.
EDU 5060 Foundations of Education	2 cr.
EDU 5240 Qualitative Methods in Educational Research	3 cr.
EDU 5250 Quantitative Methods in Educational Research	3 cr.

#### Suggested Courses

EDU 5180 Mental Hygiene	4 cr.
EDU 5210 Sex Education	4 cr.
EDU 5170 Ethics in Teaching	
SWK 4250 Topics: Family Dysfunction: The Child	2 cr.
SWK 3400 Topics: Fundamental Aspects of AODA	2 cr.
SWK 3400 Topics: Special Issues in AODA	2 cr.

#### Required Culminating Experience

EDU 5500 Master's Thesis	4 cr.
OR	
EDU 5490 Integrative Graduate Project	4 cr.

### Track II: Classroom Management

#### Required Courses

EDU 4020G Guidance and Counseling	4 cr.
EDU 5060 Foundations of Education	2 cr.
EDU 5240 Qualitative Methods in Educational Research	3 cr.
EDU 5250 Quantitative Methods in Educational Research	3 cr.

#### Suggested Courses

EDU 5080 Behavior Management for Classroom	4 cr.
EDU 5170 Ethics in Teaching	4 cr.
EDU 5180 Mental Hygiene	4 cr.
EDU 5190 Teaching in a Multi-Cultural Classroom	4 cr.
EDU 5220 Teachers Helping Troubled Youth	4 cr.
PYC 3500 Counseling and Psychotherapy	4 cr.

#### Required Culminating Experience

EDU 5500 Master's Thesis	4 cr.
OR	
EDU 5490 Integrative Graduate Project	4 cr.

### Education Administration Program K-12 (#51 License)

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

#### Required Courses (Department of Public Instruction-approved curriculum)

EDU 5000 School Law	4 cr.
EDU 5010 Organizational Management in Education	4 cr.
EDU 5020 School Finance	4 cr.
EDU 5030 Evidence-Based Decision Making	4 cr.
EDU 5040 School Principalship Practicum	4 cr.
EDU 5110 Curricular Issues	4 cr.
EDU 5160 Professionalism and Leadership	4 cr.

#### Required Courses to complete a Master's Degree

EDU 5060 Foundations of Education	2 cr.
EDU 5240 Qualitative Methods in Educational Research	3 cr.
EDU 5250 Quantitative Methods in Educational Research	3 cr.
EDU 5500 Master's Thesis	4 cr.
OR	
EDU 5490 Integrative Graduate Project	4 cr.

# Graduate Academic Program of Study

## Gifted and Talented Program

The Carthage gifted and talented concentration prepares teachers to satisfy the needs of the gifted and talented students in their regular classrooms. The course concentration explores learning strategies and curriculum modification for the gifted child. Additionally, teachers may acquire depth of study in an academic discipline. Offered during the summer months, the program is designed to accommodate the professional educator's schedule. The program exceeds Illinois endorsement requirements, and is the only one of its kind in southeastern Wisconsin and northern Illinois.

### Required Courses

EDU 5060 Foundations of Education	2 cr.
EDU 5240 Qualitative Methods in Educational Research	3 cr.
EDU 5250 Quantitative Methods in Educational Research	3 cr.
EDU 5260 Problem Solving and Creativity	4 cr.
EDU 5270 Instructional Strategies	4 cr.
EDU 5460 Curriculum Modification for Gifted & Talented Children	4 cr.
EDU 5470 Practicum for Teachers of Gifted & Talented Children	4 cr.
EDU 5480 Seminar in Gifted and Talented Education	4 cr.
Required Culminating Experience	
EDU 5500 Master's Thesis	4 cr.
OR	
EDU 5490 Integrative Graduate Project	4 cr.

### Language Arts

Courses in written and spoken discourse, normally offered in the English, Communication, Performing Arts, and Education departments, cultivate the student's use of language as a reader, writer and speaker. The program also may be designed to lead to the Wisconsin Reading Teacher License #316.

### Required Courses

EDU 5060 Foundations of Education	2 cr.
EDU 5240 Qualitative Methods in Educational Research	3 cr.
EDU 5250 Quantitative Methods	3 cr.
Suggested Courses	

EDU 3540 Language Arts in Middle/ Secondary School	4 cr.
EDU 5230 Readings & Research in Children's and Young Adult Literature	4 cr.
EDU 5410 Curriculum & Instruction in Reading K-12	4 cr.
3 courses from the following	
ENG 3040 Advanced Writing	4 cr.
ENG 3070 Film and Literature	4 cr.
ENG 3090 Literatures of Diversity	4 cr.
ENG 3100 Literature and Gender	4 cr.
ENG 3140 Literary Genres	4 cr.
ENG 3750 History & Structure of English Language	4 cr.
ENG 4400 Independent Study	4 cr.
Required Culminating Experience	

EDU 5500 Master's Thesis	4 cr.
OR	
EDU 5490 Integrative Graduate Project	4 cr.

### Leadership in Teaching

Developed collaboratively by a team of K-12 teachers and administrators and Carthage professors, the leadership in teaching concentration prepares educators for leadership roles in site-based management, curriculum developments, assessment programs and data-based decision making. Innovative course work on curriculum issues, assessment, professionalism, and action research enables teacher to develop professionally as the educational environment continues to change. Participants can complete the leadership in teaching program in two years by taking two courses per term. The program's elective course options allow teachers to complete course work for an additional license or further professional development.

### Required Courses

EDU 5060 Foundations of Education	2 cr.
EDU 5110 Curricular Issues	4 cr.
EDU 5240 Qualitative Methods in Educational Research	3 cr.
EDU 5250 Quantitative Methods in Educational Research	3 cr.
Suggested Elective Courses	
EDU 5120 Urban Issues in Education	4 cr.
EDU 5130 Methods & Materials in Urban Education	4 cr.
EDU 5140 Development of Curricula	4 cr.
EDU 5150 Student Achievement & Learning	4 cr.
EDU 5160 Professionalism & Leadership in Today's Schools	4 cr.

### Required Culminating Experience

EDU 5500 Master's Thesis	4 cr.
OR	
EDU 5490 Integrative Graduate Project	4 cr.

### Wisconsin Reading Teacher Licensure K-12 (License #316)

To earn the #316 Reading Teacher license, the student must receive the institutional endorsement for the license and meet all the following requirements:

1. Students must be eligible to hold a Wisconsin license to teach or complete an approved teacher education program.
2. Have two years of successful regular classroom teaching experience.
3. Complete four courses, with at least 12 credits earned, beyond the bachelor's degree. The four courses shall include a practicum in teaching reading at the elementary level and at the middle/secondary level.

In addition, students must complete and maintain a high standard of performance in all course work and program requirements in the following areas:

- Development reading K-12
- Assessment and instructional techniques for readers with special needs
- Language development
- Content area reading
- Literature for children or adolescents

To achieve the required 18 credits for this licensing program, students may apply up to six credits in the study of reading at the undergraduate level. The program requires all teachers seeking #316 licensure to apply to the graduate program and to schedule an appointment with the director of the Reading Program at the beginning of the course work. Completion of the Miller Analogies Test is not required for #316 licensure candidates unless they also are pursuing a master's degree.

### Wisconsin Reading Specialist Licensure K-12 (License #317)

To earn the Reading Specialist license, a student must complete an approved program, receive the institutional endorsement and meet all of the following requirements:

1. Be eligible to hold a Wisconsin reading teacher license #316.
2. Maintain a high standard of performance in all course work and program requirements
3. Have a master's degree with an emphasis in reading with a minimum of 15 graduate-semester credits, including course work in:

- Guiding and directing the K-12 reading programs
- Field experience in guiding and directing K-12 reading programs
- Research relating to reading
- Supervision of instruction

Content area reading for the Reading Specialist Wisconsin D.P.I. Approved #316 Curriculum

**Required Courses**

EDU 5230 Readings and Research in Children's and Young Adult Literature	4 cr.
EDU 5410 Curriculum and Instruction in Reading K-12	4 cr.
EDU 5420 Diagnostic and Remediation Techniques for Reading Disabilities K-12	4 cr.
EDU 5430 Practicum in Reading Disabilities K-12	4 cr.

**Wisconsin D.P.I. Approved #317 Curriculum**

Students must complete all #316 requirements as well as all master's degree requirements. In addition, students must complete the following required courses:

**Required Courses**

EDU 5340 Psycholinguistics and Developing Effective Readers in Content Areas K-12	4 cr.
EDU 5350 Seminar in Reading Research	4 cr.
EDU 5360 Supervision, Administration, Guiding, and Directing Reading Programs K-12	4 cr.
EDU 5370 Field Experience in Supervision	2 cr.

**Special Education (Add-on License) Note:**

Candidates must have a valid Wisconsin teaching license.

**Required Courses:**

EDU 5450 Characteristics and Assessment of Learners with Exceptionalities	4 cr
EDU 5451 Academic and Behavioral Interventions for Learners with Exceptionalities- Middle/Secondary	4 cr
EDU 5452 Academic and Behavioral Interventions for Learners with Exceptionalities-Elementary	4 cr
EDU 5453 Instructional and Assistive Technology for Learners with Exceptionalities	2 cr
EDU 5454 Collaboration with Parents and Professionals	2 cr
EDU 5090 Conflict Resolution	4 cr

**Accelerated Certification for Teachers and Masters Program**

Accelerated Certification for Teachers offers programs leading to certification in areas such as: Cross-Categorical Special Education and a full range of secondary education areas; Math, Science, History, Music, Physical Education, Biology, Chemistry, Business Education, Economics, English, French, Geography, Political Science, Sociology, Spanish, Speech Communications, and Theater.

Upon completion of the Accelerated Certification for Teachers program, participants are approximately 12 credits away from earning a Master of Education.

**Eligibility Requirements**

Accelerated Certification for Teachers is dedicated to high standards that are reflected in the admissions and course requirements:

- Obtain an application from the Adult Education Office or Education Department.
- Be currently employed (or will be employed) by a public or private middle or high school.
- Receive admission to the Carthage Education Program by providing evidence of:
  1. 3.0 G.P.A. in all courses taken.
  2. A record demonstrating the completion of a Bachelor's or advanced degree from an accredited institution.
  3. Passing the Praxis I Pre-Professional Skills Tests
  4. Passing the appropriate Praxis II content knowledge test for their area.

If the applicant wishes to be admitted to the program, he or she should complete the application for admission.

Individuals who have failed a teacher preparation program are not eligible for Accelerated Certification for Teachers.

**Secondary Teachers First Summer Session**

EDU 5130 Methods and Materials in Urban Education	4 cr.
EDU 5520 Learning and Reading in Secondary Schools	4 cr.
EDU 3570 Classroom Management for Secondary Teachers	4 cr.

**Fall and Spring**

Clinical Experience at the sponsoring school	
EDU 3560 Field Placement Fall & Spring	8 cr.
EDU 4100 Methods for Teaching Secondary Exceptional Learners	4 cr.
EDU 400T TP: Seminar/ Portfolio & Spring	4 cr.

**Second Summer Session**

EDU 5150 Student Achievement and Learning	4 cr.
EDU 5190 Teaching in a Multi-Cultural Classroom	4 cr.
EDU 5090 Conflict Resolution	4 cr.
Total:	40 credits

**Special Education Teachers (Early Adolescent through Adolescent or Middle Childhood through Early Adolescent)**

**First Summer Session**

EDU 5130 Methods and Materials in Urban Education	4cr.
EDU 5520 Learning and Reading in Secondary School	4cr.
EDU 5450 Characteristics and Assessment of Learners with Exceptionalities	4cr.

**Fall and Spring**

Clinical Experience at the sponsoring school	
EDU 3560 Field Placement Fall & Spring	8 cr.
EDU 5451 Academic and Behavioral Interventions for Learners with Exceptionalities (Mid/Sec)	4 cr.
EDU 400T TP: Seminar/Portfolio Fall & Spring	4 cr.

## Second Summer Session

EDU 5452	Academic and Behavioral Interventions for Learners with Exceptionalities-Elementary	4 cr.
EDU 5453	Instructional and Assistive Technology for Learners with Exceptionalities	2 cr.
EDU 5454	Collaboration with Parents and Professionals	2 cr.
EDU 5090	Conflict Resolution	4 cr.
<b>Total: 40 cr.</b>		

## Carthage Master's Program

After completion of the teacher certification courses, participants in Accelerated Certification for Teachers may choose to continue their Carthage studies in pursuit of a master in education degree. The following additional courses are required for the master's degree:

EDU 5060	Foundations of Education	2 cr.
EDU 5240	Qualitative Methods in Educational Research	3 cr.
EDU 5250	Quantitative Methods in Educational Research	3 cr.
EDU 5490	Integrative Graduate Project Seminar and Current Issues in Educational Research	4 cr.

## OR

EDU 550G	Master's Thesis and Current Issues and Practices in Educational Research	4 cr.
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## 3650 Field Placement

Staff 4 credits  
This course provides students an opportunity to practice and refine their skills in a naturalistic setting. Faculty will provide class supervision and ongoing feedback.

## 4020 Guidance and Counseling

Staff 4 credits  
This course introduces students to the role and function of the counselor. It explains the purpose and nature of counseling in a variety of professional settings.

## 5000 School Law

Staff 4 credits  
A review of laws which directly impact students, teachers, and the educational enterprise. These would include special education laws, landmark cases in education, hiring and termination issues, and other topical issues related to the law and schools.

## 5010 Organizational Management in Educational Settings

Staff 4 credits  
The analysis of human behavior in organizations in terms of the individual, small group, intergroup relationships, and the total organization. Includes change management process and interventions.

## 5020 School Finance

Staff 4 credits  
Financing and reporting from a budgeting and managerial decision-making perspective.

## 5030 Evidenced-Based Decision-Making

Staff 4 credits  
Data analysis, statistical models, estimation, tests or hypotheses, review of qualitative and quantitative data, score comparisons and analyses including item analyses, processes of building achievable goals related to data, and the process of aligning staff/professional development to curricular goals. In this course, the emphasis will be on the use of data to make effective educational decisions.

## 5040 School Principalship

Staff 4 credits  
A practicum or field experience with seminars in the principalship included in this course may be the foundation for the master's thesis. A practicum will be arranged by the master's candidate, his or her employer, and his or her advisor. This will be a part-time assignment that may be following a principal, substituting for a principal, acting as an assistant principal, or some other mutually agreed-upon and mutually beneficial arrangement. Seminar discussions will revolve around topical issues such as scheduling, community relationships, suspension, bullying and harassment, and conflict resolution.

## 5050 Leadership in Sport

Williams 4 credits  
This course is an advanced seminar course in the area of sport leadership. The focus of the course will be on both the theoretical and practical applications of leadership concepts and theories and assist the student in examining and creating an authentic personal theory of leadership in sport settings.

## 5060 Foundations in Education

Staff 2 credits  
As a comprehensive overview of the foundations of education in the United States, this course provides a historical perspective of the philosophical and psychological underpinnings of the field of education. The purpose of the course is to provide teachers with the background needed to understand confronting the U.S. educational system.

## 5065 History and Governance of Higher Education

Andrews 4 credits  
This course is an advanced seminar on higher education history, organization, and leadership. The focus of the course will be on the historical development of, and current organizational models of, American higher education institutions.

## 5080 Behavior Management for Classroom Teachers

Staff 4 credits  
A study of the methods and techniques involved in organized behavior management program in school settings. Emphasis is placed on the role of the teacher in relationship to children with special needs.

## 5090 Conflict Resolution

Staff 4 credits  
Learn to use various forms of conflict resolution in association with students, parents, and colleagues. The course assists in training student mediators in methods of resolving conflict between other students.

## 5110 Curricular Issues

Staff 4 credits  
This course is required for the teacher leadership program. Historical and current trends in curriculum development are studied. The relationship among curriculum, instructional methodology and assessment is addressed, as well as the role of national, state and local standards in classroom curriculum.

## 5120 Urban Issues in Education

Staff 4 credits  
The focus is on defining issues and problems related to education in urban settings and on discovering solutions to existing problems. Some of the issues that will be explored include the education of illegal aliens, living conditions in urban settings and how it might impact education, parental and community support, and empowering students from urban settings.

**5130 Methods and Materials in Urban Education**

Staff 4 credits  
 This practical approach to education in urban settings will include the use of methods and materials and pedagogical strategies designed for instructing culturally diverse groups of students. Emphasis will be given to examining and closing the achievement gap between suburban and urban students through academic expectations for success. Urban education models also will be reviewed.

**5140 Development of Curricula**

Staff 4 credits  
 This practical approach to writing curriculum includes the development of standards-based goals, objectives, outcomes, benchmarks, rubrics and assessment. Special emphasis is placed on student-developed curricula.  
*Prerequisite: EDU 5110*

**5150 Student Achievement and Learning**

Staff 4 credits  
 This study of the cognitive strategies students employ while learning gives attention to current trends, such as the role of multiple intelligences, brain adaptations and development of high-level thinking skills. Special emphasis is placed on development of practical classroom techniques employing a peer coaching model.

**5160 Professionalism and Leadership in Today's Schools**

Staff 4 credits  
 The role of the professional educator as leader and change agent is studied. Emphasis is placed on data-based decision-making, team-building, facilitation and shared decision-making. The intent of this course is the rejuvenation of professionalism.

**5165 Advanced Techniques in Coaching Psychology**

Williams 4 credits  
 This course is an advanced seminar course in the area of coaching and sport psychology. The focus of the course will be on both the theoretical and practical applications of sport and exercise psychological processes and approaches to increase sport and exercise teaching effectiveness.

**5170 Ethics in Teaching**

Staff 4 credits  
 An exploration of the role of ethics in making professional decisions. Participants are introduced to concepts of ethical decision-making, different normative points of view and the application of ethical decision-making in elementary, secondary and post-secondary settings.

**5175 Leadership in Sport**

Williams 4 credits  
 This is an advanced seminar course in the area of sport leadership. The focus of the course will be on both the theoretical and practical applications of leadership concepts and theories and assist the student in examining and creating an authentic personal theory of leadership in sport settings.

**5180 Mental Hygiene**

Staff 4 credits  
 A course designed to promote understanding, awareness, and acceptance of both yourself and others. The course borrows mainly from cognitive therapy. Material discussed is useful in dealing with daily problems and stress. The format primarily is reading, discussion and group activities.

**5190 Teaching in a Multi-Cultural Classroom**

Staff 4 credits  
 This course addresses the increasing racial, ethnic, cultural, and social diversity concerns in the nation's schools and classrooms. This critical overview of the major issues and concepts in multicultural education clarifies racial and ethnic attitudes and develops the pedagogical knowledge and skills needed to work effectively with students from diverse cultures.

**5200 Advanced Conducting Techniques**

Dennee, Garcia-Novelli, Ripley 2-4 credits  
 Development of advanced conducting techniques for the secondary school music teacher. Emphasis is placed on strengthening rehearsal and performance conducting skills including development of appropriate conducting gestures as they relate to repertoire under study.

**5201 Advanced Performance Techniques**

Staff 2-4 credits  
 Development of advanced skills in performance and pedagogy on primary instrument.

**5202 HL Choral Symposium**

Dennee 2 credits  
 The HL Choral Symposium is designed for high school, community, and college choral directors (or those who aspire to be) and college undergraduate and graduate choral music majors. Workshop will be led by nationally and internationally renowned choral musicians (teachers, conductors, and composers) and will explore a variety of choral topics in depth.

**5210 Sex Education**

Staff 4 credits  
 A study of the biology and physiology of sex, sexuality, and human behavior. Additional emphasis is placed upon broadening understanding and acceptance of the varieties of forms of sexual expression that exist among and between people.

**5220 Teachers Helping Troubled Youth**

Staff 4 credits  
 A study of the methods and techniques involved in organized behavioral management programs in school settings. Emphasis is placed on the role of the teacher in relationship to children with special needs. In addition, the procedures learned in the class will enhance one's everyday living skills for a more positive well-being.

**5230 Readings and Research in Children's and Young Adult Literature**

Staff 4 credits  
 An opportunity for graduate students to investigate the nature of children's and young adult literature, the uses of children's and young adult literature in school, public and special library settings, trends in children's and young adult literature as a part of the total body of literature and as an educational force and current research in the field.

**5240 Qualitative Methods in Educational Research**

Staff 3 credits  
 This course prepares educators to interpret and critique educational research employing qualitative methods and to demonstrate understanding of qualitative methods of inquiry through design of research proposals. Emphasis will be placed on traditional methods such as case study analysis, interviews, and focus groups, and on mixed-model (blend of qualitative and quantitative) approaches that involve questionnaires and surveys.



## **5250 Quantitative Methods in Educational Research**

Staff 3 credits

This course addresses quantitative research. This course will help the student analyze and evaluate educational literature as well as provide a foundation for thesis writing.

## **5260 Problem Solving and Creativity**

Staff 4 credits

This course provides teachers with theories and definitions of creativity, creative problem-solving strategies, questioning skills, and activities that challenge students to interact with the world in new, unusual and mind-opening ways.

## **5270 Instructional Strategies**

Staff 4 credits

This course emphasizes learning strategies suited to gifted, talented, and creative students. These strategies highlight each student's unique combination of skills, multiple intelligences, and capacities for self-expression, using individual activities, cooperative groups, and multicultural perspectives.

*Prerequisite: Consent of director of graduate program or admission into the master of education program.*

## **5340 Psycholinguistics and Developing Effective Readers in Content**

Staff 4 credits

This course focuses on research in psycholinguistics, metacognition, interactive model theories, language learning, and their application to the reading curricula in elementary and junior/middle/high schools. Special attention is placed on the relationship between learning styles and reading comprehension and the development of methods and materials to enhance comprehension in the content areas.

## **5350 Seminar in Reading Research**

Staff 4 credits

A critical analysis of recent research and professional literature relevant to reading in K-12 is examined. Emphasis is on the tools of educational research related to the theories of reading, including metacognition and models of comprehension, schema theory, psycholinguistics, and the interactive model.

## **5360 Supervision, Administration, Guiding, and Directing Reading Programs K-12**

Staff 4 credits

This course studies the roles of reading specialists and their relationships to the guiding and directing of reading programs ranging from kindergarten to high school level. Special emphasis is placed on the role the specialist plays in the coordination and facilitation of the total reading programs. Students will examine the responsibilities of staff development leader, researcher, diagnostician, and facilitator of individual needs programs.

*Prerequisite: 10-14 credits in graduate reading courses*

## **5370 Field Experience in Supervision, Administration, Guiding K-12, and Directing Reading Programs**

Staff 4 credits

Students will discover skills to guide, administer and direct effective reading programs in cooperation with a qualified reading specialist. They will study the interactive model of comprehension, metacognition, scope, and sequence of reading skills in EDU 5360.

*Prerequisite: EDU 5360*

## **5410 Curriculum and Instruction in Reading K-12**

Staff 4 credits

This course explores the psychology and pedagogy of reading instruction and evaluation of reading curricula and programs on the elementary, junior, and senior high school levels. Analyses of recent trends and theories in reading instruction are included, such as interactive models, cognitive processes, development of word recognition competence, improvement in reading comprehension, and content area reading comprehension.

*Prerequisite: Undergraduate reading methods classes.*

## **5420 Diagnostic and Remediation Techniques for Reading Disabilities K-12**

Staff 4 credits

Students will study the types of reading abilities and disabilities, the processes related to the cognitive function, the interaction among the reader, writer, and text, the schema theory, and other related theories to enable assessment and instruction in reading in K-12. Emphasis is on interview procedures, informal diagnostic testing, case study writing, and methods and materials of instruction. Special emphasis is placed on the individualization of reading instruction.

## **5430 Practicum A and B in Reading Disabilities K-12**

Staff 4 credits

This course provides college-supervised clinical or laboratory practicum, including experience at the elementary level and at the middle/secondary level. Students develop programs for use with individual cases in the assessment and teaching of needed reading skills. Attention is given to the child's reading needs and to classification of these problems through affective and cognitive correlates. Emphasis is on metacognition, models of comprehension, schema theory, psycholinguistics, and the interactive process.

*Prerequisite: EDU 5420*

## **5450 Characteristics and Assessment of Learners with Exceptionalities**

Staff 4 credits

Participants will gain foundational knowledge for working with middle/secondary students with disabilities in the inclusive educational environment. Participants will learn the role that assessment plays in formulating teaching practices. Contributions of educational psychology and assessment in the areas of classroom management, research foundations, reading and interpreting data, and current instructional methodologies will be addressed.

**5451 Academic and Behavioral Interventions for Learners with Exceptionalities -Middle/Secondary**

Staff 4 credits

Participants will learn the role that academic and behavioral interventions play in the successful managing of the middle/secondary classroom. Participants will learn academic strategies that produce effective classroom learning with middle/secondary exceptional students.

**5452 Academic and Behavioral Interventions for Learners with Exceptionalities - Secondary**

Staff 4 credits

Participants will learn the role that academic and behavioral interventions play in successfully managing secondary education students. Participants will learn academic strategies that produce effective classroom learning with primary grade exceptional students.

**5453 Instructional and Assistive Technologies for Learners with Exceptionalities**

Staff 2 credits

Participants will demonstrate fluency in describing pedagogical approaches to incorporate technology into the instruction of exceptional learners.

**5454 Collaboration with Parents and Professionals**

Staff 2 credits

Readings and assignments in this course will develop the participants' abilities to successfully interact with colleagues and parents to support student learning and well-being as well as successful implementation of the student's I.E.P.

**5460 Curriculum Modification for Gifted and Talented Children**

Staff 4 credits

This course provides an overview of the historical development and current trends in providing programs and learning materials for gifted pupils in K-12. Field work required.

**5470 Practicum for Teachers of Gifted and Talented Children**

Staff 4 credits

Students learn to plan, promote and implement a two-week summer school program for gifted and talented children. Participants build community awareness by presenting the program to various local groups. This is a culmination course taken at the end of the graduate program.

**5480 Seminar in Gifted and Talented Education**

Staff 4 credits

Students discuss current issues and areas of concern in gifted education, review current literature, and evaluate program models in gifted and talented education. It requires methods for implementing these models into the participant's classroom.

*Prerequisite: Acceptance into the Master of Education program.*

**5490 Integrative Graduate Project**

Staff 4 credits

This capstone seminar guides and supports students in completing an Integrative Graduate Project that exhibits their ability to conceptualize a problem in education, engage in a thorough literature review, and construct conclusions and implications that extend the knowledge base.

**5500 Master's Thesis**

Staff 4 credits

This course is taken by thesis writers to aid in the development and execution of this major research paper. Graduate candidates arrange this course with the graduate advisor.

## Admissions

Application Procedures for  
Part-time Students

Admission to Carthage

Freshman Entrance  
Requirements

Early Review/Early  
Notification (EREN)  
Program

Early Admission

Advanced Placement

GED Applicants

International Students

Transfer Students

Admission to the Graduate  
Program

### Application Procedures for Part-time Students

Prospective students considering part-time study (less than 12 credits) may choose from a variety of day or evening courses. Full-time students apply through the Office of Admissions. Part-time students apply through Adult Education.

**Degree Seeking:** All part-time students interested in earning an undergraduate degree must apply for degree status. To apply for degree status, submit an application for part-time enrollment, a nonrefundable \$10 application fee, and official college transcripts of all prior college course work. Students who have never attended college must submit official high school transcripts.

**Non-Degree Seeking:** Applicants who do not plan to earn a degree, but wish to take courses for personal or professional enrichment should apply for non-degree status. To apply for non-degree status, submit an application and the nonrefundable \$10 application fee. High school/college transcripts are not required.

### Admission to Carthage

Carthage offers educational opportunities for full-time or part-time students in both undergraduate and graduate programs. Complete information and applications may be obtained by calling the Office of Admissions at 262-551-6000 or 800-351-4058, or by contacting the office in person or by mail:

Office of Admissions  
Carthage  
2001 Alford Park Drive  
Kenosha, Wis. 53140-1994

Carthage welcomes students of all races and religious preferences.

Students considering Carthage are encouraged to visit the campus. The Carthage Office of Admissions is open year-round, Monday through Friday, with group visit days on most Saturdays during the school year. Reservations are recommended. These visits include a student-led campus tour and a meeting with an admissions and financial aid representative. If pre-arranged, your visit also may include meetings with professors and coaches, or an opportunity to observe a class.

### Admission to the Undergraduate Program

Freshmen and transfer students usually enter in the Fall Term, but applications also are considered for terms beginning in January, February, and June. The College operates on a year-round calendar and accepts applications on a rolling admission basis. Applications are immediately reviewed upon completion. High school seniors who wish to enter Carthage during the Fall Term are strongly encouraged to apply by December of their senior year. A nonrefundable application fee of \$35 must accompany the application. A waiver of this fee is possible if the applicant demonstrates financial limitation and submits the College Board application fee waiver, usually sent by the student's high school guidance office. The application fee also is waived for children and grandchildren of Carthage alumni.

### Freshman Entrance Requirements

During the evaluation process, admissions representatives consider all aspects of a student's academic background. Primary emphasis focuses on the secondary school record, including the number and nature of courses completed, grade point average in academic courses, rank in class, and scores from the ACT (American College Testing program) or the SAT I (Scholastic Assessment Testing program). Carthage will accept these scores from your official high school transcript.

Students graduating from an accredited secondary school with a strong college preparatory background are best prepared for academics at Carthage. The College strongly recommends that students complete a minimum of 16 academic units in high

school, including English, foreign language, science, mathematics, and social studies.

High school students should submit the following when applying for admission: (1) a completed application; (2) an official high school transcript; (3) official results from the SAT or ACT program; and (4) a \$35 application fee.

All freshman applicants are encouraged to apply by December 3 of their senior year in high school.

### Early Review/Early Notification (EREN) Program

Students who have completed three years of high school may apply early for admission under the EREN program. Applications must be received by mid-July and students are notified of their admission status in late September.

Applications, transcripts, and other credentials become part of the permanent file of the College and may not be returned or forwarded.

Once a student has been admitted to Carthage, an advance payment of \$300 is requested to hold a place in the entering class. For students starting in the Fall Term, this deposit is completely refundable up to May 1 of the initial year of attendance. The deposit is nonrefundable after November 1 for the Spring Term and Summer Sessions.

### Early Admission

It is possible for a student to be accepted for admission to Carthage after completing secondary school in three years. On the basis of outstanding academic achievement, a student may be admitted to the College in lieu of completing the senior year of secondary school.

Additional information may be obtained from the high school guidance office or by contacting the Office of Admissions.

### Advanced Placement

A maximum of 32 credit hours of alternative credit may be counted toward graduation. This includes IB, AP, and CLEP. No credit will be awarded for subsidiary level examinations. For additional information, contact the Office of Admissions.

### Advanced Placement Courses and Carthage Policy

Advanced Placement Examinations, consisting of both objective and free response sections, are administered by the College Board to students who have completed college-level Advanced

Placement courses in high school. A score of 1 through 5 is assigned by a group of evaluators based on the score for the objective section and review of the free response questions. Carthage awards credit in recognition of scores 3 through 5. Entering students who wish credit for Advanced Placement must submit official results to the Registrar's Office.

All Advanced Placement courses are subject to departmental review of scores and/or booklet before credits are awarded. AP scores must be 3 or above to receive Carthage credit.

**Art History:** 4 credits in ART 1700 (Introduction to Art History).

**Biology:** 4 credits in BIO 11010 (Concepts in Biology).

**Calculus AB** (subgrade): 4 credits in MTH 1120 (Calculus I).

**Calculus AB:** 4 credits in MTH 1120 (Calculus I) with score of 3 or 4. (See department for score of 5).

**Calculus BC:** 8 credits in MTH 1120 and 1130 (Calculus I and II) with score of 5. 4 credits in MTH 1120 (Calculus I) with score of 3 or 4. (See department for scores of 4).

**Chemistry:** 4 credits in CHM 1010 (General Chemistry).

**Computer Science A:** Submit scores and booklet for departmental review.

**Computer Science AB:** Submit scores and booklet for departmental review.

**Macroeconomics:** 4 credits in ECN 1020 (Principles of Macroeconomics).

**Microeconomics:** 4 credits in ECN 1010 (Principles of Microeconomics).

**English Language:** 4 credits in English (elective).

**English Literature:** 4 credits in ENG 1060 (Interpreting Literature).

**Environmental Science:** 4 credits in GEO 2400 (Environmental Geog: Working with the Earth).

**European History:** 4 credits in HIS 1120 (Issues in European History II).

**French Language/Literature:** Placement indicator at Carthage College required.

**German Language:** Placement indicator at Carthage College required.

**Government & Politics: U.S.:** 4 credits in POL 2400 (American Government: National, State and Local).

**Government & Politics: Comparative:** 4 credits in POL 1030 (Introduction to Comparative Politics).

**Human Geography:** 4 credits in GEO 1500 (Introduction to Geography).

**Latin:** Placement indicator at Carthage College required.

**Music Theory (Aural):** 1 credit in MUS 1020 (Aural Skills I).

**Music Theory (Non-Aural):** 3 credits in MUS 1010 (Music Theory I).

**Physics B:** Submit scores and booklet for departmental review. Score of 4 or 5 required.

**Physics C (Electricity/Magnetism):** Submit scores and booklet for departmental review. Score of 4 or 5 required.

**Physics C (Mechanics):** Submit scores and booklet for departmental review. Score of 4 or 5 required.

**Psychology:** 4 credits in PYC 1500 (Introduction to Psychology) with score of 4 or 5.

**Spanish Language/Literature:** Placement indicator at Carthage College required.

**Statistics:** 4 credits in MTH 1050 (Elementary Statistics).

**Studio Art/Drawing :** Submit scores and booklet for departmental review.

**U.S. History:** 4 credits in HIS 1000 (Issues in American History).

**World History:** 4 elective credits in Asian History.

## International Baccalaureate

The International Baccalaureate (IB) is an internationally recognized program that enables students to follow a special curriculum and take specific examinations to fulfill secondary school graduation requirements. The IB diploma program is recognized by Carthage for purposes of admission, course credit, and advanced standing or placement. These examinations are given in high schools that have the IB program. Credit is based on a review of the candidate's IB program. Credit may be given for scores of 4 or higher in selected Higher Level examinations.

## GED Applicants

Students having completed the Graduate Equivalency Diploma (GED) program must provide evidence of their achievement by submitting an official copy of the GED certificate that includes the score. The certificate must be provided in addition to a transcript of the applicant's high school grades.

## International Students

In addition to submitting the application and secondary school transcript, international

students must demonstrate proficiency in the English language, as indicated by the TOEFL (Test of English as a Foreign Language). Preference is given to international students who score at least 500 on the TOEFL, or have completed Level 109 at an ELS Language Center. For secondary school transcripts in a language other than English, English translations are required. A non-refundable fee of \$40 must accompany the application. The I-20 form is issued once a student has been admitted to the College. Students who have taken courses at an institution that is not on the American System will need to have their transcripts evaluated by an accredited agency such as Educational Credential Evaluators, Inc. (ECE). The College will use the evaluation to make an admission decision.

## Transfer Students

A student who has completed course work at other collegiate institutions is welcome to transfer to Carthage. Students wishing to transfer college credits to Carthage may do so by contacting the appropriate office. Students wishing to take 12 or more credits in the term should contact the Office of Admissions. Students wishing to take 11 or fewer credits in the term should contact Adult Education. After admission and acceptance to the College, official evaluations will be completed by the Registrar's Office only when official transcripts from all previously attended collegiate institutions are received.

Transfer students planning to enroll full-time (12 or more credits) should submit the following to the Office of Admissions: (1) a completed application; (2) an official and final high school transcript; (3) official transcripts from all college-level course work and each previously attended college/university; and (4) the \$35 application fee.

Students considered for transfer admission to Carthage should be in good standing with all previous or current colleges and have a minimum grade point average of 2.0 (on a 4.0 scale).

Carthage gives appropriate value to transcripts and records from institutions accredited by the North Central Association of Colleges and Secondary Schools and similar regional associations when comparable courses or areas are taught at Carthage.

Credits from a junior college cannot be transferred if earned after a student has accumulated half of the number of credits needed for a bachelor's degree at Carthage (69 credits). Students holding an Associate of Arts degree from an accredited junior

college receive automatic junior class standing when they transfer to Carthage.

Credits will be transferred for courses in which grades of "C-" (or its equivalent at Carthage) or above are earned. Credits transferred will be entered on the student's permanent record without reference to the grade earned. Grades are not transferred. Grades from all attended institutions are used in computing the cumulative grade point average for teacher education.

### **Admission to the Graduate Program**

Applicants to the Master of Education or Advanced Licensure programs are considered throughout the year, with matriculation occurring in Summer, Fall, January, or Spring Term. Qualifications for admissions include successful completion of a bachelor's degree, employment in a profession that is educational in nature, and a grade point average indicating capacity for graduate study.

Each applicant must submit an application and personal statement, official transcripts of all college work, proof of a valid teaching license, the results of a recent Miller Analogies Test, three letters of recommendation, and have an interview with the director of the Graduate Program. A nonrefundable application fee of \$25 must accompany the application.

## Tuition and Fees

Carthage Student Fees

Advance Payments

Billing Procedures

2012-2013 Undergraduate  
Tuition and Fees

Late Payment Fees

2012-2013 Graduate Tuition  
and Fees

Fees for Optional Services

Refund Schedule

Veterans Administration  
Educational Program

Payment Options

### Carthage Student Fees

The College operates on an annual budget with commitments for faculty, student services, and facilities made one year in advance. Since Carthage develops its operational plan based on anticipated enrollment, the College must have a firm commitment from all students regarding their educational intentions.

Carthage operates under a comprehensive fee program covering standard charges for the academic year for all full-time students. This comprehensive fee includes: tuition for 12 to 17 credit hours during each of the Fall and Spring Terms and up to four (4) credit hours during the January Term; and charges for a double room and standard meal board plan for resident students. For the 2012-2013 academic year, the comprehensive fee is \$33,000 for commuting students and \$42,000 for resident students.

All full-time students who are not living at home must reside in a College residence hall and eat their meals at the College dining hall, unless other arrangements have been made specifically with the College administration.

### Advance Payments

Carthage requires all new, full-time students to make a \$300 advance payment to confirm their enrollment at the College. This advance payment is fully refundable through the Office of Admissions, if requested in writing on or before May 1. After May 1, this advance payment will be credited to a student's account but will be forfeited to the College by any student who fails to register for the Fall Term.

Returning students will have an opportunity to register for the Fall Term during the prior Spring Term. This registration process gives returning students preference in the selection of classes, as registration for new students does not begin until the close of this registration period. Commuting and resident students must submit a \$300 advance payment to complete the registration process. These fees are fully refundable until June 1, and refund requests must be made in writing through the Business Office. After June 1, this advance payment will be credited to the student's account, but will be forfeited to the College by any student who fails to complete registration for the Fall Term.

Returning students electing not to sign up for classes or a room assignment during the appropriate period in the spring will be allowed to register for classes and/or a room at any time until mid-August with the appropriate registration payment. However, the selection of classes, rooms, or roommates may be severely limited.

### Billing Procedures

College policy requires payment of all charges to be received prior to the start of classes, unless arrangements for a budget payment plan have been completed. In May, all returning and newly admitted students are billed for tuition plus room and board, where applicable, for a full academic year. No payment is required immediately, but each student may select a payment program with as many as 11 or as few as one scheduled payments during the academic year.

Financial aid will be applied to student accounts in essentially equal amounts during the Fall and Spring Terms.

Students registering for only one term will be responsible for the advance payment plus the appropriate charge for the term attended.

### 2012-2013 Undergraduate Tuition and Fees

In addition to the cost of tuition, room, and board, Carthage provides other student services at additional costs. Following are the fees for the 2012-2013 academic year:

	Annual Fee	Per Term (with J-term)
<b>Full-time Tuition</b> (12-17 credits per semester plus J-Term)	\$33,000	\$17,500
<b>Residence Fee</b> (Double Room)	\$9,000	\$4,800
<b>Total fee</b>	\$42,000	\$22,300

### Late Payment Fees

A \$150 late registration fee will be assessed to any full-time student failing to complete the registration process during the scheduled period. Regardless of the date of registration, the \$300 advance payment will be required to complete the registration process.

Carthage does not charge interest on student accounts if payments are received as scheduled. However, the College will charge a fee for late receipt of a scheduled payment. The late fee is equal to 1 percent per month of the past due balance.

### 2012-2013 Graduate Tuition and Fees

Tuition: Full-time per term (12 to 17 credits, excludes J-Term) \$16,500

Tuition: Summer Session (per credit hour) \$460

Tuition: Part-time (per credit hour) \$460

Application fee (full-time) \$35

Master's degree graduation fee \$25

Carthage reserves the right to change the amount charged for tuition or related fees at any time without prior notification.

### Fees for Optional Services

Overload fee (per credit hour exceeding 17 hours Fall and Spring or 4 hours J-Term) \$460

Tuition: Part-time day students (per credit hour) \$460

Tuition: Part-time evening students (per credit hour, maximum 11 credit hours) \$460

Tuition: Accelerated Program (per credit hour) \$410

Resident student parking permit per academic year \$0 - 1,000

Full-time Summer Session (7 weeks) 12 credits \$5,880

Summer Session Residence fee (480 Points) \$2,565

Summer day school tuition (part-time per credit hour) \$460

Summer evening school tuition (per credit hour) \$460

## Tuition and Fees

Transcript fee (each)*	\$10
Audit fee per credit hour	\$155
Examination for credit (per course)	\$650
Music lesson fee per semester:	
- day students	\$290
- evening students	\$440
Late registration fee	\$150
Return check fee (each occurrence)	\$25
I.D. replacement	\$25
Mailbox	\$25
Room lock replacement	\$85
C.O. Key	\$35
Full-time, undergraduate application fee	\$35
Part-time, undergraduate application fee	\$10

\* To obtain an official transcript, the student must submit a written request to the Registrar's Office.

### Refund Schedule

2012-2013 Academic Year refunds are made for tuition, meals, and auditing fees only. No refunds or adjustments will be made for residency charges (except meals), late fees, course or lesson fees, parking permits, or other administrative or miscellaneous charges.

#### **ALL NOTICES OF WITHDRAWAL MUST BE MADE IN WRITING**

All notices of withdrawal and/or requests for refunds from the College, including cancellation of registration and/or residential status, must be in writing and addressed to either the Office of the Dean of Students, the Office of the Registrar, or the Business Office. The official date of withdrawal will be earliest of: the date the student appears in person at one of the designated offices and signs an appropriate withdrawal document; the date of receipt of any faxed message indicating withdrawal from the College or specific class; or the postmark on the envelope containing the request.

### Tuition and Audit Fee Refunds

Refunds are based upon the percentage of the term which has elapsed during the period of attendance. This percentage of attendance is determined by dividing the number of term days elapsed by the total days in the term. A student withdrawing after one-third of the term has been completed will receive a tuition credit equal to two-thirds of the

tuition charge. All Carthage and federal scholarship or loan awards will be applied to the student account in proportion to period of attendance and federal guidelines. Again, the student withdrawing after completing one-third of the term will receive one-third of the scholarship and loan awards for the term.

**AFTER SIXTY PERCENT (60) OF THE TERM HAS ELAPSED, NO TUITION OR AUDIT FEES WILL BE REFUNDED AND 100 PERCENT OF THE SCHOLARSHIP AND LOAN AWARDS WILL BE CREDITED TO THE STUDENT ACCOUNT.**

### Billing and Refund Policy for Accelerated Certification for Teachers (ACT)

Billing:

This is a 14-month cohort-based program taught over four consecutive semesters. The entire tuition for the 2012-2013 cohort is \$16,165, which is billed to students in three equal amounts at the beginning of each of the first three semesters. There is no billing for the fourth and final semester.

ACT Program Refund Policy:

All notices of withdrawal and/or requests for refunds must be in writing and addressed to the ACT program director, Paul Zavada. The official date of withdrawal will be the earliest of: the date the student appears in person at the Program Director's office and signs an appropriate withdrawal document; the date of receipt of any faxed message indicating withdrawal from the program; or the postmark on the envelope containing the withdrawal request.

Refunds can only be made during the first 60 percent of the entire program. After 60 percent of the program has elapsed, no program tuition will be refunded and 100 percent of the scholarship and loan awards will be credited to the student account.

The percentage of the program completion is determined by dividing the number of calendar days elapsed since the start of the program by the total number of calendar days in the entire cohort program.

### Residency Refunds

Resident students withdrawing from Carthage during an academic term are entitled to an adjustment based only upon the meals not provided. Board adjustment will be based upon the rate of \$50.00 multiplied by the number of board weeks remaining between the official withdrawal date, and the last day of the final examination period.

#### **Special Note:**

Students beginning the academic year during

the Fall Term will be billed for the full academic year unless Carthage is notified of an intention to attend a single term only. Students who are billed for the full academic year and withdraw during the Fall Term will receive credit for the term of non-attendance at an amount equal to the difference between these posted rates, plus the appropriate Fall Term refund as defined above.

### Final Accounting

A final statement showing all final charges, credits, and/or adjustments normally will be mailed within 30 days of the notice of withdrawal. This final statement will show any balance due to the College, or indicate an amount to be returned to the student. Refund checks will be available approximately ten (10) days following the preparation of this final statement.

Individuals seeking clarification or review of either this final statement or the application of the refund policy to his or her individual situation should address all inquiries to:

William R. Abt  
Senior Vice President for  
Administration and Business  
Carthage College  
Kenosha, Wis. 53140-1994

### Appeal Process

Students wishing to appeal the refund decision may do so by writing to the Vice President for Administration and Business.

### Veterans Administration Educational Program

Students who plan to attend Carthage under the Veterans Administration Educational Program are urged to promptly apply to the appropriate V.A. agency for necessary authorization well in advance of their registration date. The proper authorization should be presented to the Registrar's Office immediately after admission to the College.

Veterans enrolling under the educational program should be prepared to pay all charges in full or make application for a Deferred Payment Plan.

### Payment Options

Carthage allows students to pay for tuition and room and board in regular installments during the academic year. Specific information regarding these payment options is provided at the time of the initial billing of the comprehensive annual fee, or may be obtained directly from the Business Office.

## Student Financial Planning

Financial Aid Rights and Responsibility

Carthage Scholarship/Grant Program

Federal Programs

Wisconsin State Programs

Institutional Grant Programs

Applying Aid to Student Accounts

Refunds

Applying for Need-Based Financial Aid

Satisfactory Academic Progress Policy

Endowed Scholarships

Annually Funded Scholarships

Carthage believes that cost should not be a barrier to a student's education. All students are eligible to receive some type of financial assistance through scholarships, grants, loans, or part-time employment.

### Financial Aid Rights and Responsibility

#### Financial Aid Recipients Have the Right To:

- Seek financial aid counseling.
- Know how much aid you will receive each term and when it will be disbursed. Contact the Office of Student Financial Planning for disbursement dates.
- Know the terms of any work-study awards you are offered.
- Know the interest rate, repayment terms, and procedures for any loan(s) you are offered.
- Access your financial aid file.
- Privacy of information regarding your financial aid file. Information from your student file will not be released without your permission to anyone except College staff and financial aid donors requesting such information.
- Receive financial aid as long as you are eligible and as long as funds are available.

- Appeal any award decisions you feel warrant consideration due to emergency circumstances beyond your control, or office error.

#### Financial Aid Recipients Have the Responsibility To:

- Check your Carthage e-mail account regularly. College assigned e-mail accounts are the College's official means of communication with you.
- Update your address, phone, and cell numbers as soon as you become aware of a change.
- Read all materials sent to you.
- Be prepared to provide the expected family contribution (EFC).
- Provide accurate, factual information on all financial aid forms requested, within 30 days of the request, but no later than the last date of attendance, whichever is earlier. Failure to do so will result in cancellation of part or all of your financial aid awards.
- Register early. Registration after the start of a term may result in additional fees, plus a delay or cancellation of part or all of your financial aid and/or additional fees.
- Once admitted, maintain satisfactory academic progress.
- Understand that if you withdraw from any or all of your classes, federal regulations require that all or a portion of any tuition refund you receive be credited to the financial aid funds from which you received assistance. You may also be required to repay any funds you received in excess of your tuition costs that were intended to assist you with living expenses while you attend school.
- Check your financial aid awards disbursed against your Financial Aid Award Letter each semester on your bill from the Business Office.
- Know that if you are in default on any loans and/or owe aid repayments you will be denied further aid.
- Know that if you receive aid which exceeds your calculated need, you must repay the excess.
- Notify the Office of Student Financial Planning if you drop below half-time enrollment (less than 6 credits each term).
- Notify the Office of Student Financial Planning if you change your name.
- Apply for financial assistance annually.
- Keep copies of all billing statements.

- Seek clarification if you do not understand any portion of the financial aid process.

### Carthage Scholarship/Grant Program

Carthage administers an aggressive merit scholarship program. These awards are made at the time of admission without regard to financial need. Several of these scholarships are competitive and require a special application, while others are automatically awarded. They are based upon demonstrated academic achievement to date and potential to succeed. Available for up to four years of continuous, full-time undergraduate enrollment, each award requires maintenance of a minimum cumulative grade point average (G.P.A.) at the end of each Spring Term as indicated below:



Scholarship/Grant	Minimum G.P.A.	
Academic Honors Scholarship	2.75	day of J-Term classes. Warning letters are sent to those who currently are not meeting their scholarship terms and the Spring Term is considered probationary. At the end of each Spring Term, the cumulative G.P.A. is reviewed to determine renewal of scholarship(s).
Alumni Grant	2.00	
Badger Boys/Girls State Scholarship	2.50	If the student's cumulative G.P.A. leads to the termination of the scholarship, the student may submit a written appeal to the Director of Student Financial Planning and/or enroll in summer classes at Carthage. Reinstatement of the financial aid depends upon the outcome of the appeal.
Bridges Scholarship	2.25	
Carthage Scholarship	2.00	The College offers continuing students an opportunity to compete for merit awards, such as Heritage Scholarships, departmental honors, and selected endowed scholarships. These require faculty recommendation, and may have additional stipulations as developed by the department or donor. The Office of Student Financial Planning can provide more details.
Clausen Scholarship	3.25	
Dean's Scholarship	2.50	Each year the Federal Government randomly selects students to complete a process called verification. This process requires the College to verify information submitted on your Free Application for Federal Student Aid (FAFSA). If you have been selected, you will receive notification from the Carthage Office of Financial Planning asking you to complete our verification worksheet and submit federal income tax transcripts as soon as possible.
ELCA Grant	2.00	
Faculty Scholarship	2.50	Financial aid awards calculated prior to completing the verification process are considered estimates until we have verified your information. If necessary, we will make corrections with the federal FAFSA processor and then confirm the level of financial assistance for which you are eligible to receive. We strongly encourage you to complete this process in a timely manner to lock in your eligibility for state, federal, and institutional assistance.
Kenosha Police and Fire Scholarship	2.00	
Kenosha Scholarship	2.75	Eligibility for many awards is based on financial need, as determined through the Free Application for Federal Student Aid (FAFSA).
Laura Kaeppler Kenosha Scholarship	2.75	
Lincoln Scholarship	3.25	<b>Verification</b>
Mary Lou Mahone Kenosha Scholarship	2.75	
Math/Science Scholarship	3.00	<b>Federal Programs</b>
Ministerial Grant	2.00	
Modern Language Scholarship	3.00	<b>Federal Pell Grant</b>
Multicultural Scholarship	2.00	
Music Scholarship	2.00	This program provides students with grants of up to \$5,550 in 2012-2013. The amount is determined by a federally mandated formula.
Phi Theta Kappa Scholarship	2.75	
President Anderson Scholarship	3.25	<b>Federal Supplemental Education Opportunity Grant (FSEOG)</b>
President Dahl Scholarship	3.25	
President Lentz Scholarship	3.25	Grants range from \$250-\$1,000 per year. Awards are made only to students who apply early and demonstrate exceptional financial need.
Presidential Scholarship	2.75	
Ruud Scholarship	3.25	<b>Federal Work-Study (FWS)</b>
Sibling Grant	2.00	
Spring Scholarship	3.00	The Federal Work-Study program extends part-time employment opportunities to students who apply early and need financial assistance/earnings from part-time employment to help meet their education costs.
Theatre Scholarship	2.00	
Transfer Scholarship	3.00	Students given FWS allotment will be eligible to work an average of ten hours per week. Work hours will be determined between the student and her/his supervisor. Students may not work more than 20 hours per week during the academic school year.
Tri-County Grant	2.00	

Each year, at the end of the Fall Term, the cumulative grade point average (G.P.A.) is reviewed for continued scholarship eligibility. Students wishing to use J-Term grades toward their cumulative G.P.A. must submit a written request to the Office of Student Financial Planning prior to the first

## Federal Supplemental Education Opportunity Grant (FSEOG)

Grants range from \$250-\$1,000 per year. Awards are made only to students who apply early and demonstrate exceptional financial need.

## Federal Work-Study (FWS)

The Federal Work-Study program extends part-time employment opportunities to students who apply early and need financial assistance/earnings from part-time employment to help meet their education costs.

Students given FWS allotment will be eligible to work an average of ten hours per week. Work hours will be determined between the student and her/his supervisor. Students may not work more than 20 hours per week during the academic school year.

The value of the work-study award is not deducted from the student's account at the time of billing.

Students are paid monthly based upon the number of hours worked during the preceding pay period. The student may deposit these checks into his or her account by completing a form available in the Business Office.

## Federal Perkins Loan Program

This loan is available to students who apply early and demonstrate exceptional financial need.

Carthage students may be awarded as much as \$1,000 each academic year, depending upon availability of funds. The repayment period and the interest charge (5 percent) do not begin until nine months after students end their studies.

When a student ceases to attend Carthage, the student borrower must make arrangements with the College business office for repayment, deferment, or cancellation of this loan. Students will participate in an exit interview, during which these options will be explained in more detail.

## Federal Stafford Student Loan Program

These programs allow undergraduate dependent students to borrow up to \$5,500 during their freshman year, \$6,500 during their sophomore year, and \$7,500 in each of their junior and senior years. Independent undergraduate students may be eligible to borrow an additional unsubsidized Stafford loan up to \$4000 (freshman/sophomores) or \$5000 (juniors/seniors). Graduate students may borrow up to \$20,500 per year. The type

of Stafford loan (subsidized or unsubsidized) that students are eligible to receive is determined by completing the FAFSA. Interest is paid by the government during enrollment and gross period for a subsidized Stafford loan. Interest accrues on an unsubsidized Stafford loan and can either be paid monthly by the student or allowed to accrue and add into the principal loan amount upon prepayment.

Loan repayment begins six months after termination of at least half-time enrollment. The interest rate is fixed, but capped at 6.8 percent. For 2012-2013, interest on unsubsidized Stafford loans is 6.8% fixed. Upon repayment, subsidized Stafford loans will accumulate interest at 6.8% subject to change.

Generally, loan applications will be processed electronically unless the student indicates otherwise. The student's initial award letter packet will provide more information.

In order to receive any Title IV monies (e.g., Pell, FSEOG, FWS, Perkins, Stafford Student Loan), the student must submit all necessary, requested documents to the Office of Student Financial Planning in a timely manner. The student must not be in default or owe a refund on any Title IV program, and must maintain satisfactory academic progress according to the guidelines established by the U.S. Department of Education and Carthage.

Individuals must be enrolled as degree-seeking students in order to receive Title IV funding or enrolled in an eligible certification program.

## **Federal Parent Loan for Undergraduate Students (PLUS)**

This loan program allows parents of dependent students to borrow an amount up to their entire out-of-pocket cost. Applications can be processed electronically, or obtained from the Office of Student Financial Planning.

## **Alternative Loans**

These are designed to provide students with a loan beyond what federal programs can offer to help meet out-of-pocket expenses. In most cases, a qualified co-signer is required. Students may borrow the entire out-of-pocket expense with a credit-worthy co-signer.

## **Teacher Education Assistance for College and Higher Education Grant (TEACH)**

The Teacher Education Assistance for College and Higher Education (TEACH) Grant of up to \$4,000 per year is awarded to students who are considering, or intending to complete, coursework to begin a career in teaching and who agree to serve for a minimum of four years as a full-time, highly qualified, high-need field teacher in a low-income school.

## **Wisconsin State Programs**

### **Wisconsin Tuition Grant (WTG)**

The state provides a grant program for Wisconsin residents attending a private college within the state. Students must submit the FAFSA to be considered for the grant. The WTG is based upon need and varies up to \$2,900. Students are encouraged to file early in order to qualify.

### **Talent Incentive Program Grant (TIP)**

This state program provides grants to students who demonstrate exceptional need. Students who qualify may be nominated through Carthage to the state agency or can make application for this program at their Wisconsin Educational Opportunity Program (WEOP) Office. The FAFSA also must be filed to be considered for the grant.

### **Minority Undergraduate Retention Grant**

The grant program provides limited funds to selected minority students with exceptional financial need. Available to sophomores, juniors, and seniors only.

### **Minority Teacher Loan**

The state offers a forgivable loan to any fulltime, eligible junior or senior who carries a minimum G.P.A. of 2.50 in a Teacher Certification Program. The value of the loan varies up to \$2,500 per year for maximum of two years. For each year spent teaching in an eligible school, 25 percent of the loan is forgiven. The Office of Student Financial Planning will nominate students who apply early and demonstrate exceptional financial need.

### **Hearing and Visually Handicapped Student Grant**

The state offers funding to Wisconsin residents who demonstrate financial need and have severe or profound hearing or visual impairment. Students are eligible to receive up to \$1,800 per year for up to five

years. In order to qualify for the grant, the FAFSA must be filed and the student must be enrolled at least half-time.

### **Indian Student Assistance Grant**

The state offers up to \$1,100 per year to any Wisconsin resident who is at least 25 percent Native American and is enrolled in an undergraduate or graduate degree or certificate program for up to ten terms. The Office of Student Financial Planning will nominate students who apply early and demonstrate exceptional financial need.

### **Wisconsin Army National Guard Tuition Grant**

The Wisconsin Army National Guard tuition grant offers tuition benefits to student soldiers. All Wisconsin Army National Guard enlisted members and warrant officers who do not possess a bachelor's degree are eligible. The tuition grant is based on 100 percent of the resident, undergraduate tuition charged by the University of Wisconsin at Madison. The grant can be used at any school with a Title IV school code. This tax-free tuition grant is paid as a reimbursement to the soldier/student after completing a class or term of school. Contact your local unit or recruiter for details.

### **Academic Excellence Scholarship**

Academic Excellence Scholarships are awarded to Wisconsin high school seniors who have the highest grade point average in each public and private high school throughout the State of Wisconsin. The value of the scholarship is \$2,250 per year to be applied towards tuition. Half of the scholarship is funded by the state while the other half is matched by the institution.

## **Institutional Grant Programs**

In addition to a broad range of federal and state programs, Carthage supplements these awards with a generous commitment of institutional need-based grants. The financial grant is just one form of institutional aid in which the amount varies based on need, and completion of the FAFSA.

## **Applying Aid to Student Accounts**

Federal regulations and Carthage policy require that all grants and scholarships -- whether from the College, or from federal, state, or private source -- be applied directly to the student's account. (Work-Study is a payroll program, and no transfer of funds is

made. Please see the section on Work-Study for more information.) For many programs, the aid will be credited to students' accounts electronically, without the need for students to intervene. Anytime Carthage receives a check requiring a student's endorsement, the student will be asked to visit the Business Office to sign the check(s).

Early each term, the Office of Student Financial Planning will initiate a process to assure that all funds for which students are eligible be applied to their student account with the Business Office. The bills that students receive from the Business Office will detail the charges and the aid credited to the account. After all charges have been paid, any credit balance remaining will be refunded from loan proceeds.

## Refunds

If a student withdraws or is dismissed from Carthage, then the student may be eligible for a refund of a portion of the tuition and board paid to Carthage for that term. (See tuition and residency refunds, page 126). If the student received financial assistance from outside of the family, then a portion of the refund will be returned to the grant, scholarship, or loan source from which the assistance was received.

If a student will be withdrawing, the student should obtain a notification of withdrawal form from the Registrar's Office. The student officially has begun the withdrawal process when this form is completed and returned to the Registrar. This procedure will enable Carthage to refund the maximum possible institutional charges.

The federal "Return of Title IV Aid" formula derived from the Reauthorization of the Higher Education Act (10/7/98) establishes the percentage of federal aid to be repaid. The federal formula is applicable to any student receiving TIP funding or federal Title IV aid other than Federal Work-Study, if that student withdraws on or before the completion of 60 percent of the term. Other financial assistance will be returned using the same percentage as is used for Title IV aid, whether or not the student received Title IV aid. If a student withdraws without notifying Carthage, then the refund is 50 percent, unless Carthage documents that the student was in attendance beyond the completion of 50 percent of the term.

The federal formula provides a return of Title IV aid if the student received federal financial assistance in the form of a Pell Grant, Supplemental Educational Opportunity Grant, TIP Grant, Perkins Loan, Stafford Loan, or PLUS loan, and withdrew on or before the completion of 60 percent of

the term. The percentage of the refund is equal to the number of calendar days remaining in the term, divided by the number of calendar days in the term. Scheduled vacation periods of more than four days are excluded.

For purposes of repayment, if federal Title IV aid exceeds institutional charges, then the student will be required to repay some of the federal grants or loans released to the student if the student withdraws on or before the completion of 60 percent of the term.

Worksheets used to determine the amount of refund, Return of Title IV aid, or repayment are available upon request from the Financial Aid Office.

The following example illustrates how the policy would apply:

Suppose a student withdraws on the 20th day of a 100-calendar-day term. Also, suppose that the charge for tuition was \$8,875 and the residency charge was \$2,555. The student received a \$2,500 federal loan, a \$1,500 federal Pell Grant, a \$1,150 Wisconsin Tuition Grant, and a \$4,000 Carthage grant. The family also paid the balance due in full in the amount of \$2,280. Eighty percent of the total Title IV aid and 80 percent of each non-federal aid source would be returned since the student withdrew at the completion of 20 percent of the term. The tuition would be reduced by 80 percent and the board charges would be reduced by \$715.20 (\$8.94 per day, multiplied by 80 days). The family would then receive a refund check in the amount of \$492.50.

This policy went into effect September 1, 1999.

## Applying for Need-Based Financial Aid

The financial aid application process is an annual responsibility. The Free Application for Student Financial Aid should be completed electronically at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The federal processor will send renewal information each year thereafter. If your renewal information is not received by January 1, stop by the Office of Student Financial Planning for directions on how to proceed. Failure to file the FAFSA each year may jeopardize your smooth progression through registration and check-in.

For additional financial aid information, contact the Office of Student Financial Planning at 262-551-6001.

## Satisfactory Academic Progress Policy

Federal regulations require that a student receiving financial aid maintain satisfactory academic progress according to the policies established by the institution. Academic progress will be evaluated on the basis of cumulative credit hours and cumulative grade point average.

Course incompletes, withdrawals, course repeats, and non-credit remedial courses do not count as credit in maintaining satisfactory academic progress. The maximum time frame in which students must complete their degree program is as follows:

### 1. Full-time Students

Full academic years attempted	Min. number of cumulative credit hours completed at the end of that year
1	24
2	50
3	78
4	108
5	138

### 2. Part-time Students

Allowed an 8-year period.

Full academic years attempted	Min. number of cumulative credit hours completed at the end of that year
1	12
2	24
3	48
4	64
5	84
6	100
7	120
8	138

3. Graduate students shall have a four-year period as defined by the Master's program, completing a total of 8 credits per academic year.

### 4. G.P.A. and Completion Standards

Students must maintain at least a 2.0 cumulative G.P.A. Students who do not maintain the required G.P.A. will have their academic standing evaluated on the basis of the chart under Academic Standards. In addition to the G.P.A. requirement a student must also complete a minimum of 67% of coursework attempted.

### 5. Financial Aid Probation Criteria

Students who do not meet the satisfactory academic progress requirement may appeal for one term of probation in which they can receive financial aid. Since progress is evaluated

at the end of each Spring Term, the probationary term will usually be upcoming Fall Term. If the student has not shown progress at the end of the probationary term, additional financial assistance may be withheld until the cumulative hour requirement and/or G.P.A. requirement is met.

6. **Financial Aid Appeal Process**

Students whose financial aid has been withheld because they have not met the Satisfactory Academic Progress policy may appeal to the Financial Aid Committee.

7. **Financial Aid Adjustments**

Occasionally, adjustments are made to financial aid awards reflecting either an increase or decrease in state, federal, private, or institutional funding. Understand that your eligibility for specific funds may be altered due to federal guidelines if you later find you qualify for outside assistance (e.g., veterans' benefits, private scholarships, grants, etc.). In the event this should occur, you will receive a revised award letter and your next billing statements will reflect the changes.

8. **Less Than Full-Time Enrollment**

Students enrolled with less than 12 credits during any one term are considered part-time students. Financial aid to part-time students is limited to eligibility for Federal Pell Grants, Federal Grad PLUS, ACG, SMART, TEACH, Federal Stafford Loan, or Federal Unsubsidized Stafford Loan. Individuals enrolled on a part-time basis must be degree-seeking students in order to receive Title IV funding, or enrolled in an eligible certification program.

Students who are awarded a full-time aid package and drop below full-time status prior to the end of the refund period will be considered part-time students and have the aid award adjusted. Should a student be enrolled full-time at the end of the refund period, and subsequently drop to less than 12 credits, the aid package is unaffected, but the student may have difficulty maintaining satisfactory academic progress, and future aid eligibility may be jeopardized. Students should visit the Office of Student Financial Planning before changing enrollment from full-time to part-time status.

9. **Housing Status**

Students who change their living status from resident to commuter, or vice versa, may see changes in their financial aid awards. To make sure these changes will fit within your financial budget,

discuss any residence changes with a financial aid representative before committing to a new residence.

**Endowed Scholarships**

The College gratefully acknowledges the following endowed scholarship funds that provide permanent scholarship opportunities in support of deserving full-time undergraduate students:

- Wilbur M. and Mabel M. Allen Scholarship
- Anton B. & Adele R. Altera Scholarship
- Alan & Irma (Niekamp) Anderson Scholarship
- Clarence Anderson Scholarship
- Joseph F. Andrea Scholarship
- Arneson Family Scholarship
- Thomas R. Beau Memorial Scholarship
- Ella Sue Beck & Mildred Beck Scholarship
- Edgar W. Belter Scholarship
- Carthage Benefactor's Scholarship
- Donald O. Sr. & Anne C. Benson Scholarship
- Samuel H. & Helen E. Bess Scholarship
- Rev. James P. Bishop Scholarship
- Dexter & Nancy Black Scholarship
- Frank J. Borsh Scholarship
- Hazel Bothe Memorial Scholarship
- Merle & Eunice Boyer Scholarship
- Patricia & Harold Brainard Scholarship
- Melissa Brannon Memorial Scholarship
- Muriel N. & Jerald C. Brauer Scholarship
- Russell H. Brauer Scholarship
- Walter H. & Irene B. Brinkman Scholarship
- David & Lyn Brunn Scholarship
- Brunswick Corporation / Niemann Scholarship
- Edith J. & William H. Bullamore Scholarship
- Dwight W. Byram Scholarship
- Wilbur D. & Martha S. Capps Scholarship
- Harry F. & Elizabeth Leshar Carlson Scholarship
- Carthage College Women's Club Scholarship

- Blake R. & Marie E. Children Scholarship
- Class of '25 Scholarship
- Class of '27 Scholarship
- Class of '28 Scholarship
- Class of '30 Scholarship
- Class of '35 Scholarship
- Class of '40 Scholarship
- Class of '42 Scholarship
- Class of '51 Scholarship
- Class of '57 Scholarship
- Class of '64 Scholarship
- Class of '65 Scholarship
- A.W. Clausen & Joycelynn Clausen Student Scholarship
- George & Valborg Crossland Scholarship
- Rev. J. E. & Mary A. Dale Scholarship
- W. Howard Dawe Scholarship
- Jacob & Sara Diehl Scholarship
- William A. & June M. Diehl Scholarship
- Diskrud-Eller Scholarship
- Robert & Lois Dittus Scholarship
- Ronald J. & Wilma G. Dopp Scholarship
- David J. Dorak Memorial Scholarship
- Downing/Michie Scholarship
- Stephen B. Dozier Scholarship
- Karl & Lydia (Engelman) Easterday Scholarship
- David and Doris Ehlert Scholarship
- James C. and Mary Ellis Scholarship
- Rev. Dr. Ellsworth & Kay Freyer Scholarship
- John and Judith Fritsch Scholarship
- Emmert & Leola Gassman Memorial Scholarship
- Dr. Pearl E. Goeller & Family Scholarship
- Herbert H. Goodman Scholarship
- Kenneth F. & Edna L. Gross Scholarship
- Gutkind-Kraemer Scholarship
- Fred O. Haas Scholarship
- Richard and Diane Halom Scholarship
- Kenneth & Janice (Van Zile) Hamm Scholarship

Nancy Ross Hanisch Memorial Scholarship	Thomasina & Aldo Madrigrano Family Scholarship	Ruud Academic Excellence Scholarship
Elmer & Eudora Hanke Scholarship	Elizabeth Mancuso Memorial Scholarship	Glenn A. & Eleanor S. Sather Scholarship
Burdette Harris Scholarship	Frederick and Jewel Marks Scholarship	Grace C. Scheel Scholarship
Mae & Jack Harris Scholarship	Edith B. & Frank C. Matthies Scholarship	Lois A. Schmidt Scholarship
Verna Hey & William J. Harshman Scholarship	Mr. & Mrs. William McFetridge & Barbara McFetridge Scholarship	Gwendolyn (Braun) Schmiedeskamp Scholarship
Christen P. & Anna J. Heide Scholarship	LTC Jack M. Meiss, Barbara J. (Meiss) Welling, & Dr. Guy T. Meiss Scholarship	Ceola Erlsten Yeager Schoenig Scholarship
Janet L. & Steen W. Heimke Scholarship	R. William Miller Scholarship	Martha Shippert Scholarship
Walter O. & Adele E. Helwig Scholarship	Melvin and Linda Miritz Scholarship	Schumacher/Broderdorf Scholarship
Donald Hensey Scholarship	Erva Moody Memorial Scholarship	Marie & John Sladek Fine Arts/Nat. Science Scholarship
T. Shandy Holland Scholarship	Martin Mortensen Scholarship	Louis W. Smith, Jr. Scholarship
Anna, Stefan and Suzanne Hrajnoha Scholarship	Neergaard-Arhelger Scholarship	Karl L. Solum Memorial Scholarship
Charles Melvin & Harriet Howe Hurd Scholarship	Pastor Carl O. & Edith W. Nelson Scholarship	Wilfred J. & Marie Sonntag Scholarship
Edna M. Johnson Scholarship	Carl Wilbur Nelson Scholarship	Lili Sorokin Scholarship
John & Elizabeth Johnson Scholarship	Ernest & Edna Newhouse Scholarship	Special Opportunities Scholarship
Kaelber Scholarship	Theodore & Mildred Nicholson Scholarship	Fred and Margaret Spangler Scholarship
Rev. Oscar C. & Victoria Kaitschuk Scholarship	William L. Niemann Scholarship	John R. & Margaret O. Spangler Scholarship
Kappa Phi Eta Scholarship	The Rev. Jack and Marian Nitz Scholarship	W. Carl & Esther C. Spielman Scholarship
Kaye/Morin Scholarship	Duane M. Olson Scholarship	Grace C. Staber Scholarship
Arthur T. Keller Scholarship	Eric H. Olson & Anna Olson-Thom Scholarship	Ronald and Barbara Stamer Scholarship
Mary Katherine Kent-Rohan Scholarship	George & Hazel Osborn Scholarship	The Irene Kraemer Starting Over Scholarship
Harriet & Joseph Kern Scholarship	Dr. Clifton E. Peterson Scholarship	Donna Wolf Steigerwaldt/Jockey International Scholarship
Clayton & Pearl Kesselring Scholarship	The Petretti Family Scholarship	John & Evelyn Susina/Barbara Susina Stewart Scholarship
Merton Elihu Knisely Scholarship	Susan (Worley) Pietrowski Memorial Scholarship	Thorberg Swenson Scholarship
David B. Knowles Memorial Scholarship	The Pi Theta Scholarship	J. Bannen Swope Scholarship
William C. Krauss Scholarship	Mary Etta & Dr. Richard A. Powell Scholarship	Tarble Family California Scholarship
Conrad Kuhl Scholarship	Albert & Marion Pufahl Memorial Scholarship	Tau Delta Psi Foreign Student Scholarship
Henry & Vera Kuhn Scholarship	Raymond J. Pugeseck, Jr. Scholarship	Alois H. Tennesen Scholarship
Herbert C. Kurth Scholarship	Henry Queckenstedt Family Scholarship	Ralph J. & Margaret A. Tenuta Scholarship
Flora Testa Lalli Classics Scholarship	Rhine & Unglaube Scholarship	Dorothy Myhre Tolleson Memorial Scholarship
Anna K. Larsen Memorial Scholarship	Nelson Peter Ross Memorial Scholarship	Joy Valentine Scholarship
Lester O. Leenerts Scholarship	Alice Mack & Neill O. Rowe Scholarship	Veteran's Scholarship
Eleanor & Harold Lentz Scholarship	Russell & Marion Rutter Scholarship	Frank & Ruth E. (Wuerzberger) Vorpahl Scholarship
Thomas W. Lentz Scholarship	Alan J. Ruud & Susan B. Stover Scholarship	Wagner Brothers Scholarship
Lukas Family Scholarship		Walker Manufacturing Scholarship

Georgene L. Wall Scholarship  
Mildred & Delferd Walser Scholarship  
Albert & Mary Kimbrough Webb  
Memorial Scholarship  
Weightman Memorial Scholarship  
Robert D. Wolff Scholarship  
Kathy Harris Scholarship  
Business and Professional Coalition  
William and Amanda Eller Scholarship  
Paul G. Goerner Scholarship  
Ralph S. Leonard Scholarship  
John H. and Mary L. (Hall) Meiss and  
Olive C. (Meiss) Padre Scholarship  
Evelyn A. Rodgers Scholarship

## **Annually Funded Scholarships**

Alumni Association Scholarship  
Judith Law Anderson Scholarship  
Donald and Barbara Boe Scholarship  
Delta Upsilon Scholarship  
Kathy Harris Scholarship  
Semler Family Scholarship  
Ware's Grove Church Scholarship  
Jessie C. and Ward Cropley Scholarship  
E. David Matthaide III Scholarship  
Robert J. and Dawn C. Smick  
Scholarship

## Student Affairs

Student Life

New Student Orientation

Housing and Residential Life

Student Organizational  
Development

General Regulations

Health and Counseling  
Services

Organizations and Activities

Student Awards

### Student Life

The Dean of Students Office is responsible for a variety of functions that aid students in many phases of their campus life. These include new student orientation, personal counseling, health services, housing and residential life, student activities, Greek life, and leadership development.

### New Student Orientation

Orientation for new students is a three-day event that begins the Sunday before the start of the Fall Term. During the program, the College welcomes new students and introduces them to the Carthage community. Activities include academic sessions with first year advisors, small group meetings designed to integrate the individual into the community, and educational programming. Opportunities to meet students and faculty are provided through social events. Individuals entering as full-time students are required to participate in Orientation.

### Housing and Residential Life

Carthage College long has been committed to the residential nature of a college education; it is one of our core values. The best collegiate experience is one where the curriculum and the co-curriculum are seamlessly integrated. With this value in mind, full-time students will be expected to live in the residence halls and be enrolled in a meal plan until their senior year.

Professional hall directors are employed by Carthage and reside in the residence halls. They team up with assistant hall directors and resident assistants to create an environment that facilitates the development of the whole individual. The residence hall staff strives to create a supportive and dynamic living/learning atmosphere in order

to provide opportunities for educational, social, emotional, physical, recreational, and cultural growth.

Residence halls are closed during Thanksgiving, Christmas, and spring recesses. Students who cannot leave must be granted permission to stay by the Dean of Students' Office. Carthage assumes no responsibility for students during these periods, or for personal property left in residence hall rooms. Reasonable precautions are taken, however, to safeguard the buildings.

All returning residential students must complete an online housing contract for the following academic year and make an advance payment with Carthage by the deadline date. An advance payment of \$300 is required before a student is able to register for housing. Residential students desiring entry at the second term must also complete a housing contract and make an advance payment when they are admitted to the College. Advance payments made for the autumn (by current students) are not refundable after June 1. Advance payments made by new students for the Fall Term are non-refundable after May 1. Advance payments made for January or February (by new students) are not refundable after Nov. 1.

Advance payments are necessary for eligibility for Carthage housing, but do not guarantee a housing assignment. For a full list of requirements to live in housing, and an update on the availability of housing, please contact the Dean of Students Office. All housing assignments are made by the Dean of Students Office.

### Student Organizational Development

Carthage strongly believes that through involvement in organizations and activities, a student truly completes the circle of education that a residential liberal arts college strives to create. For that reason, the Dean of Students Office promotes the development of student organizations. Assistance on a wide range of subjects is available pertaining to student organizations including activities, programs, and constitution development. In addition, student organizations are encouraged to utilize the facilities of the Todd Wehr Center.

### General Regulations

Regulations and standards pertaining to student conduct are presented in detail in the Carthage Community Code which is available on the Carthage website. A paper version is available from the Dean of

Students Office. Students are expected to know and adhere to the rules and standards. Carthage reserves the right to discipline those who ignore established rules, practices, and procedures as well as those whose conduct is in violation of the Community Code, or is otherwise contrary to the best interests of the individual, fellow students, or Carthage.

### Motor Vehicle Regulations

While enrolled at Carthage, all students who possess an automobile, motor scooter, motorbike, or motorcycle must register the vehicle(s) with Carthage. Parking permits are limited and must be purchased by any student wishing to have a car on campus. Complete information concerning this regulation is provided at registration. Further information is available from the Business Office or the Public Safety Office.

### Health and Counseling Services

The Health and Counseling Center, located in the N. E. Tarble Athletic and Recreation Center, is staffed by a registered nurse and counselor. The resources of the Health and Counseling Center are available to students through the nurse. Students also may choose other local physicians for consultation and treatment. Expenditures for treatment outside the Health and Counseling Center are assumed by the student, whether the physician is called by the student, by a friend, or by a Carthage staff member.

Students under 18 years of age must have a signed parental consent form in order to receive treatment in the Health and Counseling Center. The Center is open Monday through Friday, 9 a.m. - 1 p.m., and 2 - 5 p.m. during the academic year, excluding official Carthage breaks.

Carthage normally reserves the right to admit a student to a local hospital under the care of a physician when deemed necessary. Any parent or guardian who refuses to grant Carthage such permission must indicate this in writing before the student is enrolled.

Certified psychological counseling also is available. Further information on this service is available from the Dean of Students Office or the Health and Counseling Center.

Carthage requires each full-time student to subscribe to a qualified medical insurance plan. More detailed information is available upon request from the Business Office.

Carthage also requires a statement of health (physical) from a physician in order for the student to participate in intercollegiate sports or spirit team.

## Organizations and Activities

For many students, the academic side of college is enhanced by another phase of campus life--participation in the many extra-curricular activities that Carthage offers. Students benefit greatly from their associations with these groups, deriving both enjoyment and valuable learning experiences. Please see the Carthage website for a listing of student organizations.

### Honorary and Professional Organizations

*Alpha Lambda Delta*

Freshman honorary

*Alpha Mu Gamma*

Foreign language honorary

*Alpha Psi Omega*

Honorary dramatics fraternity

*Beta Beta Beta*

Biology honorary

*Gamma Theta Upsilon*

Honorary geographic society

*Honors Council*

Council of honorary organizations

*Kappa Pi*

Art honorary

*Lambda Kappa*

Honorary music society

*Lambda Pi Eta*

Communications honorary

*NRHH*

National Residence Hall strives to recognize the top 1% of student leaders living in college and university housing.

*Omicron Delta Epsilon*

International honorary society in economics

*Omicron Delta Kappa*

National leadership honor society for juniors and seniors

*Pi Alpha*

Social Work honorary

*Phi Alpha Theta*

History honor society

*Pi Mu Epsilon*

Mathematics honorary

*Pi Sigma Alpha*

Political Science honorary

*Pi Sigma Epsilon*

Honorary sales and marketing fraternity

*Psi Chi*

Honorary psychology club

*Sigma Tau Delta*

Honorary English fraternity

*Sigma Pi Sigma*

Physics honor society

*Theta Chi Delta*

Honorary chemistry fraternity

### Service Organizations

*Amnesty International*

A nonpolitical and nonpartisan organization that helps ensure human rights for people throughout the world.

*Circle K International*

An international coed service organization affiliated with Kiwanis International.

*Habitat For Humanity*

This group works with the surrounding communities to refurbish homes for the disadvantaged.

*Pals N' Partners*

This group works with at-risk children from the local community.

*Pi Delta Chi*

Women's service sorority.

### Government Associations

*Carthage Activities Board*

A student group responsible for planning and production of social, cultural, and recreational programs for the education and entertainment of the campus community. Events include Homecoming and May Madness Festivals, as well as the presentation of comedians, musicians, films, speakers, and concerts.

*Residence Life Council*

A residence life advisory board consisting of representatives from each floor in the halls. The Residence Life Council provides students with a voice in the management of the residence halls.

*Student Government*

Includes legislative, executive, and judicial branches to govern student affairs.

### Social Fraternities

*Interfraternity Council*

Governing body of the five local social fraternities: Beta Phi Epsilon, Delta Omega Nu, Tau Delta Psi, Tau Sigma Chi, Tau Sigma Phi and three national social fraternities: Delta Upsilon, Phi Kappa Sigma, Tau Kappa Epsilon.

*Panhellenic Council*

Governing body of the five local social sororities: Delta Sigma Theta, Kappa Phi Eta, Pi Theta, Sigma Alpha Chi, and Sigma Omega Sigma, and two national sororities: Alpha Chi Omega and Chi Omega.

### Publications/Media

*Centrique*

Student publication of poetry, literature, and art.

*The Current*

Student newspaper.

*Driftwood*

Student yearbook.

*The Wave*

Student-run radio station.

### Departmental and Interest Organizations

*10 % Society*

A confidential group of gay, lesbian, bisexual and trans-gendered students, faculty, and staff who gather regularly to share experiences and to provide support for each other in a safe and open context.

*ADAPT*

An organization dedicated to serving and advocating the needs of disabled students.

*Art Club*

For students interested in all forms of art.

*Black Student Union*

For students interested in black culture.

*Campbell Crazy Eight*

Students interested in promoting athletics and Carthage pride

*Carthage Accounting Association*

For students who work to develop valuable community contacts, and to enhance the education of accounting majors outside of the classroom.

*Carthage Allies*

*Carthage Badminton Club*

Opportunity for students to play badminton as a club sport

*Carthage Chapter of NAACP*

Organization aiming to improve, aid and support the National Association for the Advancement of Colored People

*Carthage Christian Athletes*

Organization for athletes and students that focuses on growing and pursuing an ongoing relationship with Jesus Christ.

*Carthage Handbell Choir*

Students explore and perform the fine art of handbells.

*Carthage Hockey Team*

Provides the opportunity to play competitive hockey on a club level.

*Carthage Quidditch League*

Provides an athletic activity for athletes and non-athletes alike in an enthusiastic and encouraging environment while allowing members to express and enjoy their appreciation of J.K. Rowling's Harry Potter series.

*Carthage Republicans*

Group that provides a forum for the discussion and growth of the Republican Party.



### *Carthage Swing Society*

Promotes and introduces swing dancing through lessons and workshops.

### *Carthage United to Rescue the Earth (CURE)*

For students who are concerned with the well being of our planet; supports a campuswide recycling program.

### *Carthage Writers Guild*

Provides writing support, second opinions, and constructive criticism amongst friends and people interested in writing.

### *Carthichords*

Women's a capella group

### *Catholics at Carthage*

Welcoming community of Roman Catholic students at Carthage College.

### *Chinese Club*

Provides a platform for cultural and linguistic immersion while in an English-speaking environment.

### *Cigar Club*

Explores and provides education about cigars and safe, legal tobacco use.

### *Club Bowling*

Opportunity for students to bowl competitively in a club sport.

### *Colleges Against Cancer*

Provides support, education, and outreach for those suffering from cancer.

### *Court of Nobility*

A medieval re-enactment club

### *Commuter Association*

Commuter student organization.

### *Computer Science Club*

For students interested in Computer Science.

### *CUMBYA Ministries*

CUMBYA (Carthage Undergrads Making Big Youth Activities) enlists students who want to improve themselves and their community through serving the youth of the area and gaining experience in becoming leaders and resource people for congregational youth ministry.

### *DRAFT*

Organization of communication and design students dedicated to expanding their knowledge in the field.

### *Fellowship of Christian Athletes*

Organization for athletes and students that focuses on growing and pursuing an ongoing relationship with Jesus Christ.

### *Fencing Club*

Trains and competes in the sport of fencing.

### *Finance and Investment Club*

This club is established for developing students' financial skills, and introducing

them to financial instruments, to encourage students to manage their income effectively.

### *Free Thinkers Society*

Advocates the concepts of critical, analytical, objective analysis of the surrounding world, promotion of altruism; defends freethinkers of all kinds against discrimination; and defends the use of science and reason to explain the world around us.

### *French Club*

Students dedicated to the furthering of understanding of French culture and language as well as instilling a stronger sense of camaraderie within the department.

### *Game Club*

Students support freedom of expression through competition in games, encourage the appreciation of games as a legitimate source of social growth and community development, and allow students the opportunity to gather together based solely on similar interests.

### *Gamma Nu Sigma*

Academic fraternity open to all students interested in the field of neuroscience or its applications to the related disciplines of biology, chemistry, and psychology.

### *GEAR*

Creates a safe place for women and men to gather and discuss gender issues, educate the Carthage community about feminism and debunk myths.

### *Geography Club*

Club not only represents an energetic cohort of geography majors and minors, but also promotes a wider awareness of geography and geographic diversity among the general student body.

### *German Club*

Stammtisch, the language circle, allows students studying German to gather for conversation, usually over lunch. The German club holds culture nights with movies and German food, during which everyone speaks German.

### *The Gospel Messengers*

This singing body of students represents Carthage at various off-campus events. Their charismatic style and presentation brings a new twist in delivering the message.

### *Iluzion*

The purpose of this dance team is to bring together a group of students with passion for dance to create original performances.

### *International Friendship Society*

Brings American and international students together to share their cultures as well as world experiences.

### *Intervarsity Christian Fellowship*

For students interested in Bible study, prayer, and Christian fellowship.

### *Intramurals*

Various sports activities organized for general student participation.

### *Invisible Children*

Raise funds and spread awareness for Invisible Children; host events of all shapes and sizes to involve all of campus and the community.

### *Japanese Club*

Encourages Japanese culture and its environs. Club activities may include the study of the Japanese language, art, history, music, movies, television, government, culture, and related topics.

### *Juggling Club*

Promote the awareness of world-wide and campus-related issues regarding juggling and to participate in conferences where issues of juggling are discussed.

### *Latin/Belly Dance Club*

To learn about cultures through dancing and music.

### *Latinos Unidos*

To educate club members about Hispanic cultures, i.e. historical events, lifestyles, traditions, religions, and customs of different Latin American cultures.

### *Legendary Orientation Leaders*

LOLs are an extension of first-year orientation leaders providing resources and building relationships with first-year and incoming students.

### *Maximum Capacity*

Men's a cappella group

### *Magic the Gathering*

For students interested in the game Magic the Gathering

### *Math Club*

Unifies a broad group of students who encourage intellectual growth at Carthage, and promote mathematical awareness on campus and to the community.

### *Meditation Club*

Brings together those who seek to relieve stress, meet new people, or have fun through meditation.

### *Merely Players*

This group performs both on campus and off as an improvisational comedy troupe.

### *Model UN*

Model UN participates in the study of other countries through a unique combination of public outreach, policy analysis, and international dialogue.

### *Music Educators National Conference*

Makes opportunities available for

professional development to its members and acquaints students with the privileges and responsibilities of the music education profession.

*Neil Futurists Society*

Promotes art through collaboratively performing, directing, writing, and staging short theatrical pieces. Members must submit and perform a two-minute monologue as an audition into the group.

*Obbligato Composition Club*

Club focused on music composition.

*ONE*

Advocacy organization that fights poverty and preventable diseases through awareness.

*Peer Education-Active Minds*

Educates students about the prevalence of mental illness and the risk, signs, and symptoms of many illnesses.

*Phi Alpha Delta*

Helps pre-law majors prepare for a career in the legal field. Also provides support for law school entrance exams.

*Phi Epsilon Kappa*

Brings together athletic training, exercise and sport science, and recreation management majors.

*Phi Sigma Tau*

Philosophy club.

*Phi Sigma Epsilon*

The only national professional coed sales and marketing fraternity welcoming all majors.

*Poetry Underground*

Students interested in all forms of poetry and poetic expression

*Pokemon Club*

Provides a fun, safe environment for students to come together through Pokemon in various ways including video games, trading cards, art, and movies.

*Pre-Health Club*

Dedicated to students who want to pursue a career in the health field.

*Pre-PA Club*

Dedicated to students who want to pursue a career as a Pre-Physician Assistant.

*Psychology Club*

Students interested in the field of psychology

*Red Hots Spirit Team*

Dance team performing at Carthage athletic events.

*Red Scare*

Teaches the elementary skills of water polo and provides a network of water polo players to further the play of the sport.

*Running Club*

Motivates members to run throughout the

year and/or off-season and to meet new people who also love to run.

*Shakespeare Club*

Students dedicated to studying and performing pieces by Shakespeare.

*Social Work Club*

Students interested in social work.

*Society of Physics Students*

A professional association explicitly designed for physics students.

*Student Athlete Advisory Committee*

Enhances the total student-athlete experience by promoting opportunity, protecting student-athlete welfare and fostering a positive student-athlete image.

*Students In Free Enterprise*

SIFE is a global nonprofit organization that provides community support in five different business areas.

*Standup Comedy Club*

Group dedicated to the art of written comedy. This group performs on campus three to four times a semester.

*Student Wisconsin Educators Association*

Student WEA is for education majors and minors who wish to become more proficient and prepared for their chosen profession.

*Ultimate Frisbee Club*

Provides a venue for students to play and practice ultimate Frisbee, coordinates travel to participation in tournaments, encourages students to participate in physical activity.

*United Women of Color*

A support group for minority women.

*Velocity Consulting*

Opportunity to gain real-life business experience and build an incredible portfolio, by working and running a full-service *pro bono* public marketing and consulting agency for businesses and nonprofits.

*Carthage Democrats*

Provides a forum for the discussion and growth of the Democratic Party.

## Student Awards

*College Scholarship Award*

The highest academic honor at the College, this award is given to the graduating senior who has achieved a G.P.A. of 3.6 or better, written an outstanding essay on the integrative approach to learning, and satisfactorily discussed personal intellectual growth.

*Distinguished Adult Learner Award*

The highest academic honor for a nontraditional student, this award is given to the graduating senior who has achieved a G.P.A. of 3.6 or better, who has completed at least 3/4 of the credits in the evening school

program and is over 30 years of age. A written essay is required.

*College Leadership Award*

An award presented to the graduating senior who is chosen by the faculty for outstanding service to the College, participation in College activities, a demonstration of leadership qualities, and high academic achievement.

*Awards for Research and Creativity*

A cash award (which may be divided) for outstanding research or creativity. Projects may be in the form of a paper, original experiment, artistic creation, musical composition, or computer program.

*Senior Academic Award for Accounting*

This award is given annually to recognize cumulative grade point average and academic achievements within the accounting major.

*Alpha Psi Omega Award*

This award is given to a member of the senior class for outstanding work in dramatics.

*Athletic and Scholar-Athlete Awards*

Awards presented to the outstanding athlete in each intercollegiate sport for men and women.

*The Carthage Band Award*

This award is presented to the outstanding graduating senior of the College Wind Symphony for exceptional musical achievement and service to the band.

*Dwight W. Byram Scholarship*

This award is granted to students majoring in business administration, accounting, marketing, or international business. Criteria are potential for success in a managerial career.

*Senior Academic Award for Business Administration*

This award is given annually to recognize cumulative grade point average and academic achievements within the business administration major.

*The Chapin-Tague Awards in Creative Writing*

A memorial to professors M.E. Chapin and Wilma Tague established by their families and friends. A prize is given each year in prose and another in poetry. Competition is open to all students of the College.

*Outstanding Senior Chemistry Award*

This award is sponsored by the American Institute of Chemists to honor outstanding seniors majoring in chemistry. It is given in recognition of potential advancement in the chemical professions on the basis of a student's demonstrated record of leadership, ability, character, and scholastic achievement.

### *Undergraduate Analytical Chemistry Award*

This award is sponsored by the Division of Analytical Chemistry of the American Chemical Society. It is given to a senior chemistry major who has indicated an outstanding aptitude in analytical chemistry.

### *Freshman Chemistry Achievement Award*

This award is given to the general chemistry student with the best overall grade point average in chemistry.

### *The Coblenz Award*

This award is given to the senior chemistry major who has made the greatest contribution to the field of spectroscopy. The award is named for Dr. W. W. Coblenz, whose work did much to demonstrate the potential application of infrared spectroscopy to the field of chemistry.

### *Academic Excellence Award in Economics*

This award is presented to a senior chosen by the faculty of the Department of Economics for outstanding achievement in economics.

### *Ralph Hansen Award*

This award is given by the history department to a student who has been of outstanding service to the department. The award is in honor of Ralph Hansen, former chair of the history department.

### *The Christine D. Hogin Scholarship Award*

Established by a former associate dean of students, awarded to the social sorority that has established the highest grade point average for the previous year. The name of that sorority is inscribed on an appropriate plaque.

### *The Hylton Memorial Scholarship Award*

An award established by Percy Hylton in memory of his parents. It is awarded to the social fraternity that has established the highest grade point average for the previous year. The name of that fraternity is inscribed on an appropriate plaque.

### *The Emma Johnson Memorial Award*

Established by the Emma Johnson Missionary Society of Trinity Lutheran Church, Rockford, Ill. The award is given annually to the graduating religion major with the highest cumulative grade point average.

### *The Lambda Kappa Leadership and Service Award*

This is a cash award given annually to any member of the Lambda Kappa music fraternity for outstanding service and leadership to the fraternity and to the music department.

### *The Seal Awards (Students Excelling in Activities and Leadership) Awards*

These awards are given to individual students and student organizations that excel

in various co-curricular activities at Carthage.

### *The Lambda Kappa Scholarship Award*

This is a cash award given annually to a junior or senior music major who is a member of the Lambda Kappa music fraternity for musical and academic excellence.

### *The Earl Lambert Award*

This award is given to the graduating senior member of Beta Beta Beta recognized by the biology faculty to have contributed the most time and energy to the department during the student's college career. The award was created as a memorial to Earl L. Lambert who, with Alice Kibbe, was instrumental in obtaining this national honorary for Carthage in 1930.

### *The Elizabeth A. Mancuso Scholarship Award*

This award is given each year to a prospective medical technologist chosen by the faculty of the Natural Sciences Division. This fund was started by students in memory of a fellow student, a prospective medical technologist, who died of leukemia shortly before the end of her sophomore year at Carthage.

### *The Martin Monson Student Teacher Award*

Established as a memorial to Professor Monson by his family and friends. The award is given to two outstanding student teachers, one in the elementary level of student teaching and one in the secondary level of student teaching.

### *Sophomore Mathematics Award*

To be awarded annually to the student completing the three-term calculus sequence with the highest overall average.

### *The Pi Kappa Delta Recognition Award*

This award is given to the student selected by the members of Pi Kappa Delta as having been the most valuable contributor to the intercollegiate forensic program.

### *The Vera K. Preis Award*

As a memorial to Vera K. Preis, a book is given annually to the graduating senior who has contributed most to the Department of English. The name of this student is inscribed on an appropriate plaque.

### *The Senior Music Award*

This award is presented annually to a senior music major whose musicianship, scholarship, and leadership in the department have been outstanding.

### *Political Science Senior Recognition Award*

This award is presented by the political science department to a senior political science major who has contributed most to the department in scholarship, campus activities, and service.

### *Nelson Peter Ross Scholarship*

This award is given by the history department to an outstanding junior history major in memory of the late Nelson Peter Ross, former chair of the history department. The award is based on the earnings of a special endowment contributed by the parents, friends, and students of Professor Ross.

### *Sociology Award*

This award is presented to the upper class student who has the best overall record in sociology in the judgment of the departmental faculty.

### *Senior Award for Outstanding Achievement in Social Work*

This is a cash award presented to a senior for superior academic scholarship, field placement performance, and service to the social work program.

### *The W. Carl and Esther Carlson Spielman Award*

Presented to a student in the Social Science Division who exhibits outstanding scholarship, leadership, and character.

### *The Dorothy Tolleson Memorial Award*

Established by Mary Katherine Kent-Rohan for nonfiction writing, this award is given to a freshman or sophomore Carthage student who has demonstrated outstanding promise in the rhetoric of the written word. The wife of former Carthage English department chair Floyd Tolleson, Dorothy was a teacher dedicated to helping students improve their writing skills as a way of bettering their lives. Her legacy is evident in the College's commitment to writing in courses throughout the curriculum.

### *The Wall Street Journal Achievement Award*

This award, given annually to a business administration student, is based upon overall academic performance plus significant involvement and leadership in extra-curricular activities, including the professional business fraternity, Pi Sigma Epsilon.

### *The Lloyd N. Yepsen Memorial Psychology Award*

This award is presented to the outstanding senior psychology student.

## Faculty and Staff

### Faculty



#### Gregory S. Woodward

*President of the College, Professor of Music* became the 22nd president of Carthage on August 4, 2012. A composer, musician, scholar, and

onetime Division I soccer player, Dr. Woodward came to Carthage from Ithaca College, where he served as Dean of the School of Music, leading one of the premier undergraduate music conservatories in the country. During his five years as Dean of the School of Music, Dr. Woodward implemented a new merit aid program to attract outstanding music students; established a preparatory division and a summer music academy; and created a new vision focusing on creativity, diversity and entrepreneurship in the arts. He developed and redesigned new programs in sound recording technology, jazz studies, and music education; began to develop music programs in Ghana and South America; and established articulation agreements with the China Conservatory in Beijing. He increased gifts from alumni, in scholarship funding, in special touring and contemporary music programs, and for the endowment.

Prior to becoming Dean of the School of Music, Dr. Woodward served four years as Dean of Graduate and Professional Studies at Ithaca. He doubled enrollment and applications to the Graduate and Professional Studies program, and helped create a program of post-doctoral teaching and research fellows. He started the first online certificate programs in gerontology, sustainability and business communications, and created an entire winter session of online courses. He established the college's first doctoral program in physical therapy and first master's degrees in education, as well as an expansion of the master's degree programs in business administration, education, exercise science and sport management.

In 2010, Dr. Woodward served as interim Provost/Vice President for Academic Affairs, leading Ithaca College in the formation of a new 10-year strategic plan, IC 20/20, that focuses on academic enhancement and elevation, faculty workload, student advising, and holistic education. A major component of the strategic plan was the creation of a college-wide core curriculum that the college had been hoping to create

since 1943. More than 300 faculty, staff and students contributed to the realization of this plan. Also as provost, Dr. Woodward led the creation of Ithaca College programs in New York City and Beijing, led a program of minority pre-doctoral fellows for the School of Humanities and Sciences, and hosted the 2011 National Conference on Undergraduate Research, with more than 3,000 students from around the country presenting their research and creative work.

Dr. Woodward began teaching full time at Ithaca College in 1978, becoming an assistant professor in music composition in 1984 and a full professor in 2000. From 1981 to 1983, he was director of music admissions and assistant to the dean. From 1985 to 2003, he was chair or co-chair of graduate studies in music and director of summer programs in music. He taught every class in music theory, composition and history at the graduate and undergraduate level; and developed new courses examining music and the media, American musical theatre history, the aesthetics of music, and popular music from an American historical perspective. He has written works for orchestra, wind ensemble, band and chamber ensembles, as well as jazz, popular and theater music.

Dr. Woodward holds a Doctor of Musical Arts from Cornell University, where he was a student of Pulitzer Prize-winning Czechoslovakian composer Karel Husa. He earned his master's degree in music composition from Ithaca College. He earned his bachelor's degree in music composition from the University of Connecticut. He is a Fellow of Music Leadership in Higher Education at Harvard University's Graduate School of Education, and is a recent graduate of Harvard's New President Institute. He previously served on the music faculty at Cornell and at Valparaiso University, and was an ongoing guest of the Sanford Visiting Scholar Program in the School of Music at Yale University.

Dr. Woodward is married to Penelope, a decorated public school music teacher, and has three adult children.



#### Seemee Ali

*Chair of the Interdisciplinary Studies Division, Associate Professor of Great Ideas and English*, earned her Ph.D. in literature from the Institute of Philosophic

Studies at the University of Dallas, where she also received her M.A. Her bachelor's degree in political science came from Austin College. At Carthage, she holds a joint

appointment in the interdisciplinary Great Ideas Program and in the English Department. With philosophy professor Michael McShane, she is the co-founder of Carthage's popular Hannibal Lecture Series. Prof. Ali's most recent essay, "Wallace Stevens' Scrawny Cry," appears in an anthology of essays devoted to lyric poetry, *The Lyric Prospect* (Dallas Institute Press, 2012). She is working on a book about Homer's epic poem, the *Iliad*. Since joining the Carthage faculty in 2008, she has taught classes on Homer, Dante, William Faulkner, and Salman Rushdie. Having lived and taught in Rome, she and Prof. McShane regularly travel there with Carthage J-Term students to study the philosophic and literary dimensions of Shakespeare's Roman plays.



#### Cynthia Allen

*Program Director of Physical Education/Health*, advises students who are studying to be physical education and health teachers. While studying human nutrition at Kansas

State University, Prof. Allen was awarded a \$25,000 grant from the American Egg Board to research the potential association between lutien intake and decreased incidence of age-related macular degeneration. Prior to completing her Ph.D., she spent four years working in the community as a health educator. Prof. Allen earned her Ph.D. in human nutrition from Kansas State University, her M.S. in exercise and sport science from Colorado State University, and her B.S. in physical education from Utah State University. A native of Utah, she joined the Carthage faculty in 2004.



#### John Antaramian

*Visiting Professor of Government, Counselor for Community Partnerships*, was the 34th mayor of the City of Kenosha, retiring in 2008 after 16 years, the longest service of any

Kenosha mayor. Highlights of his tenure included redevelopment of major brownfield sites, reduced crime, development of three museums, and updates to the city's budget and financial processes. Before he was elected mayor, he was state representative for Kenosha's 65th Assembly District for 10 years. Mr. Antaramian earned a B.S. in economics and business management from the University of Wisconsin-Parkside in 1977. He joined the Carthage faculty in 2008.



### Douglas Arion

*Professor of Physics and Astronomy, Professor of Entrepreneurship*, joined the Carthage faculty in 1994. He brought his experience as a scientific researcher and former

corporate executive with Science Applications International Corp. to Carthage's innovative ScienceWorks program, the nation's first and longest-standing technology entrepreneurship program for undergraduates, which he developed and directed. Prof. Arion teaches courses in physics and astronomy, conducts astronomy research at major observatories, and develops scientific instrumentation for many different fields. The Galileoscope program, the recently completed Griffin Observatory, and the founding of the Carthage Institute of Astronomy are all part of his current work in public education and outreach in astronomy and the natural world. He earned his Ph.D. and M.S. in physics from the University of Maryland, and his A.B. in physics from Dartmouth College.



### Gregory Baer

*Director of Faculty Development, Associate Professor of Modern Languages*, is a teacher and scholar active in two primary areas: 20th century German culture and foreign

language pedagogy. As a Germanist he has focused on the literary and filmic writings of Jurek Becker and has taught, published, and presented on representations of the Holocaust, East German film, and German identity. Prof. Baer's scholarly work in the realm of pedagogy focuses on the use of communicative theories in the teaching of vocabulary. A recipient of grants from the German Academic Exchange Service (DAAD) and a two-time Fulbright Fellow, he has mentored several student researchers who have won grants from those organizations to teach, study, and research in Germany. Prof. Baer has studied and done archival research in Munich, Potsdam, and Berlin, and has lived in Germany for more than 12 years. He earned his B.A. from Lewis and Clark College, and his M.A. and Ph.D. in Germanic Languages and Literatures from Washington University in St. Louis. He joined the Carthage faculty in 1996. In 2011 he was honored with Carthage's Distinguished Teacher Award.



### Gregory Berg

*Assistant Professor of Music*, teaches private voice at Carthage, and also helps to direct the opera program in cooperation with music theater coordinator Corinne Ness.

He also teaches Vocal Diction and Literature and Opera History, and in the past has taught Exploring Music, Popular Music in America, and Oral Skills. He enjoys serving as principal accompanist for the Carthage Choir as well as for students in many of their recitals, juries and departmental performances. Prof. Berg has performed with the prestigious Lyric Opera Center for American Artists. His awards as a singer include four first-place finishes in state and/or regional NATS competitions, and he was a district winner of the 1984 Metropolitan Opera Auditions. He is a familiar voice to many people in Southeastern Wisconsin because of his on-air work with WGTD FM 91.1, the local NPR affiliate, where he hosts a daily interview program. Prof. Berg earned his M.A. in vocal performance from the University of Nebraska-Lincoln and his B.A. in music and religion from Luther College. He came to Carthage in 1991.



### Timothy Bernero

*Head Women's Basketball Coach; Lecturer, Exercise and Sport Science*, is Carthage's all-time winningest women's basketball coach. He also teaches courses in Exercise

and Sport Science. He led the Lady Reds to the Elite Eight in the 2012 NCAA Division III tournament and the Sweet Sixteen in 2010. He was named 2010 CCIW Coach of the Year and is a member of the NCAA Division III Championship Selection Committee. He took the position after seven years at Carthage as an assistant men's basketball coach. During that time, he helped the Red Men compile a 136-49 record with three CCIW championships, three appearances in the NCAA Division III men's basketball championship and third-place national finish in 2002. Before starting at Carthage in 1996-97, Coach Bernero spent nine years as an assistant men's basketball coach: two years at Elmhurst College (1995-96), three years at North Park University (1992-94) and four years at the University of Chicago (1988-91). He holds an M.B.A. from North Park College and a B.S. from Lake Forest College.



### Sandra Bisciglia

*Assistant Professor of Religion*, is a 1994 graduate of Carthage College. She received the very first Carthage Distinguished Adult Learner Award and the

Carthage Religion Department's Emma Johnson Award. She worked in Roman Catholic religious education for nearly 20 years and is interested in Jewish-Christian dialogue. Prof. Bisciglia is currently researching the native Italian Jews, known as the "Italyanim," as well as the relationship between Italian Jewish scholars and their secular and Christian counterparts in the early Modern period. She is investigating the history of Jewish communities in the city of Venice and other Adriatic coastal cities from northern to central Italy. The ancient and still extant Jewish ghettos of southern Italy are also of interest. Her course offerings include Post-Exilic Judaism, Judaism, Jewish Bible, and Women and the Bible. She is in the process of completing a Master of Science and Doctor of Science in Jewish Studies at Spertus Institute of Jewish Studies in Chicago. She earned her master's degree from Sacred Heart School of Theology. She joined the Carthage faculty in 2002.



### Christine Blaine

*Chair, Chemistry Department; Professor of Chemistry*, teaches analytical, inorganic and general chemistry. Her research involves the impact of road salting on

the Pike River Watershed. Her research specifically examines chloride concentrations in water and soil samples due to water runoff from roadways and sidewalks. Students performing research with Prof. Blaine gain experience with environmental sampling techniques, spectroscopic instrumentation, and quantification of trace contaminants in the water. Research results have been presented at the Midstates Consortium and regional and national American Chemistry Society Meetings. Prof. Blaine also has extensive experience in writing and designing new laboratories for the general, analytical and inorganic curriculum. In addition to her research and laboratory interests, she is involved in doing science experiments with elementary and high school students in the Kenosha area. She was awarded Carthage's Distinguished Teaching Award in 2010. She earned her B.A. degree from the College of St. Benedict and a Ph.D. in inorganic

chemistry from the University of Minnesota. She joined the Carthage faculty in 1995.



### Michele Bonn

*Senior Lecturer, Exercise and Sport Science*, came to Carthage in 1992 from Pacific University in Oregon, where she taught and coached. After serving as the Director of Advising

Services and then as Registrar at Carthage, she started teaching and advising for the Exercise and Sport Science Department. She now teaches and advises for the department full time. She earned her B.S. from the University of Connecticut and her M.S.T. from Portland State University.



### Robert Bonn

*Chair, Exercise and Sport Science Department; Director of Athletics; Professor of Exercise and Sport Science*, came to Carthage from Pacific University in April

1992 where he served as head men's basketball coach, athletics director and chair of the department of physical education during his eight-year tenure. Prior to that, Mr. Bonn was an assistant men's basketball coach at both Western New Mexico University and at Framingham State College, and head coach for boys' basketball and baseball at Westwood High School in Massachusetts. Under Mr. Bonn's leadership, the Carthage athletic program has become nationally recognized and respected based on significant improvements in facilities, fundraising, coaching expertise and team/athlete success. Athletic participation includes almost 30 percent of the undergraduate student body, with more than 700 students involved in 24 NCAA intercollegiate sports. Seven sports have been added during his tenure: men's and women's soccer, women's golf, men's volleyball, women's water polo and both men's and women's lacrosse. Mr. Bonn holds an Ed.D. from Boston University, M.Ed. from Springfield College, and B.S. from the University of Connecticut.



### Matthew Borden

*Director, Carthage Symposia; Assistant Professor of Modern Languages*, came to Carthage in 2003 from Marquette University, where he served as an

assistant professor of Spanish. While at Marquette in 2002-03 he was listed in *Who's*

*Who Among America's Teachers*. Also at that post, he earned several Faculty Development Awards and a Mellon Grant in 2001-02. Since joining the Carthage faculty, Prof. Borden has focused his efforts and research on foreign language pedagogy and service learning. He has been very active in helping to expand a volunteer service learning program between Carthage language students and local elementary schools and service organizations. Prof. Borden earned his Ph.D. and M.A. in Spanish literature from the University of Texas-Austin, and a B.A. in Spanish, political science, international relations and Ibero-American studies from the University of Wisconsin-Madison.



### Michael Brent

*Post-Doctoral Fellow in Western Heritage and Philosophy*, teaches Western Heritage and philosophy. New to the Carthage faculty in Fall 2012, Mr. Brent came to

Carthage from Columbia University, where he earned a Ph.D. in philosophy in 2012 and an M.Phil. in philosophy in 2008. He earned a master of arts in philosophy from the University of Toronto in 2003, as well as his bachelor's degree in 2001, graduating with high distinction. Mr. Brent's current research interests include the philosophy of action and agency, as well as related issues in the philosophy of mind. Other interests include ethics, the history of philosophy (ancient and early modern), history of moral and political philosophy, and the philosophy of film. While at Columbia, Mr. Brent taught such undergraduate courses as Introduction to Philosophical Methods and Problems, and Contemporary Civilization. He received the Preceptor Award for Teaching Excellence in Contemporary Civilization and was a finalist for the university-wide Presidential Award for Outstanding Teaching by Graduate Students. He also served as an adjunct instructor in the Faculty of Humanities and Social Sciences at Cooper Union, where he taught such courses as Modern Philosophy: Knowledge and the Mind; Intention, Action and Self Knowledge; and Ethics: Ideas of Right and Wrong.



### Lynn Brownson

*Associate Professor of Communication and Digital Media*, is a Chicago-area native who earned her bachelor's and master's degrees in communication studies

from Northern Illinois University. She taught at Southeastern Louisiana University while

earning her Ph.D. in speech communication at Louisiana State University. She began her teaching career at SLU as an instructor in 1987, and was promoted to assistant professor in 1994 and associate professor in 2000. She moved to Wisconsin in 2001, where she taught at UW-Whitewater until 2008. Prof. Brownson is a certified corporate trainer (from UW-Milwaukee), and also has been an independent media/communication consultant in Wisconsin, Illinois and Louisiana. She joined the Carthage faculty in 2008, and is a faculty advisor to the Carthage chapter of Lambda Pi Eta, a national communication honor society.



### Jonathan Bruning

*Associate Professor of Communication and Digital Media*, received his B.A. from Gustavus Adolphus College, M.A. in American Culture Studies from Bowling Green State

University, and Ph.D. in Communication Studies from the University of Kansas. He previously taught at the University of Kansas, as well as Washburn University. In addition to teaching, Prof. Bruning previously worked in television news and sports, both as a producer and production assistant. He has presented papers at several national conferences, including the National Communication Association and the Popular Culture Association. Prof. Bruning's research and teaching interests include media, new technology, sports journalism, political and intercultural communication. He has led J-Term study tours to Spain, France, Italy, Holland and England, as well as the Oxford University semester abroad. He joined the Carthage faculty in 1999.



### David Brunn

*Rogers Palmer Distinguished Professor of Business Administration*, has three decades of experience at Arthur Andersen & Co. He was a partner with Andersen

Consulting, where he developed financial and manufacturing systems for clients of all sizes, and worked as the global head of Andersen Consulting's Cost Management practice for several years. During his last five years with the firm, he managed several of the largest projects for the firm's Tax Technology Group. He is a CPA, a CMA, and a CPIM. Prof. Brunn joined the Carthage faculty in 1993, and was named Distinguished Teacher of the Year in 1999. He is a past chair of the Faculty Executive Committee. He chaired the task force that

conceived and implemented the Carthage Symposium component of the curriculum. He has devoted himself to improving the career opportunities available to Carthage graduates. Previously he was an adjunct professor at the Lake Forest Graduate School of Management. He holds an M.B.A. from Northwestern University and a B.S. from the University of Pennsylvania. He lives with his wife, Lyn, in Wilmette, Ill. They have two grown daughters and two granddaughters. He enjoys sailing on Lake Geneva.



### Temple Burling

*Associate Professor of Physics and Astronomy, Biology, and Great Ideas,* is a biophysicist interested in computational problems in macromolecular crystallography, the

structure of proteins, the physics of biological systems, and the history of science. He came to Carthage in 2002 from the Department of Biochemistry at Weill Medical College of Cornell University, where he served as an assistant professor and as the director of the X-ray Crystallography Core Facility. Before his work at Cornell, he was a postdoctoral fellow in the Department of Molecular Biophysics and Biochemistry at Yale University, where he examined problems in computational crystallography, protein dynamics, and high-resolution macromolecular structure determination by multi-wavelength anomalous dispersion. His teaching and research interests focus on the overlap of physics and biology. He has co-authored several articles that have appeared in science publications such as *Acta Cryst* and *Science*. Prof. Burling has a Ph.D. and M.S. in biophysics from the University of Rochester Medical School, an M.S. in physics from Iowa State University, and a B.A. in physics from Grinnell College.



### Deanna Byrnes

*Assistant Professor of Biology,* received her B.S. in biology from Cornell University with an emphasis in ecology, evolution and systematics, and her Ph.D. from the

University of Wisconsin in Madison in 2005. Her current research interests include the ecology and evolution of bats, both local and tropical. Most recently she has begun a local long-term project in which students gather and share data with the Wisconsin Department of Natural Resources as part of a citizen monitoring program to help define the ecological needs of Wisconsin's bat species. Prof. Byrnes' work has taken her to Costa

Rica, Puerto Rico, Belize, and remote regions of Sulawesi and Papua New Guinea. She enjoys mentoring students through scientific inquiry and exploration of the outdoor natural environment. She joined the Carthage faculty in fall 2007.



### Leslie Cameron

*Associate Professor of Psychology,* teaches courses in the Psychology Department at Carthage, and regularly involves Carthage students in her research. She is currently

researching the effects of attention on early visual processing and inhomogeneities in processing information across the visual field. More recently she has begun a research program investigating the effects of pregnancy on the sense of smell. Prof. Cameron was a member of research teams that had papers published in a number of journals, including *Vision Research*, *Spatial Vision*, and *Behavioral and Brain Sciences*. She regularly presents at the Vision Sciences annual meeting and at colleges and universities. Prof. Cameron earned her B.A. with distinction from McGill University, Montreal; her M.A. and Ph.D. from the University of Rochester; and a Certificat Supérieur and Diplôme de Phonétique Appliquée à la Langue Française from the Université de la Sorbonne Nouvell, Paris, France. Before coming to Carthage in 2002, she was a research associate and adjunct professor at New York University.



### Brant Carlson

*Assistant Professor of Physics and Astronomy,* studies atmospheric electricity and lightning. New to the Carthage

faculty in Fall 2012, he earned his Ph.D. in physics from Stanford University in 2009. He earned a bachelor of science degree in physics from the California Institute of Technology in 2005. Prof. Carlson comes to Carthage from the University of Bergen, Norway, where his research as a postdoctoral scholar focused on terrestrial gamma-ray flashes (TGFs), intense bursts of energetic radiation produced by lightning. His current work includes modeling TGF production mechanisms and comparing those mechanisms to satellite, ground and aircraft observations of TGFs and other lightning-associated gamma rays. His other research interests include electric field remote sensing, and studying the effect of gamma ray bursts on very low frequency radio signals. Prof. Carlson held the Stanford Benchmark Fellowship at Stanford

University from 2005 to 2008. While at the California Institute of Technology, he was recognized with the Sigma Xi Award for excellence in research and the Kothari Prize for outstanding undergraduate thesis. He has taught or assisted in teaching such courses as Introductory Plasma Physics and Electromagnetic Waves, and has offered outreach courses to 6-12th graders on how electric sparks work. He also led undergraduate research projects at Stanford that included low-noise electronics and autonomous drone development.



### Thomas Carr

*Senior Scientific Advisor, Dinosaur Discovery Museum; Director, Carthage Institute of Paleontology; Associate Professor of Biology,* is a vertebrate paleontologist

and noted expert on tyrannosaurid dinosaurs. His research interests include the integration of ontogenic and phylogenetic data in paleontology, phylogeny and historical biogeography of Laurasian dinosaurs, and the craniofacial anatomy of archosaurs. He has been featured on the National Geographic Channel, and has named four new dinosaur species in peer-reviewed publications such as *Journal of Vertebrate Paleontology* and *Proceedings of the National Academy of Sciences*. Every summer he leads an annual month-long dinosaur-hunting expedition in southeastern Montana, in which Carthage students are involved. His degrees are Ph.D. Vertebrate Paleontology, Department of Zoology, University of Toronto; M.Sc. University of Toronto; B.A. York University (York, Ontario). Prof. Carr joined the Carthage faculty in 2004.



### Maria Carrig

*Associate Professor of English, Theatre, and Great Ideas,* focuses her teaching and research on Shakespeare and Renaissance drama, as well as the religion and magic

beliefs of the early modern period. She earned her B.A. in English literature and Greek from Bryn Mawr College, and her M.A. and Ph.D. in English literature from Yale University. She also studied Latin and Italian in Italy, earning a certificate from the Università per stranieri in Siena. Before coming to Carthage, Professor Carrig was a teaching fellow at Yale University and an assistant professor of English at Loyola University Chicago, where she helped start a Great Books program. She is currently

working on a long-term project on Renaissance comic theory and its relation to theatrical practice in Shakespeare, Jonson and Middleton. Outside the library, she loves to take students to theater in Chicago and Milwaukee, and on Carthage's annual trip to the Stratford Shakespeare Festival in Ontario. She recently completed an article on contemporary revivals of Renaissance comedies. She joined the Carthage faculty in 2002.



**Anne Cassidy**

*Director of Global Heritage Program, Associate Professor of Art,* teaches non-Western and Western art history, printmaking, and Western Heritage. A specialist in the

arts of the Americas, her current research involves ritual calendar manuscripts of pre-Hispanic Mexico. Before coming to Carthage in 2005, she taught at Columbia University in New York, Pratt Institute in Brooklyn, and Grossmont College in San Diego. She brings to her teaching a strong belief that works of art should be studied as primary sources whose interrogation allows the student to access fundamental concepts and questions. Prof. Cassidy's long and varied experience in the study and practice of art informs her work as an art historian. After majoring in studio art as an undergraduate, she worked as a scenic artist in and around New York City, on sets for theater, film, and television. She has a Ph.D., M.Phil. and M.A. from Columbia University, and a B.A. from Rutgers University.



**Charlotte Chell**

*Professor of Mathematics, Computer Science, and Great Ideas,* specializes in mathematical logic, which provides a theoretical basis for her work in computer science and gives her a

special interest in the courses of discrete mathematics, abstract algebra, and computer organization. Her long-standing education interest is the pedagogy of quantitative literacy, the movement to insure that every college graduate has skills for managing everyday quantitative topics in the popular press, personal finance, and civic affairs. She is a frequent speaker at regional and national meetings of the MAA. Prof. Chell has been honored as Carthage's Distinguished Teacher of the Year, and in 2010, received the 22nd Carthage Flame Award, only the second active member of the faculty to be presented with the College's highest honor. She has a Ph.D. and M.S. in mathematics from the

University of Wisconsin-Madison, and a B.A. in mathematics and philosophy from St. Olaf College. She joined the Carthage faculty in 1981.



**Paul Chilsen**

*Chair, Communication and Digital Media Department; Associate Professor of Communication and Digital Media,* has worked in the film and television business for more than two

decades. His career has taken him all over the world and into most aspects of the industry. His credits include production manager for the popular *Star Search* series; assistant director work for The Disney Channel; director of the feature film *Stricken* and award-winning comedy short *Gross Ratings*; and co-writer of the children's movie *The Last Great Ride*, among other projects. He was nominated for an Emmy Award for his work on *CPS Right Now*, a newsmagazine TV show about Chicago Public Schools. Prof. Chilsen teaches courses in media literacy, writing for the media, digital photography and digital cinema production. Every spring, his Advanced Digital Video Production course helps create the Commencement video, shown at the Commencement ceremony. He is also the director of the Rosebud Institute at Carthage, which seeks to teach the basics of reading and writing in a cinematic language. He has an M.F.A. from Columbia College (Chicago), and a B.A. from the University of Wisconsin-Stevens Point. He joined the Carthage faculty in 2005.



**Daniel Choffnes**

*Associate Professor of Biology and Asian Studies,* joined the Carthage faculty in 2006. A developmental geneticist, his undergraduate degree is from the University of

Illinois at Champaign-Urbana. He continued his training as a National Science Foundation graduate fellow at the University of California at Berkeley, where his Ph.D. work focused on bioinformatics, gene evolution, and developmental genetics in plants. His current research aims to better understand the effects of endocrine disrupting compounds on vertebrate development and study the uses of medicinal plants in traditional medical systems.



**Brendan Cook**

*Post-Doctoral Fellow in Western Heritage and History,* teaches Western Heritage. A native of Prince Albert, Sask., he earned bachelor's and master's degrees in history

at the University of Saskatchewan. He earned a Ph.D. in history from the University of Toronto. He is a Jack Miller Fellow. Dr. Cook is completing a work of translation, "The Correspondence of Lorenzo Valla," consisting of letters to and from one of the great Latin stylists of the 15th century. The book will be published by Harvard University Press.



**Ron Cronovich**

*Chair, Economics Department; Associate Professor of Economics,* was a member of the University of Nevada-Las Vegas economics faculty from 1994 to 2008, and a

three-time selection as the outstanding teacher of the year in UNLV's college of business. He earned a B.A. in economic theory from American University in 1988, and earned a master's degree and Ph.D. in economics from the University of Michigan. He joined the Carthage faculty in 2008.



**Kevin Crosby**

*Chair, Natural Sciences Division; Professor of Physics and Astronomy, and Computer Science,* has taught broadly across the physics curriculum, including courses in

planetary astronomy and global climate science. He is currently involved in a variety of undergraduate space science research initiatives, including microgravity studies of lunar regolith, and near space exploration using sounding rockets and high altitude balloons. Prof. Crosby and his students have been selected by NASA to participate in NASA's Systems Engineering Educational Discovery Program every year since 2008. The team travels to the Johnson Space Center in Houston, where they conduct research aboard NASA's microgravity aircraft, the Weightless Wonder. He came to Carthage in 1998.





### Sarah Cyganiak

*Assistant Professor of Modern Languages*, is a Wisconsin native who earned a B.A. in Spanish and economics at the University of Michigan in 1998. She then earned an

M.A. in Spanish language and literature at the University of Wisconsin-Madison in 2000. In January 2011, Prof. Cyganiak completed her Ph.D. Her dissertation included a translation and an analysis of the concepts of love, the person, the word and compassion in the works of María Zambrano, a 20th century Spanish writer/philosopher. Before coming to Carthage in August 2007, Prof. Cyganiak was an adjunct instructor at Marquette University. At Carthage, she can be found helping organize the annual International Poetry Festival or on the tennis court, among other activities.



### Arthur Cyr

*A. W. and Mary Margaret Clausen Distinguished Professor of Political Economy and World Business; Director of the A.W. Clausen Center for World Business; Director*

*of the International Political Economy Program; Professor of Political Science*, is the director of the A.W. Clausen Center for World Business at Carthage, a first-class learning facility that prepares students for business leadership in our global economy. Prior to coming to Carthage, he served as president of the Chicago World Trade Center Association, the vice president of the Chicago Council on Foreign Relations, a faculty member and administrator at the University of California-Los Angeles, and an executive at the Ford Foundation in the International and Education Divisions. Prof. Cyr is the author of four books on international relations and British politics, and is currently a columnist for Scripps Howard News Service. He has a Ph.D. and M.A. in political science from Harvard University, and a M.A. and B.A. from the University of California-Los Angeles. He joined the Carthage faculty in 1998.



### Julie Dahlstrom

*Assistant Professor of Physics and Astronomy*, came to Carthage in 2009 from the University of Chicago's Yerkes Observatory, where she was a postdoctoral

researcher in observational astrophysics,

specializing in high-resolution spectroscopy of stars and interstellar clouds as well as the abundances of elements produced in the Big Bang. During her years as a researcher, she authored or co-authored more than 50 articles appearing in refereed scientific journals and conference proceedings. She was awarded the 1995 Robert J. Trumpler award of the Astronomical Society of the Pacific for her dissertation research and a 1994 Hubble Postdoctoral Fellowship of the Space Telescope Science Institute. Prof. Dahlstrom is engaged with Carthage students in collaborative research to identify the chemical constituents of the interstellar gases from which stars and planets form. Her primary research focus is on high-resolution spectroscopy of diffuse interstellar bands. She earned her Ph.D. and M.S. in astronomy and astrophysics at the University of Chicago, and her B.S. in physics and astronomy from Haverford College.



### Julie Dawson

*Assistant Professor of Business Administration*, received her B.A. in accounting and business administration from Augustana College and her Master's in Accountancy

from the University of Wisconsin-Madison. Before coming to Carthage in 2001, she was an auditor for Deloitte & Touche in Davenport, Iowa. She is the advisor of the Carthage Accounting Association as well as the Volunteer Income Tax Assistance program at Carthage.



### Beth DeLaRosby

*Head Women's Swimming Coach; Aquatics Director; Lecturer, Exercise and Sport Science*, begins her fifth year as head coach in 2012-13 (9-6 dual-meet record, 2 years). She was

named CCIW Women's Swimming Coach of the Year in 2009, her first year at Carthage, and again in 2010. A native of Two Harbors, Minn., she was an assistant swimming coach at Springfield College in 2006-07 and 2007-08. Prior to that, she served as an assistant coach at Wheaton College (Mass.) in 2005-06. DeLaRosby attended Gustavus Adolphus College, where she earned College Swimming Coaches Association of America first-team All-America honors in both 2004 and 2005, placing third in the 50-freestyle in 2004 and tying for sixth place in the same event in 2005. She graduated in 2005 with a bachelor's degree in psychology and criminal justice and received her master's degree in physical education from Springfield in 2008.



### Peter Dennee

*Associate Professor of Music*, joined Carthage in 2005. He conducts the Carthage Women's Ensemble and teaches course in conducting and music education. Prior to

his appointment at Carthage, Prof. Dennee held positions as assistant professor of music at West Virginia University and Susquehanna University, and visiting assistant professorships at the University of Colorado-Boulder and the University of Michigan. He has taught music at the elementary and secondary levels in Baltimore, Milwaukee, and Tempe, Ariz. He earned a Doctor of Musical Arts in choral music from Arizona State University, a Master of Music in music education from the Peabody Conservatory of Music at Johns Hopkins University, and a Bachelor of Arts in music education from Carthage (1986).



### D. Ben DeSmidt

*Director of the Western Heritage Program, Associate Professor of Great Ideas and Classics*. Prof. DeSmidt's interests in classics center on the Latin language and literature, and

more broadly on the influence of ancient legal thought on the origins of the novel. He earned his B.A. from the University of Chicago, and his M.A., M.Phil and Ph.D. from Columbia University. He joined the Carthage faculty in 2005.

### Paul Diduch

*Post-Doctoral Fellow in Western Heritage and Political Science*, teaches Western Heritage and political science. He earned two degrees at the University of Alberta, a bachelor's degree in film studies and an M.A. in political science. He earned a Ph. D. in politics from the University of Dallas in 2010. During the 2010-11 academic year, Mr. Diduch was an adjunct professor of philosophy at Aurora University and Roosevelt University. He is a Jack Miller Fellow.



### Jacob Dinauer

*Assistant Athletic Trainer; Senior Lecturer, Exercise and Sport Science*, received his master's degree in education from Carthage in 2002, and his bachelor's degree in athletic training

from Carthage in 2000. He has been certified since August 2000, and joined the Carthage

faculty in 2004. Prior to working as the Assistant Athletic Trainer, he was a graduate assistant here at Carthage. He was also an Athletic Trainer/Corporate Fitness Consultant at NovaCare Rehabilitation. He is a captain on the Town of Raymond Fire and Rescue department. He provides athletic training services for football, men's basketball, and baseball. He is a professor in the Athletic Training Education Program teaching Clinical Skills I, Practicum II, Modalities in Athletic Training, Practicum III, and Prevention and Care of Athletic Injuries. He feels that teaching helps him stay current and up on his athletic training skills. He also states, "I enjoy watching the students progress and become successful professionals."



**Bosko Djurickovic**  
*Head Men's Basketball Coach; Lecturer, Exercise and Sport Science*, begins his 17th season as Carthage's head coach in 2012-13 after a stellar career (1985-1994) at

North Park University. With the Vikings, Mr. Djurickovic coached two NCAA Division III teams, one in 1985 and the other in 1987. He is one of 13 active coaches to have won two or more national titles. His 26-year record is 465-225 (269-146 in 15 years at Carthage, 196-79 in 10 years at North Park), an overall winning percentage of .674. His 453 career wins starting the 2011-12 season placed him 16th among active NCAA Division III coaches, and his .681 career winning percentage (437-203) was ranked 29th. While at Carthage, he has served as a member of the NCAA Division III Men's Basketball Central Regional Championship Committee. He came to Carthage in 1996. He and his wife, Becky, live in Pleasant Prairie, Wis., and have three children: Amanda, Steve and Pete.



**Stephanie Domin**  
*Head Women's Cross Country Coach; Head Women's Track and Field Coach; Lecturer, Exercise and Sport Science*, begins her 13th season as head coach in 2012 (915-523-2,

12 years) after serving as an assistant coach for three years from 1997-99. A native of Amherst, N.H., Coach Domin received her bachelor's degree in human development and counseling from the University of Rhode Island in 1993. She was a four-year letterwinner in both cross country and track at Rhode Island and was named All-Atlantic 10 Conference four times in cross country

and three times in track as a distance runner, All-New England in both cross country and track and field four times and an NCAA Division I qualifier in cross country her senior year. Coach Domin served as a graduate assistant coach in both cross country and track at Loras College (1994-97), where she received her master's degree in athletic administration in 1997. She and her husband, Steve, the Carthage men's soccer coach, live in Pleasant Prairie, Wis., with their sons, Ty and T.J.



**Steven Domin**  
*Head Men's Soccer Coach; Lecturer, Exercise and Sport Science*, has served Carthage as Director of Soccer Operations, the head men's and women's soccer coach, and

instructor in the Exercise and Sport Science Department at different points over the past 18 years. His guidance has made the Red Men and Lady Reds consistent winners, and the Naperville, Ill., native has earned College Conference of Illinois and Wisconsin Coach of the Year honors on several occasions. Coach Domin holds a combined 300-187-40 overall record. Under Coach Domin's direction, Carthage has produced 88 All-CCIW performers, 29 All-State of Wisconsin Collegiate performers, 13 All-Midwest players, two NCAA All-Americans, conference championships and multiple CCIW Player and Coach of the Year Honors. In 2011, Coach Domin was named the State Collegiate Coach of the Year. Carthage teams have been ranked in the top 10 by the NSCAA Regional & National Committee on several occasions (1996, 1997, 2006, 2007, 2008, 2010, 2011), and have competed in the NCAA national championships. He earned both his bachelor's (exercise and sport science, business administration) and master's (education) degrees from Carthage.



**Cathy Duffy**  
*Assistant Professor of Business Administration*, is a certified public accountant. Before coming to Carthage in 2001, she was a corporate tax consultant at Arthur

Andersen, a senior tax accountant for Amoco Corporation, an accounting instructor at Robert Morris College, and a consultant for Jefferson Wells. She lives in Racine, Wis., with her husband, Michael, and their four children, Michael, Amelia, Nicola and Alexandra. She earned her B.S. in 1989 from the University of Southern California, and

M.S. in taxation from DePaul University in 1996.



**Annette Duncan**  
*Director, Supplemental Instruction and Tutoring Program; Assistant Professor of English*, teaches American Literary Traditions and Methods and Materials of Teaching

English. She earned her B.A. from Evangel College and M.A. from the University of Nebraska. She joined the Carthage faculty in 1994.



**Jacqueline Easley**  
*Chair of the Education Department, Associate Professor of Education*, received her Ed.D. from Northern Illinois, M.A. from Concordia University,

and B.A. from Concordia College. She joined the Carthage faculty in 2006.



**Timothy Eckert**  
*Professor of Chemistry*, teaches courses in Organic and General Chemistry, and Forensic Science. He earned his B.A. at Yale University and Ph.D. at the State University of New

York at Syracuse. As a postdoctoral fellow, he researched bioorganic chemistry at the University of California, Santa Barbara. During a sabbatical he pursued NMR research at the University of Arizona. His research now tries to solve the riddle of the ortho effect found in electrophilic aromatic substitutions. Prof. Eckert wrote the organic chemistry text used at Carthage. He has published several papers in the *Journal of Organic Chemistry*, *Journal of the American Chemical Society*, *Tetrahedron Letters*, and *Journal of Chemical Education*. He won the Distinguished Teaching Award at Carthage in 2007. An amateur mathematician, he serves as an editor for American Mathematics Competitions for high school students. He also enjoys bicycling, tennis and basketball. He joined the Carthage faculty in 1989.



**Robert Edsall**  
*Associate Professor of Geography and Earth Science, Communication and Digital Media*, teaches courses in geographic information science, cartography, physical

geography, meteorology, and visual communication. He holds a Ph.D. in geography and an M.S. in meteorology from Pennsylvania State University, and a B.A. (*magna cum laude*) in music from Kenyon College. He has served as a director for the Cartography and Geographic Information Society, the editor for the US National Report to the International Cartographic Association, and leadership roles in the cartography specialty group of the Association of American Geographers. He has recently taken on a book project with SAGE (to be published in 2014) examining the nascent but growing field of geovisual analytics. Prior to coming to Carthage in 2011, Prof. Edsall was an assistant professor for three years at the University of Minnesota, and for seven years at Arizona State University, where he was awarded the Centennial Professorship in 2006 for outstanding teaching and service, and named "Best Overall Professor" by vote of the student body in 2007.



### Cory Everts

*Assistant Baseball Coach; Intramural Director; Lecturer, Exercise and Sport Science*, begins his eighth year as assistant coach in 2012. A native of Hortonville, Wis., he had a

four-year baseball career at Carthage. He was named an American Baseball Coaches Association third-team All-American and first-team All-College Conference of Illinois and Wisconsin in 1992, first-team all-conference in 1991 and second-team All-CCIW in 1993. Mr. Everts is ranked second on the Carthage career wins list (26), third in earned run average (2.16), second in strikeouts (185), second in innings pitched (229.3) and second in shutouts (8). He set a Carthage season record in 1992 with five shutouts, and his 1.02 earned run average that year is the Redmen's third-best. He was inducted into the Carthage Athletic Hall of Fame in 2001. Mr. Everts is a certified athletic trainer, as well as a certified strength and conditioning specialist. He is the co-owner and head performance coach at Sports Acceleration Fox Valley in Appleton, Wis. He served as an assistant baseball coach at Lawrence University from 2002-04, as well as the strength and conditioning coach for the minor league baseball Wisconsin Timber Rattlers in the 2004 season. From 1997 to 2001, Everts was the performance coach for Healthsouth/Acceleration Oshkosh in Oshkosh, Wis., and the head baseball coach at Oshkosh's Lourdes High School from 1995 to 1997.



### Ruth Fangmeier

*Chair of the Social Work Department, Professor of Social Work*, was the associate director of the Lighthouse National Center for Vision and Aging in New York before coming

to Carthage. Additionally, she served as a research associate for the Jewish Board of Family and Children's Services as well as for the United Nations Development Programme in New York. She spent five years as an adjunct assistant professor at the Hunter College School of Social Work. Since 1987, she has presented at nearly 80 social work conferences and seminars nationally and internationally. Her documentary film on age-related vision loss, *The World Through Their Eyes*, has won critical praise and numerous awards, including accolades at the British Medical Association Film and Video Festival, The CINE Golden Eagle Awards, and the U.S. International Film and Video Festival. Prof. Fangmeier has authored seven books and currently is a consulting editor of the *Journal of Baccalaureate Social Work*. Prof. Fangmeier has a D.S.W. in social welfare from Columbia University School of Social Work, an M.S.W. from Catholic University of America, and a B.S. in secondary education from Bowling Green State University. She joined the Carthage faculty in 1997.



### Eduardo Garcia-Novelli

*Director of Choral Activities, Director of the Carthage Choir, Associate Professor of Music*, is a native of Argentina who earned two degrees from conservatories in Buenos

Aires. He served as assistant director of the Argentinean National Young People Choir in Buenos Aires and served as director of the award-winning choral program at Belgrano Day School. He earned a Master of Music degree in choral conducting from Westminster Choir College of Rider University, and a Doctorate of Musical Arts in choral conducting from the University of Houston. Prof. Garcia-Novelli served as assistant director of the Houston Symphony Chorus from 1997 to 2002. He came to Carthage in 2008 from Lamar University, where he was Director of Choral Activities and Director of the Symphony of Southeast Texas Chorus from 2002 to 2008. In 2006 he was awarded Lamar University's Faculty Merit Award for excellence in teaching. He has a Master of Music in choral conducting

from Westminster Choir College in Princeton, New Jersey; and a Doctorate of Musical Arts in choral conducting from the Moores School of Music, University of Houston.



### Dana Garrigan

*Director of Assessment, Associate Professor of Biology*, focuses his research on insects, plants, and their interactions. His research has taken him

from the desert southwest of the United States to the rainforest of South America, the New Zealand highlands, and the Galapagos Islands. Recently, he has been studying butterfly distributions in Mount Rainier National Park to assess the potential impacts of climate change on alpine species. Prof. Garrigan came to Carthage in 2007 after eight years as a faculty member at Pacific Lutheran University. He earned a B.A. in biology from St. Olaf College in 1988, and a Ph.D. in biology from the University of Utah in 1994. After teaching at the University of Colorado's Mountain Research Station, he was an assistant professor of biological sciences at DePauw University from 1996 to 1999. He also was a visiting associate professor at the University of Washington-Tacoma in 2004-05.



### Tracy Gartner

*Director of the Environmental Science Program, Associate Professor of Biology and Geography and Earth Science*, directs the

Environmental Science Program and teaches research- and service-oriented courses in environmental science, ecology, botany, experimental design and restoration. Her research focuses on how shifts in biodiversity (due to invasive species, environmental change and human disturbance) influence community structure and nutrient dynamics in ecosystems. Prof. Gartner has a Ph.D. in ecology from University of Connecticut, and a B.A. in biology and environmental science from Coe College (Phi Beta Kappa). She joined the Carthage faculty in 2005.



### Danielle Geary

*Assistant Professor of Social Work*, graduated from Carthage in 2000 with a bachelor's degree in social work (*summa cum laude*). She earned a

Master of Social Work in public child welfare from the University of

Wisconsin-Madison in 2001. Her work experience in public child welfare includes working with Rock County Division of Children and Family Services, the Bureau of Milwaukee Child Welfare and Kenosha County DCFS. With nine years of direct practice in public child welfare, and five years of adjunct lecturing for Carthage, Prof. Geary joined the Carthage faculty as an assistant professor in 2009. She is a student at Marquette University, pursuing her Ph.D. in Educational Policy and Leadership. Her research interests include accessibility of higher education for students of color, white privilege and its impact on higher education, and impact of poverty on children.



**Amy Gillmore**

*Head Softball Coach; Lecturer, Exercise and Sport Science*, begins her 15th year as head coach in 2012 (310-208, 14 years). She was named CCIW Softball Coach of the Year

in 1998, her first season as head coach. A standout shortstop for Carthage from 1992 to 1994, she was a three-time All-CCIW selection. She ranks among Carthage career leaders in batting average, hits, runs scored, RBI, doubles, triples, bases on balls, slugging percentage and on-base percentage. Coach Gillmore attended Westosha Central High School in Salem, Wis. After graduating from Carthage in 1994 with a bachelor's degree in exercise and sport science and special education, she served as head softball coach, assistant girls basketball coach and girls athletic director at Kenosha's St. Joseph High School. In softball, she compiled a 43-16 record over three seasons with three "Final Four" appearances in the Wisconsin Independent School Athletic Association softball championship. She received her master's degree in classroom guidance and counseling from Carthage in 2004.



**Kimberly Greene**

*Chair, Art Department; Assistant Professor of Art*, began her career in electrical engineering and computer science. She earned a degree in electrical engineering from

Northwestern University in 1988, then worked for 11 years in computer-related fields before returning to school to study art. She earned a bachelor of fine arts from the New York State College of Ceramics at Alfred University in 2002, and a master of fine arts from Louisiana State University in 2005. She was a ceramics instructor at Southeastern Louisiana University in

2005-06, and an art instructor at Baton Rouge Community College in the first part of 2006, teaching art appreciation courses. She was a visiting assistant professor of ceramics and foundations at Michigan State University for one year before coming to Carthage in 2007.



**Sally Groleau**

*Adjunct Assistant Professor of Mathematics*, has been teaching in Carthage's Math Department since 2000. She teaches courses in Applied Mathematics, Elementary Statistics,

Business Statistics, and Calculus I. She also team-taught Introduction to Management Science as a Carthage Symposium course. Prior to coming to Carthage, Ms. Groleau was an associate professor (with tenure) at Lexington Community College in Lexington, Ky., where she earned recognition in "Who's Who Among America's Teachers." Her other teaching experience includes Bethel College in Mishawaka, Ind., and St. Mary's Central High School in Menasha, Wis. She has an M.A. in mathematics from the University of Kentucky, and a B.A. in mathematics from St. Norbert College.



**Thomas Groleau**

*Chair, Social Science Division; Associate Professor of Business Administration*, has taught courses in statistics, strategy, management science, information

systems, and operations management. He previously held full-time positions at the University of Kentucky and Bethel College Indiana and adjunct positions for the University of Wisconsin-Parkside, Ferris State University, and Lexington Community College. In addition to teaching, he has worked with several businesses including Kentucky Utilities, Greentree Applied Systems, AptarGroup, and Press-Ganey. He is a member of the Institute for Operations Research and the Management Sciences, the Decision Sciences Institute, and the Christian Business Faculty Association. Prof. Groleau earned both an M.S. in Operations Research and his Ph.D. in Decision Science and Information Systems from the University of Kentucky, where he was a recipient of a President Fellowship and Dissertation Year Fellowship. His B.A. is from St. Norbert College. He joined the Carthage faculty in 1999.



**Amy Haines**

*Assistant Professor of Music*, teaches private and class voice at Carthage, emphasizing vocal health, freedom and flexibility. She also teaches Vocal Pedagogy, Exploring

Music, the Carthage Symposium courses: Cultural Expressions of American Musical Theatre, and Poetry and Song in French and Spanish, as well as directs/conducts the music for the main stage musicals. The Carthage Voice Science and Pedagogy Lab, equipped with VoceVista, an electroglottograph, and a SonoVu, is housed in Prof. Haines' studio, increasing the College's use of the newest visualization technology. A soprano, Prof. Haines enjoys singing American and French repertoire, especially the vocal music of Ned Rorem and Maurice Ravel. Presently working on Norwegian, she has added the music of Edvard Grieg to her list of favorites. She earned her B.A. in music and a diploma in voice from Carthage in 1979. She earned her Master of Music in vocal performance from the San Francisco Conservatory of Music, and had extensive doctoral study at Northwestern University. She joined the Carthage faculty in 1987.



**Ellen Hauser**

*Assistant Professor of Sociology and Political Science*, teaches courses in sociology, political science, and women's and gender studies. Those courses focus on global poverty,

women and politics, African transitions, women of Africa, and women's and gender studies theory. Her published work includes "Uganda Relations with Western Donors in the 1990s: What Impact on Democratization?" in Cambridge University Press's *The Journal of Modern African Studies*. She is working on an article outlining the experiences of and societal responses to single motherhood. She holds a Ph.D. and M.A. from the University of Wisconsin-Madison and a B.M. from Augustana College. She joined the Carthage faculty in 2000.



**Scott Hegrenes**

*Director, Discovery Program; Associate Professor of Biology*, is an ecologist interested in aquatic ecosystems and conservation of biodiversity. His research

interests include the effect of pollution on stream life, non-native species impacts, and the role of phenotypic plasticity in niche partitioning in fish. He maintains aquaria in the Biology Department for the study of fish behavior and bio-monitors local stream and wetland communities. His hobbies include music, breweriana, poker, and J-Terms in Central America. He earned his B.A. from Hamline University, M.S. from the University of North Dakota, and Ph.D. from Illinois State University's BEES Program (Behavior, Ecology, Evolution, and Systematics). He taught at Winona State University before coming to Carthage in 2001.



### Richard Heitman

*Associate Professor of Great Ideas, Classics and Philosophy*, came to Carthage in 2003 from the University of Chicago, where he was an instructor at Graham School of

General Studies. Prior to that appointment, he served as an adjunct lecturer of English at New York City Technical College (CUNY). He earned his B.A. in philosophy, Phi Beta Kappa, from Knox College in 1974 and his A.M. from the University of Chicago, General Studies. For many years, he was active in the theater in New York City, writing several plays and a screenplay. In 2001 he earned his Ph.D. from the University of Chicago, Committee on Social Thought. He has presented several doctoral lectures, has written for two scholarly publications, and has been selected three times as a participant in the National Endowment for the Humanities summer seminars. His book *Taking Her Seriously: Penelope and the Plot of Homer's Odyssey* was published by the University of Michigan Press in 2005.



### Julian Hendrix

*Assistant Professor of Classics and History*, is a historian specializing in early medieval Europe. He earned a B.A. in religion from Reed College, an M.A. in medieval studies

from Fordham University, an M.A. in history from the University of Chicago, and a Ph.D. in history at King's College, Cambridge. Before coming to Carthage in 2011, he taught at the University of Tennessee and served as project manager for the St Gall Plan project ([www.stgallplan.org](http://www.stgallplan.org)).



### Woodrow Hodges

*Associate Professor of Music*, is an active performer as well as a music educator. He is a bassoonist for the Kenosha Symphony and performs in several smaller ensembles

throughout the year. He teaches music theory, applied woodwinds, woodwind methods, and exploring music. He also is involved with the First Methodist Church's Chancel Choir. A winner of the coveted Helmut Schaeffer Award for lifetime service to the Kenosha Symphony, Professor Hodges currently serves as an advisor to the KSO Board of Directors. He is a member of the College Band Directors National Association, the Wisconsin Music Educators Association, Kappa Kappa Psi, a professional band fraternity, and Phi Mu Alpha Sinfonia, a professional music fraternity. A graduate of Southwestern College, he earned his M.A. and Ph.D. at the University of Iowa. He joined the Carthage faculty in 1977.



### Laura Huaracha

*Assistant Professor of Communications and Digital Media*, came to Carthage in 2007 after two years as an adjunct instructor at the International Academy of

Design and Technology in Chicago. She earned a B.A. in journalism and mass communication from Creighton University in 1997, and an M.F.A. in graphic design from Savannah (Ga.) College of Art & Design in 1999. She was an instructor at Maple Woods Community College in Kansas City, Mo., and has worked at The Grand Group, a Chicago marketing design firm; and the Potbelly Sandwich Works chain.

### Carolyn Hudson

*Assistant Professor of Art*, studied Fine Art and English Literature at the University of Leeds and Huddersfield College in England, where she earned the U.S. equivalents of the B.A. and M.A. degrees, specializing in the Early Modern period. She taught at York and Oxford Colleges of Further Education in England, and came to Carthage in 1981. Prof. Hudson's lifelong commitment to the interdisciplinary learning experience, and her background in arts and humanities, led to her crafting and piloting many of the innovative interdisciplinary programs now at the core of the Carthage education. As well as teaching specialized courses in art history, she teaches

Carthage Symposia and courses in the Women and Gender Studies Program.



### Lauren Hume

*Head Women's Lacrosse Coach; Lecturer, Exercise and Sport Science*, Lauren Hume, Carthage's first head coach for women's lacrosse, began her first varsity season in 2010 and

was named Midwest Women's Lacrosse Conference Coach of the Year in 2011. She also teaches Concepts of Physical Fitness in the Exercise and Sport Science Department. A native of Bainbridge Island, Wash., Coach Hume was a four-year lacrosse player at the University of Redlands from 2002 to 2005, where she also played soccer. She was an assistant coach at the University of Redlands from 2006 to 2008. Coach Hume received her bachelor's degree in sociology and anthropology from Redlands in 2005 and her master's degree in educational administration, also from Redlands, in 2008.



### Kimberly Instenes

*Assistant Professor of Theatre, Costume Designer*, teaches courses in theatre and costuming at Carthage and oversees Carthage's costume shop. She works as a freelance

costume and makeup designer in the Milwaukee/Chicago area. Her professional design credits include *The Giver* and *Perseus Bayou* at First Stage Milwaukee; *Romeo and Juliet* at Milwaukee Shakespeare, the Milwaukee Repertory Theater, Renaissance Theatre Works, Utah Shakespearean Festival and the Racine Theatre Guild; and recently costume designer for the world premiere of *Gossamer*, written by Lois Lowry and performed at First Stage Milwaukee. Prof. Instenes holds an M.F.A. in costume design and technology from Ohio University, and a B.A. in theatre from the University of Wisconsin-Whitewater.



### John Isham

*Associate Professor of Great Ideas and Modern Languages*, came to Carthage in 2007 from Columbia University, where he was a Core Lecturer in Literature

Humanities. A native of Ohio, he earned a B.A. in Philosophy and History of Mathematics from St. John's College, Annapolis, Md., in 1989. After graduating he began learning Russian and became fluent in the language, then earned a Master's in

International Affairs from Columbia in 1994. He earned an M.A. in Russian Language from Middlebury College in 1996; then earned an M.A., a Master's of Philosophy, and a Ph.D. in Russian Literature, all from Columbia. He also taught courses in Russian and the Humanities at Columbia from 1997 to 2003, and at Drew University in Madison, N.J. from 2003 to 2005.



**Laurie Jensen**

*Head Athletic Trainer; Senior Lecturer, Exercise and Sport Science*, is head athletic trainer and a professor in the Athletic Training Education Program. She teaches

Introduction to Athletic Training, Principles of Athletic Training, Practicum I, Administration in Athletic Training, and Topics of Athletic Training: Pharmacology. She has been certified since June 1999. She received her bachelor's degree in athletic training from Carthage, as well as her master's in education. Prior to becoming the head athletic trainer, Ms. Jensen was the assistant athletic trainer and a graduate assistant at Carthage. She was also a rehabilitation and wellness specialist for Super Valu Corporation. She enjoys the enthusiasm and energy of the young adults at Carthage. She states: "Every day here is different; I have never been bored here at Carthage." She joined the Carthage faculty in 2000.

**Kathryn Johnson**

*Assistant Professor of Sociology and Criminal Justice*, came to Carthage with 25 years of teaching experience. She was an associate professor of sociology at Indiana University-Northwest in Gary, Ind., for five years, followed by a 15-year stint at Barat College in Lake Forest, Ill., where she was a professor of sociology and criminology. During her time at Barat she served for eight years as Assistant Dean of Academic Affairs. After Barat merged into DePaul University in 2005, Prof. Johnson became an assistant professor of sociology at DePaul for five years. Prof. Johnson earned B.A. and M.A. degrees in sociology at the University of Northern Colorado, and a Ph.D. in sociology and criminology at Western Michigan University. She joined the Carthage faculty in 2010.



**Alyson Kiesel**

*Assistant Professor of English*, earned her B.A. in English (*magna cum laude*) from Amherst College and a Ph.D. in English Language and Literature from New York University.

She specializes in 19th-century British literature. Her interests include the history of the novel and the history of novel-reading.



**Paul Kirkland**

*Associate Professor of Great Ideas and Political Science*, specializes in the study of political philosophy. He earned a B.A. in politics from Ursinus College in 1994, a

master's in political science from Fordham University in 1997, and a Ph.D. in political science from Fordham in 2002. He has been a visiting instructor at Dominican University in River Forest, Ill., and a Bradley Fellow and visiting assistant professor at Kenyon College. His book, *Nietzsche's Noble Aims: Affirming Life, Confronting Modernity* was published in 2009 by Lexington Press. He came to Carthage in 2007 from the College of the Holy Cross, where he was a visiting assistant professor.



**Allen Klingenberg**

*Associate Professor of Mathematics*, earned his bachelor's and master's degrees from the University of Michigan, and his Ph.D. from Michigan State University.

He joined the Carthage faculty in 2003. He is very active on the Division of Natural Sciences' Summer Undergraduate Research Experience committee, which he chairs. He wrote and conducted three mathematics grants in 2005 at Carthage, and has authored 25 peer-reviewed journal articles. He has written one book, *Effective Schools Through Effective Management*, with the late Fredric Genck in 1991. Prof. Klingenberg is active in the American Statistical Association, the National Council of Teachers of Mathematics, and the Racine Founders Rotary Club.



**Kristopher Koudelka**

*Assistant Professor of Biology and Chemistry*. Professor Koudelka's interests lie at the molecular level. He teaches

courses in biochemistry, genetics, general chemistry, and senior seminar. By giving students a firm foundation in how chemical structure gives a molecule function and reactivity, his students have the basis to understand any biological system. Prof. Koudelka's research centers on the chemical modification of plant and bacteria viruses for use as drug delivery vehicles. His students specifically engineer viral nanoparticles to efficiently transport drugs to sites of disease. Prof. Koudelka came to Carthage in 2010 after two years at the University of San Diego, where he taught general chemistry, non-majors chemistry, and molecular biology. He completed his post-doctoral research at the University of California, San Diego, and earned his interdisciplinary Ph.D. in chemical biology from The Scripps Research Institute in La Jolla, Calif. His Bachelor of Science degree came from the University of Wisconsin-River Falls.



**Herschel Kruger**

*Chair of the Division of Fine Arts, Associate Professor of Theatre*, joined the Carthage faculty in 2005 and served seven years as chair of the Theatre Department.

During his tenure as chair, the department added majors in Performance, Technical Design and Production, Stage Management and Interdisciplinary Music Theatre, as well as a Dance minor. During the 2008-2009 school year, Prof. Kruger established the New Play Initiative commissioning original works for the Carthage Theatre Program. In 2012, Carthage Theatre received its fourth consecutive invitation to the Region III Kennedy Center American College Theatre Festival. Prof. Kruger earned his M.F.A. in acting from the University of Illinois and, while there, completed an independent study in directing with Dr. Burnet Hobgood. He holds a B.A. in Theatre Communications from Cardinal Stritch University.



**Erik Kulke**

*Assistant Professor of Modern Languages, Study Abroad Director*, teaches Spanish language, literature and civilization courses, as well as cultural awareness and Western Heritage. As

the study abroad coordinator, he works with Carthage students as they prepare for and participate in their international study experiences. In addition to living and studying in Spain and Latin America, Prof. Kulke has taught English in Spain and Mexico. His academic interests include pre-

Colombian civilizations, which has led him to travel throughout Latin America to explore numerous archeological sites from Mexico to Peru. He recently traveled with groups of students to Mexico's Yucatan peninsula to study Mayan culture and civilization, exploring ruins throughout the peninsula. Prof. Kulke is active in promoting wellness and congeniality among faculty and staff members through the organization of such events as the All-Carthage Golf Outing. He has an M.A. from the University of Wisconsin-Madison, and a B.A. from Gustavus Adolphus College. He joined the Carthage faculty in 1999.



### Ross Larson

*Dean of A.F. Siebert Chapel, Adjunct Assistant Professor of Religion and Communication and Digital Media*, has taught religion and public speech at Carthage since 1991 and

is serving a three-year term as Dean of A.F. Siebert Chapel. He has served as a Lutheran pastor in Chicago, St. Louis and Racine, Wis.; on the staff of the Metro Chicago Synod of the ELCA; and as co-director of post-doctoral education at the Lutheran School of Theology in Chicago. He is proprietor of Gener/age of Racine, a consultation service on ministry for the aging, and was a staff writer for *The Clergy Journal* magazine. Prof. Larson, a resident of Racine, Wis., earned his D.Min., M.Div. and B.D. from the Lutheran School of Theology in Chicago and an A.B. from Bethany College.



### Catherine Lau

*Assistant Professor of Economics and Business Administration* has spent her career working in the banking and financial services industries in New York. She was an assistant

treasurer and vice president at Credit Lyonnais from 1985 to 1998, and then served two years as a senior director at Fitch Ratings. In 2000, she moved to XL Capital Assurance Inc., where she spent eight years as managing director. She has also served as a consultant for Paloma Capital in Greenwich, Conn. (2009) and as a consultant and credit analyst for Deutsche Bank, A.G., in New York (2008). Prof. Lau's teaching career includes positions at several colleges and universities. She comes to Carthage from the Department of Finance at Western Connecticut State University, where she was a visiting professor in 2012. She has taught economics at the University of Shanghai for

Science and Technology, and for the Taiwan Representative Office of Baruch's Zicklin School of Business Executive Education Program. She worked as a Graduate Teaching Fellow at Hunter College from 2009 to 2011. She also has been an adjunct lecturer at Hunter College, Pace University's Lubin School of Business, and Purchase College SUNY. She has taught such courses as *Women and Men in the Labor Market*, *Principles of Investment Analysis*, *Multinational Financial Issues*, and *Principles of Finance*. Prof. Lau earned her Ph.D. in economics from City University of New York Graduate Center in June 2012. She also holds an M.Phil. in economics from City University of New York Graduate Center and an M.B.A. in finance from New York University. She earned her bachelor of arts in economics from State University of New York at Albany, graduating *summa cum laude*. She joins the Carthage faculty in 2012.

### John Leazer

*Assistant Professor of History*, specializes in European history with an emphasis on Britain and Ireland. He earned his Ph.D. from Loyola University Chicago. While there he was awarded a grant from the English Speaking Union to complete his dissertation titled "The Seventeenth and Eighteenth Century Scottish Herring Fishery: The Effect of the 1707 Treaty of Union and its Impact on Early Modern Great Britain." Prof. Leazer has given several conference papers on a variety of topics in British history including the Irish Famine, the Union of England and Scotland, and undergraduate response to British history. He is currently working on his book titled *The Fish that Saved the Union: The Scottish Herring Fishery, the 1707 Treaty of Union and the Foraging of the United Kingdom*. Along with his classes on the history of Europe and Great Britain, Prof. Leazer teaches classes on the history of the Atlantic World, Historical Methods as well as regularly participating in the Heritage Program. He joined the Carthage faculty in 2008.



### Diane Levesque

*Director of the H. F. Johnson Gallery of Art, Assistant Professor of Art*, has exhibited her work as a professional artist both regionally and nationally since 1980. She specializes

in painting, drawing, 2-D mixed media and polymer clay. She has received numerous awards and grants, including a Wisconsin Arts Board Fellowship Grant in 2000. She has had many solo exhibitions at various

institutions and galleries, including the Chicago Cultural Art Center; the Wisconsin Academy of Art Gallery in Madison, Wis.; Peltz Gallery in Milwaukee; and Artemisia Gallery in Chicago. Her work has been included in many group exhibitions at such venues as the Art Institute of Chicago, the Madison Art Center and the Rockford Art Museum in Illinois. As the director of the H.F. Johnson Art Gallery, Prof. Levesque has curated more than 35 major exhibitions. She has an M.F.A. in Visual Arts from the University of Chicago and a B.A. in Art from State University of New York-Plattsburgh. She joined the Carthage faculty in 2004.



### Brady Lindsley

*Head Men's and Women's Tennis Coach; Lecturer, Exercise and Sport Science*, '95, is originally from Coldwater, Mich. As a player for the Red Men from 1992 to 1995, he

compiled an 82-24 career mark in singles, which puts him third on the all-time wins list. He joined the Carthage faculty in 1997. He has coached the Red Men to eight CCIW championships and eight NCAA appearances, as well as leading the Lady Reds to three CCIW championships and three NCAA appearances. He earned a B.A. in business administration from Carthage.



### James Lochtefeld

*Director of the Asian Studies Program, Professor of Religion and Asian Studies*, specializes in Hindu pilgrimage. His dissertation research focused on the north Indian

pilgrimage city of Hardwar; the dissertation draws on Sanskrit texts, archival documents, and field research to lay out a comprehensive picture of this vibrant, vital town. It was published by Oxford University Press in December 2009 under the title *God's Gateway*. In addition to the Hindu tradition, Prof. Lochtefeld teaches courses on Indian religion and society, the Buddhist tradition, the Sikh tradition, East Asian religion, Sanskrit and Hindi. He has led J-Term classes to India since 1999. In both his research and his teaching, he seeks to explore the intersection of religious history, tradition and practice. Prof. Lochtefeld has a Ph.D. and M.Phil. from Columbia University, an M.A. from the University of Washington, an M.T.S. from the Harvard Divinity School and a B.A. from Colgate University. He came to Carthage in 1992.



**Lynn Loewen**

*Professor of Modern Languages*, teaches Spanish language and literature, modern language teaching methodology, modern literature in translation, theory of

translation, culture awareness orientation, and heritage courses. She has studied at U.S., Mexican, and Colombian universities. She earned an M.S. in bilingual education from the University of Wisconsin-Stevens Point, and her Ph.D. in comparative literature from UW-Madison, specializing in poetry and Hispanic literature. Her graduate research dealt with the theory and methodology in second language acquisition and with comparative literature. Prof. Loewen lived and worked in Colombia for 15 years, where she held positions as an English as a second language teacher, a principal in British and U.S. embassy-identified bilingual schools, and as a curriculum consultant for the U.S. Office of Overseas Schools. She also taught English language and literature courses at several universities in Bogota, Colombia. She authored a five-text series for teaching English as a second language and has published Spanish essays, poetry and translations in a variety of literary publications in Colombia. She joined the Carthage faculty in 1988.



**Thomas Long**

*Adjunct Assistant Professor of Religion*, has taught the foundational course *Understandings of Religion*; upper-level courses in the history of Christian thought and

church history; the J-Term course *Christian Responses to Nazism and the Nazi State*; and the topical course *Models of Christian Redemption*. His special interests are in the fields of inter-religious dialogue and the doctrine of the atonement. His dissertation, *The Viability of a Sacrificial Theology of Atonement*, was republished in 2006 by Lutheran University Press for its 37 affiliate institutions of higher education of the Evangelical Lutheran Church of America. Prof. Long has a Ph.D. from Marquette University, Th.M. from Duke University, M.Div. from Garrett-Evangelical Theological Seminary, and B.A. from Albion College. He joined the Carthage faculty full time in 2002. Prior to coming to Carthage, he taught at Lakeland College and Carroll and Marquette Universities. He lives with his wife, Carol, in Wauwatosa, Wis.



**Christopher Lynch**

*Associate Professor of Great Ideas and Political Science*, earned his B.A. from St. John's College, and his M.A. and Ph.D. degrees from the

University of Chicago's Committee on Social Thought. He held a Bradley Postdoctoral Fellowship at Boston College and taught at the University of Dallas Rome campus. As an Olin Junior Faculty Fellow, he completed his translation and interpretation of Niccola Machiavelli's *Art of War*, published by the University of Chicago Press in 2003, and began work on *Machiavelli on War*, his comprehensive treatment of the subject, on course for completion in 2012. Prof. Lynch served as a Senior Advisor at the United States Department of State in 2006-2007, and served on the faculty of the Hertog Political Studies Program in Washington, D.C., in 2011. He joined the Carthage faculty in 2000.



**Stephen Lyng**

*Professor of Sociology and Criminal Justice*, came to Carthage in 2004 after more than 15 years as an assistant and then associate professor of sociology at Virginia Commonwealth

University. In addition to his nine-year tenure as director of the graduate program in sociology at VCU, he has taught at Union College and Florida Atlantic University. He specializes in medical sociology, social theory, social psychology, and the sociology of risk. Prof. Lyng has written or co-written more than 30 published sociology articles in journals such as *The American Journal of Bioethics*, *Social Forces*, *The American Journal of Sociology*, *Theoretical Criminology* and *Crime, Media, Culture*. He is the author or coauthor of three books and is presently completing a fourth book (with Jens O. Zinn) titled "Thriving on Uncertainty: Risk Taking in the 21st Century." Prof. Lyng has presented scores of professional papers and delivered invited lectures on sociology in the United States, Canada, South Africa, New Zealand, Spain, Germany, and the U.K. He is the recipient of numerous research grants. He received his Ph.D., M.A. and B.A. from the University of Texas-Austin.



**Jane Mac All-Livingston**

*Assistant Professor of Music*, specializes in piano performance, piano pedagogy and class piano. She came to Carthage from Northwestern University

School of Music, where she served on the music faculty from 1981 to 1996. She is an active chamber musician, performing with Trio Levade, and is the director of Carthage's Chamber Music Series. She is an active keyboardist playing with various bands, the Kenosha Symphony, and theatrical orchestras including the Racine Theatre Guild. She is also an active solo pianist and duo-pianist performer. She is the founder of the Carthage Community Piano Program and is an active member of the Kenosha Music Teachers Association, Wisconsin State Music Teachers Association, and the Music Teachers National Association. Prof. Livingston has an M.M. in performance and pedagogy from Northwestern University; M.A.T. in geology and education from the University of Vermont; B.M. in performance and pedagogy from the Crane School of Music, State University of New York at Potsdam; and B.A. in geology from Skidmore College. She joined the Carthage faculty in 1993. She makes use of her geological background during J-Term, when she regularly leads geology study tours. Recent destinations have included Scotland, Australia, Iceland and Hawaii.



**John Maclay**

*Adjunct Faculty, Theatre*, is an actor and director who has spent the past 13 years working professionally in Milwaukee and Chicago. When not teaching at Carthage, he proudly

serves as Associate Artistic Director and Director of the Academy at First Stage, the nation's third largest theatre for young audiences. Mr. Maclay has been working with First Stage in one form or other since 2000 and has directed or appeared in more than 25 First Stage productions. Mr. Maclay has also produced more than 50 productions for the First Stage Young Company. Favorite projects at First Stage include "As You Like It," "My Son Pinocchio," "A Midsummer Night's Dream," "How I Became A Pirate," "Witness," "The Body of Christopher Creed," "Green Gables" and "The Shakespeare Stealer." His work has also been seen at Chicago Shakespeare Theater, Defiant Theatre, Bunny Gumbo, Bialystock and Bloom, Skylight Opera Theatre and



more. He was the founding artistic director of Milwaukee Shakespeare Company and currently serves as resident director for the Lake Geneva Theater Company. He is a proud member of Actor's Equity Association.



### Romwald Maczka

*Chair of the Religion Department, Professor of Religion*, is an authority on the study of Christianity and Marxism. He has served as director of the Institute for the Study of

Christianity and Marxism, has lectured frequently on Marxist historiography and Christian-Marxist relations in the former Eastern Europe, and has 11 years of ministry experience in a missionary context. Before the breakup of the Soviet Union, he was invited to chair the subcommittee on religion of the U.S.-U.S.S.R. bilateral Emerging Leader Summit Conference, an effort sponsored by the Soviet Committee on Youth Organizations and the American Center for International Leadership. Included in his course offerings are systematic theology, world religions, church history, monks and mystics, modern theology, holocaust studies, and Reformation history. He has a Ph.D. from Leipzig University (Leipzig, Germany), and an M.A. and B.A. from Wheaton College. He joined the Carthage faculty in 1989.



### Daniel Magurshak

*Chair of the Philosophy Department, Professor of Philosophy and Great Ideas*, has taught at Carthage for more than 25 years, and is the founding director of the Heritage

Studies Program. He specializes in European continental philosophy and has a special love for thinkers like Kierkegaard, Nietzsche and Heidegger. His recent work has concerned the social and moral philosophy of Martha Nussbaum, the postmodern thinking of John Caputo, and continuing study of all aspects of the American Western experience. Prof. Magurshak draws students from a wide range of majors into his ethics classes. In addition to his teaching in philosophy and Heritage Studies, he has translated Otto Poggeler's book *Der Denrweg Martin Heidegger* into English. Among the awards he has won are the DAAD Fellowship and an Alexander von Humboldt Fellowship for study and research in Germany. He earned his B.A. from Duquesne University, and his M.A. and Ph.D. degrees from Northwestern University. He joined the Carthage faculty in 1984.



### Mark Mahoney

*Chair of the Computer Science Department, Associate Professor of Computer Science*, served as a senior software engineer at Motorola and an adjunct instructor of

computer science at Roosevelt University prior to joining the Carthage faculty in 2002. His research interests are object-oriented technologies, aspect-orientation, state based systems, and software engineering. His work with Bluetooth Wireless Communication protocols resulted in algorithms for avoiding fixed interferers in Bluetooth radio bands. This work resulted in a patent. Prof. Mahoney teaches database design, operating systems, and software engineering courses. He earned a B.A. in computer science from Roosevelt University, and a M.S. and Ph.D. in computer science from the Illinois Institute of Technology.



### Robert Maleske

*Professor of Psychology*, emphasizes a humanistic approach to facilitating student learning, as expressed in his mantra: "Inspire rather than require." His research

interests include idiographic versus nomothetic perspectives as they affect strategies for creating and implementing effective classroom learning environments, and classical conditioning strategies for developing music sight-reading ability. He facilitates the following courses: Experimental Psychology, Behavioral Research Statistics, Thesis Development, Senior Seminar and Interpersonal Dynamics. His publications include three textbooks: *Foundations for Gathering and Interpreting Behavioral Data*; *Statistics: Essentials for Students in the Social Sciences*; and *Research Methods: Essentials for Students in Psychology*; as well as articles in *The Journal of General Psychology* and *Learning and Motivation*. Prof. Maleske began teaching at Carthage in 1973, left in 1985 to serve as Director of Academic Computing at the University of Wisconsin-Parkside, and returned to Carthage as a faculty member in 1988. He has a Ph.D. and M.A. from Northwestern University, and a B.A. from DePaul University.



### Yuri Maltsev

*Professor of Economics*, earned his B.A. and M.A. degrees at Moscow State University, and his Ph.D. in Labor Economics at the Institute of Labor Research

in Moscow, Russia. Before defecting to the United States in 1989, he was a member of a senior Soviet economics team that worked on President Gorbachev's reforms package of perestroika. Prior to joining Carthage, Prof. Maltsev was a Senior Fellow at the United States Institute of Peace in Washington, D.C., a federal research agency. His work involved briefing members of Congress and senior officials at the executive branch on issues of national security and foreign economic assessment. Prof. Maltsev has also appeared on CNN, Financial Network News, PBS Newshour, C-Span, Fox News, CBC, and other American, Canadian, and European television and radio programs. He has lectured at leading universities, corporations, banks, colleges, churches, schools, and community centers all over the world. He has authored five books and hundreds of articles in U.S. and foreign publications. He joined the Carthage faculty in 1991.



### Jonathan Marshall

*Chair of the Political Science Department, Associate Professor of Political Science and Asian Studies*, teaches courses in comparative politics, East Asian politics,

constitutional law, and law and society. His research focuses on legal mobilization and citizen litigants in Japan, where he lived in 1988-89 and 1997-2000, and in other countries. Prof. Marshall's publications include "Democratizing the Law in Japan" in Alisa Gaunder, ed., *A Handbook of Japanese Politics*, London: Routledge; "Who Decides the Role of Courts, State or Society?" in Harry N. Scheiber, ed., *Emerging Concepts of Rights in Japanese Law: 2005 Sho Sato Conference on Japanese Law including a Symposium Honoring Professor Takao Tanase*, Institute for Legal Research, Boalt Hall School of Law, UC Berkeley (2007); and "Casual Cynics or Disillusioned Democrats? Political Alienation in Japan," *Political Psychology* 21: 779-804 (December 2000). Prof. Marshall has a Ph.D. and M.A. in political science from the University of California-Berkeley, and a B.A. in East Asian Studies from Yale University. He joined the Carthage faculty in 2005.



**Paul Martino**

*Assistant Professor of Biology*, earned a B.A. in natural sciences and mathematics from Dowling College, and an M.S. in exercise physiology from Ball State University. He

received a Ph.D. in physiology from the Medical College of Wisconsin in 2006, then spent two years as a postdoctoral fellow at Wright State University. He came to Carthage in 2009 from Milwaukee Area Technical College, where he taught anatomy and physiology at two campuses.



**L.J. Marx**

*Head Men's Volleyball Coach; Lecturer, Exercise and Sport Science*, has served as varsity men's volleyball head coach since 2005. He was named both American Volleyball

Coaches Association NCAA Division III Men's Coach of the Year and Midwest Intercollegiate Volleyball Association Division III Coach of the Year in 2005 and 2007. He has guided the Red Men to a second-place finish at the 2012 NCAA Division III Men's Volleyball Championship, three MIVA Coleman Division titles and two Midwest-III Volleyball Conference championships. In Molten Championship competition, he led the Red Men to second-place finishes in both 2005 and 2007 and third-place finishes in 2010 and 2011.



**Jerald Mast**

*Associate Professor of Political Science*, primarily teaches and researches in the field of public policy, particularly the ways in which public values, opinions and participation

affect the democratic character of decisions within the lawmaking process. He focuses on American government, specializing in the public laws and policies dealing with the environment and natural resources. His most recent publications include the chapter "International Environmental Politics" for *Twenty-first Century Political Science: A Reference Handbook* (2010) and the chapter "Balancing management needs for conserving biodiversity in Grand Canyon National Park" with Joy Nystrom Mast for *National Parks: Biodiversity, Conservation and Tourism* (2010). Prof. Mast has also conducted research on invasive species policies on the Great Lakes and on economic valuation methods for environmental

aesthetics. He is a frequent analyst of state and national politics for Wisconsin Public Radio. He taught political science and political geography at Northern Arizona University before joining the Carthage faculty in 2002. Prof. Mast earned his B.A. from the University of Wisconsin-Madison, and Ph.D. with distinction from Northern Arizona University.



**Joy Mast**

*Professor of Geography and Earth Science*, was an associate professor at Northern Arizona University before her Carthage appointment. She

teaches courses in physical geography, geology of national parks, biogeography, soil science, forest ecology, field methods, trip courses to Belize and to the Grand Canyon, and environmental science. She earned her B.S. in both geography and zoology from the University of Wisconsin-Madison, and her M.S and Ph.D. in geography from the University of Colorado-Boulder. Among her current research projects, Prof. Mast is studying forest disturbances in the Southwest related to crown fires, insect epidemics, and severe droughts. She has garnered numerous federal research grants for her work. Her prior research has been published in a number of professional journals, including *Journal of Biogeography*, *Professional Geographer*, and *Ecological Applications*. She is an associate editor for the international research journal *Plant Ecology*, and serves on the editorial board of both the *Annals of the Association of American Geographers* and *Physical Geography*. She has served as president of the Association of American Geographers Biogeography Specialty Group, and currently is the editor of their publication *The Biogeographer*. Prof. Mast runs the Dendroecology research lab at Carthage. She joined the Carthage faculty in 2002.



**Rick Matthews**

*Chair, Sociology Department; Director, Criminal Justice Program; Director, Writing Development; Professor of Sociology and Criminal Justice*, specializes in

criminology, specifically state and corporate crime. His most recent publications have been in the areas of state-corporate crime, examining the ways in which state agencies and corporate actors engage in criminal activities. Particular case studies published by Prof. Matthews have focused on the roles played by corporations in the Holocaust, the

inadequate regulatory environment that led to the Exxon Valdez oil spill, and role played by deregulation in the crash of ValuJet flight 592. Prof. Matthews earned his B.S. from Northern Michigan University, and his M.A. and Ph.D. in sociology from Western Michigan University. He joined the Carthage faculty in 2002.



**Joseph McAlhany**

*Director, Great Ideas Program; Associate Professor of Great Ideas and Classics*, holds a B.A. in philosophy from Haverford College and a

Ph.D. in Classics from Columbia University. His translation, *Guibert of Nogent: Monodies and On the Relics of the Saints* (with Jay Rubenstein), was published by Viking/Penguin in 2011, and he is a contributor to the *Oxford Encyclopedia of Ancient Greece & Rome*. Current research includes a translation of Petrarch's *De viris illustribus* (with Brendan Cook), which is under consideration by the I Tatti Renaissance Library (Harvard University Press), as well as articles on Pindar, Sallust, Vergil, Ovid in the middle ages, and James Joyce. Prof. McAlhany is also founder of Delenda Press, which has published two volumes of work by Carthage students. He joined the Carthage faculty in 2007.



**Martin McClendon**

*Chair of the Theatre Department, Assistant Professor of Theatre*, teaches courses in acting and play production. He worked as a professional actor in Chicago and Los

Angeles for 10 years before getting involved in teaching. He has appeared onstage at Chicago's Steppenwolf, Northlight, Organic and Victory Gardens theatres, among others, and has acted in independent movies both in Chicago and Los Angeles. His TV credits include episodes of "ER" and "Early Edition." In addition to acting, Prof. McClendon has designed and built scenery in Los Angeles, his hometown of Rockford, Ill., and for Chicago's Defiant Theatre Company. He holds an M.F.A. from the University of Illinois-Urbana/Champaign, and a B.F.A. from Rockford College. He joined the Carthage faculty full time in 2007.



### **Brent McClintock**

*Associate Professor of Economics*, is an economist and an attorney. Prior to his employment at Carthage, he worked as a senior economic analyst with the New Zealand Treasury. His

legal studies centered on international and intellectual property law. He is licensed to practice law in Illinois and has been admitted to the U.S. District Court for Northern Illinois. He is a member of the Illinois State Bar Association. Prof. McClintock's teaching includes macroeconomics, international political economy, public policy, business law, and international trade law. Current legal research interests include the boundary between private property rights and the public domain in intellectual property law, the law of international economic integration, and the law and economics of contracts. Prof. McClintock has a Ph.D. and M.S. from Colorado State University; J.D. from John Marshall Law School, Chicago; and B.Ag.Sc. from Lincoln University, New Zealand. He joined the Carthage faculty in 1991.



### **Michael McShane**

*Associate Professor of Great Ideas and Philosophy*, earned a B.A. in philosophy and mathematics from St. John's College, Annapolis, Md. He earned a master's

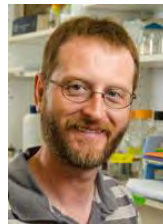
degree in 1992 and a Ph.D. in 2000 from the University of Pennsylvania, where his dissertation discussed Plotinus' critique of discursive rationality. He taught philosophy at Loyola University (Md.) from 2001 to 2008. He has published and lectured on a number of topics and is now working on a book about Shakespeare's *King Lear*. Prof. McShane is co-founder and co-director of the Hannibal Lecture Series, a Carthage series providing some 12 lectures annually, formal discussions primarily focused on Heritage texts. He also co-founded and co-organizes a number of Hannibal spin-offs, such as the Hannibal Book Club (an opportunity for students to prepare for the Hannibal Lectures by reading or re-reading the relevant books), the annual HanniBall (gala fundraiser for the lecture series), and, in the future, the Delenda Press's Hannibal Lecture imprint (an enterprise dedicated to publishing the lectures). He joined the Carthage faculty in 2008.



### **Richard Meier**

*Assistant Professor of English, Writer in Residence*, directs the creative writing program at Carthage, an emphasis within the English Department. He also

curates and directs the Visiting Writers Series, through which writers of national prominence give public readings and meet with Carthage students. Previously, he held a full-time position as visiting poet at Columbia College in Chicago. He was a visiting assistant professor of English at Beloit College, where he also spent time as director of creative writing. He has additionally worked in the public schools as a visiting artist, teaching poetry writing to elementary school students in New York with Teachers and Writers Collaborative and in Chicago with Hands on Stanza, where he received the Gwendolyn Brooks Prize for excellence in teaching. Prof. Meier has published three books of poems. He earned a B.A. in creative writing from Hamilton College in 1988 and an M.A. in English with a concentration in Creative Writing from Syracuse University in 1993. He joined the Carthage faculty in 2008.



### **Daniel Miller**

*Chair of the Psychology Department, Director of the Neuroscience Program, Professor of Psychology and Neuroscience*, has a Ph.D. in psychology and neural science from Indiana

University, an M.P.A. in health care administration from Long Island University, and a B.A. in psychology from Westminster College. His current research interests involve the function of the amygdala in stress vulnerable rats using the signaled leverpress avoidance task. In collaboration with Dr. Richard Servatius of the Stress and Motivated Behavior Institute at the Office of Veterans Affairs in East Orange, N.J., Prof. Miller and his students are using selective lesion and temporary inactivation techniques to study how discreet areas of the amygdala contribute to facilitated avoidance learning in stress vulnerable rats compared to outbred controls. He and his students in the Carthage Neuroscience Laboratory regularly present at the annual meetings of the Society for Neuroscience and Pavlovian Society. At Indiana University, Prof. Miller was a graduate student of Dr. Joseph Steinmetz from 1989 to 1994. While in the Steinmetz lab, his research focused on the function of the hippocampus in rabbit eyeblink conditioning and the neural substrates of

appetitive and aversive signaled leverpressing in rats. Prof. Miller joined the Carthage faculty in 1994.



### **Mark Miller**

*Associate Professor of Business Administration*, joined the Carthage faculty in 2004 after 31 years of business experience with one of the world's largest agricultural and

construction companies, CNH in Racine, Wis. He is nationally known for his expertise in supply chain management functions, including purchasing, inventory management and logistics. He has published more than 30 articles and has developed and taught numerous courses, seminars and workshops. His professional certifications include certified purchasing manager and certified integrated resource manager. Prof. Miller received his bachelor's degree in business administration from Saint Thomas University, and his M.B.A. from the University of Wisconsin-Parkside. He has taught business courses at Carthage and at other colleges and universities in southeastern Wisconsin.



### **William Miller**

*Academic Research and Assessment Analyst, Professor of Sociology and Criminal Justice*, teaches in the Sociology Department and Criminal Justice Program. His current

research examines mixed martial arts fighting and poker. He has published articles on risk taking, gambling, juvenile delinquency and homicide, among other topics. His work has been published in a number of scholarly journals including *The ANNALS of the American Academy of Political and Social Sciences*, *Sociological Focus* and *Homicide Studies*. Prof. Miller has presented research at a variety of professional meetings, has served as a reviewer for a number of academic journals and currently serves on the board for Women and Children's Horizons. He earned his B.A. and M.A. from Ohio University, and his Ph.D. from the University of Nevada at Las Vegas. He joined the Carthage faculty in 2000.



### Stephanie Mitchell

*Associate Professor of History*, earned her B.A. and M.A. from the University of Virginia, and her D.Phil. from Oxford University. Before joining the Carthage faculty, she

served as professor of international relations at the Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM), Mexico. Her interests include Mexico, Central America, South America, and the Caribbean. She is especially concerned with issues relating to gender and revolution. Prof. Mitchell speaks Spanish and French and is learning Haitian Creole. She joined the Carthage faculty in 2002.



### Edward Montanaro

*Associate Professor of Modern Languages and Economics*, began teaching at Carthage in 2006, upon completion of a doctorate in Spanish at Florida State University. He also holds a

master's degree in Spanish from Florida State University. His doctoral dissertation deals with the writings of 19th century Cuban poet and independence leader Jose Marti. Prior to earning a doctorate in Spanish, Prof. Montanaro earned master's and bachelor's degrees in economics from Florida Atlantic University and worked as a research economist for 25 years. He served for 16 years as the Director of Economic and Demographic Research for the Florida Legislature, where he was in charge of economic, caseload and revenue forecasting and directed numerous policy studies. He also served as chief economic advisor to Governor Bob Graham of Florida and the Executive Director of the Legislature's Advisory Committee on Intergovernmental Relations. He holds a joint appointment in Modern Languages and Economics, and is the Director of Carthage's Target Language Expert Program.



### Jose Montoto

*Assistant Professor of Communication and Digital Media*, taught as an associate lecturer in the graphic design program at the University of Wisconsin-Milwaukee

School of the Arts prior to coming to Carthage. He has worked as a Milwaukee-based freelance graphic designer and as an animation artist for the Bradley Center. He was also the full-time graphic designer for

UW-Milwaukee's School of the Arts, where his responsibilities included the oversight and design of a wide range of print- and web-based promotional material for the various visual and performing arts groups and departments within the school. Currently, in addition to designing for print, web, and time-based media, he is interested in visual design and communication experiments that explore the process of reading images, signs, and type. He also provides design consultancy to a non-profit arts organization. Prof. Montoto has an M.F.A., M.A. and B.A. from the University of Wisconsin-Milwaukee. He joined the Carthage faculty in 2000. He lives in Milwaukee, with his wife, Heather, and three children, Fiona, Oliver and Elizabeth.



### Prisca Moore

*Professor of Education*, works in partnership with several schools in the Kenosha Unified School District providing teaching experiences for Carthage students preparing to be

teachers. Prof. Moore has academic degrees from the University of Alabama, Huntsville (B.S. and B.A.); the University of Alabama, Tuscaloosa (M.A.); and the Peabody College of Vanderbilt University (Ph.D.). She came to Carthage in 1996 from Peabody, where she was an assistant research professor. Currently, Prof. Moore is collaborating with teachers at Jeffery Elementary School to implement two grants: *Creating a Classroom of Future Problem Solvers with the Touch of the Promethean World*, a PreK-6 Classroom Research Project funded by the National Council of Teachers of Mathematics and the Edward Beagle Fund; and *Connecting To Use Technology to Engage Elementary, College, and Adult Learners in Problem Solving*, a Community Action Grant funded by the American Association of University Women.



### Maribel Morales Martinez

*Assistant Professor of Modern Languages*, joined the Carthage faculty in 2006. A native of Spain, she teaches Spanish language and literature, and

heritage courses. She earned her Ph.D. in American Literature from the University of Cadiz, Spain, specializing in regionalist American women writers from the end of the 19th century. Her academic interests include gender and ethnic studies. Prior to earning a doctorate in American Literature, she earned

master's and bachelor's degrees in English Literature and Linguistics from the University of Cadiz, Spain. She studied at the University of Dublin, Ireland, with an Erasmus scholarship in 2001. She came to Carthage after teaching at the Kenosha Unified School District in the Transitional Bilingual Program for three years. At Carthage, she has continued promoting multicultural awareness participating at numerous international events. She is the advisor of the Latin/Belly Dance Club, a group of Carthage students who have performed at many cultural events both off and on campus.



### Kevin Morris

*Klingenmeyer Distinguished Professor of Chemistry*, specializes in the field of physical chemistry. Before coming to Carthage, he was a Camille and Henry Dreyfus

Fellow and then an assistant professor of chemistry at Grinnell College, where he taught physical and general chemistry. Prof. Morris has also conducted extensive research in the area of nuclear magnetic resonance spectroscopy at Grinnell College and the University of North Carolina at Chapel Hill, and has had work appear in the *Journal of the American Chemical Society*, the *Journal of Magnetic Resonance*, and the *Journal of Physical Chemistry*. Prof. Morris' research at Carthage explores the aggregation of molecules in aqueous solutions. He earned his B.S. in chemistry from James Madison University and Ph.D. in chemistry from the University of North Carolina at Chapel Hill. He joined the Carthage faculty in 1996.



### Anne Morse-Hambrock

*Adjunct Faculty, Music Harp*, has been active as a performer of both classical and jazz repertoire throughout the Midwest. She was featured as a

soloist in a performance of Alberto Ginastera's Concerto for Harp and Orchestra on PBS, with MSO concertmaster Frank Almond on the Bruch Scottish Fantasy for Violin, Harp and Orchestra, performing Maurice Ravel's Introduction and Allegro and Handel's Concerto in B flat with the Kenosha Symphony, Claude Debussy's Danse Sacre et Profane for Harp and Strings with the Northbrook Sinfonietta, and alongside Garrison Keillor performing his Young Lutheran's Guide to the Orchestra.



### Dennis Munk

*Director of Teaching and Learning, Professor of Education, teaches undergraduate courses in classroom management, educational psychology, and instructional methods*

for special education, as well as graduate courses in research methods. He has conducted research in the areas of functional assessment, grading practices, reading instruction, and inclusive practices, and has served as co-investigator on research projects funded by the U.S. Department of Education. Prof. Munk has published numerous articles and book chapters, and serves as a reviewer for two leading special education journals. He has published a book on grading practices for learners with special needs and a new text on leadership in inclusive schools. Prof. Munk also serves as Director of Teaching & Learning in the Center for Academic Development & Research (CADRE). He has an Ed.D. in special education from Northern Illinois University, M.A. in clinical psychology from Western Michigan University, and a B.S. in psychology from Grand Valley State University. He joined the Carthage faculty in 2005.



### Patricia Murphy

*Adjunct Faculty, Geography and Earth Science, came to Carthage in 2005 as an adjunct faculty member. She became a full-time professor in 2010. She is a*

Chicago native who earned a B.A. in history and education from Idaho State University in 1971, before becoming a full-time homemaker for many years. She earned an M.A. in geography from the University of Wisconsin-Milwaukee in 1992, and was a geography instructor for 11 years at Carroll University in Waukesha, Wis.



### David Musa

*Assistant Professor of Religion, is a native of Sierra Leone who earned a B.S. in biology from Fourah Bay College, University of Sierra Leone in 1979. He earned an*

M.A. in systematic theology from Wheaton College Graduate School in 1990, and earned a M.Div. in pastoral counseling/missions and a Ph.D. in theological studies, both from Trinity International University of Deerfield, Ill.



### David Neff

*Head Men's Lacrosse Coach, joined Carthage in 2007. He is the head coach of the men's lacrosse team and teaches courses in Carthage's Business Administration*

Department. He received a bachelor's degree in finance from the University of Illinois in 1995 and a master's degree in business administration, also from Illinois, in 1998. A native of Waukegan, Ill., Mr. Neff served as the coach of the Benedictine University (Ill.) club team in 2007, as well as an assistant coach for Team Illinois in 2006 and 2007. From 2005 to 2006, he coached the club team at St. Charles High School in St. Charles, Ill. Prior to that, he coached the club team at Neuqua Valley High School in Naperville, Ill., from 2000 to 2004 and was named the Illinois High School Lacrosse Association "Coach of the Year" in 2002. He was a member of the Illini club lacrosse team and a 1997 United State Intercollegiate Lacrosse Association all-star. He has been active in several Chicago-area summer camps, including Lacrosse America youth clinics. His father, John Neff, graduated from Carthage in 1963 and was a 1997 inductee into the Illinois High School Football Coaches Hall of Fame.



### Corinne Ness

*Chair of the Music Department, Assistant Professor of Music, teaches private voice and music theatre-related courses as well as music education foundations. A performer*

equally adept at classical and contemporary singing styles, Prof. Ness has performed classical and contemporary music in a variety of venues. She is a recognized expert of contemporary vocal pedagogy and has led workshops across the country and in China. Her students have gone on to professional performance careers, graduate studies in opera and music theatre, and teaching careers. Prof. Ness holds a B.M. in Choral Music Education from Northern Illinois University, a M.M. in Vocal Performance from Roosevelt University and a Ph.D. in Cultural and Educational Policy from Loyola University Chicago.



### William Newcomb

*Assistant Technical Director of Theatre, holds a B.F.A. degree in Technical Theatre from Tarleton State University, Stephenville, Texas, and an M.F.A. degree in Arts*

Administration from Southern Utah University. He was assistant manager of the Milwaukee Repertory Theatre for two years before coming to Carthage in 2009. Other credits include technical director of the Wells Fine Arts Center at Tarleton State University, assistant technical director at Oberlin College, scene shop foreman at Ohio Light Opera, and assistant production manager of the Utah Shakespearean Festival. Mr. Newcomb teaches Play Production I: Stagecraft in addition to managing the scene shop.



### Linda Noer

*Professor of Social Work and Sociology, is exceedingly active in the Kenosha/Racine area utilizing her social work skills. In addition to her duties at Carthage, she has*

worked since 1982 as a social worker for Lutheran Social Services of Racine and Kenosha. She has also worked with Children's Services Society of Wisconsin, served as a consultant with Parents Anonymous in Lexington, Mass., has been the temporary director of the Child Abuse and Neglect Project in Kenosha, and was a psychiatric caseworker and director of group work services at Washburn Child Guidance Center in Minneapolis. Prof. Noer has been very active within the Lutheran church, with many of her activities focusing on families and faith. At present, her research interests are the use of literature to increase creative and critical thinking skills in students. She has been a research fellow at the Lutheran Center for Social Change. She has a Ph.D. from Loyola University, Chicago; M.S.W. with honors from George Warren Brown School of Social Work at Washington University; and B.A. from Gustavus Adolphus College. She joined the Carthage faculty on a part-time basis in 1974 and became full time in 1982.



### Thomas Noer

*Valor Distinguished Professor in Humanities, Professor of History, is an expert on the history of United States foreign policy. One of his books,*

*Cold War and Black Liberation: The United States and White Rule in Africa, 1948-1968*, was honored with the Stuart L. Bernath award from the Society for Historians of American Foreign Relations as the outstanding book on American foreign relations. Another of his books, *Briton, Boer, and Yankee: America and South Africa, 1870-1914*, was selected by Choice as one of the 10 "Outstanding Academic Books of 1979." Prof. Noer is the past recipient of residence fellowships at the Charles Warren Center for Studies in American History at Harvard University and the Department of State. The University of Michigan Press published his latest book, *Soapy: A Biography of G. Mennen Williams*, in 2005. He was previously a recipient of the Carthage Distinguished Teacher Award. He teaches courses in American history and diplomacy, 20th century U.S. history, African history, and historiography. He has a Ph.D. from the University of Minnesota, M.A. from Washington State University, and B.A. from Gustavus Adolphus College. He joined the Carthage faculty in 1973.



**Colleen O'Brien**

*Assistant Professor of Business Administration*, joined Carthage in 2009 after having served as an adjunct faculty member at Carthage and the University of Wisconsin-

Parkside. Prof. O'Brien's career includes more than 22 years in corporate finance with SC Johnson and IIT Research Institute (Chicago). She has extensive experience in process improvement, strategic planning, and team leadership/management. A Wisconsin native, she is a *summa cum laude* 1986 graduate of St. Norbert College, with a degree in finance and economics. She earned her M.B.A. with concentrations in finance and marketing from the University of Chicago.



**Jan Owens**

*Associate Professor of Business Administration*, joined the Carthage faculty in 2006. She has a Ph.D. and M.B.A. from the University of Wisconsin-Madison, and a B.A. and

M.L.S. from the University of Rhode Island. Her teaching, research and professional interests focus on branding and private label strategy, retailing and multi-channel marketing, and marketing research. She is a member of AMA, ACRA, AMS, and the DMA professional organizations.

**Terence Peebles**

*Assistant Football Coach; Lecturer, Exercise and Sport Science*, begins his fifth year as offensive coordinator in 2012. A native of Indianapolis, Peebles was the offensive coordinator at Hanover College from 2003 to 2007, where also served as the head men's tennis coach in 2004 and 2005 and an assistant baseball coach. Prior to that, he was the offensive coordinator at Waynesburg College in 2002, the offensive coordinator at Benedictine University (Ill.) in 1999 and 2000, an assistant coach at Western Kentucky University in 1997 and 1998 and an assistant at DePauw University in 1996.



**Janice Pellino**

*Assistant Professor of Chemistry*, came to Carthage in 2011 from St. Olaf College, where she was a Visiting Assistant Professor of Chemistry from 2007 to 2010, and a

Visiting Assistant Professor of Biology in 2009-10. She earned a B.S. in Biochemistry from Bradley University in 2000, and earned a doctorate in Biochemistry, Molecular Biology, and Cell Biology from Northwestern University in 2007. She received Northwestern's Outstanding Teaching Assistant Award in 2002, and was awarded a fellowship at Lake Forest College in 2006.



**Mark Petering**

*Associate Professor of Music*, has received honors and awards from the American Society of Composers, Authors and Publishers; the National Federation of Music Clubs;

and the National Guild of Community Schools of the Arts. He won the 2003 Swan Composer Prize for wind ensemble for his work *The Swimming Pool*, and the 2003 Music Festival of the Hamptons Composition Contest for his orchestral work *Train & Tower* for chamber orchestra and tape. Performances of Prof. Petering's music have taken place across the United States, in Turkey and Eastern Europe. He has served as guest composer of the Washington Island Music Festival and has participated in the Aspen Music Festival, where he studied with George Tsontakis. Prof. Petering joined the Carthage music faculty in 2005. A graduate of Luther College (B.A.) and Bowling Green State University (M.M.), he earned his Ph.D. in music composition at the University of Minnesota, where he studied with Judith Lang Zaimont.



**Patrick Pfaffle**

*Chair of the Biology Department, Professor of Biology*, previously taught graduate and undergraduate-level biology courses at Indiana State University. He has

received numerous awards for scientific research, including the National Institutes of Health Academic Research Enhancement Award, the Abbott Laboratories Research Award, and the ISU Proposal Incentive Award. His research has been presented at seminars across the country, and he has published his articles and abstracts in several international publications. Prof. Pfaffle earned his Ph.D. in 1990 from the Medical College of Wisconsin, Department of Biochemistry. There, he received the Outstanding Dissertation Award from the Friends of the Medical College of Wisconsin. He earned his B.S. in Biology from the University of Wisconsin-Stevens Point. He joined the Carthage faculty in 1997.



**Michael Phegley**

*Director of the Mock Trial Program, Associate Professor of Business Administration*, is a practicing attorney with Phegley, Laufenberg & Jensen, a practice that

concentrates on family, criminal, labor and employment law, as well as alternative dispute resolution. He is the municipal judge for the Village of Mount Pleasant in Racine County, and also serves as a judicial court commissioner for Racine County. Faculty advisor for the Carthage Mock Trial Team and the Phi Alpha Delta Pre-Law Fraternity, Prof. Phegley teaches Legal Environment of Business, Business Law for Accountants and Mock Trial. He has a J.D. from Marquette University, and a B.S. in labor and industrial relations from the University of Wisconsin-Parkside. He joined the Carthage faculty in 2004 after serving as an adjunct professor at Carthage and the University of Wisconsin-Parkside.



**Kurt Piepenburg**

*R. William Miller Distinguished Professor in the Natural and Social Sciences, Professor of Geography and Earth Science*, teaches courses in geomorphology,

meteorology, physical geography, remote sensing and field methods. He has served as chair of the Geography and Earth Science

Department, and the conservation program. He held the position of Vice President for Academic Affairs and Dean of the College at Carthage from 1995-2009, and also served the College as the Dean of Students from 1990 through 1994. Prof. Piepenburg has directed two student field experiences on the eastern Caribbean island of Antigua, during which students completed field analyses of abandoned Holocene beaches and water quality in English Harbour. He has a Ph.D. and M.S. from the University of Wisconsin-Milwaukee. He earned his B.A. from Carthage College. He joined the Carthage faculty in 1984.



### Stacy Pottinger

*Adjunct Assistant Professor of Theatre*, came to Carthage in 2009. Prior to that, she was a faculty member at Ball State University and co-directed Riverbend Dance Arts, a

nonprofit dance school in Hastings, Minn. Her work includes a variety of interdisciplinary projects and collaborations with composers, musicians, video animators and teaching professionals of varying subjects. She earned a B.F.A. in dance performance from Southern Methodist University, an M.A. in dance education from State University of New York College at Brockport, and an M.F.A. in dance from the University of Wisconsin-Milwaukee. Ms. Pottinger has performed professionally since 1996, working with many independent dance artists and companies in Minnesota, New York, Wisconsin and beyond. Her choreography has been presented in venues around the country. She continues to pursue opportunities to develop as a dance artist and draws inspiration from such experiences to share with her students.



### Thomas Powers

*Director of the Social Science Program, Associate Professor of Great Ideas and Political Science*, teaches Constitutional Law and Religion and Politics at

Carthage. His work related to the legal field explores the interrelationships between political theory and constitutional law in particular. He has published scholarly works on anti-discrimination politics, civil liberties and the war on terror, and the religion clauses of the First Amendment. He is finishing a book on American civil rights politics, titled "American Multiculturalism and the Anti-Discrimination Regime: The Transformation of Liberal Pluralism." Prof.

Powers came to Carthage from the University of Minnesota-Duluth, where he was an assistant professor of political science from 2001 to 2008. He was previously an instructor in political science at the University of Toronto. He earned a B.A. in political science from the University of Chicago in 1984, then served four years as an infantry officer in the U.S. Army before earning a master's degree and Ph.D. in political science from the University of Toronto. He joined the Carthage faculty in 2008.



### Jean Preston

*Director of the Writing Center, Adjunct Assistant Professor of English*, earned her B.A. from Carthage College in English, with minors in Classics and Women's/

Gender Studies, and holds an M.F.A. in Creative Writing/Poetry from the University of Southern Maine Stonecoast Writing Program. Her work has been published in *Pleiades*, *Verse Wisconsin*, *The Solitary Plover*, *Centrique*, and *The Journal of the Association of Research on Mothering*. She has worked as a presenter, instructor, and tutor for various academic and community organizations including the Kenosha Literacy Council and the Racine Odyssey Project, has facilitated several seminars and workshops on writing poetry, and performs her poetry with *Women of an Uncertain Age*.



### Eric Pullin

*Assistant Professor of History and Asian Studies*, earned a B.A. in history from Rockford College, an M.A. in history from Northern Illinois University, an A.M. in

Labor and Industrial Relations from the University of Illinois at Urbana-Champaign, and a Ph.D. in history from the University of Wisconsin-Madison. Prof. Pullin's primary teaching and research interests address the international relations between India and the United States during the 20th century. He also teaches courses on the History of India, the History of the United States, Western Heritage, Global Heritage, and the History of Dictionaries. Prof. Pullin joined the Carthage faculty in 2008.



### Jean Quashnock

*Chair of the Physics and Astronomy Department, Professor of Physics and Astronomy*, is a researcher in the Sloan Digital Sky Survey (SDSS), also known as the Map of the

Universe Project, an effort to catalog and map 100 million galaxies. His research interests include cosmology, large-scale structure in the universe, high-energy astrophysics and gamma-ray bursts, and absorption-line systems in quasar spectra. His work has been published in more than 60 scientific publications. He is the coordinator of Carthage's dual-degree program in engineering. Prof. Quashnock earned his Ph.D. and M.A. from Princeton University, and his B.Sc. in physics from McGill University. He joined the Carthage faculty in 1999.



### Elaine Radwanski

*Professor of Biology*, earned her Ph.D. in genetics and development at Cornell University in 1995. After earning her B.A. in biological sciences from Mount Holyoke

College and M.S. in botany at the University of Wisconsin-Madison, she switched career paths and spent several years working as a programmer/analyst, systems analyst, and forecast analyst in academia, insurance, and aerospace. When her mathematician husband accepted a tenure-track position at Wells College in Aurora, N.Y., she became the college's first grants officer and also taught a wide range of courses in the biology department. Upon her return to graduate study in plant genetics and molecular biology, she was awarded both the Plant Science Center Fellowship and the NIH Genetics Trainee Award. While at Cornell, she taught undergraduate genetics laboratory, as well as graduate-level plant genetics and plant virology. After receiving her doctorate, she joined the Department of Plant Breeding and Biometry at Cornell as a postdoctoral associate, where her research focused on disease resistance in peppers. Prof. Radwanski joined the Carthage faculty in 1997. She was named the Carthage Distinguished Teacher of the Year in 2012.



### Christine Renaud

*Chair of the Classics Department, Director of the Women and Gender Studies Program, Professor of Classics and Religion*,

has excavated in the ancient agora of Athens, the Roman Forum, an ancient Greek necropolis outside of Metaponto in southern Italy, and the Panhellenic sanctuary of Isthmia, Greece. Since 2005, she has supervised the excavations at the Villa delle Vignacce, a second-century luxury villa in Rome, where she also serves as translator and photographer. In 2010, she worked at the University of Bologna's Excavations at Ostia, the ancient port of Rome. She involves Carthage students in her excavation work every summer. She earned her Ph.D. in classics and classical archaeology from the University of Texas-Austin in 1990. She earned her M.A. in Latin from Wayne State University, and her B.A. in Latin and classical civilization from Wayne State University. She joined the Carthage faculty in 1995 from Bucknell University.



**Patricia Rieman**

*Assistant Professor of Education*, earned a B.S. in special education with an emphasis on mental retardation from the University of Tulsa in 1982, then spent more than

15 years as a special education teacher in Oklahoma and Illinois. She earned an M.S. in special education with an emphasis on social/emotional disorders in 1995 and an Ed.D. in curriculum and instruction with an emphasis on literacy education in 2007, both from Northern Illinois University. From 1999 to 2008, Prof. Rieman was an adjunct instructor and clinical supervisor in NIU's departments of Literacy Education and Teaching and Learning. She was also an adjunct professor of education at Rockford College in 2007-08. She has published two editions of a textbook for preservice educators, Rieman, Patricia L., Okrasinski, Jeanne E. (2007). *Creating Your Teaching Portfolio*. New York: McGraw-Hill. Additionally, she has written for McGraw-Hill Higher Education a number of ancillary texts such as instructor manuals, student study guides, and online supplementary resources. She joined the Carthage faculty in 2008.



**James Ripley**

*Director of Instrumental Activities, Professor of Music*, conducts the Carthage Wind Orchestra and Carthage Concert Band, and is head of the College's music education

program. He also serves as principal guest conductor of the Sakuyo Wind Orchestra at Sakuyo University in Kurashiki, Japan. Prior

to his appointment at Carthage, Prof. Ripley served as assistant professor of conducting and ensembles at the Eastman School of Music, where he was the associate conductor of the Eastman Wind Ensemble and Wind Orchestra, and as conductor of the Symphonic Wind Ensemble at the River Campus of the University of Rochester. He is an active arranger and editor of wind ensemble music. He has appeared as guest clinician and conductor throughout the United States, Canada, and Japan. Prof. Ripley joined the Carthage faculty in 2001. He earned his D.M.A. in conducting from the Eastman School of Music, his M.M. in wind conducting from Northwestern University and his B.A. in Music Education from Luther College.



**Julio Rivera**

*Provost, Professor of Geography and Earth Science*, was named Provost in 2010. Before that, he taught courses in geographic information science (GIS), satellite

image interpretation and urban, economic and cultural geography. His research focuses on the development of suburban communities and how the design of the built environment enhances or impedes community life. He worked at the Global Institute for Sustainability at Arizona State University, examining trends in the development of the urban fringe in the Phoenix metropolitan area. He has brought students to Ometepe Island, Nicaragua, as part of a service-learning course in the Geography and Biology of Nicaragua. He has directed numerous undergraduate student senior thesis projects, many of which were presented at regional and national conferences. He was the recipient of the 2002 Carthage College Distinguished Teaching Award. Provost Rivera earned his Ph.D. in geography from the University of Wisconsin-Milwaukee, his M.A. in higher education and student affairs at The Ohio State University, and his B.A. in journalism and theology at Marquette University.



**Isabel Rivero-Vilú**

*Assistant Professor of Modern Languages*, has taught Spanish and French as an assistant professor at Carthage since 2004. She came to Carthage after teaching Spanish at several

institutions in Brittany and Normandy (Lycée de L'Elorn, Lycée Jean d'Arc, College Coat-Mez) and Colegio Delibes in Salamanca, Spain. She also taught French at the

Universidad Pontificia de Salamanca and the University of Wisconsin-Parkside. She has a Ph.D. in Modern French Language and Culture and Second Language Acquisition (Universidad de Salamanca, Spain) and a B.A. in French education (Universidad de Burgos, Spain). She has studied in several universities in France and Spain. She did her doctoral research in Université de Paris 13 and earned her master's degree from the Université de Caen Basse-Normandie (France). Prof. Rivero-Vilá actively engages in promoting international events at Carthage as the advisor of the International Friendship Society, one of the most active groups at Carthage.



**Jeffrey Roberg**

*Professor of Political Science*, teaches courses in comparative politics and international relations. His research and teaching previously focused on the former Soviet Union and

its successor states, exploring issues of human rights, nuclear proliferation, and the relationship of the Soviet Scientific community and political elites. More recently he has expanded his human rights and environmental politics research and teaching interests to include work on Latin America. He regularly leads study abroad courses in Latin America and post-Soviet states during Carthage's J-Term. His educational background in political science includes both a Ph.D. and A.M. from the University of Illinois at Urbana-Champaign and a B.A. from the University of California, Los Angeles. Prof. Roberg joined the Carthage faculty in 1997 and was named the Carthage Distinguished Teacher of the Year in 2003.



**David Roehl**

*Head Men's Golf Coach; Assistant Men's Basketball Coach; Lecturer, Exercise and Sport Science*, begins ninth year as assistant coach in 2012-13 after serving five years as a part-

time assistant coach. A native of Menasha, Wis., he attended the University of Wisconsin-Oshkosh, where he graduated in 1977 with a bachelor's in physical education and health. He served as the boy's basketball and baseball coach at Somers Shoreland Lutheran High School from 1979-98. In addition to his men's basketball duties, Roehl will begin his 11th year as Carthage's head men's golf coach in 2012-13.





### Pascal Rollet

*Professor of Modern Languages*, specializes in 19th century French literature and the culture of modern France. He teaches French, Spanish, and Western Heritage. Since

coming to Carthage, he has been committed to the promotion of study abroad and to the development of multi-cultural awareness. Prof. Rollet earned his Licence en lettres d'enseignement d'anglais from the University of Caen, France; M.A. from the University of Kentucky; and Ph. D. from the University of Pennsylvania, where he held the William Penn and Mellon Dissertation Fellowships. In addition to English and French, he is fluent in Spanish and Italian. He joined the Carthage faculty in 1993.



### Aviva Rothman

*Post-Doctoral Fellow in Western Heritage and History*, is Carthage's first Bradley Fellow. She joined the Carthage faculty to teach Western Heritage courses. She received a

Ph.D. in history in 2012 from Princeton University, where she also earned her M.A. She specializes in the history of science, specifically early modern science and the relationship between science and religion.



### Sarah Rubinfeld

*Acting Chair of Environmental Science (Term I), Assistant Professor of Chemistry*, was born in Michigan and grew up in northern California. She earned a

B.A. in geoscience from Princeton University in 1997, and M.S. and Ph. D. degrees in civil and environmental engineering from Stanford University. In 1996, she was a summer intern for the U.S. House of Representatives Committee on Science, where she did background research on global warming and the structure of the Environmental Protection Agency.



### Daniel Ruffner

*Program Director for Athletic Training Education; Senior Lecturer, Exercise and Sport Science*, has been certified since August 1992. He received his

bachelor's degree in psychology from the University of Wisconsin-Stevens Point, and a

master's degree in athletic training at Illinois State University. Prior to working at Carthage, he was the head athletic trainer at Bloomington High School for two years and one year in Outpatient Physical Therapy at Mercy Medical Center in Oshkosh, Wis. At Carthage, he is a professor in the Athletic Training Program. He teaches Structural Kinesiology, Clinical Skills II, General Medical Conditions, Therapeutic Rehabilitation, and Practicum IV. He says that he enjoys the diversity here at Carthage College. He likes that the athletes are motivated to return to play after an injury.

### Kathy Ryan

*Assistant Professor of Education*, teaches elementary and special education courses at Carthage. She came to Carthage in 2011 after seven years as a teacher and administrator at St. Mary's University of Minnesota, where she also earned her doctoral degree. She earned a B.S. in elementary education at Winona State University in 1990, and an M.Ed. in educational psychology at the University of Mary Hardin-Baylor in 1994. She has also been a special education teacher at schools in Minnesota, Texas and Wisconsin, and was an assistant professor of education at Concordia University Wisconsin.



### Neil Scharnick

*Assistant Professor of Theatre*, joined the Carthage faculty in 2004 after serving as Assistant Coordinator for Distance Education Academic Services at Trinity

International University in Deerfield, Ill. Prior to that post, he was general business manager for Acacia Theatre Company in Milwaukee and interim director of the Cedarburg Performing Arts Center. He earned his B.A. in both religion and communication and performing arts from Carthage in 1999, and his M.A. in theatre from Northwestern University in 2001. He is currently A.B.D. in pursuit of his Ph.D. in theatre research at the University of Wisconsin-Madison.



### Robert Schlack

*Professor of Economics*, specializes in international political economy, urban and regional economics, institutional economics and economies in transition. He has had several articles

published in the *Journal of Economic Issues*. In 1992 he received a Fulbright Lecturing and Research Grant for Bulgaria, and he has

since returned to Eastern Europe with grants from the American Council of Learned Societies (1995) and the International Research and Exchanges Board (1994) as an invited speaker on teaching economics and curricular reform in transitional economies. He has also visited Latin America and China and served as a Peace Corps volunteer in Peru. Prof. Schlack earned his B.A. degree from the University of Michigan, and his M.A. and Ph.D. from Wayne State University, where he received graduate fellowship awards from Resources for the Future and the National Defense Education Act. He joined the Carthage faculty in 1975.



### David Schlichting

*Associate Professor of Business Administration*, came to Carthage in 1997 from Marquette University, where he was a member of the accounting faculty since 1986. He earned his

Ph.D. in business from the University of Wisconsin-Madison, M.B.A. from Marquette University, and B.B.A. from the University of Notre Dame. In addition to his classroom experience, Prof. Schlichting is a CPA and maintains a tax and accounting practice, focusing primarily in the income tax and estate tax areas.



### Daniel Schowalter

*Professor of Religion and Classics*, is interested in archaeology and the religions of the ancient Roman world. He is co-director of the excavation

of a three-phase Roman Temple at Omrit in northern Israel, and leads Carthage students at the excavation site every summer. He serves on the editorial board for the Oxford Biblical Studies Online, and on the steering committee for the Archaeology of Religion in the Roman World Section of the Society of Biblical Literature. He is co-editor of *Corinth in Context: Comparative Studies on Religion and Society*, recently released by Brill and the Society of Biblical Literature, and of *The Roman Temple Complex at Horvat Omrit: An Interim Report*, forthcoming from British Archaeological Reports. Prof. Schowalter's course offerings include Classical Archaeology, Roman Religion, Greek Religion, Understandings of Religion, Letters of the New Testament, Gospels, and Women and the New Testament. He also leads J-Term tours to Greece, Turkey and Italy. He earned a Th.D. and M.Div. from Harvard Divinity School, and a B.A. from St.

Olaf College. He joined the Carthage faculty in 1989.



**Leonard Schulze**

*Professor of Communication and Digital Media, and English,* teaches courses in the history and structure of the English language, human symbolic activity,

rhetoric and persuasion, communication and community, cinema studies, and Western Heritage. He is the founding director of Carthage's Augustine Institute, an online forum dedicated to exploring the intellectual and spiritual resources of the Lutheran tradition. Prof. Schulze earned his Ph.D. and M.Phil. from Yale University, his M.A. from The Johns Hopkins University, and B.A. from the University of Texas-Austin. He completed additional studies at Alliance Francaise in Paris and the University of Zurich. Prior to joining the Carthage faculty in 2004, he taught German, English, philosophy, European and American literature, American studies, and communication studies at Yale University and the U.S. Military Academy at West Point, among other colleges and universities.



**Brian Schwartz**

*Assistant Professor of Physics and Astronomy, and Great Ideas.* Professor Schwartz' expertise is in nuclear and atomic physics. He uses lasers to study the spin and polarization of

atoms and nuclei. He has performed research on nuclear and atomic polarization at the University of Wisconsin-Madison and the Indiana University Cyclotron Facility. His current research interests include the production of polarized gas targets using optical pumping. He has worked extensively with pre-med students preparing for the MCAT, is the advisor for the Society of Physics Students at Carthage, and also teaches in the Great Ideas Program. Prof. Schwartz has recently published articles on Galileo and the Carthage Foundations of Natural Science course in the Annual Proceedings of the Association for Core Texts and Courses. He earned his Ph.D. in physics from the University of Wisconsin-Madison, and his B.S. from the University of Dallas. He joined the Carthage faculty in 2000.



**Karin Sconzert**

*Associate Professor of Education,* earned a B.A. in history from Lawrence University in 1987. She taught at private schools in Hammond, Ind., and Princeton, N.J., and the

University of Chicago Laboratory Schools before serving as a qualitative researcher for the Consortium on Chicago School Research from 1994 to 2002. During that time she earned a Ph.D. in education from the University of Chicago in 2001. She was an assistant professor of education at Loyola University Chicago and at Ursinus College before coming to Carthage in 2007.



**Penny Seymoure**

*Associate Professor of Psychology and Neuroscience,* came to Carthage in 2000 from the University of Denver, where she spent two years as a postdoctoral fellow

and research consultant. Prior to that, she spent two years as a postdoctoral fellow with the University of Colorado Health Science Center in Denver. Prof. Seymoure's research interests include the lifespan consequences of neonatal intervention on the development of gonadal and stress hormone systems in rodents. She is currently working with students to examine the consequences of acute stress on recognition memory for neutral and social information in young adult male rats. In 2005, she began a second line of research examining the effects of deforestation of the southern cone forests in South America for local and tourist development and the impact of this development on the cultural, psychological, and medical practices of the Mbya Guarani people. She earned her Ph.D. in biological psychology from the University of Illinois at Urbana-Champaign. She earned her M.A. and B.A. in psychology and experimental psychology from California State University-Stanislaus.



**Dimitri Shapovalov**

*Associate Professor of Music,* is a choir director, scholar, pianist, composer and educator. He currently directs the A.F. Siebert Chapel Choir in addition to teaching private piano,

keyboard skills, musicianship skills and music history. His recent performance engagements include conducting a gala festival concert with the combined high

school choirs of Rockford, Ill., at the historic Coronado Performing Arts Center; an appearance with the Fine Arts Festival Orchestra at the annual Messiah Sing-Along in Kenosha; and a joint concert of the A.F. Siebert Chapel Choir and the Carthage Choir featuring guest conductor Weston Noble at Carthage. Prof. Shapovalov's professional interests include musicology, piano performance and composition. As a musicologist, he is a published author and translator on topics connected with Russian culture at the turn of the 20th century. His choral compositions have received premieres from the Carthage Chapel Choir, the Cornell University Chorus, the Northwestern Women's Chorus, and the Sapphire Consort Group in Minneapolis. He also leads the Kenosha Choral Arts Society. Prof. Shapovalov earned his Ph.D. and M.A. from Cornell University, and his B.A. from the University of Minnesota. He joined the Carthage music faculty in 2005.



**Joseph Shields**

*Assistant Professor of Business Administration.* Professor Joseph (J.J.) Shields teaches courses in marketing and business management at Carthage.

He has worked for several major corporations, including Miller Brewing Co., ABB Robotics, and Snap-on. He earned a B.S. in engineering from the University of Michigan, and an M.B.A. from the University of Wisconsin-Milwaukee. Prof. Shields is founder (and board member) of Velocity Consulting, a 100 percent student-run, full-service consulting agency. He also leads an annual January Term study tour to Goteborg, Sweden, in which students study international business and culture as they meet with executives from such major companies as Volvo Cars and Astra-Zeneca Drugs. Prof. Shields also enjoys building Shaker furniture for local charity auctions; his furniture has raised more than \$60,000. He joined the Carthage faculty in 2009.



**Amareshwar Singh**

*Associate Professor of Biology,* earned his Ph.D. and master's degree in biochemistry and worked as a postdoctoral fellow at the University of Alberta (Edmonton, Canada),

Southwest Foundation for Biomedical Research (San Antonio, Texas), and Northwestern University (Chicago). He then moved up to the ranks of an Assistant Professor, Research at the Department of Molecular Pharmacology and Biological

Chemistry, Northwestern University, where he characterized signaling mechanisms in bone cells. He then moved to the Department of Medicine at Northwestern and has been working on Nanotechnology-related therapeutic options against lymphoma cancer. Prof. Singh has published his research in major journals and presented his work in scientific meetings in the U.S. and abroad. He reviews research articles for a number of scientific journals, mainly in the area of nanotechnology. He has also mentored undergraduate and high school students and medical fellows in cancer research. He holds a Ph.D. from Osmania University in India, and an M.Sc. from Andhra University in India. He has an MBA from Loyola University Chicago. He has been associated with Carthage's Division of Natural Sciences since 2005, when he began teaching for the Biology and Chemistry departments as an adjunct faculty member.



### Pamela Smiley

*Chair of the English Department, Professor of English, teaches the novel, introduction to literature, and Heritage studies.* During 1994-1995, she was a visiting Fulbright

professor in Seoul, Korea. She has conducted extensive research work in literature and composition, expository writing, creative writing, and women's studies. Prof. Smiley taught at the high school level in New Zealand, at the University of Maryland-European Division, and at the high school level in Australia. She earned her B.A. degree from Winona State College, and her M.A. and Ph.D. from the University of Wisconsin-Madison. She joined the Carthage faculty in 1991.



### Walter Smith

*Assistant Professor of Chemistry, earned a B.S. in chemistry from Worcester Polytechnic Institute, and a Ph.D. in physical organic chemistry from Brown University.* After a 21-year

career as a research scientist for Baxter Healthcare Corp., he became a teacher. He was an adjunct instructor of chemistry at Elgin (Ill.) Community College, and taught chemistry, physics, and earth science at Carmel Catholic High School in Mundelein, Ill. He joined the Carthage faculty in 2009.



### Mark Snively

*Chair of the Mathematics Department, Professor of Mathematics, is interested in research in the field of dynamical systems. His paper "Markov Partitions for the Two-Dimensional*

Torus," presented at the Conference and Workshop in Ergodic Theory and Symbolic Dynamics at the University of Washington, was published in *Proceedings of the American Mathematical Society*. Prof. Snively is very active in undergraduate research, particularly in the areas of discrete mathematics and mathematical modeling. He is working to integrate mathematical software packages and mathematical modeling into the curriculum and teaches mathematics courses at introductory and upper levels. Prof. Snively's contributions to general education at Carthage have included teaching in the Heritage program and leading the team of faculty who developed the interdisciplinary natural science course Discovery. He has served as chair of the Wisconsin Section of the Mathematical Association of America, and Secretary/Treasurer of the Wisconsin Section. He was named the 2003-2004 Carthage Distinguished Teacher of the Year. Prof. Snively earned his Ph.D. and M.A. in mathematics at Northwestern University, and his B.S. in mathematics and computer systems from Grove City College. He joined the Carthage faculty in 1990.



### Richard Sperber

*Chair of the Modern Languages Department, Associate Professor of Modern Languages, teaches both German and Spanish at Carthage. He earned his M.A. from the*

University of California at San Diego and his Ph.D. in comparative literature from the University of Washington. His teaching and research interests include colonial and postcolonial studies, Pacific studies, the Spanish Civil War, 19th and 20th century German literature and 20th century Spanish literature.



### David Steege

*Associate Provost, Professor of English, teaches American literature, Mark Twain, the novel and the short story. He has presented and published papers on British*

children's literature and writing pedagogy.

He was named Carthage Distinguished Teacher of the Year in 1994. He is the faculty sponsor for the Carthage chapter of Alpha Chi, the National College Honor Scholarship Society. As Associate Provost, he is the Director of January Term. Prof. Steege earned his B.A. degree from Pomona College in Claremont, Calif., where he became a member of Phi Beta Kappa, and his M.A. and Ph.D. degrees from the University of North Carolina-Chapel Hill. He joined the Carthage faculty in 1991.



### John Stewig

*Director of the Center for Children's Literature, Professor of Education, is a highly respected children's book author and magazine writer. He has written 10 picture books for children,*

is the author or co-author of 12 scholarly books, and has published more than 100 articles in 47 periodicals. He was elected chairman of the 1998 Caldecott Award Committee of the American Library Association, which awards the coveted Caldecott Medal, the highest award for children's book illustration in the United States. Recently, he served on the Sibert Committee of the American Library Association, which gives an annual award for the most distinguished information book of the year, as well as on the Medallion Committee, given to an author by the University of Southern Mississippi for a body of work.



### Wenjie Sun

*Associate Professor of Geography and Earth Science, Computer Science, and Asian Studies, teaches courses in Geographic Information Science (GIS),*

Satellite Image and Air Photo Analysis, Human Geography, and Geography of East Asia. She has also led multiple interdisciplinary themed J-Term trips to various parts of China. Prof. Sun conducts research projects using GIS and remote sensing techniques to examine land use and land cover change from the perspective of human-environment interaction. She is also interested in applying GIS and RS to a wider range of economic, social and environmental studies, particularly those involving undergraduate students through civic engagement. Since 2008, she has developed collaborative applied research opportunities with the Kenosha County Health Department on using GIS and spatial analyses to identify high-risk neighborhoods for the Kenosha-Racine Lead Free

Communities Partnership Program. Recently, she has worked with students on assessing the effect of brownfield redevelopment on surrounding residential property values in Milwaukee using GIS. She is also actively pursuing undergraduate research and teaching opportunities on regional differences in China and East Asia. Prof. Sun holds a Ph.D. in Geographic Information Science, an M.A. in geography, and an M.S. in computer science from Indiana University-Bloomington. She earned a B.S. in geography with a minor in economics from Beijing University. She joined the Carthage faculty in 2006.



**Wayne Thompson**

*Associate Professor of Sociology and Criminal Justice*, specializes in social dimensions of religion and crime, especially quantitative studies using sample

survey research. Before he became a professor, he served on the research staffs of the Presbyterian Church (USA), the Evangelical Lutheran Church in America and the Roman Catholic Archdiocese of New York City. His publications include studies of congregational growth and decline, religion and media, and how Catholics make school enrollment choices for their children. With his students, Prof. Thompson provides program evaluation research services for religious, human service and criminal justice agencies. He received his M.A. degree at the University of Arizona and Ph.D. in sociology from University of Connecticut. He joined the Carthage faculty in 1998.



**Alexander Tiahnybok**

*Assistant Professor of Business Administration*, came to Carthage in 2007 as an adjunct faculty member. He joined the Business Administration

faculty full time in 2009. He also teaches courses in Carthage's ScienceWorks: Entrepreneurial Studies in the Natural Sciences Program, the nation's first and most established undergraduate technology entrepreneurship and career preparation program. Prof. Tiahnybok has more than 20 years of manufacturing, technical service, purchasing, sales, and marketing experience in the food ingredients and chemical industries working for companies such as Morton Salt, Wacker Chemie, and International Paper. He also owns a consulting firm that supports technical and

marketing activities at chemical companies. He earned a B.S. in chemical engineering from Northwestern University in 1986, and an M.B.A. from DePaul University in 2003. Since arriving at Carthage, Prof. Tiahnybok has been taking classes in the Master's of Education program so that he can understand the science of education.



**Ingrid Tiegel**

*Professor of Psychology*, is a developmental psychologist interested in the areas of attachment behavior, sibling relations, early childhood interventions and

education, health psychology, and youth at risk for psychopathology. She frequently consults for community programs relating to the development and education of young children and for youth at risk. She has been a commissioner and validator for the NAEYC accreditation program. She was the chair of the Community Planning Team and Executive Committee for Kenosha YES, a five-year community effort to prevent serious juvenile delinquency in Kenosha County. Previously named Carthage Distinguished Teacher of the Year, she also received an award for her teaching at the State University of New York at Stony Brook. She was the recipient of NICHD and NIMH pre-doctoral fellowships at the University of Minnesota. Her personal interests include sketching, gardening, reading, swimming, visiting museums, and attending the theater. She received her Ph.D. from the University of Minnesota, her M.A. from San Jose State University, and her B.A. from Stanford University. She joined the Carthage faculty in 1980.



**Deborah Tobiason**

*Assistant Professor of Biology*, came to Carthage from Northwestern University, where she was a research assistant professor at Feinberg School of Medicine. She

had been a postdoctoral fellow at Feinberg, a biochemistry lecturer at Elmhurst College in 2004, and a lecturer in the Upward Bound program at Columbia College in Chicago from 2000 to 2003. Prof. Tobiason earned a B.S. in biology from Loyola College of Maryland in 1992, and a Ph.D. in microbiology and molecular genetics from Emory University in 1998. She joined the Carthage faculty in 2007.



**Erik Tou**

*Assistant Professor of Mathematics*, specializes in analytic number theory and the history of mathematics. His number-theoretic research covers a wide

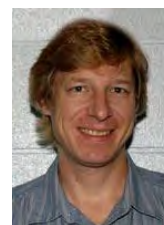
range of topics, from the calculus of complex functions to matrix algebra. Prof. Tou currently serves as Chief Historian of the Euler Archive, a scholarly organization devoted to the collection, digitization, and translation of the works of 18th century Swiss mathematician Leonhard Euler. He is also treasurer for the Euler Society (an international organization of historians of science and mathematics), and serves as editor of the society's quarterly newsletter. Prof. Tou received a Ph.D. in mathematics from Dartmouth College in 2007, after earning an M.A. in mathematics from Dartmouth in 2004. He earned a B.A. in mathematics from Gustavus Adolphus College in 2002. He joined the Carthage faculty in 2007.



**Aaron Trautwein**

*Professor of Mathematics*, specializes in knot theory, a subfield of topology, which is the area of mathematics that examines shape. In particular, he studies the physical and theoretical

properties of harmonic knots and their applications. He has presented numerous talks on his research and wrote the chapter "An Introduction to Harmonic Knots" for the book *Ideal Knots*. At Carthage, Prof. Trautwein teaches an array of courses for the Mathematics Department and Western Heritage Program, including multivariate calculus, linear and abstract algebra, and Western Heritage I and II. He was selected as Carthage's Distinguished Teacher of the Year in 2001. He earned his Ph.D. in topology from the University of Iowa, his M.A. in mathematics from St. Louis University, and his B.A. in mathematics and secondary education from Washington University (St. Louis). He joined the Carthage faculty in 1995.



**Stephen Udry**

*Chair of the History Department, Associate Professor of History and Asian Studies*, has traveled extensively throughout Asia, and has resided in Taiwan, where he taught

English for five years. He also has visited China, Japan, Korea, Nepal, Tibet and

Thailand. His dissertation was *Muttering Mystics: Manchu Shamanism*. Prof. Udry earned his A.B. degree from Columbia College, Columbia University, and his M.A. and Ph.D. from the University of Washington. He joined the Carthage faculty in 2000.



### Leanne Ulmer

*Head Women's Volleyball Coach; Lecturer, Exercise and Sport Science* was a successful head girls and boys volleyball coach at Adlai E. Stevenson High School in Lincolnshire, Ill.

She earned her B.A. in social relations from the University of California-Riverside. She was member of the 1979 volleyball team, which won an Association of Intercollegiate Athletics for Women (IAAW) national championship. Later, she was inducted into the school's athletic hall of fame. She briefly played with the New York Stars of the Women's Professional Basketball League, and on the Women's Professional Golf Association mini-tour from 1989-91. Ms. Ulmer was once a winning contestant on the television game show "Wheel of Fortune."



### Paul Ulrich

*Director of the Honors Program; Associate Professor of Great Ideas, Political Science and Philosophy*, joined the Carthage faculty in 2004, after serving as an adjunct

professor of political science at George Washington University since 2001. Prior to that appointment, Prof. Ulrich was an instructor in the Newberry Library Seminars, served as a research analyst for the Chicago Transit Authority department of planning, and served as a visiting assistant professor of political science at Kenyon College. Prof. Ulrich also served as Research Director for the Environmental Literacy Council in Washington, D.C. His publications include "Socrates' 'Political Art' in Plato's Gorgias" and "Hobbes's Natural Condition and His Natural Science of the Mind in Leviathan." He has presented work on those topics at several conferences, and presented the paper "Approaching Plato's Dialogues" at Carthage. Prof. Ulrich earned his Ph.D. and B.A. from the University of Chicago. He is fluent in Greek and Latin and is proficient in German and French.



### Christian von Dehsen

*Chair of the Humanities Division, Professor of Religion*, has a balanced background, having worked as an assistant pastor and a research

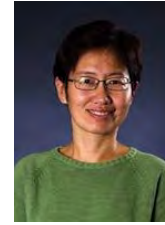
associate before joining the Carthage faculty. He was the Book Review Editor for the *Lutheran Forum* and has published a collaborated book, "Policy and Politics: The Genesis and Theology of Social Statements in the Lutheran Church in America." At present, he is interested in traditions related to the role of Peter in the early church. He is a member of Phi Beta Kappa. Prof. von Dehsen holds a Ph.D. and M.Phil. from Union Theological Seminary in New York, and an M.Div. from Lutheran Theological Seminary at Philadelphia. He earned his B.A. from Queens College/The City University of New York. He joined the Carthage faculty in 1988.



### Joseph Wall

*Chair of the Business Administration Department, Assistant Professor of Business Administration*, teaches several accounting and finance courses, and directs

the finance major at Carthage. He earned a B.S. in engineering from Purdue University in 1993. While an undergraduate, he started his own business dealing in commercial real estate. Since 1993 he has been a full-time financial analyst and professional investor. He is a managing member and the co-founder of his investment firm, which has been in business since 1998. Prof. Wall earned a master's degree in business administration from Marquette University in 2006, where he has also taught as an adjunct professor. Among his current research projects, Prof. Wall is studying ethics issues in middle management as well as the impact of new SEC rules regarding risk disclosure. His research has been published in the *American Journal of Business Education* and the *CPA Journal*. He most recently presented at Fairfield University on the topic of Emerging Markets, alongside professor Mimi Yang of the Carthage Modern Languages Department. Prof. Wall joined the Carthage faculty in March 2008.



### Yan Wang

*Assistant Professor of Modern Languages and Asian Studies*, teaches courses in Japanese, Chinese and Global Heritage. Her research interests include Japanese/

Chinese discourse analysis, pragmatics, syntax, pedagogy and cultural anthropology. Her recent publications and conference presentations focus on Japanese epistemic markers and complementizers, as well as the comparison between Chinese and Japanese discourse markers. Before coming to Carthage in 2008, she worked as a Japanese teaching assistant at the University of Wisconsin-Madison and an assistant professor of Japanese at Beijing Foreign Studies University. She also studied anthropology at the University of Tokyo. Prof. Wang has a Ph.D. in Japanese linguistics and an M.A. in Chinese linguistics, both from UW-Madison, as well as an M.A. in Japanese culture from the Beijing Center for Japanese Studies and a B.A. in Japanese from Beijing Foreign Studies University.



### Marilyn Ward

*Professor of Education*, teaches courses in children's and young adult literature, creative arts, social studies methods, poetry theatre, gifted and talented education, and

dance. She has B.A. degrees in theatre, social studies and education from the University of Wisconsin-Parkside; an M.A. in children's theatre from Northwestern University; and a Ph.D. in curriculum and instruction from the University of Wisconsin-Milwaukee. Prof. Ward has published books and articles on multicultural literature, children's and young adult fiction on disabilities and differences, social studies trade books, and the integration of children's books and theatre into the science curriculum. At Carthage, she assists John W. Stewig in directing the Center for Children's Literature. She also coordinates the College's annual Seuss-a-thon, a reading fundraiser and celebration of Dr. Seuss. She also directs Poetkids Theatre at the The Prairie School and Jerstad Elementary School in Racine, Wis. She joined the Carthage faculty in 1990.



**Erlan Wheeler**

*Professor of Mathematics and Computer Science,* divides his teaching between mathematics and computer science, and has conducted research in the area of combinatorics. He

earned his Ph.D. from the Massachusetts Institute of Technology, which he attended under a National Science Foundation Graduate Fellowship. He earned his B.A. from Virginia Polytechnic Institute. While a student at Virginia Polytechnic, he received an NSF Research Experience for Undergraduates grant. He has been active in undergraduate research ever since. Previously the director of Carthage's former Computer Science Program, Prof. Wheeler helped launch Carthage's computer science major and department in December 1998. He founded *Sine on the Dotted Line*, the Carthage Journal of Undergraduate Mathematics, as a forum for Carthage students to publish their research. A member of Phi Beta Kappa, Prof. Wheeler joined the Carthage faculty in 1992. He received the Distinguished Teacher of the Year Award in 1995.



**Gary Williams**

*Associate Athletic Director for Education Services,* begins his fourth year as Carthage College's Associate Director of Athletics for Education Services in 2012-13 after

serving 11 years in Carthage Advising Center, most recently as the Carthage Director of First Year Advising and Student Athlete Services, a position he still holds. In his position as Director of First Year Advising, he mentors and guides students through their transition to college life and provides support, leadership and direction for student athletes on and off the field. He also directs Carthage's Character Quest program for student-athletes, a unique teamwork, leadership and character experiential program held each summer. He holds a Ph.D. in leadership in higher education from Cardinal Stritch University. He earned his M.Ed. and B.A. from Carthage.



**Brett Witt**

*Head Men's Cross Country Coach; Head Men's Track and Field Coach; Lecturer, Exercise and Sport Science,* became the head coach of men's cross country in 2001, after serving two

years as an assistant men's coach. He became the head coach of men's track and field in 2006. A native of Plover, Wis., he attended the University of Wisconsin-Stevens Point, where he was an eight-time NCAA Division III All-American track and field distance runner, and a five-time Wisconsin Intercollegiate Athletic Conference champion. He graduated in 1998 with a bachelor's degree in communication. He earned his M.A. in human performance and sport studies from the University of Tennessee in 1999. At Tennessee, he was a graduate teaching assistant and served as a graduate assistant coach in both cross country and track and field. He was inducted into the Wisconsin-Stevens Point Athletic Hall of Fame in 2006.



**Thomas Wolff**

*Visiting Associate Professor of Education,* brings to Carthage more than 40 years of diverse experience in teaching, educational leadership, music performance and

therapy, geriatrics, business, sociology, and psychology. He has performed on trumpet with the Henry Mancini Show, Johnny Mathis Show, and New York City Ballet Road Company, among others. He has directed church choirs and the Kiwanis Youth Symphony Orchestra of Racine, as well as serving as an exemplary judge for the Wisconsin School Music Association at district and state school music festivals. He has taught in public schools and several colleges in Kentucky, Illinois and Wisconsin, covering topics in music, sociology, history, education and psychology. He joined the Carthage faculty in 2006 as a member of the Education Department, where his principle responsibilities include teaching courses in educational psychology, advising students, and making supervisory visitations for student teachers in the public schools. Prof. Wolff has a Ph.D. (ABD) in psychology and behavioral science from California Coast University. He holds an M.S. in educational psychology and B.S. in music and music education from the University of Wisconsin-Milwaukee. He completed additional graduate studies at Northwestern University and the University of Wisconsin Madison.



**Mimi Yang**

*Professor of Modern Languages and Asian Studies,* is multilingual and multicultural in Chinese, English, Spanish, and Portuguese. She earned her B.A. from Beijing

University, and her M.A. and Ph.D. from the University of Arizona. Before coming to Carthage in 1996, Prof. Yang was a visiting assistant professor of Spanish at Illinois Wesleyan University. She also has held teaching posts at the University of Arizona and Randolph-Macon Woman's College and was a Dartmouth/Dana Fellow in Spanish at Dartmouth College. She joined the Carthage faculty in 1996 and became a full professor in 2009.



**Paul Zavada**

*Chair of the Education Division, Director of the Graduate Program, Director of Accelerated Certification in Teaching,* Professor of Education, earned his B.A. from the

University of Wisconsin-Eau Claire; his M.S.T. and M.S.Ed. from the University of Wisconsin-Whitewater; and Ph.D. from the University of Wisconsin-Madison. Prof. Zavada has an extensive background in education. He served 14 years as a superintendent of schools and spent 20 years teaching in public and private schools. He serves as chair of the Education Division, as well as head of graduate studies. Prof. Zavada teaches education, special education and educational administration courses. His research interests are teacher induction and teacher career stages. He joined the Carthage faculty in 2005.



**Matthew Zorn**

*Chair of the Geography and Earth Science Department, Professor of Geography and Earth Science.* Professor Zorn's teaching and research interests focus on

climatology, environmental conservation, meteorology, natural environmental hazards, hydrology, fluvial/coastal geomorphology, and quantitative methods. He has taught geography at West Georgia College, Catawba Valley Community College, and the University of Florida. In addition to his teaching experience, Prof. Zorn worked as a GIS analyst for a consulting firm, and directed a GIS and remote sensing lab for a minorities upward bound program. He served for four years as a park ranger/interpreter in the Blue Ridge Parkway in North Carolina and the Chaco Culture National Historical Park in New Mexico. He has chaired several sessions, presented nearly a dozen papers, and published five essays on the national level of geographic research. Prof. Zorn earned his Ph.D. in geography from the University of Florida. He earned both his

M.A. in geography and his B.A. in geography and interdisciplinary/environmental studies from Appalachian State University. He joined the Carthage faculty in 1997.

### Emeriti Faculty

#### Division of Education

Barbara Boe, B.Ed., Keene State College; M.S.T., University of New Hampshire; Ph.D., University of Wisconsin-Madison. (Professor Emeritus of Education: 1989-98)

Betty C. Kendall, B.A., M.A.I.S. (Public Services Librarian Emerita and Associate Professor: 1970-1985)

Arthur Landry, B.A., M.A., Ph.D. University of Northern Colorado. (Professor Emeritus of Education: 1973-2005)

Lloyd H. Melis, B.A., Augustana College; M.A., Ph.D., Northwestern University. (Professor Emeritus of Education: 1965-94)

Judith Schaumberg, B.S., University of Wisconsin-Milwaukee; M.A., Cardinal Stritch University; Ph.D., University of Wisconsin-Madison. (Acting Dean of the College and Provost: 2008-2010 and Professor Emeritus of Education, 1990-2010)

August R. Schmidt III, B.S., Carthage College; M.S. Western Illinois University. (Director of Men's Athletics: 1983-88; Professor Emeritus of Physical Education: 1963-96)

Dennis Unterholzner, B.S., M.A., M.S., University of Wisconsin-Milwaukee. (Assistant Professor Emeritus of Library Services: 1975-2009)

#### Division of the Fine Arts

Edwin Kalke, B.S., University of Wisconsin-Stevens Point; M.A., M.F.A., University of Wisconsin-Madison. (Professor Emeritus of Art: 1977-2005)

Philip C. Powell, B.A., M.A., M.F.A., University of Iowa. (Professor Emeritus of Art: 1973-2004)

William Passavant Roth, B.M., M.M., Northwestern University. (Associate Vice President for Church Relations: 1989-1991; Professor Emeritus of Music: 1951-91)

Richard Sjoerdsma, B.A., Calvin College; M.M., University of South Dakota; Ph.D., Ohio State University. (Professor Emeritus of Music: 1968-2007)

Stephen Smith, B.M., M.M., Florida State University; D.M.A., University of Michigan. (Professor Emeritus of Music: 1976-2005)

John Windh, B.A., St. Olaf College; M.A., Cornell University; D.M.A., University of Illinois. (Professor Emeritus of Music: 1966-2000)

Kenneth M. Winkle, B.A., Huron College; M.M.E., Indiana University; Ph.D., University of Iowa. (Professor Emeritus of Music: 1973-2001)

#### Division of the Humanities

John W. Bailey, B.S., Hampden-Sydney College; M.A., University of Maryland; Ph.D. Marquette University. (Professor Emeritus of History: 1967-2000)

Sam Chell, B.A., Augustana College; M.A., University of Illinois; Ph.D., University of Wisconsin - Madison. (Professor Emeritus of English: 1968-2007)

Mabel DuPriest, B.A. Augustana College; M.A., Ph.D., University of Kentucky. (Professor Emerita of English: 1981-2010)

Ernestine Eger, B.A., Muhlenberg College; M.A., Emory University; M.L.I.S., University of Wisconsin-Milwaukee; Ph.D., Universidad Jaime Balmes. (Professor Emerita of Modern Languages: 1965-2009)

Mary Katherine Kent-Rohan, B.A., Saint Xavier College; M.A., Ph.D., University of Chicago. (Professor Emerita of German: 1969-89)

Donald M. Michie, B.A., Central Methodist College; M.A., University of Missouri; Ph.D. University of Wisconsin-Madison. (Acting Dean of the College: 1986-88; Dean of the College: 1988-96 and Professor Emeritus of English: 1965-2000)

John Neuenschwander, B.A., Mount Union College; M.A., University of Vermont; Ph.D., Case Western Reserve University; J.D., Illinois Institute of Technology Chicago-Kent College of Law. (Professor Emeritus of History: 1969-2008)

Dudley V. Riggle, B.A., Wittenberg University; M.Div., Hama Divinity School (Professor Emeritus of Religion and Associate in Ministry: 1961-98)

Marian Rothstein, B.A., M.A., Ph.D., University of Wisconsin-Madison. (Professor Emerita of Modern Languages: 1991-2010)

Lili G. Sorokin, B.S., University of Frankfurt; M.A. University of Chicago. (Professor Emerita of German: 1962-92)

#### Division of the Natural Sciences

Vincent P. Hart, B.S., Purdue University; M.S., Miami University; Ph.D., University of Iowa. (Professor Emeritus of Physics: 1971-98)

Robert L. Jeanmaire, B.S., M.S., University of Illinois; M.S., Rensselaer Polytechnic Institute. (Professor Emeritus of Physics: 1965-91)

John McGrew, B.A., Cornell University; M.S., University of North Texas; Ph.D.,

University of Michigan. (Associate Professor Emeritus of Computer Science; 1998-2002)

Ralph M. Tiefel, B.S., Central Missouri State College; M.A., Ph.D., University of Missouri. (Professor Emeritus of Biology: 1957-95)

#### Division of the Social Sciences

Clayton Diskerud, '59, B.S., Carthage; M.A., University of Minnesota. (Professor Emeritus of Social Science/Criminal Justice: 1962-98)

Donald Gottschalk, B.S., Marquette University. (Professor Emeritus of Business Administration: 1989-97)

William C. Gunderson, B.A., M.A., Washington State University; Ph.D., Indiana University. (Professor Emeritus of Political Science: 1973-2002)

Hugh Hart, B.S., Illinois Institute of Technology; M.B.A., Roosevelt University. (Professor Emeritus of Business Administration: 1983-89 and Dean of Students: 1989-90)

William Jankovich, B.S., University of Alabama; M.B.A. Marquette University. (Professor Emeritus of Business Administration: 1977-2009)

Donald Johnson, B.A., M.B.A., Michigan State University. (Palmer Professor Emeritus of Business Administration: 1970-2001)

Daniel Jurkovic, B.A., Concordia College; M.Div., Lutheran Theological Seminary; M.A., Ph.D., University of Minnesota. (Professor Emeritus of Political Science and Criminal Justice: 1967-2004)

Leonard Scharmach, B.S., St. Francis Major Seminary; S.T.I., Gregorian University; M.A., Ph.D., University of Wisconsin-Milwaukee. (Professor Emeritus of Sociology: 1967-2000)

Richard A. Snyder, B.S., Oklahoma State University; C.P.A. (Professor Emeritus of Business Administration: 1977-89)

Thomas E. Van Dahm, B.A., Hope College; M.A., Ph.D., University of Michigan. (Professor Emeritus of Economics: 1964-91)

### Limited Appointment Faculty

Tammy Dickow  
*Adjunct Assistant Professor of Business Administration*

Jill Dierberg  
*Adjunct Assistant Professor of CDM and Religion*

Steven Doelder  
*Adjunct Assistant Professor of Chemistry*

Dennis Flath  
*Adjunct Assistant Professor of Biology*

David Gartner  
*Adjunct Assistant Professor of History and Heritage*

Linda Greening  
*Adjunct Assistant Professor of Biology*

Sally Groleau  
*Adjunct Assistant Professor of Mathematics*

Peggy Huset-Duros  
*Adjunct Assistant Professor of Biology*

Ross Larson  
*Adjunct Assistant Professor of Religion and CDM*

Thomas Long  
*Adjunct Assistant Professor of Religion*

John Maclay  
*Adjunct Assistant Professor of Theatre*

Donald Michie  
*Professor of English Emeritus*

Ryan Miller  
*Visiting Assistant Professor of Art*

Victoria Montanaro  
*Adjunct Assistant Professor of Business Administration*

Patricia Murphy  
*Adjunct Assistant Professor of Geography and Earth Science*

William Newcomb  
*Assistant Technical Director of Theatre*

Margaret Oliver  
*Adjunct Assistant Professor of Biology*

Heidi Oniszcuk  
*Adjunct Assistant Professor of Psychology*

Phillip Owens  
*Adjunct Assistant Professor of Chemistry*

Stacy Pottinger  
*Adjunct Assistant Professor of Theatre*

Barb Salvo  
*Adjunct Assistant Professor of Biology*

Mathew Somlai  
*Adjunct Assistant Professor of Sociology*

Eric Stoner  
*Adjunct Assistant Professor of Chemistry*

Donald Walter  
*Adjunct Assistant Professor of Psychology*

Dex Westrum  
*Adjunct Assistant Professor of English and Heritage*

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Anna Antaramian  
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*Business Administration*

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*Education*

Tim Bell  
*Music*

Lisa Bigalke  
*Art*

Ilyse Bombicino  
*Communication and Digital Media*

Ryan Bonn  
*Chemistry*

Matt Boreasi  
*Music*

Melissa Cardamone  
*Music*

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*Music*

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*Education*

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*Music*

Scott Cook  
*Music*

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*Exercise and Sport Science*

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*Theatre*

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*Communication and Digital Media*

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*Western Heritage*

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*Music, Theatre*

Klaus Georg  
*Music*

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*Religion*

Valerie Gonzalez  
*Theatre*

Laura Gordon  
*Theatre*

Sarah Gorke  
*Music*

Faith Halaska  
*Theatre*

Crystall Hall  
*Music*

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*Modern Languages*

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*Music*

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*Education*

Terri Huck  
*Education*

Allison Hull  
*Music*

Christalena Hughmanick  
*Art*

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Wendy Ivy, MSW  
Cara Beck-Goettge, MSW  
Eric Weiner, MSW, PhD  
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Cheryl Westfall, MSW  
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*Women's Track and Field Coach; Lecturer,  
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---

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Michael Larry <i>Academic Advisor</i>	Mike Moore <i>Web Content Editor</i>	Ryan Ringhand <i>Assistant Director for Academic Advising</i>
Joyce Larsen <i>EVS Technician</i>	Nick Mulvey <i>Director of Admissions and Financial Aid</i>	Justine Rizzo <i>EVS Technician</i>
Ross Larson <i>Dean of A.F. Siebert Chapel</i>	Stuart Munson <i>EVS 3rd Shift Lead</i>	Amanda Robillard <i>Director of Prospect Research and Database Manager</i>
Kathryn Lauer <i>Coordinator of Clinical Experiences and Student Teaching</i>	Zackery Munson <i>EVS Technician</i>	David Robinson <i>Director of Technology Integration and Infrastructure</i>
Brady Lindsley <i>Head Men's and Women's Tennis Coach; Lecturer, Exercise and Sport Science</i>	Michael Murphy <i>Media Producer</i>	Kelle-Laura Rogers <i>Academic Advisor</i>
Michael Love <i>Media Services Supervisor</i>	Kathy Myers <i>User Services Supervisor and Student Employee Coordinator</i>	Robert Rosen <i>Associate Vice President for Communications</i>
Betty Luna <i>EVS Technician</i>	Kim Myers <i>EVS Technician</i>	Timothy Rucks <i>Head Football Coach; Lecturer, Exercise and Sport Science</i>
Ronald Luthman <i>Database Applications Specialist</i>	Thomas Nasi <i>Shuttle Driver</i>	Carlos Ruiz <i>Maintenance/Grounds</i>
Linda Lyons <i>EVS Technician</i>	Roberto Navarro <i>EVS Technician</i>	Carol Sabbar <i>Director of Information Services</i>
Brian Macarra <i>EVS Technician</i>	Gregory Nichols <i>Assistant Controller</i>	Robert Schiferl <i>Director of Interactive Recruitment</i>
Keith Macdonald <i>Associate Director of Financial Aid</i>	Bartholomew Nighbor <i>EVS Technician</i>	David Schimian <i>Maintenance/Plumber</i>
Marta Magnuson <i>Instructional Technologist</i>	Julie Nitz <i>Administrative Assistant</i>	August Schmidt <i>Head Baseball Coach; Lecturer, Exercise and Sport Science</i>
John Markin <i>EVS Technician</i>	Roberta Noe <i>Payroll Specialist</i>	Ashley Schmitke <i>Director of Admissions and Financial Aid; Youth Options Coordinator</i>
Steven Marovich <i>Assistant Athletic Director; Sports Information Director</i>	Kathy Oldani <i>Administrative Assistant</i>	Diane Schowalter <i>Learning Specialist</i>
Jean Martin <i>EVS Technician</i>	Lauren Ollila <i>Administrative Assistant</i>	Douglas Schrandt <i>Maintenance/Carpenter</i>
L.J. Marx <i>Head Men's Volleyball Coach; Lecturer, Exercise and Sport Science</i>	Jason Ottmann <i>Administrative Assistant</i>	Mary Schwaiger <i>Administrative Assistant</i>
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	Lori Piela <i>Gift Processor</i>	Mary Slater <i>EVS Supervisor</i>

Kevin Slonac  
*Director of Conferences; Manager of TARC*

Jane Spencer  
*Academic Advisor*

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*Associate Provost; Professor of English*

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*Education Advisor*

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*EVS Technician*

Pamela Studrawa  
*Administrative Assistant for Institutional Advancement*

Jeffrey Teague  
*Financial Aid Counselor*

Richard Thiel  
*EVS Technician*

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*Assistant Director of the Carthage Fund*

Janine Tolentino  
*Administrative Assistant*

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*EVS Technician*

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*Mailroom Assistant*

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*EVS Technician*

Vatistas Vatistas  
*Director of Financial Aid*

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Joan Volmut  
*Receptionist and Visit Coordinator*

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*Maintenance/Painter*

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*Student Accounts Specialist*

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*EVS Technician*

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### Campus Buildings

#### David A. Straz, Jr. Center for the Natural and Social Sciences (DSC)

Situated at the north end of campus, the David A. Straz Center houses classrooms, teaching and research laboratories for the Natural Science Division, a rooftop greenhouse, and offices for various faculty throughout its three floors and 120,000 square feet. The center core of the Straz Center contains the 400-seat Wartburg Auditorium and the Studio Theatre located on the terrace level.

#### A. W. Clausen Center for World Business (CC)

Recognizing that students are graduating into a global economy, the College opened the A. W. Clausen Center for World Business in September 2004. Situated in the north wing of the David A. Straz Center, the Clausen Center for World Business provides offices classrooms and other facilities for the Departments of Business, Economics, Business Administration, Political Science and Computer Sciences. Housing 10 classrooms, five seminar rooms and an executive Conference Room/ Classroom Laboratory, the Clausen Center hosts numerous special lectures and visits by visiting international business leaders.

#### Lentz Hall (LH)

A four-story building perched on the campus bluff overlooking Lake Michigan, Lentz Hall is home to the Admissions Office, Business Office, Office of College Relations, Office of the President, Office of the Provost, the Career Services Center, the Registrar's Office, and the Adult Education Office. Serving as one of the primary academic centers of the campus, Lentz Hall contains numerous classrooms, specialized teaching facilities, and offices for many of the Humanities and Education department faculty. The building is named for the Rev. Dr. Harold H. Lentz, 15th president of the College, who served from 1952 to 1976. He courageously led the College during its crucial transition from Carthage, Ill., to Kenosha.

#### Walter Fritsch Meditation Chapel

Enjoying its position nestled within a grove of mature oak trees, this charming 40-seat chapel constructed of native Lannon stone with timber frames is enjoyed by Carthage community members for private meditation, Eucharist or prayer services. The chapel is

adorned with a Greek cross fashioned by internationally renowned liturgical artist Eugene Potente, Jr., a resident of Kenosha. Masonry that forms the altar was taken from the steps of the Old Main building at the College's former Illinois campus.

#### Hedberg Library (HL)

Dedicated in October 2002, Hedberg Library is a state-of-the-art facility uniting print, digital and multi-media information resources. The 65,000-square-foot structure boasts a carefully selected 135,000-volume collection of print books, 65,000 e-books, more than 50,000 e-journals, 7,000 video recordings, 55 databases, compact discs, and other educational resources. The Hedberg Library houses the My Carthage Resource Center, a one-stop center on the web and in the library that supports all information services and technology needs; the Bleeke Research Center; the Franklin I. and Irene List Saemann Curriculum Resource Center; the Staubitz Archives; the Fess Information Commons; the Bernard Writing Center; the Fritsch Classroom and other electronic classrooms; the Niemann Media Theater; a media and technology suite for video and audio production and presentations; and individual and small group study rooms. Donna's Bytes, a cyber cafe, is immediately adjacent to the library and provides food and a social gathering space, as well as comfortable, overstuffed chairs for conversation around a fireplace. While the entire campus has wireless Internet access, Hedberg Library also contains nearly 500 wired network data ports. The library is named for Donald D. Hedberg '50, Carthage Trustee and philanthropist.

#### A. F. Siebert Chapel (SC)

At the heart of the Carthage campus, A. F. Siebert Chapel provides a beautiful setting for the College's religious life programs. It is the site of a thriving worship series during the week, and weekend worship services. It is the gathering place for important events such as the Carthage Christmas Festival, Honors Convocation, Baccalaureate service, and concerts by renowned musical ensembles, including the Juilliard String Quartet and the Waverly Consort. The 1,500-seat chapel includes the magnificent, four-manual Fritsch Memorial Pipe Organ, the Ehrler Meditation Chapel, and offices for the Dean of the Chapel, Director of Choral Activities, and the Catholic Campus Minister.

#### H. F. Johnson Center for the Fine Arts (JAC)

The H. F. Johnson Arts Center includes classrooms, practice areas, teaching studios,

and faculty offices for both the Music and Art departments. The Center houses the Recital Hall and Art Gallery. Music facilities include band and choir rooms, numerous practice rooms, and piano laboratory. Dedicated art facilities include ceramic, 3D, drawing, painting, and etching classrooms/labs.

#### N. E. Tarble Athletic and Recreation Center (TARC)

Opened in June 2001, the 156,000-square-foot N. E. Tarble Athletic and Recreation Center houses the Koenitzer Aquatic Center, featuring a 25-yard-by-40-meter, 16-lane competition pool; the 5,000-square-foot Semler Health and Fitness Center; the McNamara Baseball and Softball Practice Area; the Snap-on ACE Climbing Wall; a 200-meter indoor track; the Karstetter Racquetball Courts; the Jon Swift Sports Medicine Center; an aerobics area; multipurpose courts for basketball, volleyball, and tennis; six locker rooms hosting over 500 lockers; the Postlewaite Press Box; and offices for the athletic staff, which include the Cornog Swimming Coaches' Office, the Lyons Volleyball Coach's Office, and the Art Keller Football Coach's Office. The field house is home to the spring Commencement exercises and large-scale concerts featuring national acts that have included Dave Matthews, John Mayer, Bob Dylan, and The Fray.

#### Tarble Arena

The Tarble Arena, re-opened in 2009 after a \$13.5 million renovation, provides indoor facilities for physical education and athletics. The arena serves as the competition arena for basketball and volleyball. The facility hosts four classrooms, seven office suites, an athletic training/exercise physiology laboratory, an athletic team fitness center, and the David E. Dale Golf Center. The arena seats 2,500 for basketball or volleyball, and 3,000 for concerts and other events.

#### Todd Wehr Center (TWC)

The Todd Wehr Center is positioned proudly in the middle of the student residential area. This facility, supporting the co-curricular life of Carthage students, contains the campus Dining Commons, student mailboxes, student lounges, and a suite of multipurpose meeting and event rooms. The campus Dining Commons located on the second floor received a summer 2012 renovation and upgrading. The Dining Commons offer a variety of dining options provided by Sodexo Food Service, North America's largest provider of food and facilities management. The Todd Wehr Center is host to a variety of dances, performances, cabaret events, and

other recreational events presented for the enrichment of student life at Carthage.

### **Campbell Student Union**

Surrounding a structure that previously was the W. A. Seidemann Natatorium, Campbell Student Union opened in the fall of 2011 and serves as the campus living room. Proving that the gathering is always in the kitchen, Carthage students frequent the Student Union's eateries, which include Jamba Juice, Wings over the World Café, Baja Fresh, and Seattle's Best Coffee. Rounding out the retail main street, the Union also contains the campus Barnes and Noble Bookstore and Street Corner, Carthage's own convenience store. The 200-seat student activity auditorium proudly boasts a state-of-the-art digital projection system in a THX certified showplace. The western face of the Campbell Student Union comprises the 1,700-seat home field seating of the Art Keller Football Stadium and the 2,000-square-foot Athletic Press Box.

### **The Joan C. Potente Chapel**

The Joan C. Potente Chapel provides an oasis for nurturing the spirit. Reflection, meditation, prayer, and worship can restore balance and provide inspiration in the lives of those who come here. It is nestled amongst The Oaks residential village at the south terminus of campus. Although open to all students and the greater community, this chapel reflects a Roman Catholic atmosphere. A gift of Gene Potente, whose work also includes the Fritsch Meditation Chapel, the Joan C. Potente Chapel is named in honor of his wife, Joan.

### **Student Residence Halls**

Comfortable, on-campus housing accommodations are available to resident students in a number of residence halls. Each hall includes lounges, vending facilities, study areas, laundry rooms, and other services.

*Henry Denhart Residence Hall* is a coed residence hall that includes suite-style rooms similar to those found in Johnson Hall. The building is named for Henry Denhart, an early Carthage Trustee and significant benefactor.

*Joseph Johnson Residence Hall* is a coed hall that includes two Greek wings. The terrace level was renovated in 2001 and now includes suite-style rooms. The campus security office also is located on the terrace level. A large courtyard is situated behind the building. Johnson Hall is known for its annual "Johnson Haunted Halls" competition, which takes place each year around Halloween. The building is named for Joseph Johnson, a founder and former

chairman of the board of Snap-on, Inc., who was an important benefactor of the College.

*Madrigano Family Residence Hall* offers coed housing for four Greek organizations: Tau Sigma Chi, Tau Sigma Phi, Kappa Phi Eta, and Delta Omega Nu. The terrace level is home to the first-year advising center, as well as *The Current*, the student-run newspaper, and *Centrique*, a student literature and arts magazine. An outdoor patio area, complete with chairs and a grill, is situated directly behind Madrigano Family Residence Hall.

*The Oaks* residential village is a new cluster of six villas on the south side of campus, overlooking Lake Michigan. The Oaks feature private rooms and baths in suite arrangements, with common lounge areas for each floor. Every room has stunning views of Lake Michigan and/or a beautiful wooded area.

*Pat Tarble Residence Hall* is Carthage's all-female residence hall. It houses sororities and includes some study-intensive wings. Many rooms overlook Lake Michigan, while others offer suite-style accommodations. The hall is named for Mrs. Pat Tarble, who, along with her husband, Newton E. Tarble, was a generous benefactor of the College.

*Swenson Residence Hall* is Carthage's all-male residence hall. Swenson Hall houses only 26 students in 13 rooms, eight of which are equipped with private bathrooms.

### **International Housing**

Since 1989, Carthage has invited young scholars from Asia, Europe, and South America to teach their native languages to Carthage students while pursuing their graduate studies at the College. These target language experts (TLE) in modern languages take residence in a group of College-owned residential homes adjacent to campus. Undergraduate international students enjoy the housing options available in the student residence halls.

### **Trinity House (Home of the President)**

Built as the family home of the President of the College in the early 1960s, the building was a gift from the people of Trinity Lutheran Church in Rockford, Ill. The home was named "Trinity House" in honor the College's decades-long relationship with the congregation. The College rededicated Trinity House during Homecoming weekend in October 2003, following a major renovation of the home that summer.

### **Smeds Tennis Center**

Across the street from the main campus, the \$1.3 million Smeds Tennis Center features

10 hard surface tennis courts, six of which are lighted; two stadium courts; an observation deck; and a clubhouse, which houses locker rooms, restrooms, team meeting space, and a juice bar. The facility is named for Edward W. and Alice Smeds, alumni of the College. Mr. Smeds is a Trustee Emeritus of the College, and served as the Chairman of the Board of Trustees from 1997 to 2011.



## 14-week Semester Calendar

### FALL TERM

September	2 Sun	New students arrive
	3-4 Mon - Tues	Returning students check in
	5 Wed	Classes begin
	11 Tues	Last day for late registration
	12 Wed	Last day to add or drop a 1 <sup>st</sup> 7-week course
	19 Wed	Last day to add or drop 14-week course
	19 Wed	Last day to petition for overload
	19 Wed	Last day turn in pass/fail/audit slips
October	8 Mon	Advising for J-Term and spring semester begins
	12 Wed	Last day to file for May graduation
	19 Fri	Mid-term grades due
	19 Fri	1 <sup>st</sup> 7-week courses end
	22 Mon	2 <sup>nd</sup> 7-week courses begin
	26 Fri	Last day to drop a course with a 'W'
	30 Tues	No financial refund after this date
	31 Wed	Last day to add or drop a 2 <sup>nd</sup> 7-week course
November	2 Fri	Advising for J-Term and Spring Term ends
	5-9 Mon-Fri	On-line registration for J-Term and spring semester
	7 Wed	Last day for complete withdrawal
	19-23 Mon - Fri	Thanksgiving recess
	26 Mon	Classes resume
December	11 Tues	Fall Term ends after last class
	12-14 Wed - Fri	Final examinations

### J-TERM

January	8 Tue	Classes begin
	10 Thurs	Last day to add or drop J-Term
	17 Tues	Last day to withdraw from J-term
	31 Thurs	J-term ends

### SPRING TERM

February	5 Tues	Check in for spring semester classes
	6 Wed	Classes begin
	12 Tues	Last day for late registration
	13 Wed	Last day to add or drop 1 <sup>st</sup> 7-week course
	20 Wed	Last day to add or drop 14-week course
	20 Wed	Last day to petition for an overload
	20 Wed	Last day to turn in pass/fail/audit slips
March	18 Mon	Advising for fall semester begins
	22 Fri	Mid-term grades due
	22 Fri	1 <sup>st</sup> 7-week courses end
	Mar 25 - Apr 1 Mon - Fri	Spring and Easter recess
April	2 Mon	Classes resume
	2 Mon	2 <sup>nd</sup> 7-week courses begin
	5 Fri	Last day to drop a course with a 'W'
	9 Mon	Last day to add or drop 2 <sup>nd</sup> 7-week course
	15 Fri	Advising for fall semester ends
	15 Thurs	No financial refund after this date
	17 Wed	Last day for complete withdrawal
	26 Fri	All graduating seniors paperwork due
May	17 Fri	Spring semester ends after last class
	20-22 Mon - Wed	Final examinations
	26 Sun	Baccalaureate and Commencement

## Adult Education Calendar

### Fall I Term: September 7 - October 21

August	27	Last day to add a course
September	14	Last day to drop a course
	28	Last day to withdraw from a course

### Fall II Term: October 25 - December 16

October	15	Last day to add a course
November	2	Last day to drop a course
	16	Last day to withdraw from a course

### Winter Term: January 3 - February 17

December	24	Last day to add a course
January	11	Last day to drop a course
	25	Last day to withdraw from a course

### Spring I Term: February 21 - April 7

February	11	Last day to add a course
March	1	Last day to drop a course
	15	Last day to withdraw from a course

### Spring II Term: April 11 - May 26

April	1	Last day to add a course
	19	Last day to drop a course
May	3	Last day to withdraw from a course

### Summer I Term: May 31 - July 14

May	20	Last day to add a course
June	7	Last day to drop a course
	21	Last day to withdraw from a course

### Summer II Term: July 18 - September 1

July	8	Last day to add a course
	26	Last day to drop a course
August	9	Last day to withdraw from a course

## Summer Term

### Summer Day 2-week session: June 1 - 11

June	2	Last day to add or drop a course
June	3	Last day to withdraw from a course

### Summer Day 7-week session: June 1 - July 14

June	3	Last day to add a course
	10	Last day to drop a course
	24	Last day to withdraw from a course

About Carthage . . . . .	2	Federal Programs . . . . .	138	Philosophy . . . . .	101
Academic Calendar . . . . .	186	Federal Stafford Student Loans and Federal Unsubsidized Stafford Loan . . . . .	138	Physical Education (K-12)* . . . . .	67
Academic Information Services . . . . .	3	Family Education Rights and Privacy Act . . . . .	14	Physical Education, Sport and Fitness Instruction . . . . .	67
Academic Departments and Programs of Study . . . . .	22	Fees for Optional Services . . . . .	135	Physics . . . . .	98
Academic Divisions . . . . .	15	Field Placements/Internships . . . . .	12	Piano Pedagogy . . . . .	91
Academic Honesty Policy . . . . .	10	Fine Arts Division . . . . .	18	Political Science . . . . .	102
Academic Resources . . . . .	10	Foreign Study Abroad . . . . .	11	Programs of Study . . . . .	8
Accelerated Certification Program for Teachers . . . . .	13	French . . . . .	86	Psychology . . . . .	106
Accreditation . . . . .	3	Freshman Entrance Requirements . . . . .	132	Public Relations . . . . .	45
Accounting . . . . .	34	General Regulations . . . . .	144	Refund Schedule . . . . .	136
Add/Drop Policy . . . . .	9	German . . . . .	87	Religion . . . . .	108
Adjunct Faculty . . . . .	177	Geography and Earth Science . . . . .	71	Religious Life . . . . .	2
Administration . . . . .	178	Grade Point Average . . . . .	9	ROTC Programs . . . . .	6
Admissions . . . . .	132	Grading System . . . . .	8	ScienceWorks (Entrepreneurial Studies in the Natural Sciences) . . . . .	63
Adult Education . . . . .	12	Great Ideas: Intellectual Foundations of the West . . . . .	75	Secondary Education (see Middle/Secondary Education) . . . . .	56
Advanced Licensing as a Reading Teacher/ Specialist . . . . .	13	Greek (Ancient) . . . . .	44	Self-Designed Major/Minor . . . . .	11
Advanced Placement . . . . .	132	Health Education . . . . .	68	Semester Abroad . . . . .	11
Advising . . . . .	10	Hedberg Library . . . . .	3	Seven-Week Format . . . . .	12
Art . . . . .	22	Heritage Studies . . . . .	15	Social Sciences Division . . . . .	21
Asian Studies . . . . .	27	History . . . . .	76	Social Work . . . . .	112
Astrophysics . . . . .	98	Honors Program . . . . .	16	Sociology . . . . .	114
Athletic Training . . . . .	28	Housing and Residential Life . . . . .	144	Spanish . . . . .	88
Biology . . . . .	30	Humanities Division . . . . .	20	Special Education (K-12) (see Cross Categorical Special Education) . . . . .	56
Board of Trustees . . . . .	182	Indian Student Grant . . . . .	139	Student Life . . . . .	143
Business Administration . . . . .	33	Individual Study . . . . .	11	Theatre . . . . .	116
Calendar . . . . .	186	Institutional Grant Program . . . . .	139	Theatre Performance . . . . .	116
Campus Buildings . . . . .	184	Intercollegiate Athletics . . . . .	4	Theatre Technical Production & Design . . . . .	117
Career Services . . . . .	11	International Baccalaureate . . . . .	133	Transfer Students . . . . .	133
Chemistry . . . . .	38	International Studies . . . . .	11	Tuition and Fees . . . . .	135
Chinese . . . . .	83	January Term . . . . .	11	Tutoring . . . . .	11
Church Music . . . . .	90	Japanese . . . . .	84	Veterans Administration Standards of Progress . . . . .	10
Classics . . . . .	39	Latin . . . . .	44	Wisconsin Army National Guard Tuition Grant . . . . .	139
College Overview . . . . .	2	Loyola University Chicago Master of Social Work at Carthage . . . . .	14	Wisconsin Tuition Grant (WTG) . . . . .	139
Coaching . . . . .	68	Marketing . . . . .	37	Women's/Gender Studies . . . . .	122
Communication and Digital Media . . . . .	44	Master of Education Program . . . . .	13, 125	Writing Across the Curriculum . . . . .	7
Computer Science . . . . .	48	Mathematics . . . . .	78		
Conservation and Ecology . . . . .	65	Middle/Secondary Education (6-12)* . . . . .	56		
Criminal Justice . . . . .	49	Mission and Goals . . . . .	2		
Cross Categorical Special Ed (K-12) . . . . .	56	Modern Languages . . . . .	81		
Degree Requirements . . . . .	7	Motor Vehicle Regulations . . . . .	144		
Disciplinary Actions . . . . .	10	Music . . . . .	89		
Early Admission . . . . .	132	Music Education . . . . .	90		
Economics/Int'l Political Economy . . . . .	51	Music Theatre . . . . .	91		
Education Division . . . . .	19	Natural Sciences Division . . . . .	20		
Education . . . . .	54	New Student Orientation . . . . .	144		
Elementary/Middle Education (1-9) . . . . .	56	Neuroscience . . . . .	97		
Endowed Scholarships . . . . .	141	Occupational Therapy . . . . .	6		
Engineering . . . . .	5	Officers of the College . . . . .	178		
English . . . . .	60	Organizations and Activities . . . . .	145		
Entrepreneurial Studies in the Natural Sciences . . . . .	63	Paralegal Program . . . . .	14		
Environmental Science . . . . .	65	Pass-Fail Option . . . . .	9		
Evening Program . . . . .	12				
Examination for Credit . . . . .	9				
Exercise and Sport Science . . . . .	67				
Faculty and Staff . . . . .	149				