This catalog is an educational guidebook for students at Carthage and describes the requirements for all academic programs and for graduation. It also provides information about financial aid and scholarships. The catalog sets forth regulations and faculty policies that govern academic life and acquaints students with Carthage faculty and staff.

It is important that every student become familiar with the contents of the catalog. If any portion of it needs further explanation, faculty advisors and staff members are available to answer your questions.

Carthage reserves the right herewith to make changes in its curriculum, regulations, tuition charges, and fees.

It is the policy of Carthage and the responsibility of its administration and faculty to provide equal opportunity without regard to race, color, religion, age, sex, national origin, or sexual orientation. As part of this policy, the College strongly disapproves of any or all forms of sexual harassment in the workplace, classroom, or dormitories. This policy applies to all phases of the operation of the College.

Further, the College will not discriminate against any employee, applicant for employment, student, or applicant for admission because of physical or mental disability in regard to any position or activity for which the individual is qualified. The College will undertake appropriate activities to treat qualified disabled individuals without discrimination.

The College has been accredited continuously since 1916 by the Higher Learning Commission, North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago 60602-2504, 800-621-7440.
Directions
Take I-94 to Kenosha, exit 339 (Highway E) east to the lake. Turn right onto Highway 32 (Sheridan Road). Drive south to campus (approx. 1 mile).
CONTENTS

College Overview ...................... 2
Academic Information ................. 7
Academic Divisions .................... 15
All-College Programs ................. 19
Academic Departments and Programs of Study ................. 23
Admissions ............................ 108
Tuition and Fees ....................... 111
Student Financial Planning .......... 113
Student Affairs ....................... 119
Faculty and Staff ...................... 124
Adjunct / Part-Time Faculty .......... 151
Administration ....................... 154
Board of Trustees .................... 156
Campus Buildings .................... 158
Registration Summary ............... 160
Academic Calendar ................... 161
Index ................................. 162
Mission and Goals

The College is committed to providing a strong foundation in the liberal arts for all its students, whatever their academic majors or career objectives may be. This foundation is a basis for cultivating free men and women. With this commitment and conviction, the College offers select, high-quality majors in career-oriented fields, in the disciplines of the arts, humanities, and sciences.

As a college of the Christian tradition affiliated with the Evangelical Lutheran Church in America (ELCA), Carthage seeks to provide opportunities for men and women to serve others in the world and in the church.

The College also encourages and supports expressions of diversity across the campus community. Working together, students, faculty, and staff create an inclusive learning environment in both curriculum and co-curricular activities. Only by experiencing and valuing diverse perspectives can students be prepared to live in an increasingly multicultural society and global community.

Carthage seeks to:

1. Transmit the human heritage in the arts, humanities, and sciences.
2. Offer programs of study that permit mastery of a significant body of knowledge and acquisition of appropriate research techniques.
3. Develop the communication skills of its students and provide a facility for critical and constructive thinking.
4. Foster a love of learning, an openness to diverse ideas, and a commitment to education as a lifelong process.
5. Provide opportunities for worship and proclamation of the Gospel.
6. Enhance awareness of the need to examine values in a Christian context and develop a personal philosophy and sense of vocation.
7. Prepare students for careers that offer opportunities for personal satisfaction and service to society.
8. Prepare students to be licensed as teachers in Wisconsin and other states.
9. Encourage active participation as informed and responsive citizens in seeking solutions to problems in the community, the nation, and the world.
10. Serve as an intellectual, aesthetic, and religious resource to the community and the church.

Religious Life

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

Worship services are led by the Dean of Siebert Chapel and take place on Wednesday mornings and Sunday evenings. Also, a Catholic Mass is led by area priests on Sunday evenings as coordinated by the Catholic campus minister.

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

The Dean of Siebert Chapel and the Catholic campus minister are available to all students and faculty regardless of denominational backgrounds or faith perspectives to serve the spiritual needs of people who are part of the Carthage community and to assist them on their spiritual journeys.

Chapel

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

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

Academic Information Services

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

Hedberg Library

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

Contained therein is a carefully selected collection of books, periodicals, video recordings, microforms, electronic databases, CDs, and various other materials. The growing book collection contains more than 125,000 print and 10,000 electronic volumes, and is accessed through the Innovative Millennium on-line catalog.

Full text access is provided to over 6,000 magazines and journals in either print or electronic format. Wireless laptops, camcorders and other audio and video equipment are available, along with ample group and individual study space.

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

The Hedberg Library Information Desk combines the library reference desk with the technology help desk and is available during library hours for those who need assistance with hardware, software, media, and library-related questions. Open 102 hours per week, the library has a generous loan policy. Students are encouraged to use the library's resources and make suggestions for important materials not currently owned.

Academic Computing Services

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

Many instructors utilize the Blackboard course management system to provide class resources electronically. The majority of courses are offered in media- and technology-enhanced electronic classrooms. Rooms in the residence halls have both wireless and direct Ethernet network access. Students interested in bringing their own computers should consult the Computer Services web page for options and requirements.

The Hedberg Library Information Desk combines the technology help desk with the library reference desk, and is available for those who need assistance with hardware, software, and library-related questions.

Media Services

Located 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 videoconferencing, each through Badgernet and ISDN. The Hedberg Library Information Desk combines media assistance with technology and library reference help. This service is available during library hours for those who need assistance with hardware, software, media and library-related questions.

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.)

Business degree programs are accredited by the International Assembly for Collegiate Business Education. 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.

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/secondary, and physical education are fully certified by the state of Wisconsin.

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

The Undergraduate Degree

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

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
- Asian Studies
- Biology
- Business Administration
- Chemistry
- Classics
- Communication
- Computer Science
- Criminal Justice
- Economics
- Education
- Cross Categorical Special Education (K-12)
- Elementary/Middle (Middle Childhood through Early Adolescence)
- (1-9) 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
- Geography
- Graphic Design
- Great Ideas
- History
- Information Systems
- International Political Economy
- Marketing
- Mathematics
- Modern Languages
  - French
  - German
  - Spanish
- Music
- Neuroscience
- Philosophy
- Physics
- Political Science
- Psychology
- 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.

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.

Special Programs

In addition to its regular degree programs, Carthage offers coordinated dual-degree programs in engineering and occupational therapy.

Engineering

Engineering students attend Carthage for three years and, upon successful completion of the required courses listed below, are admitted to a partnering engineering school for completion of the final two years of the five-year program. Acceptance into the engineering program at the partner school is contingent on a three-year Carthage GPA of at least 3.0. Participating engineering schools include:

- University of Wisconsin at Madison College of Engineering
- Case Western Reserve University
- University of Minnesota

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. 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 101, 102
- Computer Science 111
- Mathematics 112, 113, 306
- Physics 203, 204, 310 or Mathematics 212

Scholarship students in the dual-degree program are encouraged to apply to the engineering schools for continuing scholarship support.

Occupational Therapy

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

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

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

**Intercollegiate Athletics**

The Department of Athletics offers an opportunity for students to participate in a wide variety of sports activities that are designed to improve each student in mind, body and spirit. Three levels of competition exist to meet each student's needs. The highest competitive level is intercollegiate athletics for men and women. These teams consist primarily of recruited student-athletes with each program governed by the College Conference of Illinois and Wisconsin (CCIW) and the National Collegiate Athletic Association (NCAA) Division III. Currently, men participate in 11 sports. Fall: cross country, football, and soccer. Winter: basketball, indoor track & field, and swimming. Spring: baseball, golf, outdoor track & field, tennis, volleyball and lacrosse (Spring 2009). Women participate in 11 sports. Fall: cross country, golf, tennis, volleyball, and soccer. Winter: basketball, indoor track & field, and swimming. Spring: outdoor track & field, softball, water polo and lacrosse (Spring 2010).

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

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

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

**Athletic Department Philosophy**

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

**Athletic Department Goals**

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

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

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

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

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

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

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

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

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

**CHAMPS/Life Skills Program**

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

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

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

**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 credit
- **012 The Air Force Today** 1 credit
- **021 The Air Force Way** 1 credit
- **022 The Air Force Way** 1 credit
- **051 Leadership Laboratory** 0 credit
- **131 AF Leadership/Management** 3 credits
- **132 AF Leadership/Management II** 3 credits
- **141 American Foreign Policy/Process** 3 credits
- **142 Military Law and Officership** 3 credits

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 credit each
- **002, 004, 006, 008 Physical Training Lab** 1 credit each
- **010 Introduction to Military Science** 1 credit
- **011 Introduction to Military Leadership** 1 credit
- **024 Basic Military Skills** 2 credits
- **025 Military Skills** 2 credits
- **135 Applied Leadership I** 2 credits
- **136 Applied Leadership II** 2 credits
- **137 Applied Leadership Lab I** 1 credit
- **138 Applied Leadership Lab II** 1 credit
- **144 Organizational Leadership** 2 credits
- **146 Military Law Professionalism/Ethics** 2 credits
- **147 Advanced Leadership Lab I** 0 credit
- **148 Advanced Leadership Lab II** 0 credit
- **118 American Military History** 3 credits

For further information, contact the Carthage Admissions Office, or Marquette University at (414) 288-ROT C.
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 Education 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:

A. Heritage Studies (freshman year)
Heritage I: Issues in Community: 4 credits
Citizenship and Justice (WI)
Heritage II: Issues in Cultural Interaction (WI)

(Course descriptions are found under All-College Programs: Heritage Studies.)

B. Religion
Understandings of Religion 100 4 credits
One additional approved course 4 credits

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

C. Modern Languages 0-8 credits
Two modern languages courses in the same language unless the student fulfills the proficiency requirement established by the College.

D. Mathematics 0-4 credits
Successful completion of a mathematics course unless the student fulfills the proficiency requirement established by the College.

E. Exercise and Sport Science
Concepts of Physical Fitness 1 credit
One Lifetime/Fitness activity 1 credit

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 001 - Concepts of Physical Fitness (1 credit).

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

F. 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.

G. 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.

H. Major 36-56 credits
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.

I. Distribution Requirements
Fine Arts (FAR) 4 credits
Humanities (HUM) 4 credits
Natural Science (SCI) 8 credits
(One course must be a lab)
Social Science (SOC) 4 credits

Students who major in a discipline in any of these divisions will be exempt from the requirement in that division.

J. 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.

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

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

M. 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 Heritage I and Heritage II. Of the remaining two courses, one must be in the academic major of the
students are numbered 400 to 499.

N. 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. The remaining credits must be completed prior to the beginning of the Fall Term. 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 100 to 199; those for sophomores and juniors are numbered 200 to 399; those for seniors are numbered 400 to 499.

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 unsatisfactory; and "F" for failure or unofficial withdrawal. A student who has received an "I" must finish the incomplete work within the first four weeks of the following regular 14-week term, or the grade will be recorded as an "F." The student may file a petition for an extension within the first two weeks of the following regular term.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
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<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>.67</td>
</tr>
<tr>
<td>F</td>
<td>No points</td>
</tr>
</tbody>
</table>

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 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 department 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. If students receive permission to drop a course after the deadline, they may, at the discretion of the subcommittee, receive a "W" in the course, which will remain on the permanent record. Discontinuing a course without valid withdrawal results in a grade of "F."

Students who 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 also is 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.

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.

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.

<table>
<thead>
<tr>
<th>Attempted Credits</th>
<th>Probation Credits</th>
<th>Dismissal Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-16</td>
<td>1.0-1.99</td>
<td>.999 or below</td>
</tr>
<tr>
<td>17-36</td>
<td>1.2-1.99</td>
<td>1.199 or below</td>
</tr>
<tr>
<td>37-56</td>
<td>1.4-1.99</td>
<td>1.399 or below</td>
</tr>
<tr>
<td>57-72</td>
<td>1.6-1.99</td>
<td>1.599 or below</td>
</tr>
<tr>
<td>73-86</td>
<td>1.8-1.99</td>
<td>1.799 or below</td>
</tr>
<tr>
<td>87+</td>
<td>1.999 or below</td>
<td></td>
</tr>
</tbody>
</table>

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 Dean 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 Sub-Committee for Academic Review and Recommendation decision may petition the committee for review.

Disciplinary Actions

If a student is dismissed from the College for disciplinary reasons, a grade of "W"...
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 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 students 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 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. Trained student writing fellows provide assistance at any stage of the writing process. Students from all majors and at all levels of writing ability are welcome. Regular weekly tutoring sessions are also available. Although students may drop in, appointments are strongly recommended.

Supplemental Instruction

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

Writing Center Online

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

Tutoring

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

January Term

The January Term, Jan. 3 - Jan. 31, 2008, 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 Requirement credit. Students register for one course only, allowing them to concentrate study in one subject.

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

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

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

A J-Term catalog, available on the Carthage web site during the Fall Term, provides full details on the various courses, independent study courses, and divisional field placements that are available. The catalog also includes the registration procedures and descriptions of the courses offered for the 2008 J-Term. All students must successfully complete a J-Term course during their freshman year, and one additional year.

Career Services

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

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

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

Foreign Study Abroad

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

GNRL 351 Immersion Abroad

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: ML 220, 301, 311, and one of 308 or 309, P/F

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:

450 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

271 Topics 1-4 credits

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

471 Topics 1-4 credits

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

Field Placements / Internships

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

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

1. The student may register for up to eight hours of field placement or internship per term. He or she may count up to 12 hours of field placement or internship toward graduation including J-Term placement or internship credits but excluding student teaching. Credits earned in departmental offerings involving field work, such as Parish Service, Field Work in Psychology, and Field Instruction and Methods in Social Work, are to be included in these limits. Field placement may not be substituted for student teaching.

2. Placements are open to juniors and seniors in good standing who receive the consent of the supervising faculty member and the appropriate department chairperson or program director.

3. Attendance at a regularly held on-campus seminar conducted by the instructor is expected.

4. A minimum of two hours of on-the-job activity shall be spent per week for each credit.

5. The instructor will take into account the evaluations of the on-the-job supervisor, grading placements on an "A" to "F" scale.
Departments will have discretion in the determination of prerequisites, whether or not field placement may be counted toward the major, whether or not it is required for the major, and how many hours is necessary. Departments may establish guidelines in addition to these listed.

### 350 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.

### 355 Internship  4-8 credits

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

### Adult Education

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

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

### Evening/Weekend College

Courses meet at night or on Saturdays. Accounting, business administration, elementary education, marketing, and social work majors can be completed solely in the evening college program.

Students interested in pursuing a degree in the evening/weekend format should meet with a representative from the Adult Education Office who will review career and academic objectives and discuss the transfer of credits and the possibility of earning credit by examination.

All evening students are required to apply through the Adult Education Office. Interested students may apply at any time; however, applications should be received prior to the anticipated term of enrollment. Part-time admission requirements reflect awareness that the part-time student is often an adult who has not attended school for a period of time. Therefore, students are not required to submit ACT or SAT scores. Students must submit the following to the Adult Education Office:

1. completed application
2. official transcripts from all college-level course work
3. official high school transcript, if less than 15 college credits have been earned
4. $10.00 non-refundable application fee.

Applications, transcripts, and other credentials become a part of the permanent file of the College and will not be returned or forwarded.

For additional information, an application, or an appointment with the Recruitment Coordinator, contact the Adult Education Office, 2001 Alford Park Drive, Kenosha, Wis. 53140-1994. Telephone: 262-551-6300 or 1-800-551-5343.

### Summer Program

The Summer Program meets the needs of day and evening students. There are three sessions during the summer: one session of all-day classes for two weeks; one session of daytime classes for eight weeks; and one session of evening classes for eight weeks. Summer classes are open to high school students, college students from other institutions, Carthage students, teachers, and other professionals.

In addition, Adult Education, upon written request from a school, church, business, or agency, create credit courses on- or off-campus if a sufficient number of students is guaranteed. Contact the Adult Education Office for further information and specific procedures.

### Accelerated Carthage Education

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

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

ACE courses fulfill business administration, criminal justice, information systems, marketing, general education, and elective requirements. Students devote about 25 hours each week to studies (four hours in class and 21 hours of independent study, outside of class). Independent work may entail individual reading, writing, research, and group work with fellow students.

#### Adult students enroll in the ACE program:

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

Most classes meet for four hours, one night a week. Classes in accounting and the sciences meet for three or four hours, two nights a week.

### Accelerated Certification Program for Teachers

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

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

1. Hold a 2.5 or higher grade point average in their previous courses

ACE courses fulfill business administration, criminal justice, information systems, marketing, general education, and elective requirements. Students devote about 25 hours each week to studies (four hours in class and 21 hours of independent study, outside of class). Independent work may entail individual reading, writing, research, and group work with fellow students.

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

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

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ACE courses fulfill business administration, criminal justice, information systems, marketing, general education, and elective requirements. Students devote about 25 hours each week to studies (four hours in class and 21 hours of independent study, outside of class). Independent work may entail individual reading, writing, research, and group work with fellow students.
2. Receive admission to the Carthage Education program by providing evidence of:
   - 3.0 G.P.A. in all courses taken in the area of licensure
   - A record demonstrating the completion of a bachelor's or advanced degree from an accredited institution
   - Passing the Pre-Professional Skills Tests
   - Passing the appropriate Praxis II content test for the area of licensure
   - Meet requirements for admission to the Carthage Graduate Program

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

The Loyola University Chicago Executive MBA at Carthage

The Executive Masters of Business Administration (EMBA) awarded by Loyola University Chicago in partnership with Carthage is an 18-month general management program. By enhancing the skills and effectiveness of seasoned executives, the program is designed to meet the needs of executives preparing for senior management. Classes are held every other Friday and Saturday at Carthage, beginning in mid-August, and ending eighteen months later in February. For more 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 and mental health. This program, which has long been offered at the Loyola University Chicago Water Tower campus, has been available at Carthage since May 2001. Classes are held one weekday evening and on Saturdays. The program begins each spring and takes just a little more than two years to complete. 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 evening school and summer school.

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

Each program comprises a minimum of 36 credits, and a thesis or comprehensive exam. Required courses include Educational Research and either Psychological Foundations of Education, Philosophical Foundations of Education, or Curricular Issues. The remaining courses are selected from curricular offerings in the academic subject area. Students who intend to write a thesis may take EDUC 550G Master Thesis in addition to, or in the place of, one of the courses. Another option for the completion of the thesis is completion of a sequence of two courses, EDUC 531 and 532, in which students are taught to write the thesis.

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

Advanced Licensing as a Reading Teacher or Reading Specialist

Carthage offers a Graduate Reading Program for the following:

1. Students with a Wisconsin teaching license who are seeking a master's degree in education. A program may be designed so that the individual may complete the Master of Education Program at Carthage and be eligible for Wisconsin licensure as a reading teacher and reading specialist (#316 and #317). A program such as this must be planned well in advance to accomplish this objective.

2. Students with a current Wisconsin teaching license based on a bachelor's degree, who are seeking a reading teacher license.

3. Students holding a master's degree, a current Wisconsin teaching license, and a current Wisconsin reading teacher license, who are seeking a reading specialist license.

4. Teachers seeking reading teacher and/or reading specialist licensure must schedule an interview with Director of the Graduate Program and the Director of the Reading Program. Out-of-state students will find that the Graduate Reading Program at Carthage usually reciprocates with other states' requirements for similar reading certification programs.

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

Paralegal Program

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

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

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

For further information, contact the Adult Education Office.

Family Education 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: 262-551-5850.

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.


5. The Dean 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.

Academic Divisions

Division of Education
Division of the Fine Arts
Division of the Humanities
Division of the Natural Sciences
Division of the Social Sciences

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

Education Division
Education
Exercise and Sports Science
  Program: Athletic Training

Fine Arts Division
Art
Communications & Digital Media
Music
Theatre

Humanities Division
Classics
English
History
Modern Languages
Philosophy
Religion
  Programs: Asian Studies, Great Ideas

Natural Sciences Division
Biology
Chemistry
Computer Science
Geography
Mathematics
Physics
  Programs: Entrepreneurial Studies in the Natural Sciences, Neuroscience

Social Sciences Division
Business
Economics
Political Science
Psychology
Social Work
Sociology
  Programs: Criminal Justice, Environmental Science, International Political Economy, Social Science, Women's/Gender Studies

Division of Education

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

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

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

Title II Reporting Requirement

Section 207 of Title II of the Higher Education Act mandated that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress.

Representatives of Carthage annually present that report to the Wisconsin Department of Public Instruction. Reports from teacher education institutions around the state are compiled by the Department of Public Instruction and submitted to the Federal Government in a state report.

The state of Wisconsin currently does not have an exit examination. Therefore, reports on the performance of teacher education program completers and their passing rates are not included in the Carthage Title II report.

The following is program information that has been included in the report:

- The number of students in the teacher preparation program during the academic year 2005-2006, including all areas of specialization was 231.
- The number of students in programs of supervised student teaching during the academic year 2005-2006 was 80.
- Five appointed full-time faculty in professional education spend at least part of the time in supervision of teacher preparation students.
- Four appointed part-time faculty in professional education and full-time in the institution may also be supervising in the teacher education program.
- The total number of supervising faculty for the teacher preparation program during 2005-2006 was 13.
- The student/faculty ratio of supervising student teachers was 25 to 1. The average number of hours per week required of student participation in supervised student teaching in these programs was 40 hours. The total number of hours required is 720 hours.
- The Carthage teacher preparation program is accredited by the state of Wisconsin.
- The teacher preparation program is not designated as low performing by the state.

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.

Performance Based Assessment

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

1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. The teacher understands and uses a variety of instructional strategies including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.

5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. The teacher organizes and plans systematic instruction based on 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
Carthage's Education Programs prepare reflective professionals who create, organize, and disseminate knowledge; promote democratic values; and serve diverse communities. The conceptual framework represents both the liberal arts foundation and the seven connecting blocks of the educator's preparation programs. The framework builds upon the students' liberal arts experiences to provide a common set of expectations that, when realized, become hallmarks of a Carthage graduate.

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 in Wisconsin and other states. These principles are part of every education program within the College and allow graduates to encounter the philosophy 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 the development of 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.

Using a performance-based system, graduates will demonstrate their proficiency with regard to the strands 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.

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

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

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

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

Studying with the faculty of the division represents an opportunity for a distinctive education in the arts. The members of the faculty possess both broad professional experience and degrees from distinguished graduate programs. But these scholars 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 the Humanities

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

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

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

350 Field Placement in the Humanities

A one-term unpaid internship for students with majors in the humanities to allow them to gain work experience and help in career selection. Senior standing is required. Students will work 10-12 hours a week with a business, corporation, governmental agency, newspaper, library, museum, publisher, radio or television station, or other organization. The term before their internship, students will meet with a faculty member to determine areas of interest and to arrange their placements. They will be graded on the basis of a written evaluation by their supervisors, their journals, and the instructor’s discussion with the supervisor of the student’s performance. One faculty member from the division would be designated to help arrange placements, meet regularly with supervisors, and evaluate students.

Division of the Natural Sciences

The Division of Natural Sciences is composed of the departments of biology, chemistry, geography, mathematics, physics, and computer science. 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 a different need. 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 also 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 NATS 150 Discovery, a series of thought-provoking, topic-oriented seminars and laboratory experiences in the natural sciences, especially designed for the student who is not majoring in one of the science disciplines.

Natural Science minor for Teacher Candidates Seeking Grades 1-9 (Middle Childhood to Early Adolescence Certification)

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

4 credits each in physics, earth/space science, chemistry, and biology; plus a concentration of twelve 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, often that 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
     General Chemistry I (CHEM 101)  
     General Chemistry II (CHEM 102)
   - Biology
     Biodiversity and Evolution (BIOL 171)
     Plants and People (BIOL 200)  
     or Conservation (BIOL 220)  
     or Ecology (BIOL 222)
Academic Divisions

Physics
Fundamentals of Physics I (PHYS 201)
Fundamentals of Physics II (PHYS 202)

or

Intermediate Physics I (PHYS 203)
Intermediate Physics II (PHYS 204)

Earth and Space Science
Astronomy (PHYS 103)

Intro to Physical Geography (GEOG 155)

or

Intro to Environmental Science (ENVS 160)

150 Discovery 4 credits
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. Every student who has completed 12 or more credit hours in courses designated SCI cannot receive credit for NATS 150 Discovery.

420 Methods and Materials in Teaching Natural Science 4 credits
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.

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

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

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

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

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 Heritage I and II and two other WI courses before graduation, as spelled out in Degree Requirement M.
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 students 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.

Heritage Studies
The Heritage Studies Program consists of a two-course sequence taken by all entering students at Carthage. The goal of the Heritage Studies Program is to introduce students to a true liberal arts education. Using the seminar approach to learning, the Heritage sequence is taught collaboratively by faculty from academic departments across disciplines. Each Heritage seminar is an encounter with dynamic cultural legacies.

As a community of learners, students will be reconstructing and critiquing these legacies. Heritage is not contained within a prescribed set of sanctioned books or artifacts to be transmitted from teacher to student. Rather, the texts chosen for each Heritage seminar represent outstanding works of literature, social and political philosophy, science, film, or music and serve as the beginning of meaningful intellectual inquiry. Through selected texts, students can focus on the process of rigorous thinking, questioning, and imagining that ultimately leads to authentic self-discoveries and self-expression. Thus, in each Heritage seminar, students will be called upon to read critically, discuss intensely, write engagingly, and articulate their insights in presentations, essays, and structured discussions. Serious commitment to the goals of each Heritage seminar provides students with a level of competency in areas that will aid them in all other course work at Carthage and in their future careers.

Please consult the Heritage Studies Website for further information about the program and its goals and objectives.  
http://www.carthage.edu/dept/heritage

Conditions:
1. Because of the seminar nature of the two Heritage courses, no student (day, evening, or ACE) may take any Heritage course as an independent study with an instructor.
2. Consistent attendance and participation are required of all students in Heritage seminars. Failure to attend and participate will result in an "F" in any Heritage seminar.
3. Students who fail the first Heritage seminar may not advance to the second seminar in the sequence.

103 Heritage Seminar I: Issues in Community: Citizenship and Justice (WI)
Staff 4 credits
Students in Heritage I will ask the questions: What is a community? What communities are we members of? What role does the individual play in a community? What are the expectations and responsibilities of full participation in a community? The seminar asks why communities form, what purposes are served by communities, and what benefits or costs are accrued by members of a community. In seeking answers to these questions, students will also contemplate the role communities have in promoting and inhibiting, justice, liberty, and equality among their members and between members of different communities. Texts in Heritage I focus primarily on traditions from the West.

104 Heritage Seminar II: Issues in Cultural Interaction (WI)
Staff 4 credits
Heritage II focuses on encounters between individuals and communities from different cultures, in particular Asian and Latin American cultures. Examining what it means to have a cultural legacy--a heritage--within a complex global community, students are challenged to make intellectual and personal sense of one or more cultures beyond the Western world. Students in Heritage II will explore the following questions: How do you fit into the world? What is culture? What are the "stumbling blocks" to understanding people from other cultures? What does it mean to be a global citizen? In particular, the course fosters global thinking, problem solving, understanding, and communication by engaging questions of individuality and community, tradition and innovation, status quo and change, rationality and spirituality, and conflict and cooperation. The texts in the Heritage II seminar represent multiple world cultures.

Spring

Honors Program

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

Honors Program Overview
The Honors Program is an all-college honors program, 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. Facilitating opportunities for faculty development, including attendance at regional and national conferences, while offering faculty members 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.

The Carthage Honors Program is a member of both the Midwestern and the National Collegiate Honors Councils.

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 Heritage I (HONR 103). 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. Any qualified student may enroll in a particular Honors course with the consent of the instructor.

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 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
103 Honors Heritage I
Staff 4 credits
(See Heritage listing for course description.)
Fall

104 Honors Heritage II
Staff 4 credits
(See Heritage listing for course description.)
Spring

150 Honors General Education
Staff 4 credits
Each term, sections of introductory courses in various departments will be designated as Honors sections. Students may be asked to fill out an Honors Contract (see below) to receive the Honors designation for these courses.
Fall, Spring

425 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.)
Spring

450 Independent Study
Staff 2 or 4 credits
Designed to give qualified students a supervised context for developing a Senior Thesis or for service-learning. When possible, independent study may also be used with experience as teaching, research, or laboratory assistants.

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

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

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

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

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

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

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

Four courses including:

At least one of the following courses:
Honors 103: Heritage I
Honors 104: Heritage II
AND
At least one Honors General Education Course (HONR 150) or an Honors contract in a course from an approved list of introductory-level courses.

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.

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

3) 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)
AND
Honors 425: Senior Colloquium
AND
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.

Carthage 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.

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 publication. 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:
  a) Complete all requirements for the major;
  b) Receive a rating of "excellent" on the Senior Thesis from the faculty of the major department;
  c) Be formally recommended by the faculty of the major department;
  d) 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.
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.

Latin Honors
Diplomas of graduating seniors, provided they have earned at least 64 graded credits at Carthage, are inscribed with:

- *cum laude* in recognition of a grade-point average of at least 3.5/4.0
- *magna cum laude* in recognition of a grade-point average of at least 3.7/4.0
- *summa cum laude* in recognition of a grade-point average of at least 3.9/4.0
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 a major and minor in Studio Art, as well as minors in traditional Art History and 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 and 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.

A concentration in the visual arts provides essential preparation for employment, or graduate study leading to employment, in: forensic illustration; industrial design, art conservation and restoration; visual merchandising; scenic arts for the entertainment industry; art therapy; production pottery, master printmaking, arts administration; visual and data analysis; research; human relations; teaching; publishing (editorial, design, research); curators of growing government or corporate collections or museum, university or college archives; positions with local arts councils and non-profit agencies; art programmers for TV/radio.

Sociology

Theatre

Women's/Gender Studies

Studio Art Major  Total credits: 37

Required (21 credits)

ART 115 Introduction to Art History (4 cr.)
ART 222 Art Survey II [20th c. western] (4 cr.)
ART 153 2-Dimensional Design (4 cr.)
ART 154 3-Dimensional Design (4 cr.)
ART 201 Drawing I (4 cr.)
ART 401 Senior Thesis Exhibition (1 cr.)

Choose one art history (4 credits):

ART 200 Asian Art and Architecture [non-western] (4 cr.)
ART 221 Art Survey I [western and non-western] (4 cr.)
ART 224 Arts of the Americas [non-western] (4 cr.)
ART 271 Topics in Art History (4 cr.)
ART 450 Independent Studies in Art History (4 cr.)

Choose three, two must be upper level studio that reflect your 2-D or 3-D emphasis (12 credits):

ART 105 Crafts (4 cr.)
ART 202 Drawing II (4 cr.)
ART 204 Basic Photography (4 cr.)
ART 205 Painting (4 cr.)
ART 206 Advanced Painting (4 cr.)
ART 207 Printmaking (4 cr.)
ART 208 Advanced Printmaking (4 cr.)
ART 209 Pottery (4 cr.)
ART 210 Advanced Pottery (4 cr.)
ART 300 Studio Photography (4 cr.)
ART 303 Illustration (4 cr.)
ART 471 Topics in Art (4 cr.)

Art History Major: 40 credits

Required (16 credits):

ART 403 Senior Seminar (4 Credits)
ART 304 Research Methods (4 Credits)
ART 221 Art Survey I [Western and non-Western] (4 cr.)
ART 222 Art Survey II [20th c. Western] (4 cr.)

Choose from (12 credits):

ART 200 Asian Art and Architecture [non-Western] (4 cr.)
ART 224 Arts of the Americas [non-Western] (4 cr.)
ART 271 Topics in Art History (previous ART 351) (4 cr.)
ART 355 Internship (4-8 cr.)
ART 302 Women in the Visual and Literary Arts (4 cr.)
CDM 315 History of Graphic Design (4 credits)
ART 450 Independent Studies in Art History (4 cr.)
ART 471 Topics in Art History (4 cr.)

Choose from (4 credits):
ART 103 Exploring Studio Arts (4 cr.)
ART 105 Crafts (4 cr.)
ART 153 2-Dimensional Design (4 cr.)
ART 154 3-Dimensional Design (4 cr.)
ART 201 Drawing I (4 cr.)
ART 205 Painting (4 cr.)
ART 207 Printmaking (4 cr.)
ART 209 Pottery (4 cr.)
ART 204 Basic Photography (4 cr.)
ART 303 Illustration (4 cr.)

In consultation with advisor, choose 8 credits from:
CLAS 131 Introduction to the Worlds of Greece and Rome
CLAS 132 Introduction to Ancient Middle East
CLAS 135 Classical Mythology
CLAS 140 Classical Archaeology: History and Methods
CLAS 231 The Greeks
CLAS 235 The Romans
CLAS 240 The World of Late Antiquity
CLAS 245 The Other: Race, Ethnicity and Gender in the Ancient World
CLAS 271 Topics in Classics
CLAS 300 The Golden Age of Athens
CLAS 310 The Age of Augustus
CLAS 325 Field Archaeology
CLAS 471 Topics in Classics
HIST 100 Issues in American History
HIST 111 Issues in European History I
HIST 112 Issues in European History II
HIST 120 Issues in Asian History
HIST 140 Revolution: History of Mexico, Central America, and the Caribbean
HIST 141 Dictatorship and Democracy: History of South America
HIST 215 Modern Britain
HIST 225 20th Century Europe
HIST 231 The Greeks
HIST 235 The Romans
HIST 261 American Sports History
HIST 262 America in the 1960's
HIST 271 Topics in History
HIST 285 Comparative History: History of Chicago and Milwaukee
HIST 290 Twentieth Century U.S. History
HIST 310 The Age of Augustus
HIST 340 Modern China
HIST 345 Modern Japan
HIST 375 American Legal History
HIST 399 Historiography

Studio Art Minor Total credits: 24

Required (4 credits):
ART 201 Drawing I (4 cr.)

Choose one (4 credits):
ART 154 3-Dimensional Design (4 cr.)
ART 209 Pottery (4 cr.)

Choose one (4 credits):
ART 115 Introduction to Art History (4 cr.)
ART 222 Art Survey II [20th c. western] (4 cr.)

Choose three, at least one studio at 300+ level (12 credits):
ART 105 Crafts (4 cr.)
ART 115 Introduction to Art History (4 cr.)
ART 153 2-Dimensional Design (4 cr.)
ART 154 3-Dimensional Design (4 cr.)
ART 200 Asian Art and Architecture [non-western] (4 cr.)
ART 202 Drawing II (4 cr.)
ART 204 Basic Photography (4 cr.)
ART 205 Painting (4 cr.)
ART 206 Advanced Painting (4 cr.)
ART 207 Printmaking (4 cr.)
ART 208 Advanced Printmaking (4 cr.)
ART 209 Pottery (4 cr.)
ART 210 Advanced Pottery (4 cr.)
ART 221 Art Survey I [western and non-western] (4 cr.)
ART 222 Art Survey II [20th c. western] (4 cr.)
ART 224 Arts of the Americas [non-Western] (4 cr.)
ART 271 Topics in Art History (4 cr.)
ART 300 Studio Photography (4 cr.)
ART 303 Illustration (4 cr.)
ART 450 Independent Studies in Art History (4 cr.)
ART 471 Topics in Art History (4 cr.)

Art History Minor

Required:
ART 222 Survey II [20th c. western art history] (4 cr.)

Choose one (4 credits):
ART 200 Asian Art and Architecture [non-Western] (4 cr.)
ART 221 Art Survey I [Western and non-Western] (4 cr.)
ART 224 Arts of the Americas [non-Western] (4 cr.)

Choose two (8 credits):
ART 115 Introduction to Art History [Western] (4 cr.)
ART 200 Asian Art and Architecture [non-Western] (4 cr.)
ART 221 Art Survey I [ancient non-western] (4 cr.)
ART 224 Arts of the Americas [non-Western] (4 cr.)
ART 271 Topics in Art History (4 cr.)
ART 302 Women in the Visual and Literary Arts (4 cr.)
CDM 315 History of Graphic Design (4 credits)
ART 450 Independent Studies in Art History (4 cr.)
ART 471 Topics in Art History (4 cr.)

Choose one (4 credits):
ART 153 Two-Dimensional Design (4 cr.)
ART 201 Drawing I (4 cr.)

History of the Arts Minor

Choose six (24 credits):
ART 115 Introduction to Art History (4 cr.)
ART 200 Asian Art and Architecture [non-Western] (4 cr.)
ART 221 Art Survey I [Western and non-Western] (4 cr.)
ART 222 Art Survey II [20th c. Western] (4 cr.)
ART 224 Arts of the Americas [non-Western] (4 cr.)
ART 271 Topics in Art History (4 cr.)
ART 450 Independent Studies in Art History (4 cr.)
CDM 345 Mass Communications (4 cr.)
MUS 306 Music History II (4 cr.)
MUS 307 Music History III (4 cr.)
THTR 227 History of Classical Theatre (4 cr.)

103 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

105 Crafts
Bender 4 credits
FAR
Introductory analysis of the history and practice of various crafts. The course will focus on such areas as art metal, paper, fiber, and batik, depending on content in given terms. Fall/Spring

115 Introduction to Art History
Cassidy/Hudson 4 credits
FAR
This introductory art history course provides an intense chronological overview of artistic conventions from prehistoric cave painting to the 20th century. Students investigate not only what elements comprise a particular style, but also why and how artistic expression has been shaped and -shaped by- social, political, cultural, religious and individual forces. Fall/Spring

150 Introduction to Sculpture
Bender 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

153 Introduction to Studio (two-dimensional)
Staff 4 credits
FAR
Application of design studies to drawing, painting, printmaking. A studio art course containing theory and practice. Students are taught an awareness of elemental design factors involved in creating various types of images and investigate individual ways in which to express these factors. Fall

154 Introduction to Studio (three dimensional)
Bender 4 credits
FAR
Application of design studies in sculptural media, pottery and techniques. Lectures and demonstrations combined with theory and analysis enables the student to develop a plastic language for creating in clay, plaster, wood, welding, assemblage and mixed media. Spring

200 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

201 Drawing I
Levesque/Staff 4 credits
FAR
Introduction to the visual language and techniques of drawing techniques. Aims to develop manual and visual skills through a series of problems that make use of figurative and non-figurative materials. A studio art course containing lectures, demonstrations, theory and practice. Fall/Spring

202 Drawing II
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 201 Fall/Spring

204 Basic 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. Prerequisite: Consent of instructor Fall/Spring

205 Painting
Levesque 4 credits
FAR
A beginning course in oil, acrylic/ mixed media or watercolor. Emphasis on developing skills and techniques in controlling the paint medium, color theory, and inventive compositional strategies based on study of painters form the past; Modern and contemporary. Individual attention will be given towards developing personal artistic voice in the medium. Paintings will be based on direct observation of still-life, self-portrait and other subject matter, including an assignment on social commentary. A studio course containing lecture, discussion and theory, depending on contents in given terms. Medium is determined by term. Prerequisite: ART 201, or consent of instructor Fall/Spring

206 Advanced Painting
Levesque 4 credits
FAR
Advanced studio work in painting with an emphasis on individual work and the formulation of individual language. Independent exploration in areas of interest highly encouraged within the parameters of class assignments. Students will meet with the ART 205 section. This course may be repeated up to three times to encompass all media; oil, acrylic/ mixed media, and watercolor. Prerequisite: ART 205 Fall/Spring
207 Printmaking
Cassidy 4 credits
FAR
Studio work in lithography, intaglio, collograph, and woodcuts. A studio art course containing theory and practice.
Fall/Spring

208 Advanced Printmaking
Cassidy 4 credits
Advanced studio work in printmaking with an emphasis on individual work and the formulation of a personal visual language. Students will meet with the Art 207 section. This course may be repeated up to three times.
Prerequisite: ART 207, or consent of instructor
Fall/Spring

209 Pottery
Bender 4 credits
FAR
An introductory course in clay and mixed media. Students will learn techniques in hand-built and wheel-thrown pottery media, as well as glazing and working with the various types of kilns. Demonstrations on technique as well as slide presentations are utilized in the class.
Prerequisite: ART 103, or consent of instructor
Fall/Spring

210 Advanced Pottery
Bender 4 credits
Advanced studio work in pottery with an emphasis on individual work and the formulation of a personal visual language. Students will meet with the Art 209 section. This course may be repeated up to three times.
Prerequisite: ART 209
Fall/Spring

221 Art Survey I: Ancient Art [western and non-western]
Hudson 4 credits
FAR
A more focused survey course than Introduction to Art History, Survey I concentrates on the arts of prehistoric, pre-literate and ancient peoples, ending with the art of the Byzantine Christian era that closes the ancient tradition. Especially interesting in this course is the dynamic relationship between art and magic, ritual and myth, science, religion and philosophy. This class is offered every other Spring term.
Spring

222 Art Survey II: Modern Art [western]
Hudson 4 credits
FAR
A more focused survey course than Introduction to Art History, Survey II allows students to engage with the artistic experimentation of their own era. This study of the arts of our Age of Anxiety traces the competing and often rebellious styles of the Post Impressionists up through the Post Modernists. The course requires students grapple with the question: What is art? This course is offered every other Spring term.
Spring

224 Arts of the Americas [non-western: Aztec, Maya, Inca, Amazon, and North American Indian]
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

271 Topics in Art/Art History
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.
Fall/Spring

300 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 204, or consent of the instructor
Fall/Spring

301 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: ART 207, or consent of instructor
Fall

302 Women in the Visual and Literary Arts
Hudson 4 credits
While doing library research on 'women' for her guest lecture at Newnham and Girton colleges in 1928, the disconcerted Virginia Woolf learned that "it was impossible for any woman, past, present, or to come, to have the genius of Shakespeare... Cats do not go to heaven. Women cannot write the plays of Shakespeare." Women in the Visual and Performing Arts takes up that famous feminist's question: Why have there been no famous women artists? Have there been none? This class examines artifacts from prehistory, and then surveys evidence of women's creativity up through the present to determine if it is indeed true that there has been a vacuum of female genius in the visual, literary and performing arts, and to understand those cultural forces that have shaped women's roles and their creative expression.
Spring

303 Illustration
Staff 4 credits
Development of drawing skills with an emphasis on individuality of style and expression. Teaching is directed toward a variety of drawing techniques to be used as a means of communicating ideas for commercial reproduction.
Fall/Spring

304 Research Methods in Art History
Staff 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 disciplines of 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 221 and Art 222
401 Senior Thesis Exhibition
Levesque 1 credit
Studio art majors enroll in this course for 2-D emphasis culminating in a one-person senior exhibition. Students will meet in a workshop setting to learn how to mat and frame their work in preparation for their exhibitions. 

Spring

403 Senior Seminar in Art History
Staff 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 221, Art 222 and Art 304

450 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

471 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.

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.

Furthermore, the 1997 financial crisis afflicting Indonesia, Korea, Malaysia, Thailand, and other Asian nations had serious long term implications, and is an instructive example of how developments in commercial markets can have truly global implications.

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 ASNS 400, Senior Seminar in Asian Studies, HIST 120: 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 HIST 120: 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 200: Masterpieces of Asian Art and Architecture

Economics Department
ECON 271: Topics in Economics (when the course has substantial Asian content) 
ECON 310: Political Economy of the Pacific Rim

ECON 403: International Political Economy

History Department
HIST 340: Modern China 
HIST 345: Modern Japan

Modern Language Department
CHIN 101: Elementary Chinese I 
CHIN 102: Elementary Chinese II
CHIN 201: Intermediate Chinese I
CHIN 202: Intermediate Chinese II
CHIN 301: Advanced Chinese I
CHIN 302: Advanced Chinese II

JPN 101: Elementary Japanese I
JPN 102: Elementary Japanese II
JPN 201: Intermediate Japanese I
JPN 202: Intermediate Japanese II
JPN 303: Japanese Conversation
JPN 375: Japanese Experience 

MLAN 306: East Asian Civ. and Culture
MLAN 310: East Asian Lit. in Translation

Political Science Department
POLS 103: Introduction to Comparative Politics (when the course has substantial Asian content)
POLS 271: Topics in Political Science (when the course has substantial Asian content)
POLS 339: Asian Politics
POLS 358: American Foreign Policy

Religion Department
RELI 311: Hinduism
RELI 312: Islam
RELI 313: Buddhism
RELI 314: East Asian Religion
RELI 338: 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.
Asian Studies

400 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.

Chinese Language Courses

101 Elementary Chinese I
Staff 4 credits
This course focuses on elementary spoken Chinese (pinyin) through introduction of culture and current events and issues. Students are expected to get sensitized to the four tones in Mandarin Chinese and to be able to communicate orally with most basic linguistic structures in a culturally acceptable manner. Students learn to write about thirty to fifty Chinese characters (ideograms). Oral approach is the main mode of instruction.
Prerequisite: Chinese 102
Fall

102 Elementary Chinese II
Staff 4 credits
MLA
Based on Chinese 101, this course takes students to a second level of Chinese language acquisition. Students are expected to use their vocabulary in briefly-structured conversations on topics such as daily activities, classes, nationalities/languages, family, friends, numbers, birthdays, and holidays. Students are required to master fifty to seventy ideograms in order to write simple notes and short compositions. The communicative approach is the main mode of instruction. Audiovisual material is used to create a stimulating linguistic and cultural environment.
Prerequisite: Chinese 101
Spring

201 Intermediate Chinese I
Staff 4 credits
In this course, while students continue to develop their four linguistic skills: speaking, listening, writing, and reading, more emphasis will be placed on writing. Ideograms powerfully represent China’s cultural identity. It is said that understanding China is to understand Chinese ideograms. Students are required to read simple Chinese texts and to master 150-200 characters in writing. Pinyin still will be used for the purpose of oral communication. Students are expected to talk about topics beyond their immediate reality, such as cultural manners, traveling, interesting people, new places, etc.
Prerequisite: Chinese 102
Fall

202 Intermediate Chinese II
Staff 4 credits
This class aims to engage students in communication on more complex and sophisticated topics, such as career plans, feelings, opinions, and negotiations, as well as current social, economic, and diplomatic issues, in simple terms. Students are expected to master about 400 Chinese characters and to be able to write their resume, greeting letters, career objectives, business memos, personal notes, and diaries. Simple literary readings in modern Chinese will be presented. Pinyin will be continued in oral communication. Calligraphy will be introduced as the essence of the Chinese language.
Prerequisite: Chinese 201
Spring

301 Advanced Chinese I
Staff 4 credits
The course continues the oral, written, and cultural experiences of Chinese 201/202. Actively engaging the students with literary, philosophical, and historical topics is the main mode of instruction, and provides linguistic and cultural contexts for grammar studies. Class discussions, debate, role-playing, oral presentations, and guided dialogues are designed to interpret, analyze, or act texts written in or translated to Chinese, while reading and compositions are intended to enhance students’ ability to express themselves and write Hanzi correctly. They should be able to recognize 1,000 and produce 600-800 Hanzi by the end of the term. Calligraphy continues as an integral part of the course.
Prerequisite: Chinese 202

302 Advanced Chinese II
Staff 4 credits
The course continues the oral, written, and cultural experiences of Chinese 301. Authentic texts and original compositions provide opportunities for students to communicate about topics pertinent to Chinese history, culture, and society while continuing their grammar studies. Class discussions, debate, role-playing, oral presentations, and guided dialogues are designed to interpret, analyze, or act out texts written in Chinese. Hanzi is used throughout. Students should be able to recognize 1,300 and produce 800-900 Hanzi by the end of the term. Students will study song-style calligraphy.
Prerequisite: Chinese 301

Japanese Language Courses

Study Abroad
At present Carthage has an exchange agreement with Gakugei University in Tokyo permitting one or two Carthage students to spend an academic year studying in Japan. (See GNRL 351 page 11)

101 Elementary Japanese I
Staff 4 credits
MLA
This course teaches listening and speaking skills in Japanese through active participation by the students in communicative situations.
Fall

102 Elementary Japanese II
Staff 4 credits
MLA
This course teaches listening and speaking skills in Japanese through active participation by the students in communicative situations.
Spring

201 Intermediate Japanese I
Staff 4 credits
Continuation of Elementary Japanese II.
Prerequisite: Japanese 102
Fall
202 Intermediate Japanese II
Staff 4 credits
Continuation of Intermediate Japanese I. 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 and communication needs.
Prerequisite: Japanese 201
Spring

303 Japanese Conversation
Japanese 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: Japanese 202
Fall/Spring

Athletic Training
MAJOR 56 credits

Carthage is accredited for the athletic training program by the Commission on Accreditation of Allied Health Education Programs.

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.
3. Completion of 250 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 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 Allied Health Education Programs [CAAAHEP]).

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 NATABOC 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT 102</td>
<td>Introduction to Athletic Training</td>
<td>2</td>
</tr>
<tr>
<td>AT 208</td>
<td>Structural Kinesiology</td>
<td>4</td>
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<tr>
<td>AT 219</td>
<td>Principles of Athletic Training</td>
<td>4</td>
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<tr>
<td>AT 220</td>
<td>Athletic Training Practicum I</td>
<td>2</td>
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<tr>
<td>AT 304</td>
<td>Clinical Skills in Athletic Training</td>
<td>4</td>
</tr>
<tr>
<td>AT 305</td>
<td>Athletic Training Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>AT 370</td>
<td>Clinical Skills in Athletic Training</td>
<td>4</td>
</tr>
<tr>
<td>AT 380</td>
<td>Modalities in Athletic Training</td>
<td>4</td>
</tr>
<tr>
<td>AT 381</td>
<td>Athletic Training Practicum III</td>
<td>1</td>
</tr>
</tbody>
</table>
Other required courses:

**Fall**
- AT 411 Athletic Training 1 credit
- AT 471 Topics in Athletic Training 3 credits

**Spring**
- AT 202, 208 Rehabilitation Techniques
- BIOL 260 Anatomy and Physiology
- BIOL 470 Systemic Physiology

### Honors in the Major

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

### 102 Introduction to Athletic Training

**Jensen** 2 credits

This course will introduce the student to the six domains of athletic training. The student will describe and demonstrate proficiency in fundamental skills of an athletic trainer student.

*Fall*

### 208 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: AT 102 Fall*

### 219 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, AT 102, 208 Spring*

### 220 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 AT 219: Principles of Athletic Training.

*Spring*

### 304 Clinical Skills in Athletic Training

**Ruffner** 4 credits

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

*Fall*

### 305 Athletic Training Practicum II

**Ruffner** 2 credits

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

*Fall*

### 351 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.

*Fall*

### 370 Clinical Skills II in Athletic Training

**Ruffner** 4 credits

This course will cover advanced competencies in athletic training that are necessary for effective functioning as an entry-level certified athletic trainer.

*Spring*

### 372 General Medical Conditions for the Athletic Trainer

**Dan Ruffner** 3 credits

This course is designed to introduce the athletic training student to general medical conditions that 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: At 102 and At 208 Spring*

### 380 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*

### 381 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*

### 408 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*

### 440 Therapeutic Principles of Rehabilitation in Athletic Training

**Dinauer** 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 progression in the rehabilitative program. This class will prepare the student to administer appropriate rehabilitation programs and help prepare them for entry-level certification in athletic training.

*Fall*
441 Athletic Training Practicum
IV
Dinauer 1 credit
This course will provide the student with opportunity to synthesize athletic training-related courses into a comprehensive program. Injury prevention and recognition along with therapeutic modalities and rehabilitation techniques will be merged into individualized treatment plans.

Fall

471 Topics in Athletic Training:
Pharmacology
Jensen 1-4 credits
This course will cover pharmacology, ergogenic aids, and drug/alcohol abuse as it relates to athletics and the physically active population.

Spring

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, plants, and animals. Students interested in a major in biology are strongly encouraged to begin their major with Biology 171/251 and Chemistry 101/102. Biology 171 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 but who do not plan to major in biology. Plants and People (BIOL 200) provides the non-science major with a broad background in plant biology with emphasis on how humans use plants. Conservation (BIOL 220) focuses on issues important to humans and their environment. Human Anatomy and Physiology (BIOL 260) 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 (BIOL 450) or Research in Biology (BIOL 490) on a selected topic. The study may develop into a Senior Thesis and/or honors in the major.

Biology Major
A major in Biology consists of the following courses:

1. Core Courses:
   BIOL 171: Biodiversity and Evolution (4 cr.)
   BIOL 222: Intro to Ecology (4 cr.)
   BIOL 251: Cell and Molecular Biology (4 cr.)
   BIOL 303: Genetics (4 cr.)
   BIOL 466: Experimental Design (2 cr.)
   BIOL 467: Senior Seminar (4 cr.)

2. Four laboratory-based Biology elective courses numbered 300 or above, or three courses in Biology numbered 300 or above, and Chemistry 311.

3. CHEM 101, 102, 207, and 208.

4. The following courses will not count for credit toward a biology major: BIOL 101, BIOL 200, BIOL 220, BIOL 260, and BIOL 271.

Biology Minor
A minor in Biology consists of the following:
Six courses in biology, or five courses in biology plus Chemistry 311.

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.

101 Concepts in Biology
Carr, 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.

Fall

171 Biodiversity and Evolution
Hegrenes, Radwanski 4 credits
SCI
An ecological-evolutionary survey that begins with protistan trends and traces the phylogeny of higher organisms with an emphasis on the development of those adaptive features that allow them to persist and prosper in diverse environments. Lecture and laboratory.

Spring

200 Plants and People
Radwanski 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

220 Conservation
Hegrenes 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

222 Introductory Ecology
Hegrenes, 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 171

Fall
Biology

251 Cell and Molecular Biology
Pfaffle, Radawanski 4 credits
SCI
A lab-oriented study of sub-cellular phenomena with emphasis on current techniques necessary for understanding nucleic acids, proteins, and their regulatory roles in living systems. Lecture and laboratory combined.
Prerequisite: Biology 171
Spring

260 Human Anatomy and Physiology
Lindberg 4 credits
SCI
A study of structure and function of organs and systems of the human body. Lecture and laboratory.
Fall/Spring

271 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

303 Genetics
Pfaffle 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.
Prerequisite: Biology 171 and Chemistry 102 or consent of instructor
Fall

305 Plant Physiology
Choffnes 4 credits
SCI
The scientific study of plants with a focus on how the structure and function of plants enable these organisms to respond dynamically to a wide variety of environments. Lecture and laboratory.
Prerequisite: Biology 171 and Chemistry 101
Spring

306 Microbiology
Tobiason 4 credits
SCI
An introduction to bacteria, yeasts, molds, actinomycetes and other microorganisms with considerable attention to methods of culture of microorganisms. Lecture and laboratory.
Prerequisite: Biology 171
Fall

310 Parasitology
Lindberg 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: Biology 171
Fall

320 Advanced Ecology
Hegrenes 4 credits
SCI
An examination of the relationships between organisms in their environments stressing quantitative methods of data collection and analysis and a more thorough examination of the theoretical basis of ecology. Lecture, laboratory, and field trips.
Prerequisite: Biology 222
Fall

330 Immunology
Lindberg 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. Offered second term, alternate years. Lecture and laboratory.
Prerequisite: Biology 171
Fall

370 Human Anatomical Systems
Lindberg 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.
Prerequisite: Biology 171 or 260

380 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 222
Fall

405 Entomology
Staff 4 credits
SCI
A study of the structure, function, life cycles, economic impact, and taxonomic classification and identification of arthropods, with an emphasis on insects. Lecture, laboratory, field trips, and insect collection. Lecture, laboratory, and field trips.
Prerequisite: Biology 171
Fall

407 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 171
Fall

408 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 303

410 Neuroscience III: Development and Neuroanatomy
Seymoure 4 credits
SCI
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 Neuro 395 or consent of instructor
Spring
450 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

451 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 251 or Biology 303 or Chemistry 311

466 Experimental Design
Gartner, Choffnes 2 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

467 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 466
Fall

470 Systemic Physiology
Lindberg 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: Biology 171, 260, 370 or 407
Spring

471 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

490 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 a variety of 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 MATH 105 (Functions, Graphs, and Analysis). Students who plan to pursue an M.B.A. are also encouraged to take Mathematics 112 (Calculus I).

Business Administration Major
MGMT 111 Introduction to Business & Technology
MGMT 312 Organizational Management
MGMT 321 Financial Management
MGMT 330 Production and Operations Management
MGMT 340 Human Resource Management
MGMT 360 Legal Environment of Business (or MGMT315)

Accounting Major
Accounting Courses:
ACCT 201 Financial Accounting
ACCT 204 Cost Accounting
ACCT 301 Intermediate Accounting I
ACCT 302 Intermediate Accounting II
ACCT 401 Advanced Accounting
ACCT 402 Auditing
ACCT 490 Accounting Senior Seminar

Supporting Courses:
MGMT 111 Introduction to Business & Technology
MGMT 365 Business Law for Accountants

Marketing Major
Marketing Specific Courses:
MRKT 313 Principles of Marketing
MRKT 324 Consumer Behavior
MRKT 330 Managing Sales Organizations
MRKT 410 Marketing Communications
MRKT 420 Database Marketing
MRKT 490 Market Research Senior Seminar

Supporting Courses:
ECON 101 Principles of Microeconomics
ECON 102 Principles of Macroeconomics
ACCT 200 Survey of Accounting (or ACCT202 or 204)
One of
MGMT 312 Organizational Management
MGMT 313 Marketing Principles
MGMT 314 Human Resource Management

ECON 333 Applied Statistics for Economics and Management
ECON 334 Applied Statistics for Management

One of
MGMT 330 Operations Management
MGMT 333 Applied Statistics for Econ and Management
MGMT 334 Introduction to Business & Technology

Information Systems Minor: CSCI 110 or 111, MGMT 111, ACCT 201, ISYS 311, 345, and 425.

The Business Administration course catalog has been reorganized for Fall 2007. Below is a table mapping the old course numbers and names to the new course numbers.

<table>
<thead>
<tr>
<th>Previous Number/Name</th>
<th>New Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSA 111 Intro to Business &amp; Technology</td>
<td>MGMT 111</td>
</tr>
<tr>
<td>BUSA 201 Financial Acct</td>
<td>ACCT 201</td>
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<tr>
<td>BUSA 202 Managerial Acct</td>
<td>ACCT 202</td>
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<tr>
<td>BUSA 204 Cost and Managerial Acct</td>
<td>ACCT 204</td>
</tr>
<tr>
<td>BUSA 211 Business Ethics</td>
<td>MGMT 365</td>
</tr>
<tr>
<td>BUSA 301 Intermediate Accounting I</td>
<td>ACCT 301</td>
</tr>
<tr>
<td>BUSA 302 Intermediate Accounting II</td>
<td>ACCT 302</td>
</tr>
<tr>
<td>BUSA 305 Legal Environment of Business</td>
<td>MGMT 360</td>
</tr>
<tr>
<td>BUSA 306 Individual Taxation</td>
<td>ACCT 306</td>
</tr>
<tr>
<td>BUSA 309 Business Taxation</td>
<td>ACCT 309</td>
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<tr>
<td>BUSA 311 E-Commerce</td>
<td>ISYS 311</td>
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<tr>
<td>BUSA 312 Organizational Management</td>
<td>MGMT 312</td>
</tr>
<tr>
<td>BUSA 313 Marketing Principles</td>
<td>MRKT 313</td>
</tr>
<tr>
<td>BUSA 315 Business Law for Accountants</td>
<td>MGMT 365</td>
</tr>
<tr>
<td>BUSA 321 Financial Management</td>
<td>MGMT 321</td>
</tr>
<tr>
<td>BUSA 330 Operations Management</td>
<td>MGMT 330</td>
</tr>
<tr>
<td>BUSA 333 Applied Statistics for Econ and Management</td>
<td>BUSA 333</td>
</tr>
<tr>
<td>BUSA 340 Human Resource Management</td>
<td>MGMT 340</td>
</tr>
<tr>
<td>BUSA 345 Information Systems Theory and Practice</td>
<td>ISYS 345</td>
</tr>
<tr>
<td>BUSA 371 International Management</td>
<td>MGMT 371</td>
</tr>
<tr>
<td>BUSA 373 International Legal Environment of Business</td>
<td>MGMT 373</td>
</tr>
<tr>
<td>BUSA 375 International Accounting and Finance</td>
<td>ACCT 375</td>
</tr>
<tr>
<td>BUSA 400 Business Policies Seminar</td>
<td>MGMT 490</td>
</tr>
<tr>
<td>BUSA 401 Advanced Accounting</td>
<td>ACCT 401</td>
</tr>
<tr>
<td>BUSA 402 Auditing</td>
<td>ACCT 402</td>
</tr>
<tr>
<td>BUSA 405 Labor and Employment Law</td>
<td>MGMT 405</td>
</tr>
<tr>
<td>BUSA 410 Advertising</td>
<td>MRKT 410</td>
</tr>
<tr>
<td>BUSA 425 Systems Analysis and Design</td>
<td>ISYS 425</td>
</tr>
<tr>
<td>BUSA 430 Marketing Research</td>
<td>MRKT 490</td>
</tr>
<tr>
<td>BUSA 490 Accounting Senior Seminar</td>
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Business Administration

Business Administration
### 202 Managerial Accounting
Duffy, Dawson, Schlichting  
4 credits  
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. NOTE: This course was listed as BUSA202 in previous catalogs.  
**Prerequisite:** ACCT201  
**Spring**

### 204 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. NOTE: This course was listed as BUSA204 in previous catalogs.  
**Prerequisite:** ACCT201  
**Spring**

### 301 Intermediate Accounting I
Brunn, Duffy  
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. NOTE: This course was listed as BUSA301 in previous catalogs.  
**Prerequisite:** ACCT201  
**Fall**

### 302 Intermediate Accounting II
Brunn, Duffy  
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. NOTE: This course was listed as BUSA302 in previous catalogs.  
**Prerequisite:** ACCT301  
**Spring**

### 306 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 preparation of frequently encountered forms and schedules and use of research materials applied to tax-planning scenarios. NOTE: This course was listed as BUSA306 in previous catalogs.  
**Prerequisite:** Junior Standing  
**Spring**

### 309 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. NOTE: This course was listed as BUSA309 in previous catalogs.  
**Prerequisite:** Junior Standing  
**Fall**

### 375 International Accounting and Finance
Brunn  
4 credits  
A survey course exploring the implication of international transactions on financial decisions. As businesses continue to globalize, anyone involved in international commerce needs to understand the effects of disclosure disparity, exchange rates, and multinational taxation on the entity's performance. In addition, they should understand the implications of international accounting standards on financial disclosure and capital market efficiency. Special schedule. NOTE: This course was listed as BUSA375 in previous catalogs.  
**Prerequisite:** ACCT200 or 201  
**J-Term**

### 401 Advanced Accounting
Brunn  
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. NOTE: This course was listed as BUSA401 in previous catalogs.  
**Prerequisite:** ACCT302  
**Fall**
402 Auditing
Duffy 4 credits
Prerequisite: ACCT302
Business Administration
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. NOTE: This course was listed as BUSA402 in previous catalogs.
Prerequisite: ACCT302

Spring

490 Accounting Senior Seminar
Fredericks 4 credits
This is a capstone course designed to provide accounting majors the opportunity to integrate and utilize the knowledge and skills they have acquired during their course of study through a comprehensive project. The course culminates in both a written and oral presentation of the completed project.
NOTE: This course was listed as BUSA490 in previous catalogs.
Prerequisite: ACCT302 and Senior Standing

Fall/Spring

425 Object Oriented Systems Analysis
Groleau 4 credits
This course covers system development and modification methodologies. Topics may include: life cycle phases; object oriented analysis and design using UML; prototyping; modeling information flows and decision processes; data modeling; database design; project and team management; software quality; application categories; and software package evaluation.
NOTE: This course was listed as BUSA425 in previous catalogs.
Prerequisite: CSCI110 or 111

Fall

425 Object Oriented Systems Analysis
Fredericks 4 credits
This course covers system development and modification methodologies. Topics may include: life cycle phases; object oriented analysis and design using UML; prototyping; modeling information flows and decision processes; data modeling; database design; project and team management; software quality; application categories; and software package evaluation.
NOTE: This course was listed as BUSA425 in previous catalogs.
Prerequisite: CSCI110 or 111

Spring

312 Organizational Management
Krome 4 credits
SOC
This course prepares students for future leadership roles and advanced positions in management. The course addresses administrative issues found in all forms of organizational endeavors (e.g., public sector, private sector, and nonprofit). The course's main focus is directed to the behavioral aspects of work cultures, and specifically, to the development of effective philosophy and strategy required for successful management performance in the 21st century. Topics include management by objectives, transactional analysis for management application, and historical trends in behavioral theory.
NOTE: This course was listed as BUSA312 in previous catalogs.
Prerequisite: MGMT111

Fall

312 Organizational Management
Staff 4 credits
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.
NOTE: This course was listed as BUSA321 in previous catalogs.
Prerequisite: ACCT200 or ACCT201

Fall/Spring

330 Operations Management
Fredericks, Miller 4 credits
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.
NOTE: This course was listed as BUSA330 in previous catalogs.
Prerequisite: MGMT312 and BUSA333 or MATH304

Fall/Spring
340 Human Resource Management
Miller 4 credits
An examination of significant behavioral research influencing human resource management. General survey of personnel administration functions and management-labor relations. NOTE: This course was listed as BUSA340 in previous catalogs. 
Prerequisite: MGMT312
Fall/Spring

360 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. NOTE: This course was listed as BUSA305 in previous catalogs. 
Prerequisite: Junior Standing Not open for credit to students who have taken MGMT365
Fall/Spring

365 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. NOTE: This course was listed as BUSA315 in previous catalogs. 
Prerequisite: ACCT202 or ACCT204 Not open for credit to students who have taken MGMT305
Spring

371 International Management
Jankovich 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. NOTE: This course was listed as BUSA371 in previous catalogs. 
Prerequisite: Junior Standing
Spring

373 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. NOTE: This course was listed as BUSA373 in previous catalogs. 
Prerequisite: Junior standing

460 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. NOTE: This course was listed as BUSA405 in previous catalogs. 
Prerequisite: MGMT 360

490 Business Policies Senior Seminar
Grant 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. NOTE: This course was listed as BUSA400 in previous catalogs. 
Prerequisite: Senior standing, MGMT111, MGMT312, MARK 313 and ACCT202 or 204
Fall/Spring

Marketing
313 Marketing Principles
Grant, Jankovich, Owens 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. NOTE: This course was listed as BUSA313 in previous catalogs. 
Prerequisite: ACCT200 or 201
Fall/Spring
Chemistry

324 Consumer Behavior
Jankovich, Owens 4 credits
This course focuses on the development of successful marketing strategies by analysis of theories of consumer behavior and their application to successful decision-making. The course will incorporate a variety of perspectives from psychology, economics, sociology, and cultural anthropology in acquiring an understanding of consumer thought processes and overt behaviors, and the consumer environment. Topics related to for-profit and not-for-profit institutions are addressed.
Prerequisite: MARK313
Fall/Spring

330 Managing Sales Organizations
Jankovich, Owens 4 credits
This course is designed to cover basic practices and theory and to develop management techniques necessary for selling products and services for industry, government, and non-profit institutions. The course prepares students for future leadership roles and advanced positions in management as it explores the organizational efforts required of sales force management to coordinate the sales efforts and its results with the other functions in the firm, and as it explores the financial implication of its effort as it applies to the firms sales, profits and return-on-investment goals. Topics include management by objectives, motivational theory, and analysis of behavioral information and financial data.
Prerequisite: MARK313
Fall/Spring

410 Marketing Communications
Grant, Owens 4 credits
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. NOTE: This course was listed as BUSA410 Advertising in previous catalogs.
Prerequisite: MARK313 and Junior standing
Fall/Spring

420 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: MARK313

490 Market Research Senior Seminar
Grant 4 credits
A capstone course designed to survey current marketing research practices and procedures, and to develop the measurement of the reliability of various statistical techniques.
NOTE: This course was listed as BUSA430 in previous catalogs.
Prerequisite: MARK313 and BUSA333
Fall/Spring

Chemistry

410 Fundamentals of Chemistry
Staff 4 credits
A one-semester introduction to the field of 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 CHEM 100 and CHEM 101.)
Fall/Spring

101 General Chemistry I
Morris, Rener, Sleszynski 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

102 General Chemistry II
Blaine, Morris, Sleszynski 4 credits
SCI
A study of chemical and ionic equilibria, kinetics, electrochemistry, complex ions, and the descriptive properties and uses of the more important elements. Lecture: three periods; laboratory: three periods.
Prerequisite: Chemistry 101 or departmental approval of high school preparation. A grade of "C" or better in Chemistry 102 provides credit for Chemistry 101.
Fall/Spring

The minor in chemistry comprises Chemistry 101, 102, 207, 208, and 8 credits in chemistry courses numbered above 300.

Students with adequate high school preparation may take Chemistry 102 without taking Chemistry 101 and be awarded credit for Chemistry 101 upon completion of Chemistry 102 with a minimum grade of C.

Honors in the Major
Please see department chair for details. Basic requirements are listed under All College Programs in the catalog.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Instructor(s)</th>
<th>Description</th>
<th>Prerequisites</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>201</td>
<td>Experimental Chemistry</td>
<td>1</td>
<td>Staff</td>
<td>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.</td>
<td>Prerequisite: Chemistry 102</td>
<td>Spring</td>
</tr>
<tr>
<td>207</td>
<td>Organic Chemistry I</td>
<td>4</td>
<td>Eckert, Sleszynski</td>
<td>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.</td>
<td>Prerequisite: Chemistry 207</td>
<td>Fall</td>
</tr>
<tr>
<td>208</td>
<td>Organic Chemistry II</td>
<td>4</td>
<td>Eckert, Sleszynski</td>
<td>A continuation of Chemistry 207, involving increasingly complex molecules, including biochemicals. Lecture, three periods; laboratory, three periods.</td>
<td>Prerequisite: Chemistry 207</td>
<td>Fall</td>
</tr>
<tr>
<td>212</td>
<td>Inorganic Chemistry</td>
<td>3</td>
<td>Blaine</td>
<td>A study of the principles of molecular orbital theory, coordination chemistry of transition metals and its relationship to magnetic and spectroscopic properties, bioinorganic chemistry and solid-state chemistry. Lecture and laboratory, 5 periods.</td>
<td>Prerequisite: Chemistry 102</td>
<td>Fall</td>
</tr>
<tr>
<td>271</td>
<td>Topics in Chemistry</td>
<td>1-4</td>
<td>Staff</td>
<td>A course of variable content for lower-level students. Topics will not duplicate material covered in other courses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>311</td>
<td>Biochemistry</td>
<td>4</td>
<td>Rener</td>
<td>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.</td>
<td>Prerequisite: Chemistry 208</td>
<td>Spring</td>
</tr>
<tr>
<td>313</td>
<td>Physical Chemistry I</td>
<td>4</td>
<td>Morris</td>
<td>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.</td>
<td>Prerequisite: Chemistry 208, MATH 113, and PHYS 203</td>
<td>Fall</td>
</tr>
<tr>
<td>314</td>
<td>Physical Chemistry II</td>
<td>4</td>
<td>Morris</td>
<td>A continuation of Chemistry 313. 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.</td>
<td>Prerequisite: Chemistry 313; Corequisite: Physics 204</td>
<td>Spring</td>
</tr>
<tr>
<td>323</td>
<td>Analytical Chemistry I</td>
<td>4</td>
<td>Blaine</td>
<td>A study of the principles, methods, and calculations of volumetric, gravimetric, and potentiometric methods of quantitative analysis. Lecture, two periods; laboratory, six periods.</td>
<td>Prerequisite: Chemistry 102</td>
<td>Fall</td>
</tr>
<tr>
<td>324</td>
<td>Analytical Chemistry II</td>
<td>4</td>
<td>Blaine</td>
<td>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 treated as well as electrochemical and chromatographic techniques. Lecture, three periods; laboratory, three periods.</td>
<td>Prerequisite: Chemistry 314 and 323 or permission of the department</td>
<td>Spring</td>
</tr>
<tr>
<td>400</td>
<td>Chemistry Seminar</td>
<td>1</td>
<td>Staff</td>
<td>Reports and discussion of current chemical literature. Seminar is required of all senior chemistry majors.</td>
<td></td>
<td>Fall/Spring</td>
</tr>
</tbody>
</table>

**Classics**

The field of Classics familiarizes students with the incredibly rich origins and heritage of Western civilization in language, literature, art, history, philosophy, mythology, and religion. But Classics is more than the study of physical remains and legacy of the Greco-Roman world; it is about role of that legacy in "Western" culture. As the precursors to our Western civilization, the Greeks and Romans were both similar to and different from us. The courses are designed...
to give students a broad, interdisciplinary perspective, and encourage tolerance and understanding of cultural differences. In short, Classics is a way of studying the human condition.

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

Classical Studies Major

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

1. Two terms of Ancient Greek or two terms of Latin.

2. Two of the following courses:
   - Classics 131 Introduction to the Worlds of Greece and Rome
   - Classics 132 Introduction to Ancient Middle East
   - Classics 231 The Greeks
   - Classics 235 The Romans

3. Classics 275: Research Methods (also offered in Religion)

4. One course at 300 level or above offered in Classics

5. Overseas experience (at least 4 credits)
   - To fulfill this requirement, a student could participate in one of the following programs:
     - J-Term in Greece, Turkey, Italy, or Israel (or some other “classical area.”)
     - Excavation experience in some area of ancient world (Greece, Italy, Israel, England, France, Germany etc.)
     - Study Abroad (e.g., American Institute of Roman Culture, The Center for Classical Studies in Rome, or College Year in Athens)

   - 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.

7. The remaining two courses should be taken outside the department, depending on the student's interests. Courses in other departments and divisions that may partially satisfy requirements for a major/minor in Classical Studies are:
   - English 204 The Classical Tradition in English Literature
   - Theatre 227 History of Classical Literature
   - Philosophy 100 Introduction to Philosophy
   - Art 115 Introduction to Art History
   - Art 221 Art Survey I
   - History 111 Issues in European History I
     (Surveys European History from Ancient Greece to the Renaissance)
   - Religion 201 Jewish Bible/Old Testament
   - Religion 202 The Gospels
   - Religion 203 The Letters of the New Testament
   - Religion 301 Post-Exilic Judaism
   - Religion 302 Women and the Bible

   Other courses involving Classical themes/content may be offered by other departments and therefore may contribute to a Classical Studies major/minor. The chair of Classics determines whether a course's content would satisfy requirements for a major or minor in Classical Studies.

Classical Studies Major with Emphasis on Classical Archaeology

48 credits constitute the major in Classical Studies with an emphasis in archaeology. Students must take the following:

1. Two terms of Ancient Greek or two terms of Latin

2. Classics 140: Classical Archaeology (or its equivalent)

3. Classics 325: Field Archaeology and Methods (or its equivalent)

4. Two of the following courses:
   - Classics 131 Introduction to the Worlds of Greece and Rome
   - Classics 132 Introduction to the Ancient Middle East
   - Classics 231 The Greeks
   - Classics 235 The Romans

5. One course at the 300 level or above offered in Classics

6. Overseas experience (at least 4 credits).
   - To fulfill this requirement, a student could participate in one of the following programs:
     - J-Term in Greece, Turkey, Italy, or Israel (or some other “classical area.”)
     - Excavation experience in some area of ancient world (Greece, Italy, Israel, England, France, Germany etc.)

7. Classics 400: 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.

8. The remaining three courses must be taken in the Geography department. To fulfill this requirement, students may elect to take:
   - GEOG Introduction to Physical Geography
   - GEOG The Human Landscape
   - GEOG Mapping Your World: Introduction to Geographic Information Systems (GIS)
   - GEOG Satellite Image and Airphoto Analysis
   - GEOG Soils and Society
   - GEOG Analytical Techniques in Geography
   - GEOG Advanced Geographic Information Systems
   - GEOG Advanced Geographic Information Systems
   - GEOG Advanced Geographic Information Systems
   - GEOG Advanced Geographic Information Systems

Please note that some of these courses have prerequisites.

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

Classical Studies Minor

To fulfill the requirements of a minor, the student will have to take six courses, three in the Classics (the Greeks, the Romans, etc. (see classes listed under major in Classical Studies), one term of either Greek or Latin,
Two terms of either Latin or Classical Greek fulfill Carthage's language requirement.

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

Classics Courses
131 Introduction to the Worlds of 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.

132 Introduction to Ancient Middle East
Renaud 4 credits
HUM
As inhabitants of the "west," our culture often invokes the influence of the Greeks and Romans without understanding what the contributions the ancient Near East (here called Middle East as very few people outside the field know what "Near East" represents) had on the Greeks and Romans and several crucial points in their histories. Thus the class will study the cultures of ancient Mesopotamia (Iraq), Persia (Iran), Turkey (Hittites), Syria (including Palestine), Phoenicia (Lebanon), the Greco-Roman Middle East (Asia and Mesopotamia), late antiquity in the Middle East and, finally, the Abbasid dynasty that preserved Greek learning and fostered a renaissance of learning while the West continued to rely on the received tradition of the Latin West.

135 Classical Mythology
DeSmidt, Renaud, McAlhany 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.

140 Classical Archaeology: History and Methods
Renaud 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 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.).

231 The Greeks
Renaud, Heitman, DeSmidt, McAlhany 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.

235 The Romans
Renaud, DeSmidt, McAlhany 4 credits
HUM
A survey of Roman culture that introduces students to the achievements (political, social, intellectual artistic, etc.) and ideas of the ancient Rome. This course covers the 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.

240 The World of Late Antiquity
Renaud 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.

245 The Other: Race, Ethnicity and Gender in the Ancient World
Renaud, Vogt 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).
271 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.

275 Research Methods in Classics
Renaud, Schowalter, DeSmidt, McAlhany 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.
Prerequisite: Open to majors only

300 The Golden Age of Athens
Heitman, Renaud, DeSmidt 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

310 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

325 Field Archaeology
Renaud, Schowalter 4 credits
Supervised on-site archaeological fieldwork experience (e.g., field recording systems, computer applications, surveying, cataloging, small finds analysis, conservation, and drafting) and research problems (e.g., approaches to site selection and stratigraphical analysis. This course is often taught overseas.
Prerequisite: Introduction to Classical Archaeology 140

331 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 goddessess. 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 100; Heritage 103/105; or consent of instructor

332 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 100; Heritage 103/105; or consent of instructor

400 Senior Seminar
Staff 4 credits
The Senior Seminar is taught and directed by one member of the department with the assistance and participation of other 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 275; Open to seniors only

471 Topics in Classics
Staff 1-4 credits
A course of variable content for upper level students. Topics will not duplicate material covered in any other course.
Prerequisite: Upper division status or consent of instructor

Greek

101 Elementary Greek I
Heitman, Schowalter 4 credits
MLA
Introduction to classical (ancient) Greek. Focus is on grammar and the reading of simple passages in Attic Greek (Alpha to Omega) and the predecessor of koine (or Biblical Greek), as well as the culture of Athens of the fifth century BCE. A prerequisite for Elementary Greek 102.

102 Intermediate Ancient Greek II
Heitman, Schowalter 4 credits
MLA
A continuation of Greek 101.
Prerequisite: GRK 101

201 Intermediate Greek I
Heitman, Schowalter, DeSmidt, McAlhany 4 credits
Completion of the study of Greek grammar (Alpha to Omega) and the reading of Xenophon, a major writer of the late fifth to early fourth centuries BCE.
Prerequisite: GRK 102

202 Intermediate Greek II
Heitman, Schowalter, DeSmidt, McAlhany 4 credits
Biblical Greek. Readings of New Testament Greek and/or the Septuagint.
Prerequisite: GRK 201

301 Advanced Greek: Prose
Heitman, Renaud, DeSmidt, McAlhany 4 credits
The course focuses on the reading of a major prose author or genre (history, philosophy or oratory). Authors may include Plato, Attic Orators, Herodotus or Thucydides.
Prerequisite: GRK 202
302 Advanced Greek: Poetry  
Heitman, Renaud, DeSmidt  4 credits  
The course focuses on the reading of a major poet or genre. Authors may include Homer, Hesiod, Euripides, Sappho, etc. It may also focus on poetry genres such as epic poetry, elegy, tragedy etc.  
Prerequisite: GRK 301

Latin  
101 Elementary Latin I  
DeSmidt, Renaud, McAlhany, Vogt  4 credits  
Introduction to Latin. Focus is on mastering the grammar and reading simple passages in Latin. 101 is a prerequisite for Elementary Latin 102.  

102 Elementary Latin II  
DeSmidt, Renaud, McAlhany, Vogt  4 credits  
Continuation of Latin 101.  
Prerequisite: LATN 101

201 Intermediate Latin I  
DeSmidt, Renaud, McAlhany  4 credits  
Completion of grammar and reading of selections from major authors from Cicero to Virgil.  
Prerequisite: LATN 102

202 Intermediate Latin II  
DeSmidt, Renaud, McAlhany  4 credits  
The course focuses on a major poet or genre of poetry.  
Prerequisite: LATN 201

301 Advanced Latin: Prose  
DeSmidt, Renaud  4 credits  
The course focuses on a major prose author or genre (history, oratory, biography etc.) Authors may include Cicero, Livy, Nepos, Tacitus etc.  
Prerequisite: LATN 202

302 Advanced Latin: Poetry  
DeSmidt, Renaud  4 credits  
The course focuses on a major poet or genre. Authors may include Virgil, Horace, the Elegiac poets, Ovid, Catullus, etc. It may also focus on a prose genre such as epic poetry, satire, letters (Horace), elegy, etc.  
Prerequisite: LATN 301

Communication and Digital Media  
The programs and courses of the Department of Communication and Digital Media focus on human symbolic activity and its role in culture and commerce. The department offers majors in Communication and Graphic Design, and a minor in Communication.  

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

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

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

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

The faculty of the department actively support students in the identification and fulfillment of appropriate internships that challenge and extend their classroom learning. All students majoring in graphic design or communication 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, and the Communication Minor. Students are encouraged to complete these courses early in their studies in the department.  

CDM 115: Introduction to Human Symbolic Activity  
CDM 120: Public Speaking  
CDM 130: Introduction to Visual Communication  
CDM 270: Digital Cinema Production

Requirements for the Communication Major (40 credits)  
1.  Departmental Core (16 credits)  
2.  Communication Major Core (12 credits)  
CDM 300: Rhetoric and Persuasion  
CDM 345: Mass Communication  
CDM 401: Senior Seminar for Communication Majors  
3.  Twelve credits selected from the following:  
CDM 210: Communication and Community  
CDM 220: Principles of Public Relations  
CDM 330: Writing for Media  
CDM 340: Communication and Technology  
CDM 355: Internship (up to 4 credits)  
CDM 271/471: Topics

Requirements for the Graphic Design Major (44 credits)  
1.  Departmental Core (16 credits)  
2.  Graphic Design Major Core (20 credits)  
ART 153: Introduction to Studio 2D  
CDM 200: Graphic Design I  
CDM 365: Image  
CDM 385: Typography  
CDM 402: Senior Seminar for Graphic Design Majors  
3.  Plus 8 credits selected from the following:  
CDM 315: History of Graphic Design  
CDM 340: Communication and Technology  
CDM 353: Digital Media-Web Design
110 Media Literacy
Bruning, Chilsen, Schulze 4 credits
FAR
An exploration of controversial issues in the mass media as they relate to today’s society. Students will read contemporary literature expressing divergent viewpoints on numerous media-related issues. The ultimate focus is on fostering critical literacy in media consumption. This course does not count toward majors or minors in the department.

115 Introduction to Human Symbolic Activity
Bruning, Schulze 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 and graphic design majors. Lecture and laboratory.

120 Public Speaking
Chilsen, Larson, Tuttle 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.

130 Introduction to Visual Communication
Montoto, Rodman 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: Completion of or concurrent enrollment in CDM 115: Introduction to Human Symbolic Activity

200 Graphic Design I
Montoto, Rodman 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 130: Introduction to Visual Communication

210 Communication and Community
Bruning, Schulze 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.
Prerequisite: CDM 115: Introduction to Human Symbolic Activity; or consent of instructor

220 Principles of Public Relations
Lunn, Schulze 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.

250 Basic Digital Photography
Chilsen, Rodman 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.

270 Digital Cinema Production
Chilsen 4 credits
This communication practicum engages students in the process of developing, writing, producing, and editing video-based multi-media programs. Students study the process of media production by critical analysis of film texts and by active participation in the production process. Students must have unlimited access to an external FIREWIRE 400 hard drive (recommended free space: 250 GB).
Prerequisite: Completion of CDM 115: Introduction to Human Symbolic Activity and completion of or concurrent enrollment in CDM 130: Introduction to Visual Communication; or consent of instructor

271 CDM Topics
Staff 4 credits
Introductory level study of a selected topic, movement, or figure in communication or graphic design.
Prerequisite: CDM 115: Introduction to Human Symbolic Activity; or consent of instructor

300 Rhetoric and Persuasion
Bruning, Schulze 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 115: Introduction to Human Symbolic Activity; or consent of instructor

315 History of Graphic Design
Cassidy 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 130: Introduction to Visual Communication; or consent of instructor
330 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.
Prerequisite: CDM 115: Introduction to Human Symbolic Activity; or consent of instructor

340 Communication and Technology
Bruning, Schulze 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 115: Introduction to Human Symbolic Activity; or consent of instructor

345 Mass Communication
Bruning, Schulze 4 credits
An advanced survey of the media and their role in culture. This course examines the economic, textual, and cultural dimensions of several mass media.
Prerequisite: CDM 115: Introduction to Human Symbolic Activity, or consent of instructor

353 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 200: Graphic Design I

354 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 353: Digital Media: Web Design

355 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 115: Introduction to Human Symbolic Activity; or consent of instructor

365 Image
Montoto, Rodman 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 are given. Students create images for advertising, editorial, institutional and corporate applications. Various black and white and color media are introduced.
Prerequisite: CDM 200: Graphic Design I

375 Graphic Design II
Montoto, Rodman 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 200: Graphic Design I

385 Typography
Montoto 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 200: Graphic Design I and ART 153: Introduction to Studio (2-D)

401 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

402 Senior Seminar for Graphic Design Majors
Montoto, Rodman 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

420 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

471 CDM Topics
Staff 4 credits
Advanced study of a selected topic, movement, or figure in communication or graphic design.
Prerequisite: CDM 115: Introduction to Human Symbolic Activity; or consent of instructor

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:

- CSCI 111 Principles of Computer Science I
- CSCI 112 Principles of Computer Science II
- CSCI 251 Computer Organization
- CSCI 256 Data Structures

Students also must take six computer science courses numbered above 300. Finite Mathematics (MATH 107) OR Discrete Structures (MATH 121) OR CSCI 400 Senior Seminar (1 credit)

A minor consists of Computer Science 111, 112, three additional Computer Science courses numbered above 200, and either MATH 107 OR MATH 121.

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).

110 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

111 Principles of Computer Science I
Crosby, Gottlieb, Mahoney, Wheeler 4 credits
A study of the fundamentals of writing computer programs and problem-solving, using structured and object-oriented techniques.
Fall/Spring

112 Principles of Computer Science II
Staff 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. In addition, topics will be covered in more depth in later courses.
Prerequisite: CSCI 111

251 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: CSCI 112 and either MATH 107 or MATH 121
Fall

256 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: CSCI 112
Fall/Spring

271 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, object-oriented programming, and other advanced topics in computer science.

305 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: CSCI 112

321 Computing Paradigms
Staff 4 credits
A survey of language-design issues and run-time behavior of several programming languages suitable for different problem-solving paradigms (structured, functional, object oriented).
Prerequisite: CSCI 256

341 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: CSCI 112
Spring

345 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: CSCI 111
J-Term
360 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: CSCI 112
Fall

373 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: CSCI 251
Spring

375 Algorithms
Wheeler 4 credits
This course studies various problem-solving strategies and examines the classification, design, complexity, and efficiency of algorithms.
Prerequisite: CSCI 112 and either MATH 107 OR MATH 121
Spring

400 Senior Seminar
Staff 1 credit
Students review and discuss current issues and trends in Computer Science.
Prerequisite: Senior standing
Fall

435 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 conduct a team project.
Prerequisite: CSCI 256
Fall

450 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: CSCI 256

465 Computer Architecture
Crosby, Mahoney 4 credits
Students examine various computer architectures including the von Neuman mode, RISC/CISC, and parallel architectures.
Prerequisite: CSCI 251
Spring

471 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, object oriented-programming, and other advanced topics in computer science.

481 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: CSCI 375
Spring

490 Research in Computer Science
Staff 1-4 credits
An opportunity to conduct research in computer science, culminating in a research paper.
Prerequisite: CSCI 112 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 4 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:

- CRMJ 200 Criminal Justice
- CRMJ 226 Criminology
- POLS 291 Constitutional Law II: Civil Rights and Civil Liberties
- POLS 104 Introduction to Public Policy

Either CRMJ 499, SOCI 499 or POLS 400 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:

- CRMJ 304 Police and Society
- CRMJ 302 American Courts
- CRMJ 303 Corrections

Those students who choose to pursue the Pre-Law track must take the following three courses for 12 credits:

- POLS 240 American Government
- POLS 290 Constitutional Law I: Separation of Powers/Judicial Process
- POLS 191 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:

- CRMJ 210 Probation, Parole & Community Supervision
- CRMJ 270 Criminal Law
- CRMJ 285 Constitutional Criminal Procedure
- CRMJ 271/471 Topics
- CRMJ 320 Restorative Justice
- CRMJ 350 Field Placement
- CRMJ 355 Internship
### Criminal Justice Minor (24 credits)

The minor includes CRMJ 200 Criminal Justice System and 5 courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRMJ 226</td>
<td>Criminology</td>
<td>4</td>
<td>CRMJ 200</td>
</tr>
<tr>
<td>CRMJ 270</td>
<td>Criminal Law</td>
<td>Fall/Spring</td>
<td></td>
</tr>
<tr>
<td>CRMJ 285</td>
<td>Constitutional Criminal Procedure</td>
<td>Fall/Spring</td>
<td></td>
</tr>
<tr>
<td>CRMJ 303</td>
<td>Corrections</td>
<td>Fall/Spring</td>
<td></td>
</tr>
<tr>
<td>CRMJ 271/471</td>
<td>Topics in Criminal Justice</td>
<td>Fall/Spring</td>
<td></td>
</tr>
<tr>
<td>POLS 240</td>
<td>American Government</td>
<td>Fall/Spring</td>
<td></td>
</tr>
<tr>
<td>POLS 271/471</td>
<td>Topics in Political Science</td>
<td>Fall/Spring</td>
<td>(if appropriate topic)</td>
</tr>
<tr>
<td>POLS 291</td>
<td>Constitutional Law II: Civil Rights and Civil Liberties</td>
<td>Fall/Spring</td>
<td></td>
</tr>
<tr>
<td>POLS 292</td>
<td>Judicial Process and Behavior</td>
<td>Fall/Spring</td>
<td></td>
</tr>
<tr>
<td>POLS 395</td>
<td>Liberty and Security in a Democracy</td>
<td>Fall/Spring</td>
<td></td>
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<tr>
<td>POLS 396</td>
<td>Legal Theory</td>
<td>Fall/Spring</td>
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</tbody>
</table>

### 200 Criminal Justice System

<table>
<thead>
<tr>
<th>Staff</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thompson, Matthews</td>
<td>4</td>
<td>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. <em>Fall/Spring</em></td>
</tr>
</tbody>
</table>

### 210 Probation Parole and Community Supervision

<table>
<thead>
<tr>
<th>Staff</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>4</td>
<td>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. <em>Fall</em></td>
</tr>
</tbody>
</table>

### 226 Criminology

<table>
<thead>
<tr>
<th>Staff</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthews, Miller</td>
<td>4</td>
<td>This course examines the nature, extent, and distribution of crime in the United States. Theories of crime causation are also examined in this course. <em>Fall/Spring</em></td>
</tr>
</tbody>
</table>

### 270 Criminal Law

<table>
<thead>
<tr>
<th>Staff</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zaph</td>
<td>4</td>
<td>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. <em>Prerequisite: CRMJ 200</em></td>
</tr>
</tbody>
</table>

### 271 Topics in Criminal Justice

<table>
<thead>
<tr>
<th>Staff</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>1-4</td>
<td>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. <em>Prerequisite: CRMJ 200</em></td>
</tr>
</tbody>
</table>

### 285 Constitutional Criminal Procedure

<table>
<thead>
<tr>
<th>Staff</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stern</td>
<td>4</td>
<td>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. <em>Prerequisite: CRMJ 200</em></td>
</tr>
</tbody>
</table>

### 302 American Courts

<table>
<thead>
<tr>
<th>Staff</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthews</td>
<td>4</td>
<td>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. <em>Prerequisite: CRMJ 200 and POLS 104</em></td>
</tr>
</tbody>
</table>

### 303 Corrections

<table>
<thead>
<tr>
<th>Staff</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miller, Staff</td>
<td>4</td>
<td>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. <em>Prerequisite: CRMJ 200 and POLS 104</em></td>
</tr>
</tbody>
</table>

### 304 Police and Society

<table>
<thead>
<tr>
<th>Staff</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miller, Staff</td>
<td>4</td>
<td>This course will rely on a variety of scholarly materials to answer that and other related questions such as why do we have police? What is the role of the police in a democratic society? What do we want the police to do? Who decides what the police do? How do we want the police to do their job? The course will also address other key issues including: (1) the history of the American police; (2) the nature of police work; (3) the police as agents of social control; (4) the structure and function of police organizations; (5) police misconduct; and, (6) police accountability. <em>Prerequisite: CRMJ 200 and POLS 104</em></td>
</tr>
</tbody>
</table>

### 320 Restorative Justice

<table>
<thead>
<tr>
<th>Staff</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>4</td>
<td>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.</td>
</tr>
</tbody>
</table>

### 471 Topics in Criminal Justice

<table>
<thead>
<tr>
<th>Staff</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>1-4</td>
<td>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. <em>Prerequisite: CRMJ 200</em></td>
</tr>
</tbody>
</table>

*Fall/Spring*
499 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:
ECON 101 Principles of Microeconomics
ECON 102 Principles of Macroeconomics or
ECON 103 Issues in Economics

2nd or 3rd year:
ECON 251 Intermediate Microeconomics
ECON 252 Intermediate Macroeconomics
BUS/A/  Applied Statistics for
ECON 333 Economics & Management

3rd or 4th year:
Three (3) or four (4) electives in economics from courses 250 or above. Note: Students who have taken ECON 101 and ECON 102 may meet this diversity requirement by taking only three elective courses; students who have taken only ECON 103 are required to take four elective courses.

4th year:
ECON 440 Seminar & History of Economic Thought
Senior Thesis

Economics Minor
ECON 101 Principles of Microeconomics
ECON 102 Principles of Macroeconomics or
ECON 103 Issues in Economics

BUS/A/  Applied Statistics for
ECON 333 Economics & Management
ECON 251 Intermediate Microeconomics and/or
ECON 252 Intermediate Macroeconomics

Note: Students who have taken ECON 101 and ECON 102 may take only one of the intermediate level courses; students who have taken only ECON 103 are required to take both intermediate level courses. Two (2) field electives in economics from courses 250 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:
ECON 103 Issues in Economics
ECON 328 International Trade and Finance
ECON 403 International Political Economy
ECON/  Seminar in International
POL 405 Political Economy
POL 105 Introduction to International Relations
POL 205 Philosophical Foundations of Political Economy
MGMT 371 International Management

Choice of one:
ECON 251 Intermediate Microeconomics
ECON 252 Intermediate Macroeconomics

Choice of three:
ECON 271/ Topics in Economics 471
ECON 330 Law and Economics
POL 271/ Topics in Political Science 471
MGMT 373 The International Legal Environment of Business
ACCT 375 International Accounting and Finance
GEOG 206 The Human Landscape
GEOG 215 Economic Geography
GEOG 349 Transportation Geography and Business Logistics
FREN 308 The French-Speaking World
101 Principles of Microeconomics
Maltsev, McClintock, Schlack 4 credits
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

102 Principles of Macroeconomics
Maltsev, McClintock, Schlack 4 credits
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 101 or consent of the instructor
Spring

103 Issues in Economics
Maltsev, Schlack, McClintock 4 credits
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 101 or Economics 102.
Fall

251 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: ECON 101 or 103
Fall

252 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: ECON 102 or 103
Spring

271 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

305 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 101, or Economics 103, or consent of the instructor
Fall

310 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

320 Money and Banking
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 101 or 103
J-Term

322 Regional and Urban Economics
Schlack 4 credits
SOC
An analysis of the sub-national or regional and metropolitan economies encompassing their distinctive processes and problems of economic growth, employment, and income determination, and intra-urban land use patterns. Policies addressing urban problems in the areas of job creation, housing, public infrastructure, education and welfare are included among the topical areas examined.
Prerequisite: Economics 101 or 103

324 Public Sector Economics
McClintock 4 credits
SOC
An analysis of the reallocate 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
### Education

#### 325 Economics of Poverty and Income Inequality
Maltsev 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*

#### 326 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 101 or 103*  
*Spring*

#### 328 International Trade and Finance
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 101 and 102, or 103*  
*Fall*

#### 330 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*

#### 333 Applied Statistics for Economics & Management
Schlack 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; sample and probability distributions; construction of confidence intervals and hypothesis testing; and correlation analysis.  
*Prerequisite: Math 105 or equivalent*  
*Fall/Spring/Summer*

#### 334 Research Methods in Economics & Management
Schlack 4 credits  
SOC  
A continuation of Applied Statistics (BUSA/ECON 333) for students in economics, marketing, accounting and business administration who wish to develop further their abilities in quantitative methods. Topics include simple and multiple regression, time series, forecasting and statistical process control. The use of statistical software, electronic and published data sources and bibliographic skills is integral to the course.  
*Prerequisite: BUSA/ECON 333 or consent of instructor*  
*Fall/Spring/Summer*

#### 355 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*

#### 403 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.  
*Prerequisite: ECON 328*  
*Spring*

#### 405 Seminar in International Political Economy
Staff 4 credits  
Serving as a capstone for the international political economy major, the seminar goes beyond disciplinary lines in an attempt to further integrate diverse and often competing perspectives, methodologies, and values. A research thesis, on a topic of individual student's choice made in consultation with an advisor, is required along with an oral presentation to faculty and students involved in the program.  
*Prerequisite: Senior standing*  
*Spring*

#### 440 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. Spring semester.  
*Spring*

### Education

The Education Department of Carthage offers majors in middle childhood/early adolescent (ages 6 through 13) education and in cross-categorical special education; minors in early adolescence/adolescent (ages 10 through 21) education and programs in special fields of music and physical education.  

#### Teacher Licensure Programs/Majors
Carthage prepares students for teaching in the following majors: middle childhood/early adolescence, early adolescence/adolescent, and special education. Program requirements include academic courses leading to a major, additional academic courses leading to an education endorsement, and supervised experiences in classroom or clinical settings. Students are required to pass PRAXIS subject area exams and the INaos Common assessment battery. For additional information contact Professor Lisa Dangerfield in the Department of Education.  

**Teacher Licensure Programs/Majors**  
- Middle Childhood/Early Adolescence (Grades 6-8)  
- Early Adolescence/Adolescent (Grades 9-12)  
- Special Education (Grades K-12)  
- Music  
- Physical Education  

Spring/Semester  

**Teacher Licensure Programs/Majors Requirements**  
- Academic Preparation  
- Professional Education  
- Supervised Experiences  
- Subject Area Exams  
- INaos Common Assessment Battery  

Spring Semester  

**Teacher Licensure Programs/Majors Contacts**  
- Professor Lisa Dangerfield  
- Department of Education  

Carthage 2007-2008 Catalog
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.

Early Childhood Education (birth to 8 years of age)
A consortial program with the University of Wisconsin-Parkside allows Carthage College students to concurrently enroll in specific UW-Parkside courses which lead to an Early Childhood Education license (birth to 8 years of age). According to the agreement between the two institutions, students enrolled full-time at Carthage College during the fall or spring term may take a UW-Parkside course that same term without paying additional tuition. Please check with your teacher education advisor.

Planning a Program
A decision to teach requires a personal commitment and the willingness to follow a prescribed program. Students whose goal is teaching must plan their program with particular care in order to meet both the requirements for graduation and the requirements for a teaching license. Because licensure requirements may vary among the different states, students are advised to seek information early in their college career regarding particular state requirements.

In each of the licensure programs listed, there are specific course sequences that must be followed to achieve licensure. Students are expected to plan and confirm their programs with an education department faculty member and/or appointed advisor. Middle Childhood/Early Adolescent majors not seeking licensure in a minor area can choose any minor from the non-licensable minor list found in the Steps booklet. Middle Childhood/Early Adolescent majors seeking licensure in a minor area must choose from the licensable minor list also found in the Steps booklet.

Admission into the Teacher Education Licensure Program
Admission into the Teacher Education Licensure Program (TEP) requires a cumulative grade point average (GPA) of not less than 2.75 on a 4.0 scale computed on all credits of collegiate level course work for undergraduate programs at any and all post-secondary schools attended. The GPA needed in education courses, major and minor, must be at least 2.75.

Students are also expected to successfully complete an assessment of basic skills using standardized tests and other appropriate measures prior to admission to the teacher education program. All students who want to be admitted to the teacher education program to pursue state licensure, must meet or exceed the following passing scores on the Pre-Professional Skills Test (PPST) prior to application for admittance to the teacher education programs: Reading 175, Writing 174, Mathematics 173. Passing scores on the computerized version of the tests are: Reading 322, Writing 320, and Mathematics 318.

Students should apply for admission to the teacher education program after having completed foundations courses in education (EDU 101, 105, and 201) and in general education (Heritage 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 300 and above without first having been admitted to the teacher education program.

In order to be approved for student teaching and later endorsed for licensure, a student must have a minimum grade point average of 2.75 on a 4.0 scale for the entire undergraduate program which includes courses from all institutions of higher learning prior to attending Carthage. In addition, student teaching candidates need to show an acceptable portfolio, passing the appropriate Praxis II content test, and successfully complete an interview. Students must be admitted to the teacher education program at least one term prior to application to student teaching.

Clinical Experience
The pre-student teaching clinical experiences at Carthage are developmental in scope and sequence and will occur in a variety of settings. To meet the clinical experience requirements students must register and successfully complete an education course requiring a pre-student teaching clinical experience. Students are expected to balance these experiences so that their time is distributed within the content and grade levels in which students seek licensure and in multicultural settings.

Human Relations
The human relations requirement is satisfied by taking the Heritage 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:

(a) the wide variety of natural resources and methods of conserving those natural resources.

(b) interactions between the living and non-living elements of the natural environment.

(c) the concept of energy and its transformation in physical and biological systems.

(d) 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.

(e) affective education methods that may be used to examine attitudes and values inherent in environmental problems.

(f) 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
(g) ways in which citizens can actively participate in resolving environmental problems.

Content in education methods courses, especially methods courses EDUC 316 and 326 and EDUC 420 for social science and science majors, meet the requirement, as does the content of BIOL 200 Plants and People or BIOL 220 Ecological Bases of Conservation.

GEOG 255 Environmental Geography: Working with the Earth, GEOG 155 Introduction to Physical Geography, as well as other selected courses reflect the requirements.

Students are urged to take BIOL 200 or BIOL 220 to satisfy the Biological Science Requirement, or GEOG 155 to satisfy the physical science requirement, or other appropriate courses.

General Education Requirements
Middle Childhood through Early Adolescence majors and Early Adolescence through Adolescent minors must meet the following requirements:

Heritage Sequence: appropriate catalog requirements

HIST 100: 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: 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 MLA 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. RELI 100 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

* Middle Childhood through Early Adolescence majors should take EXSS 245 to fulfill this requirement.

Middle Childhood through Early Adolescent (Grades 1 through 9)
The Department of Education offers a major in Middle Childhood through Early Adolescents (Grades 1-9), which requires completion of the following courses:

1. Courses for the major
EDUC 101 Education and Society (4 credits)
EDUC 105 Characteristics of Exceptional Learners (4 credits)
EDUC 215 Creative Arts (4 credits)
EDUC 316 Social Studies in the Elementary/Middle School (4 credits)
EDUC 272 Behavior Management in the Classroom (4 credits)
EDUC 322 Reading & Language Arts I (4 credits)
EDUC 323 Reading & Language Arts II (4 credits)
EDUC 325 Effectively Teaching Math in Elementary/Middle School (4 credits)
EDUC 326 Effectively Teaching Science in Elementary/Middle School (4 credits)
EDUC 413 Children's & Early Adolescents' Literature (4 credits)
EXSS 245 Physical Education & Health Methods* (2 credits)

*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:
EDUC 201 Educational Psychology and Assessment (4 credits)
EDUC 222 Methods & Materials: Portfolio (2 credits)
EDUC 490 Student Teaching & Seminar (12 credits)
EDUC 409 Methods for Teaching Elementary Level Exceptional Learners (4 credits)
EDUC 410 Methods for Teaching Secondary Level Exceptional Learners (4 credits)
EDUC 412 Advanced Study and Field Experience in Teaching Exceptional Learners (4 credits)
EDUC 430 Collaboration Between General and Special Educators (2 credits)

Early Adolescence and Adolescence Minor (Grades 6 through 12)

3. The following courses are required for licensure and are taken as general education requirements for the Carthage degree:
HIST 100 Issues in American History (4 credits)
Any appropriate Social Science course (4 credits)
Any appropriate Biological Science course* (4 credits)
Any appropriate Physical Science course* (4 credits)
*At least one must be a lab science

4. The Middle Childhood through Early Adolescent major also may earn a minor in a content area approved for teacher licensure.

Approved Minors: Biology, Chemistry, English, French, Geography, German, Health, History, Mathematics, Natural Science, Physics, Spanish, Communication.

Cross-Categorical Special Education
Students seeking the major in cross-categorical special education must also have a major in Middle Childhood through Early Adolescence education or a content major and an Early Adolescence and Adolescence minor. The cross-categorical special education major consists of the following courses:

EDUC 214 Principles of Instructional Design (4 credits)
EDUC 208 Instructional Technology for Exceptional Learners (4 credits)
EDUC 310 Informal Assessment of Exceptional Learners (4 credits)
EDUC 329 Formal Assessment of Exceptional Learners (4 credits)
EDUC 409 Methods for Teaching Elementary Level Exceptional Learners (4 credits)
EDUC 410 Methods for Teaching Secondary Level Exceptional Learners (4 credits)
EDUC 412 Advanced Study and Field Experience in Teaching Exceptional Learners (4 credits)
EDUC 430 Collaboration Between General and Special Educators (2 credits)
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

EDUC 105 Characteristics of Exceptional Learners (4 credits)
EDUC 351 Techniques and Strategies for K-12 Schools (2 credits)

(Required of Music and Physical Education majors only)

EDUC 354 Language Arts in Middle and Secondary Schools (4 credits)

(Not required of Music and Physical Education majors)

EDUC 357 Classroom Management Middle/Secondary (4 credits)

(Not required of Music and Physical Education majors)

(DEPT) 420 Methods and Materials in the Major Field (4 credits)

Note: English majors must also take EDUC 413 Children’s & Early Adolescent Literature (4 credits)

2. The following courses are required to complete the Wisconsin teacher licensure requirements:

EDUC 201 Educational Psychology and Assessment (4 credits)
EDUC 490 Student Teaching & Seminar (12 credits)

3. The following courses are required for licensure and taken as general education requirements for the Carthage degree:

HIST 100 Issues in American History (4 credits)
Any appropriate Social Science course (4 credits)
Any appropriate Biological Science course* (4 credits)
Any appropriate Physical Science (4 credits) course* *At least one must be a lab science.

4. Science and social science majors must satisfy the environmental education requirement by completing BIOL 200 Plants and People or BIOL 220 Ecological Bases of Conservation as their biological science or GEOG 155 Physical Geography or GEOG 255 as their physical science requirement and other appropriate science courses.

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.

4 credits

101 Education and Society
Short, Zavada, Wolff, Easley
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

105 Characteristics of Exceptional Learners
Moore, Zavada
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 skills from the following areas: learning disabilities, mild cognitive disabilities, and emotional and behavioral disorders. Observation experience required.
Fall/J-Term/Spring

201 Educational Psychology and Assessment
Bass, Munk, Zavada, Wolff, Sconzert
The course will provide introductions to major theoretical systems of relevance to education, background on instructional design tactics based on the theories covered, and historical background on key psychological and assessment issues that bear on current teaching practices. Contributions of educational psychology and assessment to the areas of classroom management, research foundations, reading and interpreting data, and current instructional methodologies will be addressed.
Fall/J-Term/Spring

208 Instructional Technology for Exceptional Learners
Moore
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: EDUC 105
Spring

214 Principles of Instructional Design
Moore, Bass
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: EDUC 105 and 201
Spring

215 Creative Arts: Music and Art in the Elementary/Middle School
Ward
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

222 Methods and Materials: Portfolio Development
Staff
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

271 Topics in Education
Staff
Provides students the opportunity for learning experience in areas not readily available to them through normal curricular offerings.
272 Behavior Management in the Classroom
Bass, Munk 4 credits
A study of the methods and techniques involved in organized behavior management programs in a school setting. Emphasis is placed on the role of the teacher in relationship to children with special needs. Field work required. Contributions of educational psychology to the areas of classroom management and conflict resolution will be addressed.
Fall/Spring

310 Informal Assessment of Exceptional Learners
Bass 4 credits
Students will demonstrate competence in designing, implementing, and interpreting informal assessment instruments.
Prerequisite: Admission to Teacher Education Program
Fall

316 Social Studies in the Elementary/Middle School
Ward, Short 4 credits
A study of the processes, skills, and learning approaches required for teaching social studies. Values, value clarification, moral development, simulations, and global concepts will be stressed. Field work required.
Prerequisite: Admission to the Teacher Education Program and completion of HIST 100
Fall/Spring

322 Reading and Language Arts I (Grades 1-9)
Schaumberg, Easley 4 credits
The study of the development and mastery of information that involves the integrated processes of reading and thinking. Emphasis will be placed on the developing reader, including the understanding of bilingual speakers as reader. In addition, the course will focus on the integration of language arts into the curriculum, implementation of word analysis strategies, comprehension of written discourse, reading in the content areas, and the management of reading programs. Field work required.
Prerequisite: Admission to the Teacher Education Program
Fall

323 Reading and Language Arts II
Schaumberg, Easley 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, EDUC 322
Spring

325 Effectively Teaching Mathematics in the Elementary/Middle School
Short 4 credits
This course is designed to provide elementary/middle school pre-service teachers with knowledge of the developmental 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 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.
Prerequisite: Admission to Teacher Education Program
Fall/Spring

326 Effectively Teaching Science in the Elementary/Middle School
Moore, Short 4 credits
This course is designed to provide elementary/middle school pre-service teachers with knowledge of the developmental sequence of scientific ideas and concepts and fluency in the pedagogical concepts and skills needed for student success. The focus of this course is on the content, methods of teaching and the curricula as taught at the early childhood, elementary and middle school levels. A wide range of teaching and learning experiences will be demonstrated and practiced. The course experiences include collaborating with the instructor and cooperating teachers who are involved in our partnerships with local schools in planning, implementing, and evaluating classroom science instruction. Field experience required.
Prerequisite: Admission to Teacher Education Program
Fall/Spring

329 Formal Assessment of Exceptional Learners
Bass, Munk 4 credits
Students will demonstrate competence in administering, scoring, and interpreting standardized assessment instruments, along with writing evaluation reports and individual education programs.
Prerequisite: Admission to the Teacher Education Program
Fall

351 Techniques and Strategies for K-12 Schools
Staff 2 credits
An examination of courses of study, K-12, in the schools and the practical application of instruction in middle, junior and high schools. Practical application of audiovisuals, computers, teacher-generated materials, discipline and behavior management, teaching critical thinking, lesson plans, objective writing, mainstreaming and parental involvement will be covered. Computer laboratory work is included.
Prerequisite: Admission to the Teacher Education Program
Fall
352 Developmental and Content Reading
Easley 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

354 Language Arts in Middle and Secondary Schools
Easley 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
Spring

357 Classroom Management for Secondary Teachers
Munk, 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.
Prerequisite: Admission to the Teacher Education Program
Spring

409 Methods for Teaching Elementary Level Exceptional Learners
Moore 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

410 Methods of Teaching Secondary Level Exceptional Learners
Munk 4 credits
Students will demonstrate understanding of instructional strategies and techniques for working with students with disabilities in inclusive classrooms (grades 6-12) and individualizing the general education curriculum. Field experience required.
Prerequisite: Admission to the Teacher Education Program
Spring

412 Advanced Study and Field Experience in Teaching Exceptional Learners
Zavada, Moore, Bass 4 credits
Students will work independently with a special education faculty member to design and complete a field based research project in which they will concentrate on a specific category of disability (either learning disabilities, cognitive disabilities, or emotional disturbance) by researching current issues and best practice in working with students with the specific disability. Field experience required.
Prerequisite: Admission to the Teacher Education Program, EDUC 409 (EDUC 409 can be taken concurrently)
Fall

413 Children's and Early Adolescents' Literature
Ward, Easley 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

420 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/J-Term

430 Collaboration between General and Special Education
Bass, 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 EDUC 490 (student teaching)
Fall/Spring

471 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.
490 Student Teaching Seminar
Melcher 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.
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. Through reading and analyzing texts, students will have an opportunity to develop critical thinking and writing skills as well as to acquire a knowledge of literary history, of literary forms and techniques, and of the questions and issues particularly relevant to the discipline.

The Department of English offers a program with several kinds of students in mind: those who are 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 for a career in fields such as publishing, advertising, law, civil service, journalism, public relations or the ministry.

In addition, the department encourages interested students to explore the art and craft of creative writing. The creative writing track of the English major, or the creative writing minor, encourages serious writers from all majors to develop a passion for creative writing and allows them to hone their skills in the writing of fiction, poetry, and creative nonfiction.

By majoring in English at Carthage, students will develop skills that will enable them to pursue any career that requires the ability to think critically and creatively and to consider problems from a broad range of perspectives; they will develop skills that will contribute to their professional and personal lives as informed and effective communicators.

English majors are expected to take advantage of the many opportunities to attend literary programs and performances of plays, including those of the theatre department. As a minimum, majors are encouraged to participate in at least one of the annual fall trips to the Stratford Theatre Festival in Ontario.

English Major
40 credits in English, including the following:
• 116 Introduction to Literary Studies (usually taken within a year of the declaration of the major)
• 201 American Literary Traditions
• 202 English Literary Traditions I (prior to 1700)
• 203 English Literary Traditions II (after 1700)
• 410 Senior Seminar

Of the following courses, one must be taken from each category:

Category I
301 Literature in Its Time I (prior to 1700)
311 Shakespeare
315 Special Studies in a Major Author (Prior to 1700)
(202 is a prerequisite to any of these courses).

Category II
302 Literature in Its Time II
316 Special Studies in a Major Author (After 1700)
(Depending on course content, 201 or 203 is a prerequisite to any of these courses).

The balance of the forty credits may be completed by choosing among the department course offerings.

English Minor
24 credits in English, including the following:
201 American Literary Traditions
Choice of one:
106 Interpreting Literature
116 Introduction to Literary Studies

Choice of one:
202 English Literary Traditions I
203 English Literary Traditions II

Choice of one:
311 Shakespeare

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 204; English 304 or 305; and English 375. In addition, students are required to take Education 413 and 420.

Elementary Education Major with English Minor
Students majoring in elementary education and minor in English/language arts must include the following among the 24 credits taken within the department: English 106 or 116; English 201; English 303; English 304 or 305; English 202 or 311; and English 203 or 204 or 375. In addition, students are required to take Education 413.

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 40 credits in the department, including the following required courses:
• 116 Introduction to Literary Studies
• 201 American Literary Traditions
• 202 English Literary Traditions I
• 203 English Literary Traditions II
• 303 Creative Writing
• 304 Advanced Writing (in the area appropriate to the student's writing interest)
• 314 Literary Genre (in the area appropriate to the student's writing interest)
• 410 Senior Seminar
And a choice from Category I and Category II as listed under "The Major."

Students graduating with an emphasis in creative writing will also be required to 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 304; Advanced Writing (within the student's chosen genre). Guidelines for the chapbook and public reading can be found on the English Department homepage and at www.carthage.edu/academics/writing/Creative Writing.htm.

Creative Writing Minor for Non-English Majors
Students seeking to minor in creative writing must first pass Heritage 101 and 102 or the equivalent. The minor in creative writing for non-English majors consists of the following 24-credit course of study:

- 201 American Literary Traditions 4 credits HUM
- 303 Creative Writing
- 304 Advanced Writing (in the area appropriate to the student's writing interest)
- 314 Literary Genre (in the area appropriate to the student's writing interest)

In addition, non-English majors seeking a minor in creative writing must take English 202 or 203, 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 304; Advanced Writing (within the student's chosen genre). Guidelines for the chapbook and public reading can be found on the English Department homepage at www.carthage.edu/dept/english/index.htm and at www.carthage.edu/academics/writing/Creative Writing.htm.

Honors in the Major
Students interested in pursuing honors in English should consult the department chair for details. Forms for departmental honors are available on the English Department homepage at www.carthage.edu/dept/english/index.htm. Basic requirements are listed under All College Programs in the catalog.

106 Interpreting Literature
Carrig, Duncan, DuPriest, Smiley, Steege, Wallace  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

116 Introduction to Literary Studies
Carrig, DuPriest, Smiley  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 116 also may be used for distribution credit in the Humanities.
Fall/Spring

201 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

202 English Literary Traditions I
Carrig, DuPriest  4 credits HUM
The content of the course consists of English literature written prior to 1700. Such works and writers as Beowulf, Chaucer, medieval lyrics, medieval drama, the major sonnet writers, Sidney, Spenser, Marlowe, Shakespeare, Milton, and the metaphysical poets will be included. In addition to these canonical writers and works, attention will be given to non-canonical works as well, for example The Book of Margery Kempe and The Passion Letters. The works will be arranged in chronological order and discussed as representative of the time period from which they come. This course is a prerequisite for subsequent courses that focus on literature from this period (e.g. Literature in Its Time I, Special Studies in a Major Author Prior to 1700, Shakespeare). Fall
## 203 English Literary Traditions II (After 1700)
DuPriest   4 credits

HUM
The content of the course consists of English literature written after 1700. Such writers as Dryden, Swift, Pope, Addison, Steele, Wordsworth, Coleridge, Byron, Blake, Shelley, Keats, Tennyson, Browning, Arnold, Austen, Dickens, Conrad, Joyce, Lawrence, Yeats, and Woolf will be included. In addition to these canonical writers, attention will be given to non-canonical writers whose works can provide diversity in ethnicity, class and gender. The works will be arranged in chronological order and will be discussed as representative of the time period from which they come. This course is a prerequisite for subsequent courses that focus on literature from this period (e.g. Literature in Its Time II, Special Studies in a Major Author after 1700).

*Spring*

## 204 The Classical Tradition in Literature
Carrig, DuPriest   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*

## 271 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.

## 301 Literature in Its Time I
Carrig, DuPriest, Smiley   4 credits

HUM
A rotating selection of courses engaging important themes, voices, and works of the medieval and Renaissance periods. 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: ENGL 202: English Literary Traditions I*

## 302 Literature in Its Time II
DuPriest, Smiley, Steege   4 credits

HUM
A rotating selection of courses engaging important themes, voices, and works of the 18th century, the romantic period, the Victorian period, the modern period, and 18th and 19th century American literature. These courses follow the same interdisciplinary approach as Literature in Its Time I.

*Prerequisite: ENGL 203: English Literary Traditions II or ENGL 201: The American Literary Tradition, depending on course content*

## 303 Creative Writing
Laken, Wallace   4 credits

HUM
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: Heritage 103 and 104*

*Fall/Spring*

## 304 Advanced Writing
Laken, Wallace   4 credits

HUM
A rotating selection of courses focusing on the production of literary, expository, and professional writing the art of the short story and the poem as well as the essay and business, technical, and journalistic writing. 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: Heritage 103 and 104*

*Spring*

## 305 Expository Composition
Laken, Wallace   4 credits

HUM
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: Heritage 103 and 104*

## 307 Film and Literature
Staff   4 credits

HUM
An introduction to film history and theory, with emphasis on filmmakers such as Griffith, Chaplin, Hitchcock, Welles, and Bergman. The films will be probed not only to determine their aesthetic achievement and to identify the cultural values they reflect but also to distinguish the unique ways in which film and literature construct their representative meanings. Thus this course broadens the understanding of genre.

## 309 Literatures of Diversity
DuPriest, 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.
310 Literature and Gender  
Carrig, DuPriest, 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.

311 Shakespeare  
Carrig, DuPriest  4 credits  
HUM  
Students may choose this course as one of the required upper-division courses prior to 1700. 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.  
Prerequisite: ENGL 202: English Literary Traditions I  
Spring

314 Literary Genres  
Carrig, DuPriest, Smiley, Steege  4 credits  
HUM  
This umbrella covers a series of courses on a single literary genre the short story, poetry, drama, the epic, the novel that will vary in emphasis at the discretion of the instructor. The novel, for example, might be a course focusing on the novel as genre and as literature. The genre section of the course will acquaint the student with the relevant criticism. The literary section will approach the novel as literature according to formalist analysis of language and form, canonical issues, socio-historical contexts, the influence of gender, race, and class, and the role of the reader.

315 Special Studies in a Major Author Prior to 1700  
Carrig, DuPriest, Smiley  4 credits  
HUM  
This seminar-style class studies the writing of a major English author prior to 1700. 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, and Milton; occasionally the instructor may choose to study two authors rather than one, if the two complement each other.  
Prerequisite: ENGL 202: English Literary Traditions I

316 Special Studies in a Major Author After 1700  
Carrig, DuPriest, Smiley, Steege  4 credits  
HUM  
This seminar-style class studies the writing of a major English author after 1700. 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: ENGL 203: English Literary Traditions II or ENGL 201: American Literary Traditions

375 History and Structure of the English Language  
Carrig, 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

410 Senior Seminar  
Carrig, DuPriest, Smiley, Steege  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

420 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.

471 Topics in Literature  
Carrig, DuPriest, Smiley, Steege  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 twentieth century feminist literature, Faulkner, and Southern women writers. Topics that are under consideration include Midwestern literature, Anglo-Irish literature, and Arthurian literature.

Entrepreneurial Studies in the Natural Sciences  
The ScienceWorks 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 ESNS program includes a one-year course sequence, normally completed during the junior year, that covers all aspects of business and careers. Students are urged to complete an internship or gain work experience during the summer following their junior year. During their senior year, students will study and develop business plans. 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 they 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 in a two-term plus J-Term format. 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 course covers characteristics of many types of industries and businesses, and includes speakers from local, regional, and national organizations.

The program is offered as a minor, complementing majors across the Carthage curriculum. It requires 20 credits of work: ESNS 310, 320, 325, 410, and 430. Students may also enroll in ESNS 310, 320, and 325 as elective courses (note that ESNS 310 is a pre-requisite for ESNS 320). Completion of ESNS 310, 325, and 320 satisfies the College’s Carthage Symposium requirement.

### 310 Elements of Technology-Based Business Careers
**Staff** 4 credits

Introduction to technology business 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.

**Prerequisite:** Permission of the ESNS Program Director

### 320 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:** ESNS 310

### 325 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.

**Prerequisite:** J-Term

### 350 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 ESNS Program Director

### 355 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 ESNS Program Director

### 410 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:** ESNS 320

### 430 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 ESNS 320 and prior to enrolling in ESNS 410. Students must select a suitable business plan project and identify an industry mentor/partner prior to the start of ESNS 410. 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 ESNS 310, 325, and 320. ESNS 325 may be taken out-of-sequence, but ESNS 310 and 320 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 ESNS Minor, additional elective courses may be offered. These will not generally serve for completion of the minor.

**Prerequisite:** ESNS 410
Environmental Science

450 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 ESNS Program Director

490 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 ESNS 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 (ENVS 400). Starting with the 2005-2006 catalog, Environmental Science majors who are double-majoring are required to take ENVS 400 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 on Conservation and Ecology
Core
ENVS 160: Introduction to Environmental Science
ENVS 161: Case Studies in Environmental Science

Statistics Course that meets the Math requirement
GEOG 239: Introduction to GIS
ECON 305: Environmental Economics
POLS 362: Environmental Politics
ENVS 400: Senior Seminar
ENVS 350: Field Experience

Track
CHEM 102: General Chemistry II
CHEM 207: Organic Chemistry I
CHEM 323: Analytical Chemistry
GEOG 319: Hydrology
GEOG 264: Soils and Society OR GEOG 203: Process Geomorphology
BIOL 220: Conservation OR BIOL 222: Introductory Ecology

Focus on Environmental Data Analysis
Core
ENVS 160: Introduction to Environmental Science
ENVS 161: Case Studies in Environmental Science

Statistics Course that meets the Math requirement
GEOG 239: Introduction to GIS
ECON 305: Environmental Economics
POLS 362: Environmental Politics
ENVS 400: Senior Seminar
ENVS 350: Field Experience

Track
GEOG 240: Satellite and Air Photo Analysis
GEOG 339: Urban Geography OR SOCI 302: Sociological Research I
GEOG 206: Human Landscape
BIOL 220: Conservation OR BIOL 222: Introductory Ecology

Focus on Water and Life
Core
ENVS 160: Introduction to Environmental Science
ENVS 161: Case Studies in Environmental Science

Statistics Course that meets the Math requirement
GEOG 239: Introduction to GIS
ECON 305: Environmental Economics
POLS 362: Environmental Politics
ENVS 400: Senior Seminar
ENVS 350: Field Experience

Track
POLS 240: American Government: National, State, and Local
POLS 393: Environmental Law
SOWC 310: Social Welfare Policy Analysis
GEOG 373: Urban Geography OR SOCI 302: Sociological Research I
GEOG 206: Human Landscape
BIOL 220: Conservation OR BIOL 222: Introductory Ecology

Topical Course
Elective: 300+ Level or Other Approved

Course Topics
ENVS 160: Introduction to Environmental Science
ENVS 161: Case Studies in Environmental Science

Statistics Course that meets the Math requirement
GEOG 239: Introduction to GIS
ECON 305: Environmental Economics
POLS 362: Environmental Politics
ENVS 400: Senior Seminar
ENVS 350: Field Experience

Track
POLS 240: American Government: National, State, and Local
POLS 393: Environmental Law
SOCW 310: Social Welfare Policy Analysis
GEOG 373: Urban Geography OR SOCI 302: Sociological Research I
GEOG 206: Human Landscape
BIOL 220: Conservation OR BIOL 222: Introductory Ecology

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.

Course Topics
ENVS 160: Introduction to Environmental Science
ENVS 161: Case Studies in Environmental Science

Statistics Course that meets the Math requirement
GEOG 239: Introduction to GIS
ECON 305: Environmental Economics
POLS 362: Environmental Politics
ENVS 400: Senior Seminar
ENVS 350: Field Experience
CSCI 111: Principles of Computer Science
CSCI 256: Data Structures and Algorithms
CSCI 341: Database Design and Management
ISYS 345: Information Systems Theory and Practice

Successful completion of ENVS 160 and 161 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 (ENVS 350)
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.

160 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

161 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 ESCI 160. 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 will fulfill any prerequisites for the courses listed in each sequence.

Spring

471 Topics in Environmental Science
Gartner 4 credits
SCI or SOC distribution requirement, depending on the topic and credit.
Prerequisite: Varies based on topic

400 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

Exercise and Sports 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 EXSS 001 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 credit):

- 002 Walking for Fitness
- 003 Strength Training
- 005 Rock Climbing
- 006 Racquetball
- 010 Archery
- 011 Badminton
- 013 Golf
- 014 Tennis
- 015 Canoeing
Only Concepts of Physical Fitness and one life-time/fitness activity count toward the 138 credits required for graduation.

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

Exercise and Sport Science majors are not required to take the EXSS 001 Concepts of Physical Fitness class or a life-time/fitness activity.

**Majors**
The Exercise and Sport Science Department offers the following programs:

- College Physical Education/Fitness Requirement
- Major in Physical Education, Sport and Fitness Instruction
- Major in Athletic Training
- Physical Education - K-12 Licensure
- Minor in School Health Education
- Athletic Coaching Certification Program

The Exercise and Sport Science Department offers two majors: (1) Physical Education, Sport & Fitness instruction, and (2) Athletic Training.

**PHYSICAL EDUCATION, SPORT & FITNESS INSTRUCTION MAJOR 38 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title and Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSS 101</td>
<td>Foundations of Exercise &amp; Sport</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EXSS 105</td>
<td>Theory &amp; Practice of Individual Sports</td>
<td>2 cr.</td>
</tr>
<tr>
<td>EXSS 106</td>
<td>Theory &amp; Practice of Team Sports</td>
<td>2 cr.</td>
</tr>
<tr>
<td>EXSS 201</td>
<td>Swimming (WSI certification)</td>
<td>2 cr.</td>
</tr>
<tr>
<td>EXSS 211</td>
<td>First Aid &amp; Safety of Athletic Injuries</td>
<td>1 cr.</td>
</tr>
<tr>
<td>EXSS 218</td>
<td>Prevention and Care of Athletic Injuries</td>
<td>2 cr.</td>
</tr>
<tr>
<td>EXSS 262</td>
<td>Adaptive Aspects of Exercise &amp; Sport</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EXSS 270</td>
<td>Elementary PE/Principles of Movement</td>
<td>4 cr.</td>
</tr>
<tr>
<td>EXSS 275</td>
<td>Theory &amp; Practice of Rhythm, Dance &amp; Gymnastics</td>
<td>4 cr.</td>
</tr>
<tr>
<td>EXSS 301</td>
<td>Tests &amp; Measurements in EXSS</td>
<td>4 cr.</td>
</tr>
<tr>
<td>EXSS 307</td>
<td>Kinesiology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EXSS 390</td>
<td>Organization &amp; Administration of EXSS Programs</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EXSS 405</td>
<td>Physiology of Exercise</td>
<td>4 cr.</td>
</tr>
<tr>
<td>EXSS 430</td>
<td>Supervision of Intramurals</td>
<td>1 cr.</td>
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</tbody>
</table>

**Senior Thesis:**
- EDUC 490 Student Teaching 12 credits
- EXSS 350 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. Accepted into the Teacher Education Program (TEP) sophomore year
4. Admitted to the Student Teaching Program (STP) the semester prior to student teaching
5. 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:**

- EDUC 101 Education & Society
- EDUC 105 Education of Exceptional Children
- EDUC 201 Educational Psychology and Assessment
- EDUC 222 Methods and Materials: Portfolio
- EDUC 351 Techniques and Strategies for K-12 Schools
- EDUC 352 Development & Content Reading
- EXSS 420 Methods & Materials of Teaching P.E.
- EDUC 490 Student Teaching Seminar (12 cr.)
- BIOL 260 Human Anatomy & Physiology
- HIST 100 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 have a major in physical education, sport and fitness instruction, including EXSS 262 Adaptive Aspects of Exercise and Sport Science. The sequence of education courses designed for special fields is also required. Those courses are: EDUC 101, 105, 201, 222, 351, 352, 420, and PSYC 285. Also, EXSS 352 Field Placement in Adaptive Physical Education is the required capstone class.

**Health Minor 22 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.

Required courses for the School Health Certification:
Exercise and Sports Science

The following course work is required:

**ADVISORY:**

**21 credits**

**Athletic Coaching Certification Program**

21 credits

This program is very desirable for students who intend to coach athletic teams in a
d Public/Private School setting. It will assist
students from three distinct academic areas:

1. **EXSS major with an emphasis in**
   **Physical Education, K-12 Licensure.**
   Most of the course work is part of the
   major. If the student receives his/hers teaching license, he/she also will
   receive a coaching certification from the
   Wisconsin Department of Public
   Instruction.

2. **Education majors who will be licensed**
   **in a subject area.** If the student receives
   his/hers teaching license, he/she also will
   receive a coaching certification from the
   Department of Public
   Instruction.

3. **A non-education major or a Physical**
   **Education, Sport and Fitness Instruction**
   **Major who does not seek a teaching**
   **license.** These students cannot receive
   a coaching certification from the
   Wisconsin Department of Public
   Instruction. However, upon request, the
   EXSS 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:

**BIOL 260 Human Anatomy & Physiology** 4 cr.

**EXSS 390 Organization & Admin of Exercise and Sport Programs** 3 cr.

**EXSS 108 Introduction to Health & Wellness Education** 3 cr.

**EXSS 215 Nutrition Education** 2 cr.

**EXSS 227 Consumer Health Issues** 2 cr.

**EXSS 309 Sexuality Education** 2 cr.

**EXSS 311 Personal & Community Health** 3 cr.

**EXSS 312 Issues in Emotional and Mental Health** 2 cr.

**EXSS 407 Comprehensive School Health Programming** 3 cr.

**EXSS 421 Methods & Materials of Teaching Health** 3 cr.

**EXSS 307 Kinesiology** 3 cr.

**EXSS 405 Physiology of Exercise** 4 cr.

**EXSS 218 Prevention of Athletic Injuries** 2 cr.

**EXSS 211 First Aid & Safety** 2 cr.

**EXSS 401 Theory of Coaching & Athletic Technique** 2 cr.

**EXSS 403 Practicum in Coaching (Pass/Fail)** 2 cr.

**Honors in the Major**

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

**101 Foundations of Exercise and Sport**

Williams, Witt, Domin 3 credits

The history, philosophy, principles and development of exercise and sport programs.

Fall/Spring/Summer

**105 Theory and Practice of Individual Sports**

Ulmer 2 credits

Through lectures, demonstrations, teaching lessons, and game play, the student will learn
the basic rules, skills, tactics, and teaching strategies of individual sports.

Spring

**106 Theory and Practice of Team Sports**

Schmidt 1 credit

Through lectures, demonstrations, teaching lessons and game play, the student will learn
the basic rules, skills, tactics, teaching strategies and systems of team sports.

Fall

**108 Introduction to Health and Wellness Education**

Allen 3 credits

Introduction to the 6 dimensions of wellness and the theories behind behavior change.

**201 Swimming for EXSS Majors**

Nutty 2 credits

A two-track course designed to teach
students the techniques of the six basic swimming strokes, elementary rescue skills, self-rescue methods, and springboard diving competence and to gain WSI certification.

The course will follow the American Red
Cross progressions for certification of swim
instructors through a mix of classroom
sessions and water work, emphasizing
teaching skills and practical teaching
experience with 'real' students.

**211 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/J-term/Summer

**215 Nutrition Education**

Foster 2 credits

Basic nutrition will be discussed with
emphasis on foods, diets, facts, quackery,
and consumer education. (Cross-listed in
athletic training courses).

J-Term

**218 Prevention and Care of Athletic Injuries**

Dinauer, 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: Biol 260

Fall

**227 Consumer Health Issues**

Allen 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,
facilities, and personnel.

**235 Sport and Exercise Psychology**

Staff 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: EXSS 101, HERI 103 and HERI 104
### 245 Physical Education and Health Methods

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This course consists of class activities, readings and lectures designed to provide elementary teachers with the knowledge of how to incorporate movement in their classrooms. Students will learn the latest research linking movement to enhanced learning.

Course fulfills the requirements for EXSS 001-Concepts of Physical Fitness (1cr.) and one lifetime/fitness activity (1cr.).

### 262 Adaptive Aspects of Exercise and Sport

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A study of special populations and their exercise and sport needs. Emphasis will be placed on in-depth knowledge of specific handicaps, with modifications necessary to enable the pursuit of a healthy and productive lifestyle.

**Prerequisite:** EXSS 101

### 270 Elementary Physical Education/Principles of Movement

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An analysis of exercise, sport, and motor programs for young children. Emphasis will be placed on learning how to teach skills, concepts, and movement principles at an age-appropriate level.

**Fall**

### 275 Theory and Practice of Rhythm, Dance and Gymnastics

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The study and practice of rhythm, dance and gymnastics techniques with an emphasis on teaching, skill analysis, and progressions.

**Prerequisite:** EXSS 101

**Fall**

### 301 Tests & Measurement in Exercise and Sport

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A practical approach to measurement and evaluation activities as they apply to the field of physical education and exercise and sport science.

**Prerequisite:** EXSS 101

**Spring**

### 307 Kinesiology

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An analysis of human movement with an emphasis on the skeletal system and mechanical principles.

**Prerequisite:** EXSS 101 and Biol 260

**Spring**

### 309 Sexuality Education

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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.

### 311 Personal and Community Health

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An introduction to the field of community health with an exploration of the interplay between individual health-promoting behaviors and the greater impact of local and national community health services.

**Spring**

### 312 Issues in Emotional and Mental Health

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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**

### 321 Advanced Techniques in Training and Conditioning

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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:** EXSS 405

### 350 Field Placement in Sport & Fitness Instruction

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An off-campus practical experience for the physical education, sport and fitness instruction majors who are not seeking licensure. The student will be placed in a recreation, sport or fitness environment to observe, teach, and manage under a qualified professional in the field. (Pass/Fail)

**Prerequisite:** Junior Standing and EXSS 101

**Fall/J-Term/Spring/Summer**

### 352 Field Placement in Adaptive Physical Education

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An off-campus practical experience for students to work with special populations in a physical education setting. (Pass/Fail)

**Prerequisite:** Junior Standing, EXSS 101 and EXSS 262

### 353 Strength and Conditioning Practicum

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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.

**Prerequisite:** EXSS 321

### 390 Organization and Administration of Exercise and Sport Science

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A study of the management of exercise and sport programs. Emphasis will be placed on administrative problem solving.

**Spring**

### 401 Theory of Coaching and Athletic Techniques

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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:** EXSS 101, EXSS 106

**Fall/Spring**

### 403 Coaching Practicum

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The opportunity to assist and observe an intercollegiate/interscholastic coach and team. (Pass/Fail)

**Prerequisite:** EXSS 101 and EXSS 106

**Fall/Spring**
405 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: EXSS 101 and Biol 260 Fall

407 Comprehensive School Health Programming
Schani 3 credits
This course is designed to teach students how to plan for and evaluate all the components of an effective school health program.

420 Methods and Materials of Teaching Physical Education
Allen 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: EXSS 101, EXSS 301, Admitted to TEP, Junior standing Fall

421 Methods and Materials of Teaching Health Education
Allen 3 credits
Methods and Materials of Teaching Health Education in accordance with the ten leading health indicators (Healthy People 2010) and the six adolescent risk behaviors (Centers for Disease Control). Introduction to the processes of reflection and direct, systematic observation and analysis in order to improve instructional capacity.

430 Supervision of Intramurals
Everts 1 credit
An on-campus practical experience for the recreation, sport and fitness management emphasis. The student will assist with the management of the College intramural program. Prerequisite: EXSS 101 and Sophomore Standing Fall/Spring

471 Topics in Exercise and Sport Science
R. Bonn 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

General Courses

General 000 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 Carthage faculty and staff members. S/U only.

GNRL 012 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.

GNRL 013 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.

GNRL 070 Computational Skills
1 credit
A preparatory mathematics course designed to enable students to meet the computational demands and expectations of introductory college courses. Students will be taught the mathematical methods for analyzing problems, including problem-solving, algebraic manipulation, and applications of mathematical methods. This course may be utilized as preparation for college algebra.

GNRL 351 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: ML 220, 301, 311, and one of 308 or 309. P/F

Geography

The study of geography enriches the knowledge and career opportunities of those majoring in other disciplines and prepares geography majors for a wide variety of career opportunities in business, government, and education. At Carthage, geography is a modern applied science that retains its ancient, traditional role as a liberal art. The department continues this tradition by preparing 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 program often are quickly employed in private industry or government positions, or they choose to continue their studies in a graduate program.

The career opportunities for geography majors are highly varied and growing as the field becomes more widely recognized by persons outside the discipline. The U.S. Department of Labor has recently identified geospatial analysis as one of the leading areas of employment in the coming years. The diversity of opportunity is, in part, revealed by the course offerings listed below. Because of this breadth of opportunity, geography students' choices of elective courses outside the major are often as important as their choices within the major. Students majoring in geography 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 students are urged to discuss career goals and opportunities with department faculty and to consult Geography as a Professional Field, published by the Association of American Geographers.

Geography Major
A geography major consists of 36 credits. The geography core, consisting of 12 credits, is required of all students. These courses include: Geography 151, 155, and 239. 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 471. The remaining credit requirements can be fulfilled by taking elective courses in the department of geography.
Geography Minor
The minor in geography consists of 20 credits. Required courses include Geography 151, 155, 239. In addition, students completing the minor must successfully complete two upper level geography courses. (Geography courses numbered 200 and above).

Students pursuing a minor for Wisconsin teacher certification purposes should note that the Wisconsin Department of Instruction requires 22 credits of geography for certification.

Geography core requirements: GEOG 151, 155, and 239.
All majors and minors must complete the geography core.

Human geography concentration: GEOG 206, 210, 215, 349 and 373.
All majors must choose one of these courses.

Physical geography concentration: GEOG 201, 203, 229, 255, 261, 264, 311 and 329.

Research techniques in geography concentration: GEOG 240, 321, 339, 399, 411, 471.
All majors must choose one of these courses.

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

151 Introduction to Human Geography
Murphy, Rivera, Sun 4 credits
SOC
An examination of the evolution of concepts concerning the nature, scope, and methods of Human Geography with emphasis on current geographic thought, theory, and research themes.
Fall/Spring

155 Introduction to Physical Geography
Mast, Piepenburg, Zorn 4 credits
SCI
An overview of physical geography. Students will be introduced to meteorology, climatology, hydrology, geomorphology and landforms. Lecture, 3 hours; laboratory, 2 hours.
Fall/Spring/Summer

201 Meteorology
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. Lecture, 3 hours.

203 Process Geomorphology
Mast, 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: Geography 155
Fall

206 The Human Landscape
Murphy, Rivera, Sun 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. Listed as Geography 206 and Sociology 206.
Fall/Spring

215 Economic Geography
Rivera, Sun 4 credits
SOC
A study of resource location and utilization, population and labor force characteristics, and the production and distribution of goods and services in selected regions of the world.
Fall/Spring

220 Conservation
Mast, 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

229 Natural Disasters
Mast, 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

239 Mapping Your World: Introduction to Geographic Information Science
Rivera, Sun 4 credits
SOC
This course is an entry-level introduction to making data maps for business and government 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

240 Satellite Image and Airphoto Analysis
Rivera, 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.
255 Environmental Geography: Working with the Earth
Mast, 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. Non-Lab. Fall/J-Term

261 Climatology
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.

264 Soils and Society
Mast, Piepenburg, Zorn 4 credits
SCI
A study of the formation, classification, and management of soils. Topics addressed include the physical and chemical structure of soils, soil erosion control, and wetland soil identification. Spring

271 Topics in Regional and Systematic Geography
Mast, Murphy, Rivera, Sun, Zorn 1-4 credits
SOC
A study of the regional geography of current topical areas of the world (e.g., Southeast Asia or Middle East).

319 Hydrology
Piepenburg, 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. Non-Lab.

321 Analytical Techniques in Geography
Mast, Piepenburg, Rivera, Sun, Zorn 4 credits
SOC
A topics course which develops technical skills used by geographers in both academic and commercial research. The techniques taught under Geography 321 include remote sensing, cartography, geographic information systems, and quantitative methods in geography. Prerequisite: Consent of the instructor or successful completion of three courses in geography and the College's math requirement Spring

329 Forest Ecology
Mast 4 credits
SCI
This course is 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. Lecture, 3 hours. Prerequisite: Geog 155 or Biol 171 or Biol 101 or ENVS 160

339 Advanced Geographic Information Science
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: Consent of the instructor

349 Transportation Geography and Business Logistics
Rivera, Zorn 4 credits
SCI
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. Spring

373 Urban Geography
Rivera 4 credits
SOC
An analysis of the geographic factors affecting urban development and growth; the distribution of cities, their function, character, and relationship with their surrounding regions as well as the spatial variations of land use; population; and economic activity within cities. Fieldwork required. Fall

399 Methods of Field Research
Mast, Piepenburg, Rivera, Sun, Zorn 4 credits
SCI
Techniques of field study with emphasis on the generation and interpretation of primary data derived in local, social, and physical situations. Special schedule. Prerequisite: Consent of the instructor or junior standing

411 Applied Projects in Geographic Information Science
Rivera, Sun 4 credits
SCI
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: GEOG 339 or consent of the instructor
Great Ideas: Intellectual Foundations of the West

471 Topics in Systematic Geography
Mast, Piepenburg, Rivera, Sun, Zorn 4 credits
SOC
This topics 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; application of hypotheses.
Prerequisite: Junior standing or consent of instructor
Fall

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, Vergil, 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: GIFW 221, 222, 231, 241, 242. 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 (GIFW 400).

Minor
The minor consists of 20 credits. Two courses will be required for all minors:
GIFW 221 and 222.
One of the following is also required: GIFW 241 or 242.
The remaining two courses can be selected from among any of the courses taken by Great Ideas majors (including 231 Foundations of American Thought and the other math or science course and excluding the capstone seminar).

Majors/minors choose electives from among the following courses (or other courses with similar emphases on major primary texts):

- CLAS 301 Advanced Ancient Greek
- CLAS 301 Advanced Latin
- CLAS 300 The Golden Age of Athens
- CLAS 310 Age of Augustus
- ENGL 311 Shakespeare
- ENGL 315 Special Studies in a Major Author Prior to 1700
- ENGL 316 Special Studies in a Major Author After 1700
- PHIL 200 Studies in the History of Philosophy
- PHIL 271 African-American Social and Political Thought
- POLS 205 Philosophical Foundations of Political Economy
- POLS 325 Classics of Social and Political Thought
- POLS 326 Studies in Political Theory
- RELI 306 Luther and the Reformation

221 Foundations of Western Thought: Ancient and Medieval
Lynch 4 credits
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 Dante's Inferno.

222 Foundations of Western Thought: Renaissance to Modern
Staff 4 credits
One of two seminars on major Western texts and the fundamental questions that they raise. This term covers the Renaissance to the twentieth century. Works to be studied will include some of these, among others: Machiavelli's The Prince, Luther's The Liberty of a Christian Man, Shakespeare's Macbeth, Molière'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.

231 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.

241 Foundations of Natural Sciences
Staff 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


242 Foundations of Mathematical Thought
Staff 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.

400 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.)

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 ten courses in the History Department. These must include one course in ancient or European history prior to 1600, one in European history after 1600, Issues in American History, an additional course in American history, one course in Asian history, one course in the history of Latin America, Historical Methods, Historiography, Senior Seminar, and one elective course.

Minor
A minor, including the teaching minor, consists of six courses. These must include one course in ancient or European history prior to 1600, one in European history after 1600, Issues in American History, an additional American history course, a course in Asian history or the history of Latin America, and either Historical Methods, Historiography, or Senior Seminar.

Course Categories:

Europe
111 Issues in European History I
112 Issues in European History II
215 Modern Britain
225 20th Century Europe
231 The Greeks
235 The Romans
310 The Age of Augustus

Non-Western Courses
120 Issues in Asian History
140 Revolution: History of Mexico, Central America & the Caribbean
141 Dictatorship and Democracy: History of South America
271 Topics in History
340 Modern China
345 Modern Japan

Research Courses
220 Historical Methods
399 Historiography
400 Seminar

United States
100 Issues in American History
261 American Sports History
262 America in the 1960's
285 Comparative History: History of Chicago and Milwaukee
290 Twentieth Century U.S. History
375 American Legal History

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

100 Issues in American History
Noer, Neuenschwander 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

111 Issues in European History I
Kuhn 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

112 Issues in European History II
Kuhn 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

120 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

140 Revolution: History of Mexico, Central America, and the Caribbean
Mitchell 4 credits
HUM
A survey of the political and social history of Central America, Mexico, and the Caribbean, from colonization through the 1980s. Fall

141 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
History

215 Modern Britain
Kuhn 4 credits
HUM
A study of British history from 1485 to the present with emphasis on constitutional, social, and cultural developments.

220 Historical Methods
Udry, Mitchell 4 credits
HUM
An introduction to historical research, writing, and criticism through concentrated study of a selected topic or period. Recent topics include: Shamanism; Women & Gender in Latin America.
Fall/Spring

225 20th Century Europe
Kuhn 4 credits
HUM
A study of recent European history with emphasis on political, social, economic, and cultural developments.

231 The Greeks
Renaud, Heitman, DeSmitd, McAlhany 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.

235 The Romans
Renaud, DeSmitd, McAlhany 4 credits
HUM
A survey of Roman culture that introduces students to the achievements (political, social, intellectual, artistic, etc.) and ideas of the ancient Rome. This course covers the 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.

261 American Sports History
Neuenschwander 4 credits
HUM
A study of the role that organized recreation and amateur and professional sports have played in American life and society, from colonial times to the present. 
Prerequisite: One course in history or consent of instructor

262 America in the 1960's
Staff 4 credits
HUM
A survey of the major themes, events, and individuals in America in the 1960s

271 Topics in History
Staff 4 credits
A study of a particular period of development for which there is no specific, regular course. (Offerings in Fall 07 include a Carthage Symposium examining modern European and American ideas about aristocracy and democracy, cross-listed with political science; a seminar on European integration after the Second World War, cross-listed with political science; and an examination of the classical world in late antiquity, cross-listed with classics.)
Fall/Spring

285 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.

290 Twentieth Century U.S. History
Noer 4 credits
HUM
A study of the major political, economic, diplomatic, and social changes in the United States from 1890 to the present.

310 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

340 Modern China
Udry 4 credits
HUM
An in-depth study of Chinese history from the early nineteenth century to the present with special emphasis on the role of Tse-tung in shaping the People's Republic of China.
Spring

345 Modern Japan
Udry 4 credits
HUM
A study of Japanese history from the early nineteenth century to the present with emphasis on native Japanese culture, Western influences, modernization, imperialism, militaristic and democratic forces, World War II, and the recent emergence of the nation as a world economic leader.
Fall

375 American Legal History
Neuenschwander 4 credits
HUM
American legal history is best understood as an examination of the ways in which society influences and shapes the law and is in turn impacted by the legal system. The course provides a selective examination of some of the major developments in the history of 19th and 20th century American law that underscore this symbiotic relationship. Cases drawn from civil, criminal, and constitutional law will be examined as well as appropriate statutes and legal commentary. Some consideration will also be given to famous American trials.

399 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

400 Seminar
Kuhn, Mitchell 4 credits
The capstone of the history major: each seminar member produces a research paper on a topic of his or her own choosing, in consultation with the seminar leader, and based in part on primary material. 
Prerequisite: Four courses in history and consent of the instructor
Fall
Mathematics

Courses in the Department of Mathematics help students acquire methods of logical reasoning and deduction, and develop problem-solving skills for a wide variety of applications. They also provide techniques for the description and analysis of physical and social phenomena. Department courses can be chosen to provide a foundation for graduate work, to prepare for the teaching profession, or to prepare the student for a career using problem-solving and analytical skills.

Mathematics Major

The major requires 41 credits, which must include:

Math 112: Calculus I
Math 113: Calculus II
Math 121: Discrete Structures
Math 200: Linear Algebra
Math 309: Real Analysis
Math 322: Abstract Algebra
Math 400: Senior Seminar (1 cr.)
CSCI 111: Principles of Computer Science Senior Thesis (0 cr.)

Mathematics electives: Students must take three additional mathematics courses numbered above 200 (excluding Math 450 and Math 490). Physics 203 or Physics 310 may be substituted for one mathematics elective.

Mathematics Minor

A minor consists of four courses beyond MATH 113 and CSCI 111. Physics 203 or Physics 310 may be used as one of these courses.

Additional Information:

The teaching minor for secondary education should include MATH 112, 113, 200, 205, 304, 322, and Computer Science 111. The elementary education major desiring licensure for teaching mathematics should include MATH 103, 104, 106, 112, 121, 205, and CSCI 110 or 111.

The mathematics major planning to attend graduate school should include MATH 212, 306, 310, and 323.

The mathematics major planning on secondary teaching should include MATH 205, 303, and 304.

The mathematics major planning a career in actuarial science should include MATH 212, 303, 304, and contact the Chair of the Mathematics Department for additional information on preparing for the actuarial exams.

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.

A computational skills course is available to those students whose preparation is not sufficient for an entry-level mathematics course. Successful completion of computational skills satisfies the prerequisite for MATH 103, 104, 105, or 106.

Honors in the Major

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

103 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 other statistics course. Successful completion of this course satisfies the prerequisite for MATH 105.

Prerequisite: Placement exam or GNRL 070
Computational Skills
Fall/Spring

105 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 112 or above.

Prerequisite: Placement exam or GNRL 070
Computational Skills
Fall/Spring

106 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 exam or GNRL 070
Computational Skills
Fall/Spring

107 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 MATH 121.

Prerequisite: Placement exam or GNRL 070
Computational Skills
Spring

112 Calculus I

Chell, Klyve, Snavely, Wheeler, Tou, Trautwein
MTH 4 credits

A study of coordinate systems; straight lines and conic sections; theory of limits; differentiation of algebraic functions; applications to slopes and curves; and maxima and minima.

Prerequisite: Placement exam or MATH 105
Fall/Spring

104 Foundations of 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: Departmental placement exam or satisfactory performance in GNRL 070
Computational Skills
Fall/Spring/J-Term

108 Computer Science

All Mathematics Faculty 4 credits
CSCI

An introduction to the use of computer languages and their applications in the solution of mathematical and scientific problems. The course satisfies the requirement for one computer science course.

Prerequisite: Departmental placement exam or satisfactory performance in GNRL 070
Computational Skills
Fall/Spring
113 Calculus II
Chell, Klyve, Snavely, 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 MATH 112.
Prerequisite: Math 112 or departmental approval
Fall/Spring

121 Discrete Structures
Chell, Klyve, Snavely, 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: Math 112 or departmental approval
J-Term

200 Linear Algebra
Trautwein 4 credits
MTH An examination of linear equations, matrices, vector spaces, transformations, and eigensystems.
Prerequisite: Math 113
Spring

205 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 112
Spring

212 Multivariate Calculus
Tou, Trautwein 4 credits
MTH A study of curvilinear motions, solid analytic geometry, vectors, partial derivatives, and multiple integration. Students completing this course with a grade of C or better will be awarded credit for MATH 112 and 113 if not previously taken.
Prerequisite: Math 113 or departmental approval
Spring

271 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.

303 Theory of Probability
Wheeler 4 credits
MTH An introduction to discrete probability including combinations and permutations; conditional probability and independence; random variables; and expectation.
Prerequisite: Math 113
Fall

304 Theory of Statistics
Klingenberg 4 credits
MTH A study of data collection and analysis; continuous and discrete distributions; Central Limit Theorem; sampling theory; confidence intervals and estimation theory; regression and correlation; chi-square test of independence; and applications of statistics to significant real-world data.
Prerequisite: Math 113
Spring

306 Differential Equations
Snavely 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: Math 113
Fall

307 Applications of Mathematics
Snavely 4 credits
Prerequisite: Math 306

309 Real Analysis
Snavely 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: Math 200 or instructor approval
Spring

310 Complex Variables
Snavely 4 credits
MTH A continuation of Mathematics 309, this course is an introduction to complex analysis, including the Cauchy-Riemann Equations, Cauchy's Theorem, residue theory, and conformal mapping.
Prerequisite: Math 200 or instructor approval

322 Abstract Algebra I
Chell, Klyve, Tou, Trautwein 4 credits
MTH A study of groups, Lagrange's theorem, normal subgroups, fields, rings, integral domains, subrings, ideals, and vector spaces.
Prerequisite: Math 200
Fall

323 Abstract Algebra II
Chell, Klyve, 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: Math 322

400 Senior Seminar
Snavely 1 credit
MTH Students independently pursue a significant problem under the guidance of a faculty member. Results are submitted in a written paper and presented orally for the department.
Prerequisite: Approval of department chair and selection of topic before the end of the previous term
Fall

420 Methods and Materials in Teaching Mathematics
D. King 4 credits
MTH 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

450 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 113 and instructor approval
471 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 113 and instructor approval
Fall/Spring/J-term

490 Research in Mathematics
All Mathematics Faculty 2-4 credits
An opportunity to conduct research in mathematics, culminating in a research paper. Prerequisite: Math 113 and instructor approval

Modern Languages
Major and minor programs in French, German, and Spanish are offered by the Department of Modern Languages. They are designed to develop students' communication skills in understanding, speaking, reading and writing the language; to introduce significant works of literature; to provide experiences that will sharpen sensitivity to and appreciation of a culture or worldview different from their own. Courses in Japanese and Chinese also are offered by the Department of Modern Languages.

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
All students wishing certification to teach French, German, or Spanish in Wisconsin or Illinois must have a major or minor in the language and must take Methods of Teaching Modern Languages (MLAN 420) before they student teach. They also must take a total of 12 credits of Student Teaching, the student teaching seminar, and the professional education sequence of courses.

The Wisconsin Department of Public Instruction requires some form of language immersion in the target culture. For majors, this will be met by the Immersion Abroad experience (I, II). Minors must document an immersion experience of four weeks or more. STUDENTS PREPARING TO STUDY ABROAD ARE URGED TO TAKE MLAN 220 (required for majors).

Placement and Proficiency
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 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 proficiency examinations in languages not offered at the College. Carthage will recognize the results of proficiency examinations in modern languages administered by other colleges and universities or 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 are required to pass a target language proficiency exam during the term in which they take 301.

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 program for majors is 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 the Modern Language major:
201-202 Language acquisition 8 credits
220 Cultural Awareness 1 credit Orientation
301 Language acquisition 4 credits
(During the term in which this course is taken, students will take and be required to pass a written and oral proficiency evaluation. Passing scores on these evaluations is required for completion of the major/minor.)
308 The ML-Speaking World: Social, Political & Economic Issues 4 credits

STUDENTS PREPARING TO STUDY ABROAD ARE URGED TO TAKE MLAN 220.

Majors are required to study abroad over one term. Courses taken at foreign institutions are usually recorded on the student's Carthage transcript as GNRL 351. 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 ML 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. GNRL 351 may fulfill the Carthage Symposium requirement. (See department chair for details.)

*Students whose special circumstances do not permit an extended stay abroad must consult with the department chair.
An Overview: French, German and Spanish Minors

201-202 Language acquisition 8 credits
301 Language acquisition 4 credits

(During the term in which this course is taken, students will take and be required to pass a written and oral proficiency evaluation. Passing scores on these evaluations is required for completion of the major/minor.)

311 Interpreting Written Texts 4 credits in ML

Choice of one from:

308 The ML-Speaking World: Social, Political and Economic Issues 4 credits
309 The ML-Speaking World: Cultural and Intellectual Life 4 credits

At least two additional credits above 301 in the target language.

Total 22 credits

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

101 Modern Literature in Translation
Staff 4 credits
HUM Critical reading of modern literary masterpieces translated into English.

220 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: 202 or equivalent in target language

271 Topics in Language and Culture in Translation
Staff 1-4 credits
Taught in English. Students will receive relatively intense exposure to other cultures.

302 Modern Language Grammar and Linguistics
Staff 2 credits
A study of the grammar and linguistics of languages. While this course will focus on how to talk about grammar and how grammar works, students will find that more extensive exposure to grammar in a theoretical context has practical applications in their oral and written use of a (foreign) language. This course will be taught in English, although there will be language-specific assignments which can be addressed in the (foreign) language each student speaks. This course is highly recommended for all students planning to teach a modern language. Prerequisite: 301 or equivalent in the target language.

305 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. Prerequisite: Students must have taken or concurrently be enrolled in ML 301 - or students must obtain the instructor's consent to enroll

306 East Asian Civilizations and Cultures
Staff 4 credits
HUM This course examines the foundation of East Asian civilizations and cultures. It focuses on the philosophical, historical, artistic, and religious underpinnings of East Asian cultures. It entails a careful examination of such phenomena as the unification of China, the construction of the Great Wall, various creation myths, Jomon cultures in Japan, the Shogunate system, and the Meiji Restoration. Taught in English.

310 East Asian Literature in Translation
Staff 4 credits
HUM This course introduces the important and representative literary works from East Asia, mainly those written in Chinese and Japanese. Students also will become acquainted with East Asian Buddhist literature, Korean epics, and Vietnamese post-war narratives, among other literary topics.

399 Practicum: Teaching Modern Languages
Staff 2-8 credits
Students will consider the classroom application of various theories, methodologies, and activities used to teach modern languages at the college level, as well as apply a variety of evaluation techniques to help assess classroom learning. (The course can be repeated for up to a total of 4 credits)

420 Methods and Materials in Teaching Modern Languages
Staff 4 credits
A study of the philosophies, methods, and materials used by the classroom teacher in elementary, middle, and secondary modern language classrooms. Emphasis will be placed on the practical teaching application of the communicative approach. Field work required. The methods course can be taken before or after the language immersion experience (16 credits of study abroad for majors; four weeks immersion experience for minors). Students should check with the Modern Language Department the first semester of their sophomore year to plan for this course. Prerequisite: 301 or equivalent in the target language Fall Only

471 Topics in Language and Culture in Translation
Staff 1-4 credits
Taught in English. Students will receive relatively intense exposure to other cultures. Prerequisite: GNRL 351
French

101 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.
Prerequisite: French 101 or equivalent
Fall/Spring

102 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 101 or equivalent
Fall/Spring

201 Intermediate French I
Staff 4 credits
This course teaches listening, speaking, reading comprehension, and basic writing skills in sequential development following 101/102, using a variety of original texts in French and exposing students to native French speakers and cultural events.
Prerequisite: French 102 or equivalent
Spring Only

202 Intermediate French II
Staff 4 credits
Expanding on French 201, 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 201 or equivalent
Fall Only

301 Advanced French I
Staff 4 credits
This course continues the linguistic and cultural experiences of 201/202. 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.
Prerequisite: French 202 or equivalent
Spring

303 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.)
Prerequisite: French 202 or equivalency or consent of department chair
Fall/Spring

308 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 301 or consent of instructor
Alternate Fall Semesters

309 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 301 or consent of instructor
Alternate Fall Semesters

311 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 301
Fall

401 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 GNRL 351

424 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 308 or 309 and 311 or consent of instructor

471 Topics in French
Staff 1-4 credits
HUM
Intensive study of specific topics relating to French literature and culture.
Prerequisite: French 308 or 309 and 311 and GNRL 351

German

101 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
102 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 101 or equivalent
Fall/Spring

201 Intermediate German I
Staff 4 credits
This course teaches listening, speaking, reading comprehension, and basic writing skills in sequential development following 101/102, using a variety of original texts in German and exposing students to native German speakers and cultural events.
Prerequisite: German 102 or equivalent
Spring Only

202 Intermediate German II
Staff 4 credits
Expanding on German 201, 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 201 or equivalent
Fall Only

301 Advanced German I
Staff 4 credits
This course continues the linguistic and cultural experiences of 201/202. 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.
Prerequisite: German 202 or equivalent
Spring Only

303 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 202 or equivalent or consent of department chair
Fall/Spring

308 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 301 or consent of instructor
Alternate Fall Semesters

309 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 301 or consent of instructor
Alternate Fall Semesters

311 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 301
Spring Only

401 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 GNRL 351
Spring

424 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 308 or 309 and 311 or consent of instructor

471 Topics in German
Staff 1-4 credits
HUM
Intensive study of specific topics relating to German literature and culture.
Prerequisite: German 308 or 309 and 311 and GNRL 351
Fall

Spanish

101 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
### 102 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 101 or equivalent
- **Fall/Spring**

### 201 Intermediate Spanish I
- **Staff** 4 credits
- This course teaches listening, speaking, reading comprehension, and basic writing skills in sequential development following 101/102, using a variety of original texts in Spanish and exposing students to native Spanish speakers and cultural events.
- **Prerequisite:** Spanish 102 or equivalent
- **Fall/Spring**

### 202 Intermediate Spanish II
- **Staff** 4 credits
- Expanding on Spanish 201, 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 201 or equivalent
- **Fall/Spring**

### 301 Advanced Spanish I
- **Staff** 4 credits
- This course continues the linguistic and cultural experiences of 201/202. 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.
- **Prerequisite:** Spanish 202 or equivalent
- **Fall/Spring**

### 303 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 202 or equivalent
- **Fall/Spring**

### 304 Spanish Composition
- **Staff** 2 credits
- The course will focus on writing as a process. Using the workshop format students will be involved in the different stages of writing from the beginning to end.
- **Prerequisites:** Students' writing will be evaluated in 301. Those students who would benefit from further writing opportunities will enroll in 304 before they are permitted to enroll in courses above 301.
- **Prerequisite:** Spanish 301
- **Fall/Spring**

### 308 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 301 or consent of instructor
- **Fall/Spring**

### 309 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 301 or consent of instructor

### 311 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 301

### 401 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 GNRL 351
- **Spring**

### 424 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 308 or 309 and 311 or consent of instructor
- **Spring**

### 471 Topics in Spanish
- **Staff** 1-4 credits
- **HUM**
- Intensive study of specific topics related to Spanish literature and culture.
- **Prerequisite:** Spanish 308 or 309 and 311
- and GNRL 351

### 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
A major in music consists of these courses:

**Major in Music**

1. 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.
2. Participate in worship and liturgy and to assist in proclaiming the Gospel to the campus community and to the larger community.
3. 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.

**Minor in Music**

The department offers a minor in music. Its requirements are:

- Musicianship Skills in Context 2 cr.
- Technology and Industry 2 cr.
- Music Theory I, II 6 cr. (3 cr. each)
- Aural Skills I, II 2 cr. (1 cr. each)
- Music History II or III 4 cr.
- Applied Music 4 cr. (4 terms private study in a single performing area)
- Ensemble Participation 0-4 cr.
- Music Department Recital 0 cr. (during the four terms applied study)

**Total credits: 40-48**

**Emphases in Music**

The previous represents the minimum requirements for a music major or minor. In addition to the basic BA in Music major, emphases in specific areas are available. The emphases in Music Education (General, Choral, Instrumental) meet current Wisconsin licensure requirements in choral music, general music, and instrumental music, 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 Performance, Church Music, Piano Pedagogy, Music Theater and Jazz Studies.

All Music Education students are required to take these courses for licensure:

- 021 Class Guitar (or Private Instrument, Guitar 055) 1 cr.
- 205 Woodwind Techniques 1 cr.
- 206 Brass Techniques 1 cr.
- 207 Percussion Techniques 1 cr.
- 208 String Techniques 1 cr.
- 209 World Music in the Classroom 2 cr.
- 220 Pop Music in America (fulfills Hist/Lit requirement) 4 cr.
- 301 Seminar in Form and Analysis 2 cr.
- 314 Learning About Instruments (replaces 205-209 for Choral and...
Additional Music Courses Required:

**Education Emphasis in General Music Education**

Additional Music Emphasis: 11-13 credits

Total additional credits in the Choral Music emphasis is advised.

Music 249 Vocal Literature and Diction (4 cr.) is not required in the choral emphasis but is advised.

Total additional credits in the Choral Music Education Emphasis: 11-13 credits

**Emphasis in Choral Music Education**

Additional Music Courses required:

- 218 Basic Conducting 2 cr.
- 311 Choral Conducting 2 cr.
- 313 Choral Literature 2 cr.
- 422 Middle & Secondary Music Methods 3 cr.
- 471 Topics: Vocal Pedagogy 2 cr.
- 004 Small Vocal Ensemble 2 terms 0 cr.

Additional Notes: If voice is not the principal performing area, at least two credits of applied music must be in voice.

Music 249 Vocal Literature and Diction (4 cr.) is not required in the choral emphasis but is advised.

Total additional credits in the Choral Music Education Emphasis: 8 cr.

**Emphasis in General Music Education**

Additional Music Courses Required:

- 311 Choral Conducting 2 cr.
- 421 Elementary Music Methods 3 cr.
- 422 Middle and Secondary Music Methods 3 cr.

Total additional music credits in the General Music Education Emphasis: 7-11 cr.

**Emphasis in Instrumental Music Education**

Additional Music Courses Required:

- 218 Basic Conducting 2 cr.
- 310 Instrumental Conducting 2 cr.
- 420 Instrumental Music Methods 3 cr.
- 009 Small Inst. Ensemble (2 terms) 0 cr.
- 020 Class Voice 1 cr.
  - OR 025 Private Voice 1 cr.
  - OR 001, 002 or 003 (2 terms) 0-4 cr.

Total additional music credits in the Instrumental Music Education Emphasis: 7-11 cr.

**Emphasis in Church Music**

Additional Music courses required:

- 218 Basic Conducting 2 cr.
- 304 Hymnology 2 cr.
- 308 Liturgics 2 cr.
- 309 Church Music Program 2 cr.
- 313 Choral Literature 2 cr.
- 315 Service Playing and Improvisation I 1 cr.
- 316 Service Playing and Improvisation II 1 cr.
- 403 Practicum in Church Music 1 cr.

**Applied Music**:

Music Department Recital each term 0 cr.
Full Senior recital 0 cr.
Private Study each term in principal performing area 8 cr.
Four additional credits in Applied Music 4 cr.

The four additional credits in applied music are to be fulfilled as follows:

- Organ principals take 2 terms of voice and 2 terms of piano
- Voice principals take 4 terms of keyboard study
- Piano principals take 2 terms of voice and 2 terms of organ

* Together fulfill the required Music History/Literature elective.

In addition, music majors with an emphasis in church music:

1. must demonstrate keyboard proficiency in an exam to be completed prior to graduation. Students must study keyboard for credit until the proficiency exam is passed.
2. are required to participate in a performance ensemble every term. Four of the eight terms must be in an approved choral ensemble. Qualifying ensembles include the Carthage Choir, Carthage Women's Ensemble, Lincoln Chamber Singers, Carthage Wind Orchestra, and Carthage Chamber Orchestra. Chapel Choir and Carthage Concert Band may also fulfill this requirement at the discretion of the ensemble directors.

Total additional credits: 27 - 28 credits

**Emphasis in Performance**

Additional Music courses required:

- 218 Basic Conducting 2 cr.
- 301 Form and Analysis 2 cr.
- 304 Pedagogy in Performing Area 4 cr.
- Additional applied lessons 8 cr.
- Satisfactory half and full recital 0 cr.

Total additional credits: 16 credits

**Emphasis in Music Theatre**

Additional courses required:

- 340 Music Theatre History 4 cr.
  (students pursuing a music theatre emphasis use this course as a substitute for Music History I)
- 262 Music Theatre Workshop 1-2 cr.
  (0, 1, or 2 credits, may be used to fulfill ensemble participation after successfully completing 4 terms of an approved ensemble)
- THTR 211 Acting I 4 cr.
- THTR 311 Acting II 4 cr.
- THTR 291 Play Production I 4 cr.
  or
- THTR 292 Play Production II 4 cr.

Choose four credits from the following: 4 cr.

- THTR 041 Ballet I
- THTR 042 Ballet II
- THTR 044 Jazz I
- THTR 045 Jazz II
- THTR 046 Ballroom
- THTR 043 Tap

Total additional credits: 21-22 credits

**Emphasis in Jazz Studies**

Additional courses required:

- 218 Basic Conducting 2 cr.
- Jazz History 4 cr.
  (students pursuing an emphasis in jazz studies take Jazz History in place of Music History I)
- Small Instrumental Ensemble (Jazz Combo) (4 terms) 0 credits
- Private Lessons (Improvisation) 2 cr.
- Jazz Arranging I 2 cr.
- Jazz Arranging II 2 cr.
- Jazz Improvisation I 1 cr.
- Jazz Improvisation II 1 cr.
- Jazz Ensemble 0 credits (4 terms)
  (counts toward Ensemble Participation required in core major)

Total additional credits: 14 credits
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. (The required weekly departmental and studio recitals are scheduled on Wednesdays at 12:15 p.m.)

Students in the performance and the church music 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. Both may be presented only with permission of the music faculty, following a pre-recital jury. In order to partially satisfy the requirements of the performance emphasis, both 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
016 Keyboard Skills I for Music Majors/Minors 1 credit
Prerequisite: passing grade on Music Literacy Assessment.
017 Keyboard Skills II for Music Majors/Minors 1 credit
018 Keyboard Skills III for Music Majors/Minors 1 credit
019 Keyboard Skills IV for Music Majors/Minors 1 credit
020 Class Voice 1 credit
021 Class Guitar 1 credit

Private Lessons (may be repeated)
015 Private Piano 1 credit
025 Private Voice 1 credit
045 Private Organ 1 credit
055 Private Instrument 1 credit
065 Private Conducting 1 credit

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

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

001 Carthage Choir
Staff
The Carthage Choir presents concerts of both anthems and longer works, sings for school and community functions, hosts an annual choral workshop, takes an annual spring tour, and tours in Europe every third J-Term. Membership by individual audition. 0-2 credits

002 Chapel Choir
P. Dennee
The Chapel Choir is a mixed choral ensemble that regularly sings both sacred and secular music in a variety of venues. Membership by individual audition. 0 or 1 credit.

003 Lincoln Chamber Singers
P. Dennee
The Lincoln Chamber Singers is a select, small vocal ensemble that performs secular and sacred music of a more intimate nature both on and off-campus. 0 or 1 credit.

004 Small Vocal Ensembles
Staff 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.

005 Carthage Wind Orchestra
Ripley
The Carthage Wind Orchestra presents concerts and participates in various campus and community events. Membership by individual audition. 0 - 2 credits.

006 Kenosha Symphony
Burns
The Kenosha Symphony, a municipal orchestra of amateur and professional musicians, occasionally performs on campus. 0 or 1 credit.

007 Carthage String Orchestra
D. Schripsema
The Carthage String Orchestra is a chamber ensemble. 0 or 1 credit.

008 Jazz Band
D. Ness
The Jazz Band is a laboratory ensemble that studies and performs music in various jazz styles, both on and off-campus. Membership by individual audition. 0 or 1 credit.

009 Small Instrumental Ensembles
Hodges 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.

012 Pep Band
Saucedo 0 credits
The Pep Band regularly plays at all home football and basketball games. Membership by individual audition.

013 Gospel Messengers
Tillman-Kemp 0 credits

015 Private Piano
Livingston, Shapovalov, Rudd, Wallace 
Fall 1 credit

016 Keyboard Skills for Music Majors/Minors I
Livingston 1 credit
Fall

017 Keyboard Skills for Music Majors/Minors II
Livingston 1 credit
Fall

018 Keyboard Skills for Music Majors/Minors III
Livingston 1 credit
Fall

019 Keyboard Skills for Music Majors/Minors IV
Livingston 1 credit
Fall

020 Class Voice
Haines, C. Ness 1 credit
Fall
### Music

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Instructor(s)</th>
<th>Credits</th>
</tr>
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<td>D. Ness</td>
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<td>P. Dennee</td>
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<td>Hodges</td>
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**Course Descriptions**

**021 Class Guitar**
D. Ness  
*Fall*

**022 Carthage College Masterworks Chorale**
P. Dennee  
The Carthage College Masterworks Chorale is comprised of students and community performers.

**023 Racine Symphony**
Platt  
The Racine Symphony is resident at the college and provides a venue for talented musicians. 0 or 1 credit.

**024 Carthage Women's Ensemble**
P. Dennee  
The Carthage Women's Ensemble regularly sings both sacred and secular music on and off-campus. Membership by individual audition. 0 or 1 credit.

**025 Private Voice**
Berg, Haines, C. Ness, Henninger  
*Fall*

**045 Private Organ**
Staff  
*Fall*

**055 Private Instrument**
Staff  
A full complement of applied lessons in brass, woodwinds, strings, and percussion.  
*Fall*

**065 Private Conducting**
Ripley, Staff  
*Fall*

**070 Music Departmental Recital**
Ripley  
*Fall/Spring*

**101 Music Theory I**
M. Petering, W. Hodges  
A historical-analytical approach to the study of theory and harmony. Includes music notation, rhythmical 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*

**102 Aural Skills I**
M. Petering, W. Hodges  
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 MUSI 101*
*Fall*

**103 Music Theory II**
M. Petering, W. Hodges  
A continuation of Music Theory I. Includes tonization and modulation, small melodic forms, binary and ternary forms, and principles of melodic analysis.  
*Prerequisite: MUSI 101 or consent of the instructor*
*Fall*

**104 Aural Skills II**
M. Petering, W. Hodges  
A continuation of Aural Skills I, applied to musical concepts studied in Music Theory II.  
*Prerequisite: MUSI 102 or consent of the instructor*
*Spring*

**115 Exploring Music**
Berg, Haines, Hodges, Ripley, Dennee  
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. (A separate section for music majors only is offered every autumn.)  
*Fall/Spring*

**116 Musicianship Skills in Context**
Staff  
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*

**200 A Survey of Symphonic Literature**
Hodges  
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*

**201 Music Theory III**
M. Petering  
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: MUSI 103 or consent of the instructor*
*Fall*

**202 Aural Skills III**
M. Petering  
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: MUSI 104 or consent of the instructor*
*Fall*
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Instructor</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>203 Music Theory IV</td>
<td>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 twentieth century compositional techniques, including serial music, electronic music, and other avant-garde music. Prequisite: MUSI 201 or consent of the instructor</td>
<td>M. Petering</td>
<td>3</td>
</tr>
<tr>
<td>204 Aural Skills IV</td>
<td>A continuation of Aural Skills III, applied to musical concepts studied in Music Theory IV and with particular focus on twentieth century melody, harmony, and rhythm. Prequisite: MUSI 202 or consent of the instructor</td>
<td>M. Petering</td>
<td>1</td>
</tr>
<tr>
<td>205 Woodwind Techniques in Schools</td>
<td>A course designed to acquaint the music student with techniques and problems involved in the teaching and performance of woodwind instruments in grades five through twelve.</td>
<td>Hodges</td>
<td>1</td>
</tr>
<tr>
<td>206 Brass Techniques in Schools</td>
<td>A course designed to acquaint the music student with techniques and problems involved in the teaching and performance of brass instruments in grades five through twelve.</td>
<td>Ripley</td>
<td>1</td>
</tr>
<tr>
<td>207 Percussion Techniques in Schools</td>
<td>A course designed to acquaint the music student with techniques and problems involved in the teaching and performance of percussion instruments in grades five through twelve.</td>
<td>Ripley</td>
<td>1</td>
</tr>
<tr>
<td>208 String Techniques in Schools</td>
<td>A course designed to acquaint the music student with techniques and problems involved in the teaching and performance of stringed instruments in grades five through twelve.</td>
<td>Staff</td>
<td>1</td>
</tr>
<tr>
<td>209 World Music in the Classroom</td>
<td>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.</td>
<td>K. Barker</td>
<td>2</td>
</tr>
<tr>
<td>210 Popular Music in America</td>
<td>Fundamentals of phonetics and sound production as applied to singing in English, Italian, German, and French. Study of representative vocal literature of each language.</td>
<td>G. Berg</td>
<td>4</td>
</tr>
<tr>
<td>211 Opera</td>
<td>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.</td>
<td>Ripley</td>
<td>1</td>
</tr>
<tr>
<td>212 Vocal Diction and Literature</td>
<td>Fundamentals of phonetics and sound production as applied to singing in English, Italian, German, and French. Study of representative vocal literature of each language.</td>
<td>Livingstone</td>
<td>2</td>
</tr>
<tr>
<td>213 Jazz Improvisation I</td>
<td>Beginning improvisation techniques in a group setting with an emphasis on repertoire, analysis, transcription, and improvisational tools. Prequisite: MUSI 210 or consent of instructor</td>
<td>Staff</td>
<td>1</td>
</tr>
<tr>
<td>214 Jazz Improvisation II</td>
<td>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. Prequisite: MUSI 213 or consent of instructor</td>
<td>Staff</td>
<td>1</td>
</tr>
<tr>
<td>215 Basic Conducting</td>
<td>Basic gestures of conducting and basic procedures for leading a musical ensemble to achieve its musical and technical potential.</td>
<td>Ripley</td>
<td>2</td>
</tr>
<tr>
<td>220 Popular Music in America</td>
<td>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.</td>
<td>D. Ness, J. Ripley</td>
<td>4</td>
</tr>
<tr>
<td>221 Opera</td>
<td>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.</td>
<td>Ripley</td>
<td>1</td>
</tr>
<tr>
<td>222 Vocal Diction and Literature</td>
<td>Fundamentals of phonetics and sound production as applied to singing in English, Italian, German, and French. Study of representative vocal literature of each language.</td>
<td>Livingstone</td>
<td>2</td>
</tr>
<tr>
<td>223 Jazz Improvisation II</td>
<td>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. Prequisite: MUSI 213 or consent of instructor</td>
<td>Staff</td>
<td>1</td>
</tr>
<tr>
<td>224 Vocal Diction and Literature</td>
<td>Fundamentals of phonetics and sound production as applied to singing in English, Italian, German, and French. Study of representative vocal literature of each language.</td>
<td>Livingstone</td>
<td>2</td>
</tr>
<tr>
<td>225 Piano Pedagogy and Literature I</td>
<td>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.</td>
<td>M. Petering</td>
<td>3</td>
</tr>
<tr>
<td>226 Piano Pedagogy and Literature II</td>
<td>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.</td>
<td>M. Petering</td>
<td>3</td>
</tr>
<tr>
<td>227 Piano Pedagogy and Literature III</td>
<td>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.</td>
<td>M. Petering</td>
<td>3</td>
</tr>
<tr>
<td>228 Piano Pedagogy and Literature IV</td>
<td>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.</td>
<td>M. Petering</td>
<td>3</td>
</tr>
<tr>
<td>229 Piano Pedagogy and Literature V</td>
<td>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.</td>
<td>M. Petering</td>
<td>3</td>
</tr>
<tr>
<td>230 Piano Pedagogy and Literature VI</td>
<td>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.</td>
<td>M. Petering</td>
<td>3</td>
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<tr>
<td>231 Piano Pedagogy and Literature VII</td>
<td>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.</td>
<td>M. Petering</td>
<td>3</td>
</tr>
<tr>
<td>232 Piano Pedagogy and Literature VIII</td>
<td>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.</td>
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</tr>
<tr>
<td>233 Piano Pedagogy and Literature IX</td>
<td>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.</td>
<td>M. Petering</td>
<td>3</td>
</tr>
<tr>
<td>234 Piano Pedagogy and Literature X</td>
<td>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.</td>
<td>M. Petering</td>
<td>3</td>
</tr>
</tbody>
</table>
262 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

300 Opera Production
Staff 4 credits
The study and application of the various facets involved in opera production: scenes from the operatic repertoire and/or full-scale operas will be studied and performed. May be repeated.
Prerequisite: Consent of the instructor
J-Term

301 Seminar in Form and Analysis
Hodges 2 credits
Advanced formal and stylistic analysis of selected major works from the Baroque to the present.
Prerequisite: MUSI 201 or consent of the instructor
Fall

304 Hymnology
Staff 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

305 Music History I
D. Shapovalov 4 credits
Survey of Western music from the Christian era through the early Viennese Classical period (Haydn and Mozart).
Fall

306 Music History II
D. Shapovalov 4 credits
Survey of Western music from Beethoven to 1900.
Fall

307 Music History III
D. Shapovalov 4 credits
Survey of Western music from 1900 to the present.
Spring

308 Liturgics
Staff 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

309 The Church Music Program
Staff 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

310 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 101 or consent of the instructor
Fall

311 Choral Conducting and Techniques
P. Dennee 2 credits
Basic gestures of conducting and basic procedures for training a choral ensemble to achieve its musical and technical potential.
Prerequisite: Music 101 or consent of the instructor
Fall

312 Orchestration
Ripley 2 credits
The study of instrumental timbres and idioms. Scoring and arranging for various ensembles with performance whenever possible.
Prerequisite: Music 101 and 102
Spring

313 Choral Literature
P. Dennee 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

314 Learning About Instruments
Staff 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 instrument in the elementary general music classroom. By means of hands-on experiences, students will gain competencies with the four basic families of instruments.
Fall

315 Service Playing and Improvisation I
Staff 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
Fall

316 Service Playing and Improvisation II
Staff 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: MUSI 315
Spring

317 Jazz Arranging I
Staff 2 credits
Exploration of scoring techniques for jazz and popular ensembles with an emphasis on writing arrangements for smaller ensembles.
Prerequisite: MUSI 202 or consent of instructor
Fall

318 Jazz Arranging II
Staff 2 credits
Advanced scoring techniques for jazz and popular ensembles with an emphasis on writing arrangements for larger ensembles.
Prerequisite: MUSI 317 or consent of instructor
Spring
320 Field Experience
Ripley 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. The student should obtain the Field Experience Handbook from the Education Department and comply with the regulations stated in the handbook. J-Term

340 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

351 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 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

403 Practicum in Church Music
Staff 1 credit
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: MUSI 316, MUSI 311, MUSI 304, MUSI 309 or consent of instructor Fall/Spring

410 Piano Literature
J. Livingston 4 credits
This course is an historical survey of piano literature from the late Baroque through the twentieth century. It is intended for music majors who are piano students and for any other students who have substantial background and skills in piano performance. Representative literature of each composer and style period will be studied so that students may gain a comprehensive foundation of structural, stylistic, and technical points. Spring

420 Instrumental Music Methods
Ripley 3 credits
An overview of learning theory, teaching techniques, educational and aesthetic philosophy, organizational skills, band and instrumental materials, organization of various ensembles, budgeting and financing, and sources of information.

421 Elementary Music Methods
K. Barker 3 credits
The philosophy, content, and methods requisite to the music specialist in the elementary school. Evaluation of materials and development of effective teaching methods.

422 Middle and Secondary Music Methods
P. Dennee 3 credits
The philosophy, content, and methods requisite to the choral and general music teacher at the middle and secondary level.

471 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), and Composition (with consent of instructor).

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. Biol 171 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:

- PSYC 210
- NEUR 250
- NEUR 395
- NEUR 410
- BIOL 251
250 Research Methods in Neuroscience
Miller 4 credits
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 (SOCS233 or MATH 106) prior to enrolling in this course.
Prerequisite: Grade of 'C' or better in SOCS 233 or MATH 106 prior to enrolling in this course.

395 Neuroscience II: Electrical and Chemical Properties
Miller 4 credits
This course is an examination of the fundamental function of the nervous system. Molecular examination of the electrical and chemical properties of the nervous system is studied, then put into systemic context through examination of pharmacological effects and learning paradigms. Cross-listed in Neuroscience and Psychology.
Prerequisite: Grade of 'C' or better in PSYC 210 or consent of instructor
Fall

410 Neuroscience III: Development and Neuroanatomy
Seymour 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 Neuro 395 or consent of instructor
Spring

490 Research In Neuroscience
Staff 1 credit
Students work on an independent research project under the direction of a faculty member. Majors may not enroll for more than four terms of this course.
Prerequisite: Selection of a research project and advisor must be approved by the program director Consent of instructor
Fall/Spring

Philosophy

100 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

110 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
120 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

130 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 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: 100-level philosophy course
Fall/Spring

210 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

240 Philosophy of Religion
Magurshak  4 credits
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.

271 Topics in Philosophy
Magurshak  1-4 credits
A variable content course designed to offer special topics in philosophy.
Spring

275 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.

Physics
The Physics major 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, 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 41 credits, which must include:
- PHYS 104: Understandings of Physics I
- PHYS 105: Understandings of Physics II
- PHYS 203: Intermediate Physics I
- PHYS 204: Intermediate Physics II
- PHYS 310: Mathematical Methods for Scientists & Engineers
- PHYS 400: Senior Seminar (1 credit)

PHYS 406: Experimental Physics
PHYS 408: Observational Astrophysics
Senior Thesis (0 credit)

*With consent of the department chair, CHEM 101, 102 may be substituted for PHYS 104, 105.

In addition, physics majors are required to take 16 credits of coursework at the 300 level or higher. With approval of the department chair, up to 8 credits may be selected from an approved list of science courses outside the Physics Department, MATH 112, 113, and 306 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 regular access to instruments at Yerkes Observatory, one of the premier astrophysical research observatories in the world. Carthage also owns and maintains a variety of telescopes, CCD cameras, and research equipment, which the student may use. The astrophysics concentration includes PHYS 303, 407, 408, (308 and 405), or (360 and 410).

Students planning to pursue further education in engineering or applied physics should consult a faculty advisor to select course electives appropriate to their intended engineering specialty.

Students intending to pursue advanced degrees in physics should take electives that cover the core material required for admission to graduate school. These include PHYS 303, 308, 310, 360, 405, 410, and 471.

The Physics Minor consists of either:
- PHYS 104, 105, 203, and 204, and two additional courses in physics numbered 300 or higher.
- OR
- PHYS 203, 204, and three additional courses in physics numbered 300 or higher. Students interested in teaching physics should consult the department chair for suggested courses.

FOR SCIENCE DESIGNATION: CHECK COURSE DESCRIPTIONS TO SEE IF A LABORATORY IS
INCLUDED IN ORDER TO FULFILL A LAB SCIENCE REQUIREMENT.

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

103 Astronomy
Arion, Crosby, Quashnock 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

104 Understandings of Physics I
Staff 4 credits
SCI
An introduction to the approaches used by scientists to study and describe the Universe. Students will develop an understanding of the mechanisms and principles of the Universe through the eyes of Galileo, Newton, Bohr, and Einstein. Topics include understanding physical effects, and mechanical, electrical, and atomic phenomena.
Prerequisite: High school algebra
Fall

105 Understandings of Physics II
Staff 4 credits
SCI
This course applies physical principles as used by scientists to understand and describe phenomena in the Universe. Students study applications of physics to a wide range of real life situations.
Prerequisite: PHYS 104 or departmental approval
Spring

150 Cosmology: The Big Bang
Quashnock 4 credits
SCI
A study of the people and ideas that have shaped our current view and understanding of the cosmos. Topics will include: astronomy of ancient civilizations, the development of the Copernican solar system, the size of the galaxy and the cosmological distance ladder, relativity and black holes, Hubble and the expanding universe, big-bang cosmology and the history of the early universe, exotic particles, funny energy, and the fate of the universe, current and future space science missions and the search for extra-solar planets and intelligent life.
Prerequisite: High school algebra
Spring

201 Fundamentals of 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

202 Fundamentals of Physics II
Burling, Quashnock, Schwartz 4 credits
SCI
A study of electricity and magnetism, light and atomic physics. Lecture and laboratory.
Prerequisite: PHYS 201 or departmental approval
Spring

203 Intermediate Physics I
Staff 4 credits
SCI
An introduction to mechanics, heat, and sound, requiring the use of calculus. Lecture and laboratory.
Prerequisite: MATH 112 and either PHYS 104 or CHEM 102, or departmental approval
Fall

204 Intermediate Physics II
Staff 4 credits
SCI
An introduction to electricity, magnetism, light, and modern physics; requires the use of calculus. Lecture and laboratory.
Prerequisite: PHYS 203
Spring

271 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 and mathematics or permission of the instructor

303 Optics
Arion 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: PHYS 204 or departmental approval
Fall

308 Mechanics
Crosby, Schwartz 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: PHYS 204, or both PHYS 202 and MATH 113
Fall

310 Mathematical Methods for Scientists &Engineers
Crosby, Quashnock 4 credits
SCI
Analytical and numerical techniques appropriate to the solution of complex physical problems are explored. Students perform calculations and write computer codes to create numerical models of physical systems. Students conduct projects involving numerical and analytical approaches to solving a problem.
Prerequisite: Concurrent enrollment in PHYS 204 or departmental approval
Spring

312 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 (Boolean algebra, logic gauges, de-multiplexers, shift registers) circuits will be covered. Lecture and laboratory.
Prerequisite: PHYS 202 or 204, or departmental approval
Spring
350 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

355 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

360 Thermostatistics
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: PHYS 204 or departmental approval
Fall

400 Senior 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

405 Electricity and Magnetism
Arion 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: MATH 306 and either PHYS 202 or 204
Spring

406 Experimental Physics
Schwartz 4 credits
SCI
An advanced laboratory course for senior physics majors. Students are expected to draw heavily upon their previous course work in physics and mathematics, and to apply their acquired skills and knowledge in planning and carrying out significant experimental work in physics. Laboratory, six hours scheduled; additional time will be required.
Prerequisite: Senior standing and successful completion of at least 22 credits in physics
Spring

407 Astrophysics
Arion, 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: PHYS 204 or departmental approval
Fall

408 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: PHYS 407 or departmental approval
JTerm/Spring

410 Quantum Mechanics
Crosby, Quashnock 4 credits
SCI
A study of the principles of quantum mechanics. Schroedinger theory and operator algebra are applied to the study of such problems as potential wells and barriers, tunneling, the harmonic oscillator and the hydrogen atom.
Prerequisite: MATH 306 and either PHYS 202 or 204
Spring

450 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

471 Topics in Physics
Staff 1-4 credits
A course of variable content on topics not covered in other courses offered by the department. Topics include biophysics, condensed matter physics, nuclear physics, fluid mechanics, and relativity.
Prerequisite: Departmental approval

490 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

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 ten 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 210, two courses from the area of Political Thought and Theory, Political Science 400, 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 107: Introduction to Political Theory. For students who select Political Theory as their area of emphasis, Political Science 107 and 325 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 106: Elementary Statistics, and/or Social Science 233: Behavioral Research Statistics.

Recommended supporting areas include courses from other departments in the Social Science Division (Geography, Psychology, Sociology, and Economics) and from the Humanities Division (Philosophy, History, and English).

More information on the Department of Political Science can be found at [http://www.carthage.edu/dept/polisci/](http://www.carthage.edu/dept/polisci/)

**American Government and Politics**
104 Introduction to Public Policy
240 American Government: National, State and Local
351 Campaigns and Elections
352 America at War
353 American Political Institutions
358 American Foreign Policy

**Comparative Politics**
103 Introduction to Comparative Politics
320 Women and Politics
335 Human Rights
337 Russia/East European Politics
338 West European Politics
339 Asian Politics

**General Courses**
205 Philosophical Foundations of Political Economy
210 The Logic of Political Inquiry
271 Topics in Political Science
400 Senior Seminar
405 Seminar in International Political Economy

**International Relations**
105 Introduction to International Relations
360 International Security
361 Nuclear Proliferation
362 Environmental Politics

**Political Thought and Theory**
325 Classics of Political Thought
326 Studies in Political Theory

**Public Law and Judicial Politics**
190 Constitutional Rights: Freedom of Expression
191 Law and Society
290 Constitutional Law I
291 Constitutional Law II
292 Judicial Process and Behavior
390 Comparative Law
393 Environmental Law

**Honors in the Major**
Please see department chair for details.

Basic requirements are listed under All College Programs in the catalog.

**103 Introduction to Comparative Politics**
Staff 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.

**104 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.

**105 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**

**107 Introduction to Political Theory**
Lynch 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, Machiavelli, Locke, Madison, etc., as well as more contemporary theorists such as Rawls and Nozick. The empirical and normative features of theories will be identified and examined. The course also will focus on how effective or adequately theories integrate critically necessary, yet apparently inconsonant political principles and values.

**Fall**

**190 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.
191 Law and Society
Marshall 4 credits
Law & Society introduces and 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.

205 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

210 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.
Spring

240 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.
Prerequisite: Sophomore standing
Fall/Spring

271 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.

290 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

291 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
Fall

292 Judicial Process and Behavior
Staff 4 credits
SOC
This course provides a critical examination of what is referred to as the judicial process. Thus, this course focuses on the background of judges, the role of pressure groups in the judicial process, amicus curiae briefs, the selection of judges, legal reasoning, the issue of judicial policy making, legalism in Constitutional decision making, etc. The course presumes that the student has had exposure to case law.
Prerequisite: POLS 290 or 291 or instructor's consent
Spring

320 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

325 Classics of Political Thought
Lynch 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: POLS 107

326 Studies in Political Theory
Staff 4 credits
SOC
This course covers a major figure or epoch in the history of political philosophy; on a rotating basis this will include individual authors such as Plato, Augustine, Machiavelli or Tocqueville, or specific periods of political philosophy and thought such as ancient, medieval, early modern American, or contemporary.
Prerequisite: POLS 107 or consent of instructor

335 Human Rights
Roberg 4 credits
SOC
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.
Prerequisite: POLS 103 or 105 or instructor's consent
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.

Prerequisite: POLS 103 or 105 or instructor's consent

### 338 Forces and Processes of Integration in Europe from the Late 18th Century to the European Union

Staff 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.

Prerequisite: POLS 103 or instructor's consent

### 339 Asian Politics

Marshall 4 credits

SOC

This course examines historic, cultural, economic, social, and geographic traits that distinguish this region and shape its domestic political processes and interstate relations. To carry out this task the course surveys the governments of selected countries and examines in particular the influence of Japan and China on regional and global affairs. Finally, this course includes a survey of contemporary issues that are important to the region, and to the United States.

Prerequisite: POLS 103 or 105 or instructor's consent

### 351 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. We will examine the role of 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: POLS 240 or instructor's consent

### 352 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.

### 353 American Political Institutions

Mast 4 credits

SOC

This course provides an examination of the principal policy making institutions of the United States government: the Congress and Presidency. The political and Constitutional dimensions of these institutions will be addressed as well as the administrative structures and processes that allow them to carry out their legislative and executive functions.

### 354 American Foreign Policy

Cyr 4 credits

SOC

A study of the formulation and execution of foreign policy in the United States, together with an examination of the substantive issues of American foreign policy since World War II. A primary objective of the course is to provide the student with a basis for an intelligent analysis of current foreign policy issues.

### 360 International Security

Roberg 4 credits

SOC

With the fall of the Berlin Wall in 1989 and the end of the Cold War in 1991, the world seemed to become a less threatening place and there was hope that a "New World Order" would bring peace and prosperity to all the world's inhabitants. Only a few years later the events in Bosnia, Somalia, Rwanda, and Kosovo, among others, have made some ask how the New World Order differs from the old Cold War Order. Are we really more secure? This course will explore what it really means to be "secure" by examining some of the sources of conflict and instability that exist in the world today.

Prerequisite: POLS 105 or instructor's consent

### 361 Nuclear Proliferation

Roberg 4 credits

SOC

Is it important for a country to acquire nuclear weapons? This is the question with which countries both with and without nuclear weapons currently are dealing. This course will explore the costs and benefits of acquiring nuclear weapons both to the country trying to gain them, and the countries that have to deal with the new nuclear power(s). Moreover, if the world community has come to the conclusion that we do not want more countries to possess them, how can the acquisition of nuclear weapons and materials be prevented?

Prerequisite: POLS 105 or instructor's consent

### 362 Environmental Politics

Mast, Roberg 4 credits

SOC

This course introduces students to important theoretical and policy issues in the study and practice of international environmental politics. It is designed to provide a better understanding of past, present, and future events by: a) placing global environmental issues within the broader framework of international relations; b) introducing prominent actors, institutions and issues; and c) examining recent attempts to create effective international institutions to address specific environmental problems.

Prerequisite: POLS 103 or 105 or instructor's consent

J-Term
Psychology

390 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.
Prerequisite: POLS 191, 290 or 291

393 Environmental Law
Mast 4 credits
SOC This course provides an introduction to the field of environmental law, the legal processes and outcomes that affect environmental policies. Both statutory and case law will be explored in ways that will develop students analytical skills and abilities to form legal arguments related to the fields of natural resource management and pollution regulation. Political, economic and philosophical issues are interwoven throughout the subject and speak to the complexity that characterizes the relationships between society and nature.

400 Senior Seminar
Roberg 4 credits
SOC This course serves as the capstone to a student's political science studies. The senior seminar will help students to organize the analytical frameworks, perspectives, and theories they have learned throughout their political science career into a coherent structure in the form of a Senior Thesis. Students are required to present their senior thesis as part of the course.
Prerequisite: Senior Standing
Fall

405 Seminar in International Political Economy
Cyr 4 credits
SOC Serving as a capstone for the International Political Economy major, the seminar goes beyond disciplinary lines in an attempt to further integrate diverse and often competing perspectives, methodologies, and values. A research thesis, on a topic of the individual student's choice made in consultation with an advisor, is required along with an oral presentation to faculty and students involved in the program.
Prerequisite: Senior standing

Psychology

Courses in psychology provide a background for a better understanding of the modern world, other academic fields, and one’s self. Classes can be taken as courses for a major or minor concentration in psychology, as supporting courses for other majors, or because of general interest.

The major concentration in psychology is designed to encourage an understanding of human behavior from a broad perspective, to prepare students for graduate study in psychology, for employment in a psychology-related field, or for further education or career training in a variety of other fields.

Psychology Major (48 credits):
Four courses are required of all psychology majors: Introduction to Psychology 150, Social Science Behavioral Research Statistics 233, Experimental Psychology 290, and Thesis Development 370.

In addition, majors are required to take at least four breadth courses from the following five breadth courses: Introduction to Behavioral Neuroscience 210, Social Psychology 220, Cognition 230, Abnormal Psychology 245, and Child and Adolescent Development 285.

Majors also are required to take three depth courses after they have met the prerequisites for the respective depth course. These depth courses include: Sensation and Perception 315, Tests and Measurements 335, Contemporary Issues in Sex and Gender 345, Childhood Psychopathology 365, Personality 375, Adult Development and Aging 385, Neuroscience II 395 and any Topics 471.

Finally, students may take one or more electives from the following: any 271 Topics Course, 400 Senior Seminar, and 470 Field Work. All majors are required to complete a thesis. Thesis projects are begun in the course titled Thesis Development 370.

Psychology Minor (24 credits):
Introduction to Psychology 150, Experimental Psychology 290, Social Science Behavioral Research Statistics 233, 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 chair of the department of psychology 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 400.

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 370 or Senior Seminar 400 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.

150 Introduction to Psychology
Seymour, Gottlieb, Cameron 4 credits
SOC An introduction to the methods and principles of psychology.
Fall/Spring/Summer

210 Introduction to Behavioral Neuroscience
Miller, Seymour 4 credits
SCI An introduction to psychological processes as they relate to behavior. Basic neurophysiology and sensory processes will be covered along with research relevant to topics or current interest in the field.
Prerequisite: Psyc 150 or Biol 170
Fall/Spring

220 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

230 Cognition: Theories and Applications
Cameron, Gottlieb 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: PSYC 150
Fall, Spring
245 Abnormal Psychology
Staff 4 credits
SOC
This course is an introduction to the study of abnormal behavior and psychological or mental disorders. Major psychological disorders will be reviewed. Each disorder will be examined by its description, the etiology of the disorder, and treatment. **Prerequisite:** Psychology 150
Fall

285 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**

290 Experimental Psychology
Maleske, Gottlieb 4 credits
SOC
An introduction to research methods in psychology, including the designing and conducting of experiments and the interpretation of results. **Prerequisite:** PSYC 150 and SOCS 233 with a grade of "C" or better **Fall/Spring**

315 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:** PSYC 150; PSYC 210 or PSYC 230 **Spring**

335 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:** PSYC 150 and SOCS 233 variable

345 Contemporary Issues in Sex and Gender
Seymour 4 credits
SOC
This course is an examination of the interaction of the endocrine system and nervous system and the resultant effect on behavior. Gender and sex-related differences are studied from a biological and an environmental perspective. Crosslisted as Neur 345. **Prerequisite:** Psych 150, Psych 210 or consent of instructor

365 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:** PSYC 150 and PSYC 245 or PSYC 285 **Fall**

370 Thesis Development
Maleske 4 credits
SOC
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:** PSYC 150, SOCS 233 (with grade of 'C' or better), NEURO 250 (with grade of 'C' or better), and PSYC 290 (with grade of 'C' or better) Junior standing **Spring**

375 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:** PSYC 150 and PSYC 220 or PSYC 245 **Spring**

385 Adult Development and Aging
Staff 4 credits
SOC
The psychology of adult development and the processes of aging will be studied. Theories and empirical study of adult functioning during the contemporary long lifespan will be considered, including the cognitive, social, emotional and physical domains. Practical implications for the education and societal care of a growing population of middle-aged and aging persons will be emphasized. **Prerequisite:** PSY 285 **Fall**

395 Neuroscience II: Electrical and Chemical Properties
Miller 4 credits
SOC
This course is an examination of the fundamental function of the nervous system. Molecular examination of the electrical and chemical properties of the nervous system is studied, then put into systemic context through examination of pharmacological effects and learning paradigms. Cross-listed in Neuroscience and Psychology. **Prerequisite:** Grade of 'C' or better in PSYC 210 or consent of instructor **Fall**

400 Senior Seminar
Maleske 4 credits
SOC
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:** PSYC 150, SOCS 233 (with grade of 'C' or better), PSYC 290 (with grade of 'C' or better), senior status **Fall**

470 Field Work in Psychology
Tiegel 4 credits
SOC
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 of department chair before student can register. Graded: A-F. **Prerequisite:** Permission of the chair of the department of psychology, senior standing, and Psychology 150 **Fall/Spring**
471 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: PSYC 150 or consent of the instructor

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 that religion is a fundamental dimension of human experience.

For graduation, all students must successfully complete Religion 100: Understandings of Religion (preferably in their freshman or sophomore year), and any one of the following courses: Religion 200, 201, 202, 203, 204, 220, 230, 301, 302, 303, 304, 306, 307, 310, 311, 312, 313, 314, 320, 331, 332, 335, 336, 340, 345, 370 or Phil240. Certain topics courses (RELI 271 or 471) and some courses offered by other departments may also be approved to fulfill the second course requirement.

Religion Major (40 credits)
- Religion 100: Understandings of Religion
- Religion 275: Research Methods
- Religion 400: 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)
- Religion 100: 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
- RELI 201 Jewish Bible/Old Testament
- RELI 202 The Gospels
- RELI 203 Letters of the New Testament
- RELI 301 Post-Exilic Judaism
- RELI 302 Women and the Bible
- RELI 303 Creation and Apocalypse
- RELI 340 Biblical Images of Christ
- RELI 370 The Dead Sea Scrolls

II. Church History/Christian Theology
- RELI 200 History of Christian Thought
- RELI 204 Christian Spirituality
- RELI 304 Church History
- RELI 306 Luther and the Reformation
- RELI 307 Religion in America
- RELI 414 Religious Thinkers of Modern Times

III. World Religion
- RELI 301 Judaism
- RELI 311 Hinduism
- RELI 312 Islam
- RELI 313 Buddhism
- RELI 314 East Asian Religions
- RELI 331 Greek Religions
- RELI 332 Roman Religions
- RELI 336 Religion and Society in Modern India
- RELI 370 Dead Sea Scroll

IV. Religion and Society
- RELI 207 Understandings of Love
- RELI 220 Faith, Love and Ethics
- RELI 230 Issues in Living and Dying
- RELI 302 Women and the Bible
- RELI 303 Creation and Apocalypse
- RELI 307 Religion in America
- RELI 308 Parish Service
- RELI 335 Religion and Society
- RELI 336 Religion and Society in Modern India
- SOCI 204 Sociology of Religion

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

100 Understandings of Religion
Bisciglia, Lochtefeld, Maczka, 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 History of Christian Thought
Maczka 4 credits
RELI
Students will concentrate on major Christian issues, such as dogma, canon, creed, Christology, justification, salvation, Word and sacraments and church unity, from an historical and ecumenical point of view. Special attention will be given to the ways history and cultures have influenced and shaped Christian thought.

201 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.

202 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.
interpretive models. Studies using a collection of diverse welfare of another. This is achieved through disciplined intervention to foster the distinction between love as romance and love understanding and observance of the families, and communities that cultivate an many rewards awaiting persons, couples, intimacy, and mature, disciplined love. The romantically loving, romance, sexuality, is given to exploring the dynamics of liking, in the light of Biblical, Christian, Jewish, and love, expressions of love, and failures to love RELI 204 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 monastic 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.

207 Understandings of Love Maczka 4 credits RELI The course is a study of understandings 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.

220 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.

230 Issues in Living and Dying Tracy 4 credits RELI Students will concentrate on concepts and issues related to illness, dying, death, and grief. Special attention will be given to issues such as definitions of death, attitudes toward death, rights and wishes of the dying, forms of euthanasia, views of suffering and death, funeral packages and the grief process. A particular effort will be made to enable students to see the issues in the light of Christian understandings and to help students arrive at their own positions.

271 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.

275 Research Methods Staff 4 credits RELI 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

301 Post-Exilic Judaism Von Dehsen, Bisciglia 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.

302 Women and The Bible Schowalter, Bisciglia 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.

303 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.

304 Church History Maczka 4 credits RELI 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.
306 Luther and the Reformation
Maczka 4 credits
RELI
Students will concentrate on the Reformation era and give special attention to the life and thought of Martin Luther and other reformers. Specific attention will be given to the Protestant and Roman Catholic Reformation and to the religious, political, intellectual, cultural, social, and economic influences and issues of the sixteenth century.

307 Religion in America
Simpson 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.

308 Parish Service
Staff 2 or 4 credits
The student is assigned to a congregation or other church organization in order to practice leadership in several self-chosen areas of church life. Students will meet regularly with their placement supervisor, will participate in classroom conferences with the professor, submit complete reports of plans and activities, and complete supplemental readings.

310 Judaism
Bisciglia 4 credits
RELI
This course is an introduction to the self-definition of Judaism. It will analyze 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.

311 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.

312 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.

313 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.

314 East Asian Religion
Lochtefeld 4 credits
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.

331 Greek Religions
Renaud, Schowalter 4 credits
RELI
Like most ancient peoples, the Greeks believed that a pantheon of heavenly, sublunar, and subterranean divinities controlled or supervised every detail of life on earth, and they often went to great extremes to appease certain of these gods and goddesses. In this course we will consider the history and practice of Greek religions in the public sphere and the relationship between religious practices, rites and beliefs and the rich body of Greek myth. Prerequisite: Understandings of Religion 100; Heritage 103/105; or consent of instructor

332 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 100; Heritage 103/105; or consent of instructor
335 Religion and Society
Simpson 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.

336 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.

340 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).

370 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 Senior Seminar
Staff 4 credits
The Senior Seminar is taught and directed by one member of the department with the assistance and participation of other members. The seminar will lead the student toward the completion of the Senior Project, which will be determined by the student and the directing professor.
Fall

414 Religious Thinkers of Modern Times
Maczka 4 credits
RELI
A seminar dedicated to nineteenth and twentieth 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.

471 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.

Social Science

400 Senior Seminar
Staff 4 credits
The Senior Seminar is taught and directed by one member of the department with the assistance and participation of other members. The seminar will lead the student toward the completion of the Senior Project, which will be determined by the student and the directing professor.
Fall

414 Religious Thinkers of Modern Times
Maczka 4 credits
RELI
A seminar dedicated to nineteenth and twentieth 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.

471 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.

Social Science

The student who wishes to major in broad-based Social Science without a concentration in one discipline may elect a general Social Science major.

Social Science Major (56 credits):
24 credits in the core subject restricted to following departments:
- Geography
- History
- Political Science
- Sociology
- Economics
- Psychology

See specific department for its specific requirements to meet the core.

Any combination of 32 credits restricted to the following departments not covered by the core: Geography, History, Political Science, Psychology, Sociology or Economics. No more than eight credits should be from any one department to fulfill minimum requirements.

An upper division seminar, colloquium, theory, and/or research course in the core subject, or in one of the other departments listed above.

Senior Thesis required in core. See appropriate department for requirements.

More specific details can be obtained from the social science program director or the specific departmental advisor for the concentration. Prospective social science teachers need to consult with the education faculty advisor regarding certification requirements.

Please note that there is no teaching minor for broad fields social science. Students wishing teacher certification need to minor in Secondary Education.

233 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: PSYC 150 or permission of instructor
Fall/Spring

420 Teaching of Social Science
Staff 4 credits
A survey of current literature, curricular trends, and developments in methods of teaching junior and senior high school social studies. Required for teaching certification in any of the social sciences, or for the Wisconsin Social Studies Broad Fields Teaching major. Special schedule.

Social Work

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

Social Work Major
The social work major consists of ten core courses: Introduction to Social Work 200; History of Social Welfare Policy and Programs 210; Human Behavior in the Social Environment 240; Social Welfare Research 300; Social Welfare Policy Analysis 310; Social Work Practice I 320; Social Work Practice II 330; Social Work Practice III 420; Integrative Seminar in Social Work 430; and Field Placement in Social Work 460. In addition, four supporting courses are required: SOCI 141, PSYC 150, SOCS 233, ECON 324, or ECON 325.

Recommended:
To meet CSWE guidelines, BIOL 260 Human Anatomy or PSYC 310 Introduction to Behavioral Neuroscience can fulfill Natural Science distributional requirements. CSWE further recommends POLS 240
American Government to meet Social Science distribution requirements, and SOCW 220 Child Welfare and SOCW 471: Topics: Research Seminar for the major.

**Senior Thesis**
All students will complete a senior research thesis.

**Admission to Social Work Program**
Students may apply for admission after completion of SOCW 200 with a grade of "B" or better and should submit the Social Work Admission Form and three references to department chair Linda S. Noer. All forms are found in the Student Social Work Handbook. 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.

They 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 supervised practice and academic settings. Academic and non-academic performance requirements are defined in the Student Social Work Handbook. 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.

**Social Work Course Work**
The social work major consists of 10 social work courses and 4 supporting courses.

**Social Work Major Requirements**
SOCW 200 Introduction to Social Work 2 cr.
SOCW 210 History of Social Welfare Policy and Programs 2 cr.
SOCW 240 Human Behavior in the Social Environment 4 cr.

SOCW 300 Social Welfare Research 4 cr.
SOCW 310 Social Welfare Policy Analysis 4 cr.
SOCW 320 Social Work Practice I 4 cr.
SOCW 330 Social Work Practice II 4 cr.
SOCW 420 Social Work Practice III 4 cr.
SOCW 430 Integrative Seminar 4 cr.
SOCW 460 Field Placement in Social Work 8 cr.

**Four Supporting Courses (Required)**

SOCI 141 Principles of Sociology 4 cr.
PSYC 150 Intro to Psychology 4 cr.
SOCS 233 Behavioral Research Statistics 4 cr.

Choice of one:
ECON 324 Public Finance 4 cr.
ECON 325 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.

**200 Introduction to Social Work**
Vogt 2 credits
Introduces the student to the profession of social work within the context of the social welfare system. Students spend 24 hours in volunteer work. The course enables students to examine their suitability for social work. 
Prerequisite: SOCI 141
Fall/Spring/Summer

**210 History of Social Welfare Policy and Programs**
Vogt 2 credits
An introduction to the modern welfare state and the historical, political, and economic roots of social welfare.
Prerequisite: Social Work 200
Fall/Spring/Summer

**220 Child Welfare Policy and Practice**
Vogt 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.

**240 Human Behavior in the Social Environment**
Noer 4 credits
SOC
An integrating course designed to provide a systems framework for analysis of human biological needs within diverse social and cultural environments. Examines human diversity variables through literary case analysis and review.
Prerequisite: Psychology 150
Fall/Spring/Summer

**300 Social Welfare Research**
Fangmeier 4 credits
SOC
An introduction to the methods of social science research. Emphasis on research consummation and on practical experience in gathering, organizing, and analyzing data.
Prerequisite: Social Science 233: Behavioral Research Statistics
Fall/Spring

**310 Social Welfare Policy Analysis**
Vogt 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 210
J-Term/Spring/Summer

**320 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. Lecture, 3 periods; field work, 3 hours per week. Students spend 52 hours in volunteer work.
Prerequisite: Social Work 200, 210, and 240
Fall/Spring/Summer

**330 Social Work Practice II**
Vogt 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. Lecture, 3 periods: field work, 3 hours per week. Students spend 52 hours in volunteer work.
Prerequisite: Social Work 320
Fall/Spring
Sociology

420 Social Work Practice III
Noer 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 330
Fall/Summer

430 Integrative Seminar
Noer 4 credits
Weekly seminar to integrate and synthesize social work theory and practice through a critical review of professional ethics. Prerequisite: SOCW 420 and concurrent enrollment in SOCW 460
Spring/Summer

460 Field Placement in Social Work
Noer 8 credits
Field instruction under the supervision of an MSW in a social service agency for 500 hours. Application of generalist skills to provide services to individuals, groups, families, and communities. A Senior Thesis is required. 8 credits. Prerequisite: Social Work 300, Social Work 310, Social Work 420 and concurrent enrollment in Social Work 430
Spring/Summer

471 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.
Fall/Spring/Summer

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:

- SOCI 141 Principles of Sociology
- SOCI 324 Logic of Sociological Inquiry
- SOCI 302 Sociological Research
- SOCI 390 Data Analysis
- SOCI 401 Social Theory Seminar
- SOCI 499 Senior Seminar

An additional 16 hours of sociology electives are required for the major. Any course offered in Sociology with a 200 or higher designation that is not required for the core may be used to meet this requirement. Frequently offered courses include the following:

- SOCI 204 Sociology of Religion
- SOCI 253 Racial and Cultural Minorities
- SOCI 331 Meditations on the Holocaust
- SOCI 311 Deviance
- SOCI 344 Sociology of Health and Illness
- SOCI 312 Elite Deviance
- SOCI 345 Global Stratification
- SOCI 350 Field Placement
- SOCI 355 Internship
- SOCI 271/471 Topics in Sociology

Finally, students must take ONE of the following courses outside the Sociology department:

- CDM 210 Communication and Community
- CDM 340 Communication and Technology
- ECON 324 Public Sector Economics
- ECON 325 Economics of Poverty and Income
- ECON 322 Regional and Urban Economics
- GEOG 206 The Human Landscape
- GEOG 239 Introduction to Geographical Information Systems
- GEOG 373 Urban Geography
- POLS 240 American Government
- POLS 335 Human Rights
- PSYC 220 Social Psychology
- PSYC 285 Child and Adolescent Development
- PSYC 345 Contemporary Issues in Sex and Gender
- SOCW 240 Human Behavior and Social Environment
- SOCW 310 Social Welfare Policy Analysis
- SOCW 471 Topics in Social Work: Family Violence
- WOMG 110 Introduction to Women's and Gender Studies
- WOMG 311 Women's and Gender Studies Theory

Sociology Minor (24 credits)
It must include Principles of Sociology 141 and Sociological Research I 302.

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

141 Principles of Sociology
E. Hauser, 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

142 Sociology of Social Problems
E. Hauser, R. Matthews, W. Miller, R. Ohr
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

143 Cultural Anthropology
W. Thompson 4 credits
SOC 4 credits
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.
204 Sociology of Religion
Thompson 4 credits
RELI
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.

206 The Human Landscape
Murphy, Rivera, Sun 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. Listed as Geography 206 and Sociology 206. Fall/Spring

271 Topics in Sociology
Staff 1-4 credits
SOC
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. Prerequisite: SOCI 141 or permission of the instructor
Fall/Spring

302 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 141 and junior standing
Fall

324 Logic of Sociological Inquiry
Staff 4 credits
THIS COURSE PROVIDES THE SOCIOLGY MAJOR WITH AN INTERMEDIATE OVERVIEW OF SOCIOLOGICAL THEORIES AND RESEARCH METHODS. STUDENTS WILL READ ORIGINAL RESEARCH MONOGRAPHS AND JOURNAL ARTICLES REPRESENTING BOTH HISTORICAL AND CONTEMPORARY RESEARCH AND THEORY WITHIN THE DISCIPLINE OF SOCIOLOGY. FINALLY, THE HISTORY OF THE DISCIPLINE IN RELATION TO OTHER SOCIAL AND NATURAL SCIENCES WILL BE EXPLORED (I.E., HOW ARE THE WAYS IN WHICH A SOCIOLOGIST UNDERSTANDS THE WORLD DIFFERENT OR SIMILAR TO THOSE IN OTHER DISCIPLINES?). PREREQUISITE: PREREQUISITES: SOCI 141, SOPHOMORE OR HIGHER STANDING
Fall

331 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.

344 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: Prerequisites: Principles of Sociology (SOCI 141) or consent of instructor

252 Marriage and Family
Staff 4 credits
SOC
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 141

253 Racial and Cultural Minorities
W. Thompson 4 credits
SOC
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 141 or permission of the instructor
Fall

312 Elite Deviance
Matthews 4 credits
This course explores the social and institutional contexts 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: SOCI 141 or permission from instructor

311 Deviance
Thompson 4 credits
This course examines deviance as a sociological concept. Students will gain a theoretical understanding of the ways in which has been defined historically, as well as contemporary definitions. Societal reactions, ranging from informal social control to formal control are also examined. Prerequisite: Sociology 141
Fall

271 Topics in Sociology
Staff 1-4 credits
SOC
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. Prerequisite: Sociology 141 or permission of the instructor
Fall/Spring

302 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 141 and junior standing
Fall

331 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.

344 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: Prerequisites: Principles of Sociology (SOCI 141) or consent of instructor
345 Global Stratification
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: SOCI 141

390 Data Analysis
Thompson 4 credits
Quantitative data analysis is an integral part of the work of sociologists. In this course, students will learn how to use SPSS to analyze data from various secondary data sources. Students will learn common statistical analysis used in Sociology, data base management, and how to summarize and interpret statistical outcomes.
Prerequisite: SOCI 325, Sociological Inquiry

401 Social Theory Seminar
S. Lyng, R. Matthews, W. Miller 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 141 and junior standing
Fall

471 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 141 or permission of the instructor
Fall/Spring

499 Senior Seminar
Miller, Matthews, 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: Prerequisite: Senior standing in either Sociology or criminal justice
Spring

Theatre
The Department of Theatre is a central element in the liberal arts curriculum of Carthage. The program enables students to become knowledgeable and sophisticated communicators and intelligent, critical audience members. In learning about performance and production, students must be aware of all areas of human behavior: art, psychology, history, politics, and religion. In practical theatre courses students begin with an introduction to a basic understanding of theatre skills such as stagecraft and acting, and progress toward courses and practicums in which they assume greater responsibility for their creative work.

The Carthage plan focuses on the teaching of oral communication across the curriculum. Students may deepen their studies through a variety of course offerings. Most classes in the department require students to work on group projects. Programs for teacher certification in theatre are offered in conjunction with the Department of Education.

The Department of Theatre puts the historical and stylistic roots of theatre into practical training in many production opportunities on main stage and second-stage venues. It also collaborates with the Department of Music in producing the Carthage Christmas Concert. The department enjoys the use of the Warburg Auditorium, A.F Siebert Chapel, and the Studio Theatre. Acknowledging its responsibility to provide the College, the church, and the community with images and language that speak to contemporary needs and concerns, the department is actively involved in outreach programs that send troupes and directors to schools, churches, libraries, and museum programs. The department is also committed to the support and staging of original readings, dance programs, and non-traditional theatre, and to the development of collaborative projects with arts, media, and musical organizations in the area.

Theatre Major
Core 20 credits
THTR 211 Acting I: Fundamentals of Acting
THTR 290 Play Reading and Analysis
THTR 291 Play Production I: Stagecraft
THTR 292 Play Production II: Costumes and Make-Up
THTR 400 Senior Seminar

24 Additional credits:
Eight credits from the following:
THTR 226 History of Pre-Modern Theatre
THTR 227 History of Classical Theatre
THTR 228 History of Modern Theatre

Eight credits from the following:
THTR 201 Oral Interpretation
THTR 310 Voice for the Stage
THTR 411 Acting II
THTR 455 Directing

Eight additional THTR credits
Total: 44 credits

Students preparing for teacher licensure:
THTR 218 Children's Theatre
THTR 420 Methods and Materials in Teaching Theatre
THTR 455 Directing

Theatre Minor
THTR 211 Acting I: Fundamentals of Acting
THTR 290 Play Reading and Analysis

Four credits from the following:
THTR 226 History of Pre-Modern Theatre
THTR 227 History of Classical Theatre
THTR 228 History of Modern Theatre

Four credits from the following:
THTR 291 Play Production I: Stagecraft
THTR 292 Play Production II: Costumes and Make-Up

Eight additional THTR credits
Total 24 credits

Theatre Major in Performance
Core 20 credits
THTR 211 Acting I: Fundamentals of Acting
THTR 290 Play Reading and Analysis
THTR 291 Play Production I: Stagecraft
THTR 292 Play Production II: Costumes and Make-Up
THTR 400 Senior Seminar
Tour \[ \text{Theatre Laboratory} \]

**Staff**  
1 credit  
Students may receive one credit hour for assuming significant responsibility as stage manager, designer, crew chief, assistant director, publicity director or literary manager 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.  
**Prerequisite:** Consent of instructor  
**Fall/Spring**

**030 Applied Acting & Directing**  
**Staff**  
1 credit  
Students may receive one credit hour for assuming significant responsibility for a sizable role in a pre-approved theatre production, or by directing a one-act or full length play for public performance. The actor or director will keep an ongoing log documenting the learning experience. Credit hour may be repeated once after each successful completion of an acting or directing course. Course can be repeated.  
**Prerequisite:** Consent of instructor  
**Fall/Spring**

**041 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.

**042 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.

**043 Applied Dance: Tap**  
A. Hackett  
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.

**044 Applied Dance: Jazz I**  
K. Sopoci  
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.

**045 Applied Dance: Jazz II**  
E. Winkler  
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

**046 Applied Dance: Ballroom**  
K. Sopoci  
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.

**111 Introduction to Acting**  
H. Kruger, M. McClendon  
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.

**115 Introduction to Theatre**  
K. Rich  
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. Theatre as an art form will be related to music, art, dance and architecture. The course requires a commitment of ten hours to the production lab.  
**Fall/Spring**

**201 Oral Interpretation of Literature**  
K. Rich  
4 credits  
**FAR**  
A study of, and participation in, the techniques employed in translating print narrative into oral communication.  
**Fall**
211 Acting I: Fundamentals of Acting
M. McClendon, K. Rich 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 Fall

218 Theatre for Children
K. Rich 4 credits
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

226 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 1642-1860 from the beginning of the English Commonwealth until the rise of Modernism. Coursework will include both practical applications and written evaluations of play texts and theatre productions. Prerequisite: HERI 104 Fall

227 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.

228 History of Modern Theatre
N. Scharnick 4 credits
This course provides a detailed study of theatre and its development in the West since the rise of Modernism. Particular attention is given to the immeasurable influence of Marx, Darwin, and Freud on the world, and therefore on the theatre. Students will consider representative works from several late-nineteenth and twentieth 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: HERI 104 Fall

291 Play Production I: Stagecrafts
M. McClendon 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 Carthage theatre productions. Lecture and laboratory. Fall and Spring

292 Play Production II: Costuming and Makeup
Staff 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. Fall and Spring

293 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: THTR 291

294 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 color renderings and elevations. Students will be involved directly with Carthage theatre productions. Lecture and laboratory. Prerequisite: THTR 291

300 Playwriting
N. Scharnick 4 credits
In this workshop, students examine great plays of the twentieth century in order to develop a deeper understanding of the playwrights craft. Students then develop their own writing skills by creating both adaptation and an original dramatic work. Prerequisite: Junior or Senior Standing Every other Spring
310 Voice for the Stage
L. Gordon 4 credits
This course provides instruction in the proper use and maintenance of the performers' voice, with special attention to the unique needs of the stage actor. Exercises and training will help students understand and develop breath control, resonance, vocal range, and articulation. Accurate vocal style and characterization will be taught as key components in 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: Acting I or instructor consent

311 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 focused on scene study, character development, and textual analysis from modern and contemporary playwrights. The class will include scene study, character development, textual analysis, vocal development, and historical research.
Prerequisite: THTR 211

340 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.

401 Senior Seminar in Theatre
N. Scharnick 4 credits
A guided preparation and revision process for the completion of a Senior Thesis or Senior Project.

411 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: THTR 311
Fall

420 Methods and Materials in Teaching Theatre
N. Scharnick 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.

455 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.

471 Theatre Topics
Staff 4 credits
Intensive study of a selected topic, movement, or figure in theatre. Oral and written presentations required.

Women's/Gender Studies

A minor in Women's and Gender Studies is a cross-disciplinary course of study that addresses the way gender functions in society, while at the same time seeking to fill lacunae in all of the traditional disciplines where women have been omitted.

The minor in Women's and Gender Studies at Carthage introduces students at the undergraduate level to some of the most important ways in which the study of gender has been transforming knowledge across academic disciplines. It also seeks to address the imbalance in scholarly research that has prejudiced our understanding of humanity, assuming men to be the protagonists in our human story, and neglecting the study of women.

The program presents students with new knowledge that livens, challenges, and contributes to all academic disciplines as well as to the personal growth of each individual. It promotes critical thinking, a love of learning, and effective communication skills. A minor in Women's and Gender Studies is a strong selling point in an age where companies increasingly require their employees to be conversant on issues relating to diversity and tolerance, for any career demanding synthetic and creative critical thinking skills.

The minor consists of five courses, three required and two electives.

110 Introduction to Women's/Gender Studies
Staff 4 credits
The introduction to Women's/Gender studies takes the word "woman" and investigates it within the languages of several academic disciplines: art, religion, psychology, literature, and law are among the units studied.
Fall

271 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 with the word "woman" and investigates it within the languages of several academic disciplines: art, religion, psychology, literature, and law are among the units studied.
Fall
311 Women's and Gender Studies
Theory
Staff  4 credits
This is a reading seminar that will investigate the writings of feminist theorists as well as the critical questions raised by feminism pertinent to the academic disciplines. "Sexes (gender), difference between the sexes, man, woman, race, black, white, nature are at the core of [the straight minds’] set of parameters. They have shaped our concepts, our laws, our institutions, our history, and our cultures. To reexamine the parameters on which universal thought is founded requires a reevaluation of all the basic tools of analysis, including dialectics. Not in order to discard it, but to make it more effective" (Monique Wittig). We will examine the feminist critique of culture as a way of examining our philosophical heritage and as a way of understanding the relationship of culture to academic inquiry.

Prerequisite: There are no prerequisites for this course However, for minors, it is recommended that student first take Introduction to Women's and Gender Studies, then their elective credits, then this course

409 Capstone Course
Staff  2 credits
The WOMG 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 and take the learning experience a step further. The student may choose to express this advances 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.
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, evening, or weekend courses. Full-time students apply through the Office of Admissions. Part-time students apply through Adult Education.

Degree Seeking: All part-time students interested in earning an undergraduate degree must apply for degree status. To apply for degree status, submit an application for part-time enrollment, a non-refundable $10 application fee, and official college transcripts of all prior college course work. Students who have never attended college must submit official high school transcripts.

Non-Degree Seeking: Applicants who do not plan to earn a degree, but wish to take courses for personal or professional enrichment should apply for non-degree status. To apply for non-degree status, submit an application and the non-refundable $10 application fee. High school/college transcripts are not required.

Admission to Carthage

Carthage offers educational opportunities for full-time or part-time students in both undergraduate and graduate programs. Complete information and applications may be obtained by calling the Office of Admissions at 262-551-6000 or 800-351-4058, or by contacting the office in person or by mail:

Office of Admissions
Carthage
2001 Alford Park Drive
Kenosha, Wis. 53140-1994

Carthage welcomes students of all races and religious preferences.

Students considering Carthage are encouraged to visit the campus. The Carthage Office of Admissions is open year-round, Monday through Friday, with group visit days on most Saturdays during the school year. Reservations are recommended. These visits include a student-led campus tour and a meeting with an admissions and financial aid representative. If pre-arranged, your visit also may include meetings with professors and coaches, or an opportunity to observe a class.

Admission to the Undergraduate Program

Freshmen and transfer students usually enter in the Fall Term, but applications also are considered for terms beginning in January, February, and June. The College operates on a year-round calendar and accepts applications on a rolling admission basis. Applications are immediately reviewed upon completion. High school seniors who wish to enter Carthage during the Fall Term are strongly encouraged to apply by December of their senior year. A nonrefundable application fee of $25 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 $25 application fee.

All freshmen applicants are encouraged to apply by December 11 of their senior year in high school.

Early Review/Early Notification (EREN) Program

Students who have completed three years of high school may apply early for admission under the EREN program. Applications must be received by mid-July and students are notified of their admission status in late September.

Applications, transcripts, and other credentials become part of the permanent file of the College and may not be returned or forwarded.

Once a student has been admitted to Carthage, an advance payment of $300 is requested to hold a place in the entering class. For students starting in the Fall Term, this deposit is completely refundable up to May 1 of the initial year of attendance. The deposit is non-refundable after November 1 for the Spring Term and Summer Sessions.

Early Admission

It is possible for a student to be accepted for admission to Carthage after completing secondary school in three years. On the basis of outstanding academic achievement, a student may be admitted to the College in lieu of completing the senior year of secondary school.

Additional information may be obtained from the high school guidance office or by contacting the Office of Admissions.

Advanced Placement

A maximum of 32 credit hours of alternative credit may be counted toward graduation. This includes IB, AP, and CLEP. No credit will be awarded for Subsidiary level examinations. For additional information, contact the Office of Admissions.
Advanced Placement Courses and Carthage Policy

Advanced Placement Examinations, consisting of both objective and free response sections, are administered by the College Board to students who have completed college-level Advanced 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 115 (Introduction to Art History).


Calculus AB (subgrade): 4 credits in Math 112 (Calculus I).

Calculus AB: 4 credits in Math 112 (Calculus I) with score of 3 or 4. (See department for score of 5).

Calculus BC: 8 credits in Math 112 and 113 (Calculus I and II) with score of 5. (See department for scores of 3 or 4).

Chemistry: 4 credits in Chem 101 (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 Econ 102 (Principles of Macroeconomics).

Microeconomics: 4 credits in Econ 101 (Principles of Microeconomics).

English Language: 4 credits in English (elective).

English Literature: 4 credits in Engl 106 (Interpreting Literature).

Environmental Science: 4 credits in Geog 255 (Environmental Geog: Working with the Earth).

European History: 4 credits in Hist 112 (Issues in European History II).

French Language/Literature: Placement indicator at Carthage College required.

German Language: Placement indicator at Carthage College required.


Government & Politics: Comparative: 4 credits in Pols 103 (Introduction to Comparative Politics).

Human Geography: 4 credits in Geog 151 (Introduction to Geography).

Latin: Placement indicator at Carthage College required.

Music Theory (Aural): 1 credit in Musi 102 (Aural Skills I).

Music Theory (Non-Aural): 3 credits in Musi 101 (Music Theory I).

Physics B: Submit scores and booklet for departmental review.

Physics C (Electricity/Magnetism): Submit scores and booklet for departmental review.

Physics C (Mechanics): Submit scores and booklet for departmental review.

Psychology: 4 credits in Psych 150 (Introduction to Psychology) with score of 4 or 5.

Spanish Language/Literature: Placement indicator at Carthage College required.


Studio Art: Submit scores and booklet for departmental review.

U.S. History: 4 credits in Hist 100 (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 $30 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. Official evaluations are completed following a student's official admission and acceptance to the College.

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 $25 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 in Reading 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
Late Payment Fees
Billing Procedures
2007-2008 Undergraduate Tuition and Fees
2007-2008 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 2007-2008 academic year, the comprehensive fee is $25,000 for commuting students and $32,000 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.

Late Payment Fees

A $150 late registration fee will be assessed to any full-time student failing to complete the registration process during the scheduled period. Regardless of the date of registration, the $300 advance payment will be required to complete the registration process.

Carthage does not charge interest on student accounts if payments are received as scheduled. However, the College will charge a fee for late receipt of a scheduled payment. The late fee is equal to 1% per month of the past due balance.

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.

2007-2008 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 2007-2008 academic year:

<table>
<thead>
<tr>
<th>Annual Per Fee</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Tuition (12-17 credits per semester plus J-Term)</td>
<td>$25,000 $13,300</td>
</tr>
<tr>
<td>Residence Fee (Double Room and 10 meals per week plus 65 flexible meals)</td>
<td>$ 7,000 $ 3,700</td>
</tr>
<tr>
<td>Total fee</td>
<td>$32,000 $17,000</td>
</tr>
</tbody>
</table>

2007-2008 Graduate Tuition and Fees

Tuition: Full-time per term (12 to 17 credits, excludes J-Term) | $12,500 |
Tuition: Summer Session (per credit hour) | $360 |
Tuition: Part-time (per credit hour) | $360 |
Application fee | $25 |
Master's degree graduation fee | $20 |

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) | $360 |
Tuition: Part-time day students (per credit hour) | $360 |
Tuition: Part-time evening students per credit hour, maximum 11 credit hours) | $235 |
Resident student parking permit per academic year | $25 - 750 |
Outside phone service (per month) | $7 |
Full-time Summer Session (8 weeks) 12 credits | $4,350 |
Summer Session Residence fee (100 meals) | $2,000 |
Summer day school tuition (part-time per credit hour) | $360 |
Summer evening school tuition (per credit hour) | $235 |
Summer Pre-Session (Day) tuition (per credit hour) | $360 |
Tuition and Fees

<table>
<thead>
<tr>
<th>Service</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Pre-Session (Day) room and board (25 meals)</td>
<td>$600</td>
</tr>
<tr>
<td>Transcript fee (each)*</td>
<td>$10</td>
</tr>
<tr>
<td>Audit fee per credit hour</td>
<td>$130</td>
</tr>
<tr>
<td>Examination for credit (per course)</td>
<td>$485</td>
</tr>
<tr>
<td>Music lesson fee per semester</td>
<td>$220</td>
</tr>
<tr>
<td>Late registration fee</td>
<td>$150</td>
</tr>
<tr>
<td>Return check fee (each occurrence)</td>
<td>$25</td>
</tr>
<tr>
<td>I.D. replacement</td>
<td>$15</td>
</tr>
<tr>
<td>Mailbox</td>
<td>$15</td>
</tr>
<tr>
<td>Room lock replacement</td>
<td>$85</td>
</tr>
<tr>
<td>C.O. Key</td>
<td>$35</td>
</tr>
<tr>
<td>Full-time, undergraduate application fee</td>
<td>$25</td>
</tr>
<tr>
<td>Part-time, undergraduate application fee</td>
<td>$10</td>
</tr>
</tbody>
</table>

* To obtain an official transcript, the student must submit a written request to the Registrar's Office.

Refund Schedule

2007 - 2008 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.**

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 $15.65 per day multiplied by the number of board days remaining between the official withdrawal date, and the last day of the final examination period.

Special Note:
Students beginning the academic year during the Fall Term will be billed for the full academic year unless Carthage is notified of an intention to attend a single term only. Students who are billed for the full academic year and withdraw during the Fall Term will receive credit for the term of non-attendance at an amount equal to the difference between these posted rates, plus the appropriate Fall Term refund as defined above.

Final Accounting

A final statement showing all final charges, credits, and/or adjustments normally will be mailed within 30 days of the notice of withdrawal. This final statement will show any balance due to the College, or indicate an amount to be returned to the student. Refund checks will be available approximately ten (10) days following the preparation of this final statement.

Individuals seeking clarification or review of either this final statement or the application of the refund policy to his or her individual situation should address all inquiries to:

William R. Abt  
Vice President for Administration and Business  
Carthage College  
Kenosha, Wis. 53140-1994

Students Enrolled in Summer School

Summer school students wishing to drop a course must do so prior to the midpoint of the course in order to avoid the penalty of an “F” grade. All withdrawals must be submitted to the Registrar's Office in writing. The request should include the course number, title, credits, and Summer Session (pre or eight-week). The official date of withdrawal is the postmark of the written request, not the date the request was written. These schedules apply when dropping one or more courses.

Tuition refunds are based upon the percent of the term completed at the time of withdrawal. No refund will be available, however, after 60 percent of the term has elapsed.

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.

Students opting for the installment payment plan must submit a form signed by the student and the parent or guardian for the amount to be financed. Payment plans covering either a specific term or the full academic year are available. There is an administrative charge of one (1) percent of the amount deferred or a minimum of $50 for the use of the monthly payment alternative.
The College offers continuing students an opportunity to compete for merit awards, such as Heritage Scholarships, Departmental Honors, and selected endowed scholarships. These require faculty recommendation, and may have additional stipulations as developed by the department or donor. The Office of Student Financial Planning can provide more details.

**Verification**

Each year the Federal Government randomly selects students to complete a process called verification. This process requires the College to verify information submitted on your Free Application for Federal Student Aid (FAFSA). If you have been selected, you will receive notification from the Carthage Office of Financial Planning asking you to complete our Verification Worksheet and submit signed Federal Income Tax Returns as soon as possible.

Financial aid awards calculated prior to completing the verification process are considered estimates until we have verified your information. If necessary, we will make corrections with the federal FAFSA processor and then confirm the level of financial assistance for which you are eligible to receive. We strongly encourage you to complete this process in a timely manner to lock in your eligibility for state, federal, and institutional assistance.

Eligibility for the many awards is based on financial need, as determined through the Free Application for Federal Student Aid (FAFSA).

### Federal Programs

#### Federal Pell Grant

This program provides students with grants of up to $4,130 in 2007-2008. The amount is determined by a federally mandated formula.

#### Federal Supplemental Education Opportunity Grant (FSEOG)

Grants range from $250 - $1,000 per year. Awards are made only to students who apply early and demonstrate exceptional financial need.

#### Federal Work-Study (FWS)

The Federal Work-Study program extends part-time employment opportunities to students who apply early and need financial assistance/ earnings from part-time employment to help meet their education costs.

### Student Financial Planning

**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 academic achievement to date and potential to succeed. Available for up to four years of continuous, full-time undergraduate enrollment, each requires maintenance of a minimum cumulative grade point average (G.P.A.) at the end of each Spring Term as indicated below:

<table>
<thead>
<tr>
<th>Scholarship/Grant</th>
<th>Minimum G.P.A.</th>
</tr>
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<tbody>
<tr>
<td>Academic Honors Scholarship</td>
<td>2.75</td>
</tr>
<tr>
<td>Alumni Grant</td>
<td>2.00</td>
</tr>
<tr>
<td>Badger Boys/Girls State Scholarship</td>
<td>2.50</td>
</tr>
<tr>
<td>Bridges Scholarship</td>
<td>2.25</td>
</tr>
<tr>
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<td>2.00</td>
</tr>
<tr>
<td>Clausen Scholarship</td>
<td>3.25</td>
</tr>
<tr>
<td>Dean's Scholarship</td>
<td>2.50</td>
</tr>
<tr>
<td>ELCA Grant</td>
<td>2.00</td>
</tr>
<tr>
<td>Faculty Scholarship</td>
<td>2.50</td>
</tr>
<tr>
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<td>2.00</td>
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<tr>
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<td>3.25</td>
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<tr>
<td>Math/Science Scholarship</td>
<td>3.00</td>
</tr>
<tr>
<td>Ministerial Grant</td>
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<tr>
<td>Modern Language Scholarship</td>
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<td>Phi Theta Kappa Scholarship</td>
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<td>3.25</td>
</tr>
<tr>
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</tr>
<tr>
<td>Spring Scholarship</td>
<td>3.00</td>
</tr>
<tr>
<td>Theatre Scholarship</td>
<td>2.00</td>
</tr>
<tr>
<td>Transfer Scholarship</td>
<td>3.00</td>
</tr>
<tr>
<td>Tri-County Grant</td>
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</tr>
</tbody>
</table>

Each year, at the end of the Fall Term, the cumulative grade point average (G.P.A.) is reviewed for continued scholarship eligibility. Students wishing to use J-Term grades toward their cumulative G.P.A. must submit a written request to the Office of Student Financial Planning prior to the first day of J-Term classes. Warning letters are sent to those who currently are not meeting their scholarship terms and the Spring Term is considered probationary. At the end of each Spring Term, the cumulative G.P.A. is reviewed to determine renewal of scholarship(s).

If the student's cumulative G.P.A. leads to the termination of the scholarship, the student may submit a written appeal to the Director of Student Financial Planning and/or enroll in summer classes at Carthage.

### Endowed Scholarships

Several of these scholarships are available at the time of admission without regard to financial need. All students are eligible to receive some type of financial assistance through scholarships, grants, loans, or part-time employment.

### Annually-Funded Scholarships

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 requires maintenance of a minimum cumulative grade point average (G.P.A.) at the end of each Spring Term as indicated below:

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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.
Student Financial Planning

Students given FWS allotment will be assigned to work an average of eight to ten hours per week. Work hours will be determined between the student and her/his supervisor.

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.

Federal Perkins Loan Program
This loan is available to students who apply early and demonstrate exceptional financial need.

Carthage students may borrow as much as $2,000 each academic year, dependent 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 and Federal Unsubsidized Stafford Loan
These programs allow students to borrow $3,500 during their freshman year, $4,500 during their sophomore year, and $5,500 in each of their junior and senior years. Graduate or professional school students may borrow up to $8,500 per year. The type of loan students are eligible to receive is determined by completing the FAFSA.

Loan repayment begins six months after termination of at least half-time enrollment. The interest rate is variable, but is capped at 8.25 percent.

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, WS, 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.

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.

Federal Unsubsidized Stafford Student Loan (Independent Students)
This program allows independent undergraduate and graduate students to borrow up to $5,000 per year. Generally, loan applications will be processed electronically unless the student indicates otherwise. The student's initial award letter packet will provide more information.

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.

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 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 Forgivable Loan Program
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.

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 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. Locate your local unit or recruiter for details.

Academic Competitiveness Grant (ACG)
The Academic Competitiveness Grant provides up to $750 for the first year of undergraduate study and up to $1,300 for the...
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.

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 Title IV aid other than Federal Work Study, if the 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. New students may obtain a FAFSA from either their high school guidance office, Carthage Office of Student Financial Planning, or by visiting www.fafsa.ed.gov. The federal processor will send renewal information each year thereafter. This information will include a Personal Identification Number (PIN) sent via mail. This identification number may be used to gain access to student information on the electronic FAFSA site. 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. Standards
Students should maintain 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.

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 Stafford Loan, and either Federal PLUS, or Federal Unsubsidized Stafford Loan. Individuals enrolled on a part-time basis must be degree-seeking students in order to receive Title IV funding.

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 package 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
- Arneson Family Scholarship
- Thomas R. Beau Memorial Scholarship
- Ella Sue Beck & Mildred Beck Scholarship
- E. 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
- Edith J. & William H. Bullamore Scholarship
- Dwight W. Byram Scholarship
- Wilbur D. & Martha S. Capps Scholarship
- Harry F. & Elizabeth Lesher 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 ’64 Scholarship
Class of ’65 Scholarship
A.W. Clausen & Joyce Lynn 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
Dinkerud-Elmer 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
James C. Ellis Scholarship
Rev. Dr. Ellsworth & Kay Freyer Scholarship
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
Kenneth & Janice (Van Zile) Hamm Scholarship
Nancy Ross Hanisch Memorial Scholarship
Elmer & Eudora Hanke Scholarship
Burdette Harris Scholarship
Mae & Jack Harris Scholarship
Verna Hey & William J. Harshman Scholarship
Christen P. & Anna J. Heide Scholarship
Janet L. & Steen W. Heimke Scholarship
Walter O. & Adele E. Helwig Scholarship
Donald Hensley Scholarship
T. Shandy Holland Scholarship
Charles Melvin & Harriet Howe Hurd Scholarship
Edna M. Johnson Scholarship
John & Elizabeth Johnson Scholarship
Kaelber Scholarship
Rev. Oscar C. & Victoria Kaitschuk Scholarship
Kappa Phi Eta Scholarship
Kaye/Morin Scholarship
Arthur T. Keller Scholarship
Mary Katherine Kent-Rohan Scholarship
Harriet & Joseph Kern Scholarship
Clayton & Pearl Kesselring Scholarship
Merton Elihu Knisely Scholarship
David B. Knowles Memorial Scholarship
William C. Krauss Scholarship
Conrad Kuhl Scholarship
Henry & Vera Kuhn Scholarship
Herbert C. Kurth Scholarship
Anna K. Larsen Memorial Scholarship
Lester O. Leenerts Scholarship
Eleanor & Harold Lentz Scholarship
Thomas W. Lentz Scholarship
Lukas Family Scholarship
Lutheran Brotherhood Scholarship
Lutz Memorial Scholarship
Gladys D. Lynch Scholarship
Joseph F. & Shirley M. Madrigrano Scholarship
Thomasina & Aldo Madrigrano Family Scholarship
Elizabeth Mancuso Memorial Scholarship
Edith B. & Frank C. Matthies Scholarship
Mr. & Mrs. William McFeteridge & Barbara McFeteridge Scholarship
LTC Jack M. Meiss, Barbara J. (Meiss) Welling, & Dr. Guy T. Meiss Scholarship
R. William Miller Scholarship
Dianne Mizerka Scholarship
Eva Moody Memorial Scholarship
Martin Mortensen Scholarship
Neergaard-Arhelger Scholarship
Pastor Carl O. & Edith W. Nelson Scholarship
Carl Wilbur Nelson Scholarship
Ernest & Edna Newhouse Scholarship
Theodore & Mildred Nicholson Scholarship
William L. Niemann Scholarship
Duane M. Olson Scholarship
Eric H. Olson & Anna Olson-Thom Scholarship
George & Hazel Osborn Scholarship
Dr. Clifton E. Peterson Scholarship
The Petretti Family Scholarship
Susan (Worley) Pietrowski Memorial Scholarship
The Pi Theta Scholarship
Mary Etta & Dr. Richard A. Powell Scholarship
Albert & Marion Pufohl Memorial Scholarship
Raymond J. Pugesek, Jr. Scholarship
Henry Queckenstedt Family Scholarship
Rhine & Unglaube Scholarship
Nelson Peter Ross Memorial Scholarship
Alice Mack & Neill O. Rowe Scholarship
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<td>Russell &amp; Marion Rutter Scholarship</td>
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<td>Alan J. &amp; Susan B. Ruud Scholarship</td>
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<td>Ruud Academic Excellence Scholarship</td>
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<td>Glenn A. &amp; Eleanor S. Sather Scholarship</td>
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<td>Grace C. Scheel Scholarship</td>
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<td>Lois A. Schmidt Scholarship</td>
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<td>Marie &amp; John Sladek Fine Arts/Nat. Science Scholarship</td>
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<td>Louis W. Smith, Jr. Scholarship</td>
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<td>Karl L. Solum Memorial Scholarship</td>
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<td>Wilfred J. &amp; Marie Sonntag Scholarship</td>
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<td>John R. &amp; Margaret O. Spangler Scholarship</td>
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<td>W. Carl &amp; Esther C. Spielman Scholarship</td>
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<td>Grace C. Staber Scholarship</td>
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<td>Donna Wolf Steigerwaldt/Jockey International Scholarship</td>
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<td>John &amp; Evelyn Susina/Barbara Susina Stewart Scholarship</td>
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<td>Frank &amp; Ruth E. (Wuerzberger) Vorpahl Scholarship</td>
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<td>Wagner Brothers Scholarship</td>
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<td>Mildred &amp; Delferd Walser Scholarship</td>
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<td>Albert &amp; Mary Kimbrough Webb Memorial Scholarship</td>
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<td>Weightman Memorial Scholarship</td>
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**Annually-Funded Scholarships**

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<tr>
<td>Alumni Association Scholarship</td>
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<td>Judith Law Anderson Scholarship</td>
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<td>Donald and Barbara Boe Scholarship</td>
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<td>Russell Brauer Scholarship</td>
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<td>Jessie C. and Ward Cropley Scholarship</td>
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<td>Delta Upsilon Scholarship</td>
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<td>Jim and Delta Igleheart Scholarship</td>
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<td>Ware's Grove Church Scholarship</td>
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Monday through Friday, 9 a.m. - 1 p.m., and Counseling Center. The Center is open to receive treatment in the Health and Counseling Center are assumed by the student, whether treatment outside the Health and Counseling Center are available to counselors. The resources of the Health and Counseling Center, is staffed by a registered nurse and through social events. Opportunities to meet students and faculty are provided through social events. Individuals entering as full-time students are required to participate in Orientation.

New Student Orientation
Orientation for new students is a three-day event that begins the Sunday before the start of the Autumn 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. 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.

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.

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. 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 September occupancy (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) occupancy are not refundable after Nov. 1.

Advance payments are necessary for eligibility for Carthage housing, but do not guarantee a housing assignment. For a full list of requirements to live in housing, and an update on the availability of housing, please contact the Dean of Students Office. All housing assignments are made by the Dean of Students Office.

Student Organizational Development
Carthage strongly believes that through involvement in organizations and activities, a student truly completes the circle of education that a residential liberal arts college strives to create. For that reason, the Dean of Students Office promotes the development of student organizations. Assistance on a wide range of subjects is available pertaining to student organizations including activities, programs, and constitution development. In addition, student organizations are encouraged to utilize the facilities of the Todd Wehr Center. Organizations may promote their activities through the Carthage calendar maintained by the Director of Student Activities.

General Regulations
Regulations and standards pertaining to student conduct are presented in detail in the Carthage Community Code which is available on the Carthage website. A paper version is available from the Dean of Students Office. Students are expected to know and adhere to the rules and standards. Carthage reserves the right to discipline those who ignore established rules, practices, and procedures as well as those whose conduct is in violation of the Community Code, or is otherwise contrary to the best interests of the individual, fellow students, or Carthage.

Motor Vehicle Regulations
While enrolled at Carthage, all students who possess an automobile, motor scooter, motorbike, or motorcycle, must register the vehicle(s) with Carthage. Parking permits are...
limited and must be purchased by any resident student wishing to have a car on campus. Free parking permits are issued to commuting students who need them. Complete information concerning this regulation is provided at registration. Further information is available from the Business Office or the Public Safety Office.

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 Chi
Students having met rigid standards of Liberal Arts scholarship after the example of Phi Beta Kappa

Alpha Lambda Delta
Freshman honorary

Alpha Mu Gamma
Foreign language honorary

Alpha Psi Omega
Honorary dramatics fraternity

Beta Beta Beta
Biology honorary

Business Honors Society
Business honorary

Gamma Theta Upsilon
Honorary geographic society

Honors Council
Council of honorary organizations

Lambda Kappa
Honorary music society

Omicron Delta Epsilon
International honorary society in economics

Omicron Delta Kappa
National leadership honor society for juniors and seniors

Phi Alpha Theta
History honor society

Pi Kappa Delta
Honorary forensic fraternity

Pi Mu Epsilon
Honorary mathematics fraternity

Pi Sigma Epsilon
Honorary sales and marketing fraternity

Psi Chi
Honorary psychology club

Sigma Tau Delta
Honorary English fraternity

Sigma Chi
International science research society

Theta Chi Delta
Honorary chemistry fraternity

Service Organizations

Amnesty International
A non-political and non-partisan organization that helps ensure human rights for people throughout the world.

Circle K International
An international co-ed service organization affiliated with Kiwanis International.

Habitat For Humanity
This group works with the surrounding communities to refurbish homes in the area 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

Independent National Greek Council
Governing body of the three national social fraternities: Delta Upsilon, Phi Kappa Sigma, Tau Kappa Epsilon.

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.

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.

Ally
A group of students, faculty, and staff of all sexual orientations working together to make Carthage a more accepting and understanding institution.

Black Student Union
For students interested in black culture.

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 Republicans
Group that provides a forum for the
discussion and growth of the Republican Party.

Carthage Spirit Team
This group performs at home and away games and works to build spirit among the rest of the College community.

Carthage Student National Education Association
For prospective teachers.

Carthage United to Rescue the Earth (CURE)
For students who are concerned with the well being of our planet; supports a campuswide recycling program.

Catholic Campus Ministries
This group offers worship services for students of the Catholic faith.

Catholic Fellowship Group
Group that unites students of the Catholic faith to grow in their faith through spiritual and social events.

Christian Ministry Council
A coordinating body for all campus religious organizations.

Commuter Association
Commuter student organization.

Council for Exceptional Children
This organization is open to all students and faculty who are interested in the education and treatment of school-aged children with exceptional abilities.

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.

Fellowship of Christian Athletes
Organization for athletes and students that focuses on growing and pursuing an ongoing relationship with Jesus Christ.

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.

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.

Merely Players
This group performs both on-campus and off-campus as an improvisational comedy troupe.

Model UN
Model UN participates in the study of other countries through a unique combination of public outreach, policy analysis, and international dialogue.

Phi Alpha Delta
This organization helps Pre-Law majors prepare for a career in the legal field. It also provides support for law school entrance exams.

Phi Epsilon Kappa
Serves as the organization bringing together athletic training, exercise and sport science, and recreation management majors.

Satan’s Adversaries Living the Truth (SALT)
A nondenominational Christian group that meets weekly for Bible studies.

Social Work Club
For students interested in social work.

Society of Physics Students
A professional association explicitly designed for physics students.

StingRay
StingRay is a gender studies discussion and activism group that meets to discuss issues surrounding sexism, oppression, and culture. This group also raises money for area causes and hosts Women’s History Month programs, as well as holding designated weeks of awareness throughout the year.

United Women of Color
A support group for minority women.

Young Carthage Democrats
Group that 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.

Nontraditional Student College Scholarship 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 of $300 (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 Awards
Awards presented to the outstanding athlete in each intercollegiate sport for men and women.

The Carthage Band Award
This award is presented to the outstanding graduating senior of the College Wind Symphony for exceptional musical achievement and service to the band.

Dwight W. Byram Scholarship
This award is granted to students majoring in business administration, accounting, marketing or international business. Criteria are potential for success in a managerial career.

Senior Academic Award for Business Administration
This award is given annually to recognize cumulative grade point average and academic achievements within the business administration major.
The Chapin-Tague Awards in Creative Writing
A memorial to professors M.E. Chapin and Wilma Tague established by their families and friends. A prize is given each year in prose and another in poetry. Competition is open to all students of the College.

Outstanding Senior Chemistry Award
This award is sponsored by the American Institute of Chemists to honor outstanding seniors majoring in chemistry. It is given in recognition of potential advancement in the chemical professions on the basis of a student's demonstrated record of leadership, ability, character, and scholastic achievement.

Undergraduate Analytical Chemistry Award
This award is sponsored by the Division of Analytical Chemistry of the American Chemical Society. It is given to a senior chemistry major who has indicated an outstanding aptitude in analytical chemistry.

Freshman Chemistry Achievement Award
This award is given to the general chemistry student with the best over-all grade point average in chemistry.

The Coblentz 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. Coblentz, 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 to be awarded to the social sorority that has established the highest grade point average for the previous year. The name of that fraternity is inscribed on an appropriate plaque.

The Emma Johnson Memorial Award
Established by the Emma Johnson Missionary Society of Trinity Lutheran Church, Rockford, Ill. The award is given annually to the graduating religion major with the highest cumulative grade point average.

The Lambda Kappa Leadership and Service Award
This is a cash award given annually to any member of the Lambda Kappa music fraternity for outstanding service and leadership to the fraternity and to the music department.

The Seal Awards (Students Excelling in Activities and Leadership Awards)
These awards are given to individual students and student organizations that excel in various co-curricular activities at Carthage.

The Lambda Kappa Scholarship Award
This is a cash award given annually to a junior or senior music major who is a member of the Lambda Kappa music fraternity for musical and academic excellence.

The Earl Lambert Award
This award is given to the graduating senior member of Beta Beta Beta recognized by the biology faculty to have contributed the most time and energy to the department during the student's college career. The award was created as a memorial to Earl L. Lambert who, with Alice Kibbe, was instrumental in obtaining this national honorary for Carthage in 1930.

The Elizabeth A. Mancuso Scholarship Award
This award is given each year to a prospective medical technologist chosen by the faculty of the Natural Sciences Division. This fund was started by students in memory of a fellow student, a prospective medical technologist, who died of leukemia shortly before the end of her sophomore year at Carthage.

The Martin Monson Student Teacher Award
Established as a memorial to Professor Monson by his family and friends. The award is given to two outstanding student teachers, one in the elementary level of student teaching and one in the secondary level of student teaching.

Sophomore Mathematics Award
To be awarded annually to the student completing the three-term calculus sequence with the highest overall average.

The Pi Kappa Delta Recognition Award
This award is given to the student selected by the members of Pi Kappa Delta as having been the most valuable contributor to the intercollegiate forensic program.

The Vera K. Preis Award
As a memorial to Vera K. Preis, a book is given annually to the graduating senior who has contributed most to the Department of English. The name of this student is inscribed on an appropriate plaque.

The Senior Music Award
This award is presented annually to a senior music major whose musicianship, scholarship, and leadership in the department have been outstanding.

Political Science Senior Recognition Award
This award is presented by the political science department to a senior political science major who has contributed most to the department in scholarship, campus activities, and service.

Nelson Peter Ross Scholarship
This award is given by the history department to an outstanding junior history major in memory of the late Nelson Peter Ross, former chair of the history department. The award is based on the earnings of a special endowment contributed by the parents, friends, and students of Professor Ross.

Sociology Award
This award is presented to the upper-class student who has the best overall record in sociology in the judgment of the departmental faculty.

Senior Award for Outstanding Achievement in Social Work
This is a cash award presented to a senior for superior academic scholarship, field placement performance, and service to the social work program.

The W. Carl and Esther Carlson Spielman Award
Presented to a student in the Social Science Division who exhibits outstanding scholarship, leadership, and character.

The Dorothy Tolleson Memorial Award
Established by Mary Katherine Kent-Rohan for non-fiction writing, this award is given to a freshman or sophomore Carthage student who has demonstrated outstanding promise in the rhetoric of the written word. The wife of former Carthage English department chair...
Floyd Tolleson, Dorothy was a teacher dedicated to helping students improve their writing skills as a way of bettering their lives. Her legacy is evident in the College's commitment to writing in courses throughout the curriculum.

The Wall Street Journal Achievement Award
This award, given annually to a business administration student, is based upon overall academic performance plus significant involvement and leadership in extra-curricular activities, including the professional business fraternity, Pi Sigma Epsilon.

The Lloyd N. Yepsen Memorial Psychology Award
This award is presented to the outstanding senior psychology student.
Mr. Campbell’s outstanding leadership and vision. Prior to his arrival at Carthage, Mr. Campbell was the special assistant to the president, secretary of the board of trustees, and senior lecturer at the University of Chicago. He had been an administrator at the University of Chicago since 1978 and taught European history there for seven years previously. He also taught or held administrative positions at Yale University and the University of Wisconsin-Milwaukee.

Mr. Campbell has received several fellowships and grants during his education and career. They include two Fulbright grants, a Woodrow Wilson Fellowship, a Lewis-Farmington Fellowship, a University Fellowship at Yale, and three exchange fellowships with Czechoslovakia. In addition to a variety of articles on European history, Mr. Campbell has authored the book Confrontation in Central Europe: Weimar Germany and Czechoslovakia. He holds memberships in several academic organizations, including the American Association for the Advancement of Slavic Studies, Omicron Delta Kappa, and Phi Beta Kappa. Mr. Campbell serves on the Board of Directors for Kenosha Hospital and Medical Center, the Kenosha Business Alliance, and for the Prairie School in Racine, Wis. He served two terms as chairman of the Wisconsin Association of Independent Colleges and Universities and one term as secretary of the Wisconsin Foundation for Independent Colleges. He also serves as a board member of the Thrivent Mutual Funds, the Johnson Funds Inc., the ELCA University and College Employees’ Health Benefit Trust, and the ELCA Risk Management Corporation. He participated in the Japan Study Program for International Executives, sponsored by the Japan Economic Foundation. Mr. Campbell earned his B.A. degree from Baylor University, M.A. degree from Emory University, and Ph.D. from Yale.

Cynthia Allen
Program Director for Physical Education/Health, Senior Lecturer in Exercise and Sport Science, earned her Ph.D. from Kansas State University, M.S. from Colorado State University, and B.S. from Utah State University. She joined the Carthage faculty in 2004.

Douglas Arion
Donald Hedberg
Distinguished Professor of Entrepreneurial Studies in the Natural Sciences (ESNS); Director of ScienceWorks Program; Professor of Physics, joined the Carthage faculty in 1994 after ten years with Science Applications International Corporation, where he served as Assistant Vice President and head of the applied physics and engineering division. Mr. Arion brings his experiences as a physics researcher and as a corporate executive to the Carthage ScienceWorks program, as its developer and director. He has conducted original research in many areas, including ionizing radiation effects, instrumentation development, testing and evaluation of complex electrical and mechanical systems, as well as environmental research and theoretical and observational astrophysics. He has done work at a number of research facilities, including Brookhaven National Laboratory, Physics International Co., Maxwell Laboratories, Kitt Peak National Observatory, and the Nevada Test Site. In addition to this research, Mr. Arion has worked on a range of national defense and environmental projects. He was one of a handful of individuals who were successful experimenters in the United States Underground Nuclear Test program. He holds a patent on the Blast Induced Emission of Radiation Gage (US Patent 5,315,364), and is listed in Who's Who in the West, American Men and Women of Science, and Who's Who of Business Leaders. He is active in business development and serves as an advisor to a number of small businesses, including 3-D Molecular Designs LLC and Fleuchaus Chiropractic, S.C. Mr. Arion developed the business plan for the Center for Advanced Technology and Innovation in Racine, Wis., and supports the Milwaukee School of Engineering in the creation of their technology incubator and entrepreneurship curriculum. Mr. Arion's interests include designing and building telescopes, and competing in telescope-making contests. He is a competitive cyclist, and attended a US Olympic cycling training camp in 1985. Mr. Arion also enjoys ice hockey, and serves as the head coach of the Carthage ice hockey program. He is a lifelong member of the Appalachian Trail Conference, the Appalachian Mountain Club, and the International Dark Sky Association. He holds memberships in the American Physical Society, the Society of Physics Students, and the American Association for the Advancement of Science. Mr. Arion earned his A.B. in physics from Dartmouth College, and his M.S. and Ph.D. in physics from the University of Maryland.

Gregory Baer
Director of Honors Program; Associate Professor of Modern Languages, joined the Carthage faculty in 1996. His teaching and research interests include various areas of German language and culture of the 19th and 20th centuries, East Germany, and the Holocaust. He also teaches courses on language pedagogy. A recipient of a grant from the German Academic Exchange Service and a two-time Fulbright Fellow, he has studied and done archival research in Munich and Berlin, and has lived in Germany for more than 12 years. Mr. Baer has published articles in the GDR Bulletin and the Reference Guide to Holocaust Literature and has presented papers at conferences around the country. He earned his B.A. from Lewis and Clark College, and his M.A. and Ph.D. in Germanic Languages and Literatures from Washington University in St. Louis.

Roger Bass
Associate Professor of Education, teaches courses in special education, psychological measurement and assessment, and general education. He has been actively involved in education and psychology for more than 30 years. His interests include behavior analysis (especially as it is applied to education), psychotherapy, and human behavior in general. Since 1990, Mr. Bass has been active in the Association for Behavior Analysis (ABA) and has sponsored a number of student presenters. He has served on BALANCE, an ABA committee committed to identifying and correcting the large number of misrepresentations of behavior...
analysis, and TBA (Teaching Behavior Analysis), another ABA committee that coordinated recent research on teaching behavior analysis in all areas. In addition to these committees, Mr. Bass has served on ABA's committee for evaluating psychology departments. He has also taught research methods to music educators, presented at Suzuki Music Conventions, and presented at symposia with music educators interested in well-researched procedures for improving student performance. His work in education parallels these activities within psychology. Mr. Bass emphasizes well-researched methodologies such as Direct Instruction, Personalized Systems of Instruction, and a wide range of behavioral education tactics in instructional design and classroom management, and has done computer-based studies on research methods. His current work involves developing an experimental program for training teachers on emergency licenses. In doing this, he will develop computer-assisted instruction and field-based tactics for teaching teachers on-site. His recent publications deal with observational technology and interactive video in teacher education. Mr. Bass' current research involves the effects of changed contingencies on rule-governed behavior. Personal interests include bike touring, Zen Buddhism, and violin. He earned his B.S. degree from the University of Wisconsin-Whitewater, M.A. degree from Western Michigan University, and Ph.D. from the University of Wisconsin-Madison. He joined the Carthage faculty in 1988.

**Greg Berg**
*Assistant Professor of Music*

Teaches private voice at Carthage and also directs the Lincoln Chamber Singers, a choral ensemble of 16-20 members that sing a wide variety of repertoire with a special emphasis on early music. Mr. Berg also teaches exploring music, ear training, and choral literature. He graduated from Luther College of Decorah, Iowa, in 1982 with a double major in music and religion. He studied choral conducting under Dr. Weston Noble and was given the Presser Award as the outstanding music major of his class, a distinction bestowed by the faculty. He then earned his M.A. in vocal performance from the University of Nebraska at Lincoln in 1984. After earning this degree, he served in an apprenticeship with the Chicago Lyric Opera Center for American Artists, a group of 12 singers selected from a pool of almost 500 applicants nationwide. Mr. Berg's awards for singing include four first-place finishes in NATS competitions, plus a victory in the 1984 District Metropolitan Opera Auditions. He is a frequent vocal soloist with the Racine Symphony Orchestra and Racine Choral Arts Society. He also hosts an interview program over the local NPR affiliate, WGTD-FM 91.1. Mr. Berg first came to Carthage in 1991 to teach private voice on an adjunct basis. He became an official full-time member of the Carthage faculty in 1995.

**Timothy Bernero**
*Head Women's Basketball Coach, Lecturer Exercise and Sport Science*

Earned his M.B.A. from North Park College and his B.S. from Lake Forest College. He joined the Carthage faculty in 1996.

**Sandra Blaine**
*’94, Assistant Professor of Religion, earned her bachelor's degree from Carthage and her master's degree from Scared Heart School of Theology.*

Associate Professor of Chemistry, specializes in the fields of inorganic and analytical chemistry. She teaches inorganic chemistry, analytical chemistry, general chemistry, and heritage. Ms. Blaine recently returned from a sabbatical at the University of Wisconsin-Milwaukee, where she studied trace metal analysis techniques specifically related to arsenic. Currently, she is involved in undergraduate research projects concerning quantization of arsenic species in groundwater. Ms. Blaine also has extensive experience in writing and designing new laboratories for the general, analytical, and inorganic curriculum. She has published her research results in *Inorganic Chemistry*, and has presented at several national conferences. Before coming to Carthage, she was a visiting assistant professor of chemistry at Bowdoin College in Brunswick, Maine. Ms. Blaine is a member of the American Chemical Society, Iota Sigma Pi, an honor society for women in chemistry, and Sigma Xi. In 1988 she received Minnesota's Outstanding Undergraduate Woman Chemist award. She earned her B.A. degree in chemistry from College of St. Benedict, and Ph.D. in inorganic chemistry from the University of Minnesota. Ms. Blaine joined the Carthage faculty in 1995.

**Christine Blaine**
*Associate Professor of Chemistry, teaches inorganic, analytical chemistry, general chemistry and heritage.*

**Michele Bonn**
*Registrar, Lecturer of Exercise and Sport Science, previously worked at Pacific University as a teacher and coach. Michele earned a B.S. in education from the University of Connecticut in 1975, and a M.S.T. from Portland State University in 1986. Michele teaches one course for the Exercise and Sport Science Department - EXSS 275.*

**Robert Bonn**
*Chair, Exercise & Sport Science Department; Director of Athletics came to Carthage in 1992. Since 1975 Mr. Bonn has taught, coached and directed at the high school and college level. He earned his B.S. in physical education from the University of Connecticut, M.Ed. from Springfield College, and Ed.D. from Boston University.*

**Matthew Borden**
*Assistant Professor of Modern Languages, came to Carthage in 2003 from Marquette University in Milwaukee, where he served as assistant professor of Spanish since 1999. At that post, he earned a Faculty Development Award and was listed in Who's Who Among America's Teachers. Prior to teaching at Marquette, he served as a teaching assistant and assistant instructor of Spanish at the University of Texas at Austin. Among his many honors, he received a Mellon Grant in 2001-02. Mr. Borden earned his B.A. from the University of Wisconsin-Madison, and his M.A. and Ph.D. from the University of Texas at Austin.*

**Glen Brittich**
*Assistant Football Coach, joins Carthage in 2006. He earned his M.A. from Adams State College and B.A. from Albion College.*

**Jonathan Bruning**
*Associate Professor of Communication & 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 at Washburn University. In addition to teaching, Mr. Bruning previously worked in television news, both as a producer and production assistant. He has presented papers at several national conferences, including the National Communication Association and the Popular Culture Association. His research and teaching interests include media criticism, video production, new technology, popular culture, and political communication. Mr. Bruning has traveled extensively in Europe and recently led a J-term study tour to Spain and France. He joined the Carthage faculty in 1999.

David Brunn
Rogers Palmer
Distinguished Professor of Business Administration; Professor of Business Administration and Accounting, has three decades of experience at Arthur Andersen & Co. He was a partner with Andersen Consulting, where he developed financial and manufacturing systems for clients of all sizes. He was the global head of Andersen Consulting's cost management practice for several years. He is a CPA, CPIM, and CMA. During his last five years with the firm, he managed several of the largest projects for the firm's Tax Technology Group. Mr. Brunn lives with his wife Lyn in Wilmette, Ill. He and his wife have two grown daughters and recently became grandparents. He enjoys sailing on Lake Geneva. Mr. Brunn earned his B.S. from the University of Pennsylvania, and M.B.A. from Northwestern University. Previously, he was an adjunct professor at the Lake Forest Graduate School of Management, where he taught both financial accounting and corporate finance. He joined the Carthage faculty in 1993, and was named the Carthage Distinguished Teacher of the Year in 1999.

Temple Burling
Associate Professor of Physics and Biology, came to Carthage from the Department of Biochemistry at Weill Medical College of Cornell University, where he served as the director of the X-ray Crystallography Core Facility. Before his work at Cornell, he was a postdoctoral fellow in the Brungar Lab at Yale University, examining problems in computational crystallography, and protein purification and crystallization. He has co-authored several articles that have appeared in science publications such as Acta Crystallography. He earned his B.A. from Grinnell College, M.S. in physics from Iowa State University, and his M.S. in biophysics and Ph.D. from the University of Rochester. He joined Carthage in 2002.

Deanna Byrnes
Assistant Professor of Biology, is a native of rural Shawano County who began her college days studying architecture at the University of Minnesota before deciding to study evolutionary biology at Cornell University, where she earned a B.S. in 1990. After working at Abbott Laboratories for six years, she returned to her interests in mammal evolution and tropical ecology, earning her Ph.D. at the University of Wisconsin in Madison in 2005. She came to Carthage in 2007 after two years as a postdoctoral fellow at Lawrence University.

Leslie Cameron
Associate Professor of Psychology, earned her B.A. with distinction from McGill University, Montreal, her M.A. and Ph.D. from the University of Rochester, and her Certificat Supérieur et Diplôme de Phonétiques Appliquées à la Langue Française from the Université de la Sorbonne Nouvell, Paris. Prior to her Carthage appointment, she was research associate and adjunct professor at New York University. She was awarded a National Research Service Award Postdoctoral Fellowship and a National Institutes of Health Postdoctoral Fellowship at NYU. Ms. Cameron was a member of research teams that have had papers published in a number of journals, including Vision Research, Spatial Vision, and Behavioral and Brain Sciences. She has presented at the Optical Society of America annual meeting and at colleges and universities. Her research goals include studying the effects of attention on early visual processing, human eye movements, and language processing as it correlates to vision and attention. She plays squash competitively, is a certified referee and referee instructor, and was awarded the Wedgewood Award and the Peter Lyman Award for contribution to the game of squash, sportsmanship, and excellence in play. She joined Carthage in 2002.

Garrett Campbell
Assistant Football Coach, Lecturer, Exercise and Sport Science, joined the Carthage faculty in 2004.

Thomas Carr
Assistant Professor of Biology. Thomas Carr's research interests include the integration of ontogenetic and phylogenetic data in paleontology, phylogeny and historical biogeography of Laurasian dinosaurs, and the craniofacial anatomy of archosaurs. He has served as curator of the "Feathered Dinosaur" exhibit at the Royal Ontario Museum since January. He is a noted professional speaker on dinosaurs, particularly the tyrannosaurs. He has authored and co-authored several published paleontology articles in peer-reviewed publications such as Journal of Vertebrate Paleontology and in popular publications such as Dinosaur World. He is currently working on "The Tyrant Lizards: The Reference Volume of Tyrannomoauroidia," an exclusive textbook for graduate students and vertebrate paleontologist. His degrees are Ph.D. Zoology, Palentology, University of Toronto; M.Sc. University of Toronto; B.A. York University (York, Ontario). Dr. Carr joined the Carthage faculty in 2004.

Maria Carrig
Chair, English Department; Assistant Professor English, Theatre and Communication, came to Carthage from Loyola University Chicago, where she was an assistant professor of English. Previously, she was an instructor and teaching fellow at Yale University. She is an authority on Shakespeare and Renaissance literature. Her Loyola lectures and presentations include King Lear and the Modern Condition, Introduction to Dante's Inferno, and What's so Funny? Teaching the Social Function of Comedy and Wit. She has won numerous awards, speaks fluent Italian, and has reading knowledge of classical Greek, Latin, and French. Ms. Carrig earned her B.A. in English literature from Bryn Mawr College, and her M.A. and Ph.D. in English literature from Yale. She joined Carthage in 2002.
Anne Cassidy
Associate Professor of Art, teaches non-western and western art history, printmaking, and Heritage.
A specialist in the arts of the Americas, her current research involves ritual calendar manuscripts of pre-Hispanic Mexico. Before coming to Carthage, she taught at Columbia University in New York, Pratt Institute in Brooklyn, and Grossmont College in San Diego. Cassidy 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.

A long and varied experience in the study and practice of art informs Cassidy's work as an art historian. After majoring in studio art as an undergraduate, she worked as a scenic artist in and around New York City, on sets for theater, film, and television. During this time, she was an artist member of the Center for Book Arts in New York, where she showed and sold her prints and book art.

After graduate study at Columbia University, Cassidy became deeply involved in the repatriation of American Indian art and ritual objects. On behalf of the American Indian Ritual Object Repatriation Foundation in New York, she worked closely with collectors and tribes throughout the United States, facilitating repatriations and advocating for tribes. This experience afforded an opportunity to learn about American Indian art and history from American Indians, but also offered a deeper understanding of the power and universality of aesthetic activity itself.

Cassidy has been studying and researching central Mexican manuscripts for the last thirteen years. Mesoamerican manuscript research has taken her to Mexico and a number of European libraries. She is currently working on a manuscript about the Borgia Group ritual calendars. She has earned Ph.D, M. Phil, and M.A. at Columbia University; and a B.A. from Rutgers University.

Charlotte Chell
Professor of Mathematics and Computer Science, teaches courses throughout both the mathematics and computing curricula. Her specialty is mathematical logic, which provides a theoretical basis for her work in computer science and gives her a special interest in the courses in discrete mathematics, algorithms and structures, and computer organization and architecture. Among her research interests are computational abstract algebra and symbolic computation. Currently, she is working on the pedagogy of Quantitative Literacy, the movement to insure that every college graduate has skills for managing everyday quantitative topics in the popular press., personal finance, and civic affairs. She has been honored with the Carthage Distinguished Teaching Award and the Wisconsin Distinguished College and University Teaching Award of the Mathematical Association of America. Ms. Chell earned her B.A. degree from St. Olaf College, and her M.S. and Ph.D. from the University of Wisconsin-Madison. She is a member of Phi Beta Kappa and Omicron Delta Kappa and has served as a faculty consultant for the Advanced Placement Testing Program. She has been the chairperson of the Wisconsin Section of the Mathematical Association of America and is the first woman to be elected governor of the section. She also has completed graduate work at the University of Chicago, where she served as instructor in the department of computer science. Her community service includes positions on the Board of Attorneys' Professional Responsibility, Board of Trustees of Armitage Academy, and the Board of Directors of the Wisconsin Public Radio Association. Ms. Chell has taught at Carthage from 1975-77 and continuously since 1981.

Paul Chilsen
Assistant Professor of Communication & Digital Media. For over two decades Paul Chilsen has worked in the film and television business, a career that has taken him all over the world and into most aspects of the industry. The first big step came on a post-college job search in Los Angeles. After production managing a couple seasons of the popular "Star Search" series and some assistant director work for The Disney Channel, Paul realized his career in film and TV needed a decidedly different approach. So he headed back to the Midwest, where an MFA in film from Columbia College-Chicago and teaching at Columbia and Northwestern University cleared his vision. Many projects have trippled since. Paul's debut feature Stricken, a dramatic thriller written by W.W. Vought, ("When Trumpets Fade") and starring Jamie Kennedy ("Jamie Kennedy Exp., Scream I, II & III"), is in worldwide distribution, most recently seen on the shelves of the major video chains. He also co-wrote an internationally distributed children's movie with occasional Travelerama co-host Bob Curry; The Last Great Ride stars Academy Award laureates Earnest Borgnine and Eileen Brennan. Paul's thesis project, a dark comedy short "Gross Ratings" , received international awards and recognition, including a regional Student Academy Award nomination. Paul produced "Rain Dance" the debut film of David Mamet's assistant, Pam Susemihl and Ben Brotman's "Amphibian", which won a regional Student Academy Award. He associate produced J.J. Murphy's feature, "Horicon", and directed two award-winning documentaries including "This Instant", funded in part by the N.E.A. and a feature documentary about the American Prairie.

Like so many others these days, Paul is shopping or finishing several screenplays but it is the development of the first season of his family travel adventure series "Travelarama" that keeps his focus sharp. The series is destined for national distribution on PBS. An Emmy Award nomination came recently for Paul's work on the 2nd-City show "CPS Right Now." In its 2nd season, the news magazine TV show highlights all the cool things happening in one of the world's largest school districts, Chicago Public Schools. Paul continues as segment producer, writer and occasional director for the show. He earned an M.F.A. at Columbia College (Chicage) and B.A. at the University of Wisconsin-Stevens Point. Paul also did post-graduate work in film at the University of Wisconsin-Madison and was a Follet Fellow at Columbia College Chicago.

Dan Choffnes
Assistant Professor of Biology, a developmental geneticist, joined the Carthage faculty in 2006. As an undergraduate, he studied biotechnology through coursework and laboratory research at 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. research focused on bioinformatics, gene evolution, and developmental genetics. Dr. Choffnes' Ph.D. dissertation focused on the genetics of stem cell regulation in plants. He maintains research projects in the field of developmental biology and encourages students to pursue independent experimental work.
Mr. Crosby's research interests include the theory of disordered materials, as well as pattern formation in dynamical systems. His articles have appeared in *Physical Review* and *Philosophical Magazine Letters*. He is currently involved in efforts to integrate computational physics into undergraduate research projects at Carthage. He earned his B.A. degree in physics from Beloit College, M.S. degree in physics from the University of California, and Ph.D. (Phi Kappa Phi) in physics from Colorado State University.

All-Big Ten tennis player at Michigan, a two-time Big Ten player of the year, and captain of the 1997 Wolverines team. She earned an M.A. in Spanish language and literature at the University of Wisconsin-Madison in 2000, and is pursuing a doctorate in Romance languages and literature at Michigan. She was an adjunct instructor at Marquette University before joining Carthage in 2007.

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*, previously served as the President of the World Trade Center Chicago Association, the Vice President of the Chicago Council on Foreign Relations, a member of the faculty and international studies staff at the University of California-Los Angeles, and a staff member of the Ford Foundation in the International and Education Divisions. He is the author of four books on international relations and British politics: *After the Cold War – American Foreign Policy, Europe and Asia* (Macmillan and New York University Press, 1997; revised paperback 2000), *Liberal Politics in Britain* (John Calder Ltd. and Transaction Press, 1977; revised 1988), *U.S. Foreign Policy and European Security* (Macmillan and St. Martin's, 1987), and *British Foreign Policy and the Atlantic Area: The Techniques of Accommodation* (Macmillan, 1979). He serves on the boards of the Japan-America Society of Chicago and the editorial board of *Orbis*. Mr. Cyr is a graduate of UCLA and earned his Ph.D. with distinction in political science from Harvard University in 1971. At Harvard, he was a Frank Knox fellow in England, an NDEA Title IV fellow, and a teaching fellow. He joined the Carthage faculty in 1998.

Mark Dahlstrom

*Assistant Professor of Psychology*; was a practicing school psychologist for 30 years. He has a license for the private practice of school psychology from the Wisconsin Psychology Examining Board. He is licensed through both Wisconsin and Minnesota Education Departments. Mr. Dahlstrom is also a Nationally Certified School Psychologist (NCSP). Mr. Dahlstrom has taught at Carthage since 1988.

Julie Dawson

*Assistant Professor of Business Administration*, rejoined the faculty on a full-time basis in 2007. She was an assistant professor from 1993 to 1999 before taking an eight-year hiatus to stay home with her three children. During this time she was an adjunct instructor at the College, teaching one accounting course per semester. Ms. Dawson earned a B.A. in accounting and business administration at Augustana College in 1989. After working two years for the accounting firm of Deloitte & Touche, she earned a masters in accountancy from the University of Wisconsin-Madison in 1993. She has been accountant for the ELCA Urban Outreach Center in Kenosha since 1999, and has been honored by the Girl Scout Council of Kenosha for developing a computer program to monitor cookie sales.

D. Ben DeSmidt

*Assistant Professor of Classics*, earned his B.A. from the University of Chicago and his M.A., M.Phil and Ph.D. from Columbia University and joined Carthage in 2005.

Jacob Dinauer

*’00, Assistant Athletic Trainer; Senior Lecturer, Exercise and Sport Science*, earned his M.Ed. in 2002 and his B.A. in 2000 from Carthage. He joined the Carthage faculty in 2004.

Bosko Djurickovic

*Head Men’s Basketball Coach; Lecturer, Exercise and Sport Science*, earned his B.S. from North Park College. He joined the Carthage faculty in 1996.

Steven Domin

*’93, Head Men’s Soccer Coach, Lecturer, Exercise and Sport Science*, has served at Carthage for the past nine years. His guidance has made the Red Men and Lady Reds consistent winners. The Naperville, Ill.,
Education with an emphasis on guidance and counseling.

Mr. Domin finished his master’s degree in Science and Business Administration degree, and is a full-time teacher in Carthage's exercise and sports science department. Mr. Domin holds an advanced coaching license from the National Soccer Coaches Association of America (NSCAA) and a state license from the United States Soccer Federation (USSF). In addition to soccer, Mr. Domin was a four-year starting second baseman for the Red Men baseball team. Mr. Domin played on the 1992 and 1993 CCIW Championship teams, in the NCAA Central Region Championships, and in the Div. III NCAA "College World Series." In both 1992 and 1993 Mr. Domin hit over .400 while setting a Carthage career mark as being the toughest to strike out. After graduating with an Exercise & Sport Science and Business Administration degree, Mr. Domin finished his master's degree in Education with an emphasis on guidance and counseling.

Cathy Duffy
Assistant Professor of Business Administration, is a certified public accountant. Before coming to Carthage, Ms. Duffy was a corporate tax consultant at Arthur Andersen, a senior tax accountant at Amoco Corporation, an accounting instructor at Robert Morris College, and most recently, a consultant for Jefferson Wells. She currently lives in Racine, Wis., with her husband Michael, and their three children, Michael, Amelia, and Nicola. Ms. Duffy earned her B.S. in 1989 from the University of Southern California, and M.S. in taxation from De Paul University in 1996.

Annette Duncan
Director of Supplemental Instruction and Tutoring Program; Assistant Professor of English, earned her B.A. from Evangel College and M.A. from the University of Nebraska.

Mabel DuPriest
Professor of English, teaches courses in English literature, but has also developed courses that focus on women's writers and African-American writers. One of her research areas is the novels of Barbara Pym; she recently presented a paper on the portrayal of clergy in those novels. Ms. DuPriest is currently working on writing projects in fiction and creative non-fiction, and has read portions of her work at a regional meeting of the Conference on Christianity and Literature. She earned her B.A. degree at Augustana College (S. D.), and her M.A. and Ph.D. at the University of Kentucky, where she received NDEA and Dissertation Year fellowships. She taught part-time at Carthage for seven years before becoming a full-time member of the faculty in 1981.

Greg Earhart
Head Men's Swimming Coach; Aquatics Director, came to Carthage following three successful seasons at both Indiana University and the University of Minnesota. An active member of USA Swimming, Mr. Earhart served as director of the 2001 Regional Distance Camp and marshal for the 2000 Olympic Trials. He graduated from Buena Vista College with a double major in history and political science, where he set three school records in swimming. He earned his M.A. in public policy from the Humphrey Institute of Public Affairs at the University of Minnesota. In addition to his duties as head men's swimming coach, he serves as the director of the Koenitzer Aquatic Center and is part owner of CollegeSwimming.com.

Jacqueline Easley
Assistant Professor of Education, Ph.D. Northern Illinois; M.A. Concordia University; B.A. Concordia College, joined Carthage in 2006.

Timothy Eckert
Professor of Chemistry, teaches courses in Discovery, forensic science, organic and general chemistry. While at the University of California-Santa Barbara, he was awarded a postdoctoral research fellowship, and at the State University of New York at Syracuse he received a Forestry Foundation graduate fellowship. His research at Carthage has been assisted by grants from the National Science Foundation and from the College. Recent work has developed novel, discovery-based experiments for the organic chemistry curriculum. Mr. Eckert wrote an organic chemistry text published in 1998. He has published several papers in the Journal of Organic Chemistry, Journal of the American Chemical Society, and Journal of Chemical Education. In 1999-2000 Mr. Eckert took sabbatical leave to do NMR research at the University of Arizona and continued the research at Carthage. His love for math puzzles has led him to review problems for American Math Contests for high school students. He also enjoys bicycling, tennis, and basketball. He earned his B.A. at Yale University, and Ph.D. at the State University of New York at Syracuse. Mr. Eckert joined the Carthage faculty in 1989.

Ernestina Eger
Professor of Modern Languages: Reference Librarian for the Hedberg Library, is a scholar of Chicano and other U.S. Hispanic literatures and cultures. Her research concerns Mexican immigrant writer Maria Cristina Mena de Chambers, Midwestern Latino literature and research collections, and the 1980 Cuban Mariel exodus. In addition to receiving several Carthage research grants, she has presented papers to the Modern Language Association, American Association of Teachers of Spanish and Portuguese, National Association of Chicano Studies, Popular Culture Association, and Floricanto. She also has published Bibliography of Criticism of Contemporary Chicano Literature. As bibliographic consultant for Bilingual Press/ Editorial “Bilingue,” she has collaborated in numerous scholarly editions. As a librarian, her interests include court interpretation, as well as literary and technical translation. She earned her B.A. from Muhlenberg College, M.A. from Emory University, M.L.I.S. from the University of Wisconsin-Milwaukee, and Ph.D. from the Universidad Jaime Balmes in
Eugene Engeldinger  
**Vice President for Academic Information Services; Professor of Library Science**  
has researched aspects of library user needs, critical thinking strategies, bibliographic instruction, collection development, and weeding reference materials. His most recent effort is an investigation of the organizational merging of libraries and computer services on college and university campuses. Mr. Engeldinger has written several books, including Black American Fiction and Spouse Abuse, and has authored numerous articles for professional library science journals. He has published numerous book reviews, bibliographies, and indexes. He has been honored as the 1990 Librarian of the Year by the Wisconsin Library Association, was elected chair of the Wisconsin Association of Academic Librarians (WAAL), and has served as editor for several professional newsletters and journals.

He has worked as a reference librarian at Indiana University and as head of reference, head of public services, and as Interim Director at the University of Wisconsin-Eau Claire Library. He also has taught reference, academic library administration, and bibliographic instruction courses in the graduate programs at the University of Wisconsin-Madison, University of Wisconsin-Milwaukee, and the University of Oklahoma.

Mr. Engeldinger earned a B.S. degree from the University of Wisconsin-Eau Claire, an M.A. in history from the University of Kansas, and an M.S.L.S. and sixth-year M.A. in history from the University of Wisconsin-Madison. He began his duties at Carthage in 1990.

Gregory Etter  
**Assistant Football Coach, Lecturer, Exercise and Sport Science**  
earned his M.S. from the University of Wisconsin-Madison and his B.S. from Minnesota State University. He joined the Carthage faculty in 2003.

Cory Everts  
**Assistant Baseball Coach, Intramural Director, Lecturer in Exercise and Sport Science**  
earned his B.A. from Carthage. He joins Carthage in 2005.

Ruth Fangmeier  
**Professor of Social Work**  
has served as the associate director of the Lighthouse National Center for Vision and Aging in New York since 1990. 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 Program in New York. She spent five years as an adjunct assistant professor at the Hunter College School of Social Work. Since 1987 Ms. Fangmeier has presented at nearly 80 social work conferences and seminars. Her documentary film on the aging, “The World Through Their Eyes,” has won critical praises 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. Ms. Fangmeier earned her Ph.D. in social work from the Columbia University School of Social Work, M.S.W. from Catholic University of America, and B.S. in secondary education from Bowling Green State University. She joined the Carthage faculty in 1997.

Susan Foster  
**Women's Soccer Coach, Lecturer, Exercise and Sport Science**  
earned her B.S. from Northwestern University. She joined the Carthage faculty in 2003.

Antonio Fredericks  
**Associate Professor of Business Administration**  
earned his B.S. from Pratt Institute, his M.S. from Marquette University, his M.B.A. from Keller School of Management, his M.A. and M.S. from the University of Massachusetts-Lowell. He is currently working on his Ph.D. at Marquette. He joined Carthage in 2005.

Dana Garrigan  
**Associate Professor of Biology**  
came to Carthage in 2007 after eight years as a faculty member at Pacific Lutheran University. He earned a B.A. in biology from St. Olaf College in 1988, and a Ph. D. in biology from the University of Utah in 1994. After teaching at the University of Colorado's Mountain Research Station, he was an assistant professor of biological sciences at DePauw University from 1996 to 1999. He also was a visiting associate professor at the University of Washington-Tacoma in 2004-05.

Tracy Gartner  
**Assistant Professor of Biology and Environmental Science**  
joined the Carthage faculty in 2005 as an ecologist and environmental scientist. Starting out as a biology and environmental science major at Coe College, a small liberal arts school much like Carthage, she went on to receive her Ph. D. in ecology from the University of Connecticut. Her doctoral research, funded by a National Science Foundation graduate research fellowship, focused on the effects of biodiversity on decomposition processes in Eastern Deciduous Forests. After finishing her degree, Dr. Gartner spent two years doing postdoctoral research in Alaska, focusing on the role of the fungal community for decomposition. She is currently active in the research group MEXEco, examining Microbial Enzymes across Ecosystems and has served as a reviewer for premier scientific journals including Ecology, Functional Ecology, Global Change Biology, and New Phytologist. She holds a Ph.D. in Ecology from the University of Connecticut, and a B.A. from Coe College.

Amy Gillmore  
**'94, Head Women's Softball Coach, Lecturer in Exercise & Sport Science**  
as a three-year softball letter-winner at Carthage from 1992 to 1994, she served three years as the head softball coach and assistant girls' basketball coach at Kenosha St. Joseph High School, starting in August 1994. Her softball record at St. Joseph was 43-16. Her 1995 and 1996 teams both finished second in the Wisconsin Independent Schools Athletic Association championship, while her 1997 squad went 18-2, won a Metro Conference
championship, and advanced to the WISAA semifinals. Gillmore was a three-time all-CCIW shortstop and ranks among Carthage career leaders in batting average, hits, runs scored, RBIs, doubles, triples, slugging percentage and on-base percentage. She also holds the Carthage career and season records in stolen bases. She earned an M.Ed. and a B.A. from Carthage.

Jeremy Gottlieb
Assistant Professor of Psychology and Computer Science, came to Carthage from Carnegie Mellon University, where he was instructor of cognitive psychology, cognitive research methods, and psychology of meaning, an advanced seminar course that he designed. He earned his B.A. from Carleton College, and his M.S. and Ph.D. from Carnegie Mellon. He received several honors, including the National Defense Science and Engineering Fellowship (D.O.D.), and the Minnesota Psychological Association James Paterson award. Mr. Gottlieb's research interest focuses around the processes and structures that determine how information gets organized and used in semantic memory, and how theses models can be applied to other domains that rely on semantic memory, such as categorizations, language processing, and problem solving. His research also includes the study of artificial intelligence and computational modeling of cognitive processes. He has given both oral and poster presentations at the annual meeting of the American Psychological Society (APS) and is a member of Sigma Xi. He joined Carthage in 2002.

Robert Grant
Assistant Professor of Business Administration, teaches courses in advertising, business policy seminar, market research, and marketing. His approach is based upon 30 years of professional experience in private industry, most recently serving as the corporate planning manager at SC Johnson Wax, Inc. At R.F. Grant and Associates, he was a consultant for consumer and industrial product firms and for companies involved in the healthcare field. His professional interests include strategic business planning, acquisitions and ventures analysis, and developing entrepreneurial businesses into marketing concept companies. Other interests include travel (especially to Florida). Mr. Grant lives in Racine, Wis., with his wife Marilyn. He earned his B.S. and M.B.A. degrees from Marquette University. Before joining the Carthage faculty full time in 1990, he served as an adjunct lecturer.

Kimberly Greene
Assistant Professor of Art, earned a B.A. in electrical engineering from Northwestern University in 1988, then worked for 11 years in computer-related fields before returning to school. She earned a bachelor of fine arts from the New York State College of Ceramics at Alfred University in 2002, and a master of fine arts from Louisiana State University in 2005. She was a ceramics instructor at Southeastern Louisiana University in 2005-06, and an art instructor at Baton Rouge Community College in the first part of 2006, teaching art appreciation courses. She was a visiting assistant professor of ceramics and foundations at Michigan State University for one year, before coming to Carthage in 2007.

Thomas Groleau
Chair, Department of Business Administration; Associate Professor of Business Administration, has taught courses in information systems, operations management, statistics and management science. He previously held faculty positions at the University of Kentucky and Bethel College. In addition to teaching, he has held several short-term industry positions, including a two-year stint with Kentucky Utilities. He is a member of the Institute for Operations Research and the Management Sciences, the Decision Sciences Institute, and the Christian Business Faculty Association. Mr. 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
"79, Assistant Professor of Music, teaches private and class voice, vocal pedagogy, and exploring music. A soprano, Ms. Haines performs in recital as well as with area ensembles. A graduate of Carthage, Ms. Haines earned her B.A. in music and a diploma in voice, M.M. in vocal performance from the San Francisco Conservatory of Music, and doctoral study in vocal performance at Northwestern University. She joined the Carthage Faculty in 1987.

Ellen Hauser
Assistant Professor of Sociology, currently teaches courses in sociology, political science, women's studies, and the heritage program. She has developed the following new courses: “Women and Politics,” “Sociology of Women,” and “Images in Africa.” Her most recent publication is “Uganda Relations with Western Donors in the 1990s: What Impact on Democratization?” in Cambridge University Press's The Journal of Modern African Studies. Ms. Hauser's professional international experience includes teaching at Nanjing University in Nanjing, China, for 18 months, conducting dissertation research with high-level government officials in Uganda, and participation on the official U.S. Election Observer Team monitoring the 1996 elections in Uganda. As a Diplomacy Fellow through the American Association for the Advancement of Science, she worked at the Center for Democracy and Governance at the United States Agency for International Development in Washington, D.C. Her duties there included work in Rwanda interviewing government officials and genocide survivors to propose a program for President Clinton to announce during his 1998 visit to Rwanda. Ms. Hauser organized and presided over meetings on the Great Lakes (Africa) Initiative for President Clinton's advisors. She also assisted the president's special advisor on U.S. assistance in international rule of law programs to organize efforts to allow the U.S. government to support democracy programs in China. She earned her B.M. from Augustana College, and her M.A. and Ph.D. from the University of Wisconsin-Madison. She joined Carthage in 2000.

Scott Hegrenes
Co-Director, Environmental Science Program; Assistant Professor of Biology; Director of Discovery Program, has two publications in the field of fish ecology and one publication in the field of insect behavior. Mr. Hegrenes has two
Richard Heitman
Assistant Professor of 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.

Janeth Herrera
’97, Assistant Professor of Modern Languages, joined the Carthage faculty in 2003. She previously served as a Spanish instructor at Delta College in Saginaw, Mich., where she served as senator for the Humanities Division, book evaluation committee member, and diversity implementation team. She is a member of the National Collegiate Foreign Language Honor Society Alpha Mu Gamma, Wisconsin Association of Foreign Language Teachers, and the International Friendship Society. She earned her bachelor's degree in education from the Universidad Pedagogica Nacional, Bogota, Colombia in 1993, master's degree in education from Carthage in 1997, and master's degree in Spanish literature from the University of Wisconsin-Madison in 2000.

Woodrow Hodges
Associate Professor of Music, is an active performer as well as a music educator. He is a bassoonist for the Kenosha and Waukegan Symphonies and performs in several smaller ensembles throughout the year. He teaches advanced music theory, applied woodwinds, woodwind methods, and exploring music. He also is involved with the First Methodist Church's Chancel Choir. A recent winner of the coveted Helmut Schaeffer Award for lifetime service to the Kenosha Symphony, Dr. Hodges currently serves on 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, Mr. Hodges earned his M.A. and Ph.D. at the University of Iowa. He joined the Carthage faculty in 1977.

Carolyn Hudson
Assistant Professor of Art History. A British subject, Hudson studied Fine Art and English Literature. Before coming to Wisconsin she taught at Oxford and York Colleges of Further Education, and has taught at Carthage since 1981. As well as teaching art history classes at Carthage, Hudson teaches in the Heritage Studies Program and the Women's and Gender Studies Program. She feels particularly committed to the inter-disciplinary learning experience, and frequently collaborates with faculty from other departments to teach interdisciplinary classes such as: The West and the World; The Philosophy of Art and Beauty; Women in the Visual and Performing Arts; Art, Music and Literature in Historical Context; The Italian Experience: Art, Religion and Culture; The American Century. Her degrees are M.A., University of Leeds; and B.A. Huddersfield College (England)

John Isham
Assistant Professor of Modern Languages and Great Ideas, came to Carthage in 2007 from Columbia University, where he was a core lecturer in literature humanities. The Ohio native earned a B.A. in philosophy and mathematics from St. Johns College, Annapolis, Md., in 1989. He began studying Russian, then earned a masters of international affairs from Columbia in 1994. He earned an M.A. in Russian language from Middlebury College in 1996; then earned an M.A., master of philosophy and Ph.D. in Russian literature, all from Columbia. He also taught courses in Russian and humanities at Columbia from 1997 to 2003, and at Drew University in Madison, N.J. from 2003 to 2005.

William Jankovich
Professor of Business Administration, is an authority on international business. While at SC Johnson Wax, Inc., he served as international accountant and oversaw the Johnson subsidiary in Ghana. He also worked to develop international financial reporting and international personnel policies. He is a CPA licensed in Wisconsin. At present, he is active advising local businesses in general management, finance, and marketing. Mr. Jankovich developed the marketing major at Carthage. He teaches a variety of courses in accounting, business administration, and marketing and is advisor to the Carthage chapter of Pi Sigma Alpha, national sales and marketing fraternity. He earned his B.S. degree at the University of Alabama, and M.B.A. at Marquette University. He came to Carthage in 1977.

Laurie Jensen
’97, Head Athletic Trainer; Lecturer, Exercise and Sport Science, earned her M.Ed. in 1999 and her B.A. in 1997 from Carthage. She joined the Carthage faculty in 2000.

Paul Kirkland
Assistant Professor of Political Science and Great Ideas, 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. He has written a book, "Nietzsche's Noble Aims," currently under secondary review. He came to Carthage in 2007 from the College of the Holy Cross, where he was a visiting assistant professor.

Allen Klingenberg  
Visiting 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 Carthage in 2003.

Dominic Klyve  
Assistant Professor of Mathematics, earned a Ph.D. in mathematics from Dartmouth College in 2007. He earned a masters in mathematics from Dartmouth in 2003, and was a mathematics instructor there for four years, winning of a campus-wide teaching award in 2006. He earned a B.A. in mathematics and physics from Hamline University in 2001. He came to Carthage in 2007.

Mary Krome  
Associate Professor of Business Administration, came to Carthage from the University of Rhode Island in 2007. She was an assistant professor of strategic management at Rhode Island for years, and previously was a lecturer at the University of Virginia and Loyola University Chicago. She received a B.A. in managerial accounting from Loyola University Chicago in 1981, then held positions with several Chicago-area corporations through the 1980s. She earned an M.B.A. from Northwestern University in 1990, then was president of her own consulting firm from 1990 to 1999 before earning a Ph.D. from the University of Virginia's Darden Graduate School of Business in 2003.

Herschel Kruger  
Chair, Department of Theatre, Associate Professor of Theatre, earned his MFA in Acting from the University of Illinois, and while there completed an Independent Study in Directing with Dr. Burnet Hobgood. Herschel is also a graduate of the National Shakespeare Conservatory's two-year Professional Actors Training program in New York City, and holds a BA in Theatre Communications from Cardinal Stritch University. Professor Kruger has worked as an actor and director in New York, Illinois, Michigan, and Wisconsin.

Professor Kruger's work since coming to Carthage has been focused upon designing and implementing a new theatre curriculum with a range of majors, as well as creating an expanded production season, and new programming. Some of these programs include participation in the Kennedy Center American College Theatre Festival, the Guest Director Program, and the addition of theatre professionals from Chicago and Milwaukee to the adjunct faculty. Professor Kruger teaches the upper level acting and directing classes, a variety of other theatre classes, and directs two main stage productions each year.

William Kuhn  
Chair of History  
Department, specializes in British and European history. A member of Phi Beta Kappa, he earned his A.B. from the University of Chicago, and his M.A. and Ph.D. from Johns Hopkins University, where he held the Arthur O. Lovejoy and the Frederic C. Lane Fellowships. The recipient of two grants from the National Endowment for the Humanities, he is the author of articles in the Journal of British Studies, The Historical Journal, and Victorian Poetry: His book Democratic Royalty: The Transformation of the British Monarchy, 1861-1914 was published by Macmillan in the U.K. and by St. Martin's Press in the U.S. (1996). His second book, Henry and Mary Ponsonby: Life at the Court of Queen Victoria (2002), is a study of two late Victorian courtiers who were also progressives and liberals. It was a "Book of the Week" on BBC Radio 4. He recently received a commission from Simon & Schuster UK to write a new study of the 19th-century prime minister, Benjamin Disraeli, first Earl of Beaconsfield. The book is tentatively entitled The Politics of Pleasure: A Portrait of Benjamin Disraeli. He joined the Carthage faculty in 1993.

Erik Kulke  
Assistant Professor of Modern Languages and Study Abroad Coordinator, joined the Carthage faculty in 1999. In addition to living and studying in Spain and Latin America, he has taught English in Spain and Mexico. Mr. Kulke teaches Spanish language, literature, and civilization courses, as well as cultural awareness and heritage. He has recently added Study Abroad to his responsibilities, working with Carthage students as they prepare for and participate in their international study experiences. His academic interests include Pre-Colombian civilizations, which has led him to travel throughout Latin America to explore numerous archeological sites from Mexico to Peru. Recently, he has traveled with groups of students to Mexico's Yucatan peninsula to study Mayan culture and civilization, exploring ruins throughout the peninsula.

Mr. Kulke is active in promoting wellness and congeniality among faculty and staff members through the organization of such events as the All-Carthage Golf Outing. He earned an M.A. from the University of Wisconsin-Madison and a B.A. from Gustavus Adolphus College.

Valerie Laken  
Writer-in Residence and Associate Professor of English, joined Carthage in 2006. M.F.A. University of Michigan; B.A. University of Iowa.

Ross Larson  
Adjunct Assistant Professor of Religion and Communications and Digital Media, has taught Religion and Public Speech at Carthage since 1991. He has served as a Lutheran pastor in Chicago, St. Louis, and Racine; on the staff of the Chicago Synod; and as co-director of Post-Doctoral Education at the Lutheran School of Theology. He is proprietor of Gener'age of Racine, a consultation service on Aging Ministry, and was a staff writer for The Clergy Journal magazine. He is a resident of Racine, Wis. His degrees are D.Min., M.Div., B.D. from the Lutheran School of Theology (Chicago); and A.B. from Bethany College.
William Lazareth
Jerald C. Brauer
Distinguished Professor of Lutheran Studies; Professor of Religion, joined Carthage in 2003. In addition to teaching advanced seminars, he conducts faith and ethics discussions campus-wide, in the community, and in Lutheran congregations and church body meetings throughout the region. Mr. Lazareth is one of the world's foremost Lutheran theologians. He has served in recent years as visiting professor at Princeton Theological Seminary and at Union Theological Seminary. For many years, he was Hagan Professor of Systematic Theology and Dean of the Faculty at Philadelphia's Lutheran Theological Seminary. He comes to Carthage after serving the executive staff for the Center of Theological Inquiry at Princeton. Throughout his career, Mr. Lazareth has provided leadership for the church in America and worldwide. He was Bishop of the Metropolitan New York Synod of the Evangelical Lutheran Church in America (ELCA) from 1988 to 1992. He directed the Faith and Order Secretariat in the World Council of Churches in Geneva. For more than a decade, he has served as co-president of the Lutheran-Eastern Orthodox International Doctrinal Dialogues of the Lutheran World Federation. He has received numerous honors, including an honorary doctor of divinity degree during commencement exercises at Carthage in 2003. It was the seventh such degree bestowed upon him. In 1995 the Luther Institute in Washington, D.C., selected him as Lutheran Pastor of the Year. A prolific writer and stimulating thinker, Mr. Lazareth has written thirteen books and a host of articles and reviews across his long career. In the early 1980s, as director of the Commission on Faith and Order of the World Council of Churches, he oversaw the drafting of the most widely published religious document of the 20th century, *Baptism, Eucharist and Ministry* (World Council of Churches, 1982). His most recent book is *Christians in Society: Luther, the Bible, and Social Ethics* (Augsburg Fortress Press, 2001). After earning his B.A. from Princeton in 1948, Mr. Lazareth earned his M.Div. from Lutheran Theological Seminary in Philadelphia in 1953, and Ph.D. from Columbia University-Union Theological Seminary in 1958.

Diane Levesque
Chair of the Art Department, Director of the H.F. Johnson Gallery of Art and Assistant Professor of Art, served as a visiting artist lecturer in 2001 and as a visiting artist instructor in 1997. She specializes in painting, drawing, and mixed media, and has interests in gothic, northern Renaissance, and early 20th century German art. Professor Levesque has served as an executive member of the Greater Kenosha Area Foundation Arts Committee since 2002. She was a member of the board of directors of the Kenosha Institute of Arts in 2002-2003, and she was an art instructor for the Kenosha Public Museum and the Kenosha Institute of Arts from 1992 to 1999. Her artwork has been displayed 33 times since the early 1980s in individual and group exhibitions throughout Wisconsin and Illinois. She earned her B.A. from the State University of New York at Plattsburgh and her M.F.A. from the University of Chicago. She joined Carthage in 2004.

Roger Lindberg
Professor of Biology, brings experience in parasitology to the division of natural sciences. He earned his Ph.D. at the University of Kansas after researching and writing his dissertation on cellular physiology. He has taught courses in immunology and parasitology at the University of Arizona Medical School. Mr. Lindberg also worked at Abbott Laboratories in diagnostics for 18 years. He has published several articles on allergies and infections in reviewed scientific journals. He joined the Carthage faculty in 2000.

Brady Lindsley
'95, Head Men's and Women's Tennis Coach, Lecturer in Exercise & Sport Science. Mr. Lindsley is originally from Coldwater, Mich., where he finished fifth in the MHSAA number two singles competition as a junior. As a player for the Red Men from 1992 to 1995, Lindsley compiled an 82-24 career mark in singles which puts him 3rd on the all time wins list. He also won three CCIW titles in that time. He joined the Carthage faculty in 1997. He earned a B.A. in Business Administration from Carthage.

Jane Livingston
Assistant Professor of Music, specializes in piano performance, piano pedagogy, and class piano. She came to Carthage from Northwestern University School of Music, where she served on the music faculty from 1981 to 1996. She earned her B.A. from Skidmore College, where she majored in geology and minored in piano performance. She earned her M.A. in music and geology from the University of Vermont, and her B.M in performance and pedagogy at Crane School of Music, State University of New York at Potsdam. While at Potsdam, she won the Breaky Memorial Piano Competition and received the Eastman Kodak Award for Academic Excellence and Performance and graduated magna cum laude. She received her M.M. degree in piano performance and pedagogy at Northwestern University. Her teachers have included Albert Pflanz, Edward Hausman, Elaine Greenfield, Ronald Farr, Arthur Tollefson, and Donald Isaak. She also is an active church organist with many years of keyboard playing outside of the academic arena. She joined the Carthage faculty in 1993.

James Lochtefeld
Director of the Asian Studies Program; Professor of Heritage Studies and Religion, specializes in Hindu pilgrimage. His dissertation research focused on the north Indian pilgrimage city of Haridwar; the dissertation draws on Sanskrit texts, archival documents, and field research to lay out a comprehensive picture of this vibrant, vital town. Aside from the Hindu tradition, he teaches courses in the Buddhist tradition, Islam, East Asian religion, Sanskrit, and Hindi. He has led J-term classes to India in every odd-numbered year since 1999. In both his research and his teaching, he seeks to explore the intersection of religious history, tradition, and practice. In 1988, 1989, and 1991 Mr. Lochtefeld was named a President's Fellow at Columbia University, the University's highest award. In 1990 he received the Charlotte W. Newcombe Fellowship, the most prestigious award for dissertations in religion and ethics. In the summer of 1996 he traveled back to India for further fieldwork in the pilgrimage city of Hardwar. He spent the spring of 1998 on sabbatical in India, and conducted research on the Kumbha Mela, the world's largest religious festival. During this time he was also awarded a Senior Research Fellowship.
Thomas Long  
*Visiting Assistant Professor of Religion,* has taught the foundational religion course "Understanding of Religion," upper level courses in the history of Christian thought and church history, and the Heritage III course in inter-cultural communications. Mr. Long's special interests are in the fields of inter-religious dialogue and the doctrine of the atonement. He has earned degrees from Albion College (B.A.,1968), Garrett-Evangelical Theological Seminary (M.Div.,1974), Duke University (Th.M., 1992), and Marquette University (Ph.D.,1999). He lives with his wife Carol in Wauwatosa, Wis.

Christopher Lynch  
*Assistant Professor of Political Science,* earned his B.A. in liberal arts from St. John's College, and his M.A. and Ph.D. degrees from the University of Chicago's Committee on Social Thought, where he studied political philosophy and wrote his dissertation on Niccolò Machiavelli. He has studied in Japan and taught at Boston College and the Rome campus of the University of Dallas. His recently completed book, *Machiavelli's Art of War,* was published by the University of Chicago Press in 2003. He was awarded an Olin Faculty Fellowship to spend 2002-03 doing research and writing on Machiavelli. He, his wife Kate, and their children, Emily, Henry, and Grace, live in Kenosha. He joined the faculty in 2000.

Stephen Lyng  
*Professor of Sociology,* came to Carthage in 2004 after more than 15 years as 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, sociology of risk, and collective behavior. He has written and co-written sixteen published sociology articles, the most recent of which, "Drug Treatment Reform: The Politics of Collaboration," currently is under review with the *Journal of Health, Policy, Politics, and Law.* As an author, he has written "Holistic Health and Biomedical Medicine: A Countrysystem Analysis" (State University of New York Press, 1990). In 2002, he co-authored "Sociology and the Real World" (Rowman and Littlefield Publishers). He also served as editor for Routledge's 2003 "Edgework: The Sociology of Voluntary Risk Taking." Professor Lyng is a prolific speaker, having given more than 20 talks on sociology in the U.S., Canada, and the U.K. He is the recipient of numerous research grants. Mr. Lyng earned his B.A., M.A., and Ph.D. from the University of Texas at Austin.

Romwald Maczka  
*Professor of Religion,* Rom Maczka 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 eleven years of ministry experience in a missionary context. As a research associate for the Institute for the Study of Christianity and Marxism, he authored *Christianity and Marxism in Higher Education* as well as articles that appeared in the *Lutheran Quarterly, Mennonite Quarterly Review,* and *Occasional Papers on Religion and Eastern Europe.* Before the breakup of the Soviet Union, Mr. Maczka was invited to chair the subcommittee on religion of the U.S.–U.S.S.R. bilateral Emerging Leader Summit Conference, an effort sponsored by the Soviet Committee on Youth Organizations and the American Center for International Leadership. In the wake of the Soviet breakup he participated on an inter-religious task force assessing Soviet religious developments in light of American church involvement. He has received research and educational grants from Stewards Foundation, David D. Cook Foundation, Lilly Foundation, Richardson Foundation, the Evangelical Lutheran Church in America and the Mennonite Central Committee. More recently Mr. Maczka has served as guest professor at the United Theological College, Bangalore, India and has undertaken field research into religion and paramilitary activity in Chiapas and the Guatemalan highlands. Included in his course offerings are systematic theology, world religions, church history, monastic and mystic, modern theology, holocaust studies, and Reformation history. He earned a both his B.A. and M.A. degree at Wheaton College, and earned his Ph.D. at Leipzig University in Germany. Mr. Maczka joined the Carthage faculty in 1989.

from the American Institute of Indian Studies. His ongoing work examines how pilgrimage sites are being affected by the promotion of tourism, and by larger social changes. He earned his B.A. from Colgate University, M.T.S. from Harvard Divinity School, M.A. from the University of Washington, and his M. Phil. and Ph.D. from Columbia University. He came to Carthage in 1992.

Lynn Loewen  
*Associate Professor of Modern Languages,* teaches Spanish language and literature, modern language teaching methodology, modern literature in translation, theory of translation, culture awareness orientation, and heritage courses. She has studied at U.S., Mexican, and Colombian universities. Her graduate research work dealt with the theory and methodology in second language acquisition and with comparative literature, for which she earned her M.A. degrees from the Universities of Wisconsin-Stevens Point and Madison. She earned her Ph.D. in Comparative Literature from UW-Madison, specializing in poetry and Hispanic literature. She lived and worked in Colombia for 15 years, where she held positions as an English as a second language teacher, a principal in British and US embassy-identified bilingual schools, and as a curriculum consultant for the U.S. Office of Overseas Schools, serving nine international schools in Central America and Colombia. She also taught English language and literature courses at several universities in Bogotá, Colombia. She authored a five-text series for teaching English as a second language (Colombia, 1986) and has published Spanish essays, poetry, and translations in a variety of literary publications in Colombia. Previously, as chair of the Carthage Modern Languages Department, she developed the placement instrument for all languages, coordinated study abroad for Carthage students, implemented the program for TLEs (foreign scholars who teach their native language and study for their M.A. at Carthage), and devised the course of study for the M.Ed. in Modern Language. She has served on, and/or chaired most major faculty committees. She has presented papers, given workshops, or consulted at the Wisconsin Association of Foreign Language Teachers Conference, the National Association of Multi-cultural Educators, St. Mary's College, and for the Racine, Kenosha and Oshkosh school districts. She joined the Carthage faculty in 1988.
Daniel Magurshak  
Chair, Philosophy
Department; Professor of Philosophy; has taught at Carthage for almost 20 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. Mr. 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 Denkweg 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. Mr. Magurshak joined the Carthage faculty in 1984.

Mark Mahoney  
Associate Professor of Computer Science, served as a senior software engineer at Motorola and an adjunct instructor of computer science at Roosevelt University prior to joining the Carthage faculty in 2002. His research interests are in the fields of object-oriented technologies, operating systems, and distributed applications. His work with Bluetooth Wireless Communication protocols resulted in algorithms that improve the efficiency and increase the audio quality of Bluetooth audio connections, as well as algorithms for avoiding fixed interferences in Bluetooth radio bands. This work resulted in two patented applications. Mr. Mahoney teaches database design, operating systems, and software engineering courses. He earned his B.A. in 1999 from Roosevelt University, and M.S. in 2002 from the Illinois Institute of Technology.

Robert Maleske  
Professor of Psychology, began teaching at Carthage in 1973, left in 1985 to serve as director of academic computing at the University of Wisconsin-Parkside, and returned to Carthage as a faculty member in 1988. His publications include the textbook, Foundations for Gathering and Interpreting Behavioral Data, as well as articles in The Journal of General Psychology and Learning and Motivation. Mr. Maleske's research interests pertain to idiothetic versus nomothetic perspectives as they affect strategies for creating and implementing effective learning environments. He earned his B.A. from DePaul University, and his M.A. and Ph.D. from Northwestern University.

Yuri Maltsev  
Professor of Economics, earned his B.A. and M.A. degrees at Moscow State University, and his Ph.D. in Labor Economics at the Institute of Labor Research in Moscow, Russia. Before coming to the U.S., he was a member of a senior team of Soviet economists that worked at the Academy of Science on President Gorbachev's reforms package and a Chief Consultant of the Bank for Foreign Trade. Prior to joining Carthage, Mr. Maltsev was a Peace Fellow at the United States Institute of Peace in Washington, D.C., a federal government research institution. There he analyzed problems of the post-communist transition to a market economy, with special emphasis on privatization and deregulation. Mr. Maltsev also consulted with different departments of the U.S. government and testified before Congress. He has the extremely rare experience of working in senior analytical positions for both the American and Soviet governments. He has also appeared on CNN, Financial Network News, MacNeil/Lehrer Newshour, C-Span, CBC, and other American, Canadian, Russian, Spanish, and Finnish television and radio programs. He has lectured at leading universities, corporations, banks, colleges, churches, schools, and community centers all over the United States, Canada, and Europe. He has authored five books and over 70 articles in The Christian Science Monitor, The Independent Review, The Journal of Commerce, The Washington Times, The Indianapolis Star, The San Diego Union, Newsday, The Seattle Times, as well as numerous foreign newspapers. He joined Carthage faculty in 1991.

Jonathan Marshall  
Assistant Professor of Political Science, teaches courses in comparative politics, East Asian politics, constitutional law, and law & society. His research focuses on legal mobilization and citizen litigants in Japan, where he lived in 1988-89 and 1997-2000. His publications include "Freedom of Information, Legal Mobilization, and the Taxpayer Suit Boom in Japan" (Harvard University Program on U.S.-Japan Relations Occasional Paper 04-06) and "Casual Cynics or Disillusioned Democrats? Political Alienation in Japan" (Political Psychology 21 (December 2000) 779-804). His degrees are Ph.D., M.A. Political Science, University of California-Berkeley; B.A. East Asian Studies, Yale University.

L. J. Marx  
Head Men's Volleyball Coach, Assistant Women's Volleyball Coach, Lecturer in Exercise and Sport Science, joined the Carthage faculty in 2004.

Jerald Mast  
Assistant Professor of Political Science, primarily teaches and researches in the field of public policy, specializing in the ways in which public values, opinions and participation affect the democratic character of decisions within the lawmakers process. He focuses on American government and also researches the effect of public policy on environmental and natural resource law. In 2003 he wrote the article “Environmental Aesthetics and Law: A Case for Contingent Valuation in Public Policy Making,” which is pending review in Harvard Environmental Law Review, and another article, “Justifying Contingent Valuation Methods from Democratic and Environmentalist Perspectives,” in preparation for submission to Environmental Politics. After receiving a grant for research in 1997-1999, he co-produced two reports on the economic benefits of wildflower viewing in Arizona for the USDI National Park Service. He presented research based on his dissertation,“Clarifying Ambiguity: Public Policy, Contingent Valuation Methods, and Environmental Aesthetics,” at Northeastern Illinois University in 2003 and has also been a speaker at the 2000 Northwest Rare and Endangered Plant Conference and the 1996 Western Political Science Association Meetings. He currently is a principal investigator on a pending grant from the White Fund, AAG for the 2004-2005 study, “Ecological and Policy Implications of the Preservation Mandate: Effects of Controlled Colorado River Flows in Grand Canyon National Park on Gooding Willow.” He spent several semesters teaching political science and political geography as part-time...
Joy Mast
Associate Professor of Geography, spent nine years on the faculty at Northern Arizona University before joining the Carthage faculty in 2002. Ms. Mast earned her B.A. from the University of Wisconsin-Madison, and Ph.D. with distinction from Northern Arizona University.

Joseph McAlhany
Assistant Professor of Classics and Great Ideas, was an assistant professor of classics at the University of New Mexico for five years. He also has held teaching positions at Columbia University, New York University, the City University of New York and Queen's College. He received Columbia’s Presidential Award for Outstanding Teaching by Graduate Students in 2002. He earned a B.A. in philosophy from Haverford College in 1990, and a Ph.D. in classics from Columbia in 2003. He came to Carthage in 2007.

Martin McClendon
Assistant Professor of Theatre, joined the faculty full time in 2007 after one year as an adjunct professor, when he directed the production of "A Funny Thing Happened on the Way to the Forum," and taught a course in play production. He has designed scenery for numerous productions in Chicago, Los Angeles and his hometown of Rockford, Ill., and was an adjunct professor of theatre at Rockford College in 2006. He earned a B.F.A. in acting from Rockford College in 1991, and an M.F.A. in acting from the University of Illinois at Urbana-Champaign in 1994. He also has studied acting at Regent’s College, London.

Brent McClintock
Associate Professor of Economics, specializes in international economics, macroeconomics, public sector economics, and law and economics. Prior to his academic career, he worked as a senior economic analyst for the New Zealand Treasury. Mr. McClintock's publications cover such topics as international financial instability, multinational corporations, and trade policy. He earned his B.Ag.Sci. (honors) degree from Lincoln University, New Zealand and his M.S. and Ph.D. degrees from Colorado State University. He is currently completing a law degree. Mr. McClintock joined the Carthage faculty in 1991.

Chet Melcher
Associate Professor of Education, came to Carthage in 2004 with over 30 years of experience in teaching and administration. The recipient of numerous state and national awards, he was recognized with the Excellence in Science Education Award by the Wisconsin Society of Science Teachers and the Outstanding Science Leadership Award by the Wisconsin Elementary Science Teachers Association. He has served on the Board of Directors of the National Science Education Leadership Association and the Wisconsin Society of Science Teachers. He was also Co-Chair of the Wisconsin Science Education Leadership Association.

Rick Matthews
Chair of the Sociology Department and Program Director of Criminal Justice Program, Associate Professor of Sociology and Criminal Justice, taught for five years at Ohio University before arriving at Carthage in 2002. During his tenure, he received the Jeanette G. Grasselli Brown Teaching Award for the College of Arts and Sciences. He also was nominated for the University Professor Teaching Award. Mr. Matthews specializes in criminology, specifically juvenile delinquency, criminal justice, and corporate crime. His most recent publications have appeared in Homicide Studies, Sociological Focus, and Critical Criminology. His primary research interests include corporate crimes as well as the relationship between economic conditions and homicide rates. Mr. Matthews earned his B.S. from Northern Michigan University, and his M.A. and Ph.D. in sociology from Western Michigan University.

Daniel Miller
Director of Academic Advising; Associate Professor of Psychology and Neuroscience, specializes in the field of neural science. His research interests include the hippocampus, the limbic system, and the neurophysiological substrates of learning and memory. A frequent contributor to Society for Neuroscience Abstracts, he also has published articles in Physiology & Behavior, Behavioral Neuroscience, and Experimental Brain Research. He recently coauthored two papers that examined the function of various brain structures during rabbit eyelid reversal conditioning. After completing his bachelor’s degree, Mr. Miller held positions as a mental health worker and group therapy leader for the Mental Health Association in Rockland County, N.Y. He also spent more than three years as a residence manager for a home serving chronically mentally ill young adults. He earned his B.A. in psychology from Westminster College, M.P.A. in Health Care Administration from Long Island University, and Ph.D. in psychology and neural science.
from Indiana University. Mr. Miller joined the 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. Mr. 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
Chair of the Social Science Division; Associate Professor of Sociology and Criminal Justice, is a member of the Faculty Executive Committee. Nationally, he is a member of the Council on Undergraduate Research (CUR). He has published in scholarly journals such as Sociological Focus and Homicide Studies. Mr. Miller is currently completing a book chapter, Edgework: A Model for Understanding Juvenile Delinquency, which will be included in a forthcoming edited book titled Edgework: Deviance and the Risk-Taking Experience. His future research plans include examining roadside memorials. His personal interests include billiards, golf, bike riding, and magic. Mr. Miller earned his B.A. and M.A. from Ohio University, and his Ph.D. from the University of Nevada at Las Vegas. He joined the Carthage faculty in 2000.

Stephanie Mitchell
Director of the Women's/Gender Studies Program; Assistant Professor of History, earned her B.A. and M.A. from the University of Virginia, and her Ph.D. from St. Anthony College, Oxford University, where she received the Overseas Research Scholarship award. Ms. Mitchell served for four years as professor of international relations at Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM), Mexico, where she taught Analysis of Latin American Thought, Analysis of North American Thought, History of North America, and Understanding Cultures of the World. She chaired the faculty committee on academic standards, was responsible for university library acquisitions on U.S. and Latin America, and participated in design and development of curriculum for a new undergraduate major in international relations. She was faculty sponsor for Club de Amigos and Anglophiles. Ms. Mitchell has presented papers at colleges and universities on Latin American history and feminist issues and currently is working on a book about women in the Mexican Revolution. She has earned several research grants for her work. Ms. Mitchell is fluent in both Spanish and French. She joined Carthage in 2002.

Edward Montanaro
Associate Professor of Modern Languages and Economics, began teaching at Carthage in 2006, upon completion of a doctorate in Spanish at Florida State University. He also holds a master's degree in Spanish from Florida State University. His doctoral dissertation deals with the writings of 19th century Cuban poet and independence leader, José Martí. Prior to earning a doctorate in Spanish, he earned master's and bachelor's degrees in economics from Florida Atlantic University and worked as a research economist for twenty five years. He served for sixteen 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.

Jose Montoto
Assistant Professor of Communication and Digital Media. For two years prior to coming to Carthage, Mr. Montoto taught as an associate lecturer at the University of Wisconsin-Milwaukee School of the Arts. He has worked as a Milwaukee-based freelance graphic designer and as animation artist for the Bradley Center for a number of years. In 1999 and 2000 he was the full-time graphic designer for UW-Milwaukee's School of the Arts, where his responsibilities included the oversight and design of a wide range of print- and web-based promotional material for the various visual and performing arts groups and departments within the school. In 2001 he established Herético Studio. In addition to designing for print, web, and video/film, his studio creates and conducts visual design and communication experiments that explore the process of reading images, signs, and type. Mr. Montoto lives in Milwaukee, with his wife Heather and three children, Fiona, Oliver and Elizabeth. He earned his B.A., M.A., and M.F.A. degrees from the University of Wisconsin-Milwaukee. He joined Carthage in 2000.

Prisca Moore
Associate Professor of Education, is actively involved in working in partnership with teachers and principals in private and public schools in Kenosha and Racine. In these professional development partnerships with Jefferson Lighthouse and Schulte Elementary Schools in the Racine Unified School District, Racine Montessori School, and St. Mary's Catholic School in Kenosha, Ms. Moore and her students develop instructional projects that incorporate instructional technology to teach science and mathematics. She has been awarded six grants from AT&T Learning Network Teaching and Technology grant program, Ameritech, the Johnson Fund with Sustainable Racine, and the Wisconsin Foundation for Independent Colleges to provide technology and training to the faculty of the partnership schools as well as to provide opportunities for Technology Fellowships for Carthage students. Ms. Moore is particularly interested in developing collaboration projects that incorporate the use of videoconferencing and virtual field trips as well as email and video exchanges. Currently, she is working with five Carthage Internships in the Racine Montessori School (RMS) and Carthage College Partnership to Beautify and Enhance our Neighborhood Community: A Partnership for Teacher Professional Development through Community Project. This project was funded by the SC Johnson Fund Community Involvement Award for Neighborhood Sustainability. Her current focus is developing a collaborative partnership between the Kenosha and Racine...
Kevin Morris  
Chair, Chemistry Department; Associate 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. Mr. Morris has also conducted extensive research in the area of nuclear magnetic resonance spectroscopy at Grinnell College and the University of North Carolina at Chapel Hill, and has had work appear in the *Journal of the American Chemical Society*, the *Journal of Magnetic Resonance*, and the *Journal of Physical Chemistry*. His research at Carthage explores the aggregation of molecules in aqueous solutions. He earned his B.S. in chemistry from James Madison University and Ph.D. in chemistry from the University of North Carolina at Chapel Hill. He joined the Carthage faculty in 1996.

Dennis Munk  
Professor of Education, earned his B.S. from Grand Valley State University, his M.A. from Western Michigan University and his Ed.D. from Northern Illinois University. He returned to Carthage in 2005.

David Neff  
Head Men’s and Women’s Lacrosse Coach, joins Carthage in 2007.

Corinne Ness  
Assistant Professor of Music, directs music theatre studies and teaches private voice, Music Theatre History, and Music Theatre Workshop. Ness has performed such roles as Cio Cio San (*Madame Butterfly*), Alice Ford (*Falstaff*), Mimi (*La Boheme*) and Magda (*The Consul*) on the regional opera stage. Equally at home in classical and music theatre repertoire, Ness has performed cabaret and recitals across the country that include the music of Sondheim, Schwartz, Guettel and Lippa among others. With an avid interest in new music, Ness has premiered works by composer Rufus Brown. In addition to her teaching at Carthage, Ness is a guest instructor of music theatre at the Shanghai Conservatory of Music in China. In the United States, Ness is a sought-after clinician and workshop leader. Her research on music theatre repertoire was presented at the National Association of Teachers of Singing 2006 Annual Convention. Ness is also director of the Music Institute of Chicago's ARTS LINK program, which brings arts education to needy public schools and provides professional development for educators. M.M. Roosevelt University, Chicago College Performing Arts; B.M.E. Northern Illinois University.

John Neuenschwander  
Professor of History, is the national authority on oral history and the law. He previously was selected as the Carthage Distinguished Teacher of the Year and has twice served as chair of the History Department. A frequent contributor to "The Oral History Association Newsletter," he also has published a book, *The Middle Colonies, and the Coming of the American Revolution*, a booklet, *Oral History and the Law*, and has edited two community history anthologies, *Kenosha County in the Twentieth Century and Kenosha*

Linda Noer  
Chair of the Social Work Department; 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. Ms. Noer has also worked with Children’s Services Society of Wisconsin, served as a consultant with Parents Anonymous in Lexington, Mass., has been the temporary director of the Child Abuse and Neglect Project in Kenosha, and was a psychiatric caseworker and director of group work services at Washburn Child Guidance Center in Minneapolis. She has been very active within the Lutheran church, with many of her activities focusing on families and faith. At present, her research interests are the use of literature to increase creative and critical thinking skills in students. Ms. Noer has been a research fellow at the Lutheran Center for Social Change and serves on the Women’s Horizons Board. She earned her B.A. degree from Gustavus Adolphus College, M.S.W. with honors from George Warren Brown School of Social Work at Washington University, and Ph.D. from Loyola University of Chicago. She started at Carthage on a part-time basis in 1974 and became full time in 1982.

Thomas Noer  
Valor Distinguished Professor in the Humanities; Chair, History Department; 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...

**Susan Nutty**  
*Head Women’s Swimming Coach, Lecturer in Exercise and Sport Science*, earned her M.S. from Eastern Kentucky University and her B.S. from the University of Wyoming. She joined the Carthage faculty in 1991.

**Jan Owens**  
*Associate Professor of Business Administration*, joined Carthage in 2006. Ph.D., M.A., University of Wisconsin, Madison; B.A., University of Rhode Island.

**Mark Petering**  
*Assistant Professor of Music*, earned his B.A. from Luther College, his M.M. from Bowling Green State University, and a Ph.D. from the University of Minnesota. He joined Carthage in 2005.

**Patrick Pfaffle**  
*Chair, Biology Department; Associate 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. Mr. 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. Mr. Pfaffle joined the Carthage faculty in 1997.

**Michael Phegley**  
*Assistant Professor of Business Administration*, joined the Carthage faculty in 2004 after having served as an adjunct faculty member at Carthage and the University of Wisconsin-Parkside. Mr. Phegley is an attorney with Phegley, Guttenberg, Laufenberg & Jensen, a practice that concentrates on family, criminal, labor, and employment law, as well as alternative dispute resolution. He also serves as a Judicial Court Commissioner for Racine County, presiding over hearings involving juvenile, probate, criminal, traffic, and civil law matters. Mr. Phegley earned a Doctor of Jurisprudence from Marquette University in 1988 and a B.S. in Labor and Industrial Relations from the University of Wisconsin-Parkside in 1984. He is a member of the State Bar of Wisconsin and a member and past president of the Racine County Bar Association. He is the vice president of the board of directors for the University of Wisconsin-Parkside Alumni Association and is the president of the board of directors for the Racine Council on Alcohol and Other Drug Abuse, in addition to his involvement with other community service organizations.

**Kurt Piepenburg**  
*’77, Vice President for Academic Affairs; Dean of the College; Professor of Geography*, teaches courses in geomorphology, meteorology, physical geography, remote sensing, and field methods. He has served as chair of the department of geography and the conservation program and has received a Carthage research grant. He also served as Carthage Dean of Students from 1990 through 1994. Mr. 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 previously received an appointment as a visiting scientist on a natural resources project in Mexico which was funded by a National Science Foundation grant of D. Miller of the State University of New York at Cortland. His current research involves environmental impact assessment and has led to articles published in *Physical Geography* and *Soviet Geography*. Mr. Piepenburg also has been involved in consulting in the private sector. He earned his B.A. from Carthage, and his M.S. and Ph.D. from the University of Wisconsin-Milwaukee, where he was honored with University fellowships. Mr. Piepenburg came to Carthage in 1984.

**Alexander Platt**  
*Conductor in Residence; Visiting Professor of Music*, is music adviser and conductor of the Chicago Opera Theater. Hailed as a rising star by the *Milwaukee Journal Sentinel*, recognized by the *Wall Street Journal*, and praised by Chicago Symphony Orchestra President Henry Fogel, Mr. Platt is considered one of America’s most-accomplished young conductors. He also serves as music director and conductor of the Marion (Ind.) Philharmonic, the Waukesha Symphony Orchestra, and the Racine Symphony Orchestra. In addition to his work in the United States, Mr. Platt is guest conductor of the Aalborg Symphony Orchestra in Denmark. His performances have been broadcast by National Public Radio, Minnesota Public Radio, and the BBC. As a teenager, he won a musicology study grant from the National Endowment for the Humanities. He earned his B.M. (magna cum laude, honoris in musica, 1988) from Yale University, which awarded Mr. Platt the Bach Society Prize, the Hadley Prize in music and the humanities, and the Sudler Prize, Yale's highest prize in the performing and creative arts. He then won a British Marshall scholarship and attended Kings College in Cambridge, where he earned his M.A. (M.Phil., musicology, 1989). He served as assistant conductor of the Cambridge University Musical Society, as well as conductor of the Cambridge University Opera Society. Mr. Platt returned to the United States and spent the next two years as apprentice conductor of the Minnesota Orchestra, the St. Paul Chamber Orchestra, and the Minnesota Opera. He is a conducting Fellow of the Aspen Music Festival and the Tanglewood Music Center.
John Quashnock  
**Chair, Physics**  
*Department: Associate Professor of Physics,* is a researcher in the Sloan Digital Sky Survey (SDSS), also known as the Map of the Universe Project, a 10-year effort to catalog and map 100 million galaxies. Mr. Quashnock’s research interests include cosmology, large-scale structure in the universe, high-energy astrophysics and gamma-ray bursts, and absorption-line systems in quasar spectra. His work has been published in more than 60 scientific publications. Mr. Quashnock is an active member of the American Astronomical Society, the American Physical Society, Sigma Xi, and is the faculty advisor for the Carthage chapter of the Society of Physics Students. He serves as an Associate at the University of Chicago, where he previously was a lecturer and a research scientist, and collaborates with researchers at the University of Chicago and Fermilab. Mr. Quashnock earned his B.Sc. in physics from McGill University, and Ph.D. from Princeton University in 1990. He studied the dynamics of topological defects and the effects of phase transitions in the early universe (The First Three Microseconds: Cosmic Strings, Axions, and Magnetic Fields). Mr. Quashnock has a particular interest in acoustics and the physics of music. He sings tenor in various choirs in Wisconsin. After doing postdoctoral work at the University of Chicago, he joined the Carthage faculty in 1999.

Elaine Radwanski  
**Associate 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 Colleges first Grants Officer and also taught a wide range of courses in the biology department. Upon her return to graduate study in plant genetics and molecular biology, she was awarded both the Plant Science Center Fellowship and the NIH Genetics Trainee Award. While at Cornell, she taught undergraduate genetics laboratory, as well as graduate-level plant genetics and plant virology. After receiving her doctorate, she joined the Department of Plant Breeding and Biometry at Cornell as a postdoctoral associate, where her research focused on disease resistance in peppers. She joined the Carthage faculty in 1997.

Christine Renaud  
**Chair, Classics**  
*Department: Professor of Classics,* came to Carthage in 1995 from Bucknell University, where she taught courses in Latin, Greek, and Roman Civilization, along with Classical Mythology. Studying and teaching abroad, Ms. Renaud has lectured on classical cruises and excavated in the ancient agora of Athens, the Forum of Rome, and the Greek city of Metaponto in southern Italy. In June 2001 she worked at Isthmca Greece Excavations. She has also led trips abroad to Greece and Italy. Ms. Renaud has been involved in the Clemente Project through the Wingspread Foundation (Humanities for the Poor), has served on the Columbus Neighborhood Planning Committee, as well as the Homeward Bound Advisory Committee, and wrote the heritage guide for the Heritage program at Carthage. Her personal interests include photography and creating Web pages. An expert in Latin literature, Roman art, archaeology, architecture, and Roman history, Ms. Renaud has taught at Duquesne University, University of Texas at Austin, and Wayne State University, where she earned her B.A. (Phi Beta Kappa) and M.A. in Latin. Overseas, she has lectured in Rome for Temple University and for the Intercollegiate Center for Classical Studies, a Stanford Overseas program. In 1986 she received the prestigious Fulbright-Hays Research Grant for Italy. She earned her Ph.D. (Phi Kappa Phi) in classics and classical archaeology from University of Texas at Austin. She has given numerous papers on the Roman poet Vergil, multiculturalism in the ancient world, and the emperor Domitian, and currently is working on the plague narratives of Thucydides, Camus, and Defoe.

Christine Rener  
**Director of Assessment; Associate Professor of Chemistry,** specializes in the field of biochemistry. She teaches general chemistry, organic chemistry laboratory, biochemistry, and heritage. Her current research involves content analysis of nutritional supplements and herbal medicines. Her interests also include chemical education research; she has presented her pedagogical innovations at national conferences. She serves as the faculty sponsor for Alpha Lambda Delta, the national freshman honor society and for the Student Affiliate Chapter of the American Chemical Society. Ms. Rener came to Carthage in 1997 following a postdoctoral research appointment at the California Institute of Technology. She has taught at W.R. Harper Community College in Palatine, Ill., and at Northwestern University. Ms. Rener earned her Ph.D. in biochemistry from Northwestern University, and B.S. in biochemistry from Michigan State University. She has published articles in journals such as *Biochemistry* and the *Journal of Biological Chemistry* and has presented her research findings at international conferences across the country. Ms. Rener also is active in several professional societies, including the American Chemical Society, Association for Women in Science, and Iota Sigma Pi, an honor society for women in chemistry.

James Ripley  
**Director of Instrumental Activities; Associate Professor of Music,** conducts the Carthage Wind Orchestra, Carthage Concert Band and is head of the 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, Mr. 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. Mr. Ripley earned his B.A. in music education from Luther College in Decorah, Iowa, M.M. in wind conducting from Northwestern University, and D.M.A. in conducting from the Eastman School of Music. Before teaching at Eastman, he was associate director of bands at Northern Arizona University in Flagstaff and a faculty member at Luther College. He taught in the public schools of Iowa and Minnesota for eleven years. Mr. Ripley is an active arranger and editor of wind ensemble music. He collaborated with Morton Gould on the completion of the “American Ballads” for band and has recently created a performance edition of Howard Hanson’s “Triumphal Ode for Military Band.” Two of Mr. Ripley's
works are published in *The Donald Hansberger Wind Library* by Warner Brothers Publications. He has authored several articles that have appeared in *The Instrumentalist, Wind Works, BD Guide*, and the *Journal of Band Research*. His professional affiliations include the College Band Directors National Association, World Association for Symphonic Bands and Ensembles (Executive Secretary), National Band Association, Music Educators National Conference, Kappa Kappa Psi and Tau Beta Sigma (honorary member). Mr. Ripley has appeared as guest clinician and conductor throughout the United States, Canada, and Japan. He joined the Carthage faculty in 2001.

**Julio Rivera**
Chair; Geography Department; Co-Director of Environmental Science Program; Associate Professor of Geography, teaches courses in geographic information systems (GIS); satellite imagery interpretation; and urban, economic, and cultural geography. He administers and directs the Geographic Information Systems Laboratory. His research focuses on the development of suburban communities and how the design of the built environment enhances or impedes community life. During a sabbatical in the 2004-05 academic year he worked with the Center for Environmental Studies at Arizona State University examining trends in the development of the urban fringe in the Phoenix metropolitan area. He has traveled with students during J-term to Nicaragua. He came to Carthage in 1997 from the University of Wisconsin-Milwaukee, where he taught geography and worked as a GIS specialist. He earned his Ph.D. from the University of Wisconsin-Milwaukee (Phi Kappa Phi), where he held fellowships for three years. Dr. Rivera earned his B.A. in journalism and theology at Marquette University, and M.A. in higher education and student affairs at The Ohio State University. Mr. Rivera is the author of a number of papers and has presented his work at regional and national meetings of the Association of American Geographers, National Council on Geographic Education, and the North American Cartographic Information Society. He currently serves on the executive board and is chair of the social science division of the Council on Undergraduate Research. He is the recipient of the 2002 Carthage College Distinguished Teaching Award.

**Isabel Rivero-Vila**
Assistant Professor of Modern Languages, has taught Spanish and French as an assistant professor at Carthage since 2004. She studied at the Universite de Caen Basse-Normandie (France) with an Erasmus Scholarship in 2001. She came to Carthage after teaching Spanish at several institutions in Britain and Normandy (Lycée de L'Eîorn, Lycée Jean d'Arc, Lycée Coat-Mez) and Colegio Delibes in Salamanca. She also taught French at the Universidad Pontificia de Salamanca and at the University of Wisconsin-Parkside. She is currently working on her Ph.D. concerning Modern Teaching Techniques in Second Language Acquisition at the Universidad de Salamanca. She actively engages in promoting international events at Carthage as the advisor of the International Friendship Society. She has degrees in French linguistics and literature (M.A, Universidad de Salamanca, Spain); and French education, (B.A., Universidad de Burgos, Spain).

**Jeffrey Roberg**
Chair, Political Science Department; Director of Heritage Studies Program; Co-Director of Environmental Science Program; Associate Professor of Political Science, has conducted research in the former Soviet Union and its successor states. More recently, he has been carrying out a cross-national study of human rights in the former Soviet Union and China. His book, *Soviet Science Under Control: The Struggle for Influence*, was published in 1998 by Macmillan Press. Mr. Roberg joined the Carthage faculty in 1997, where his teaching responsibilities include courses in comparative politics and international relations. Mr. Roberg was named the Carthage Distinguished Teacher of the Year in 2003. He earned a Ph.D. and M.A. in Political Science at the University of Illinois at Urbana-Champaign and a B.A. in Political Science from UCLA.

**Laura Rodman**
Assistant Professor of Communication and Digital Media, came to Carthage in 2007 after two years as an adjunct instructor at the International Academy of Design and Technology in Chicago. She earned a B.A. in journalism and mass communication from Creighton University in 1997, and an M.F.A. in graphic design from Savannah (Ga.) College of Art & Design in 1999. She was an instructor at MapleWoods Community College in Kansas City, Mo., and has worked at The Grand Group, a Chicago marketing design firm; and the Potbelly Sandwich Works chain.

**David Roehl**
Head Men's Golf Coach; Assistant Men's Basketball Coach; Lecturer, Exercise and Sport Science, was head baseball and basketball coach for 19 years at Shoreland Lutheran High School while teaching American History. He then was the Athletic Director for CYC Sports in Kenosha for five years. He earned a B.S. in Physical Education and Health from the University of Wisconsin-Oshkosh.

**Pascal Rollet**
Chair, Modern Languages Department; Associate Professor of Modern Languages, specializes in 19th century French literature and the culture of modern France. He teaches French, Spanish, and heritage. Since coming to Carthage, he has been committed to the promotion of study abroad and to the development of multi-cultural awareness. He earned his Licence en lettres d'enseignement d'anglais from the University of Caen, France, M.A. from the University of Kentucky, and Ph. D. from the University of Pennsylvania, where he held the William Penn and Mellon Dissertation Fellowships. In addition to English and French, he is fluent in Spanish and Italian. He joined the Carthage faculty in 1993.

**Marian Rothstein**
Professor of Modern Languages, teaches French language, literature, and culture, as well as heritage studies courses. Ms. Rothstein's research interests focus on Renaissance prose and poetry. She has published widely in scholarly journals, translated and edited *Life in Renaissance France*, and written *Reading in the Renaissance*. She has been a Newberry Library Resident Fellow, the recipient of a National Endowment for the Humanities grant, and regularly gives talks at professional meetings in the U.S., Canada, and France. She earned her B.A., M.A., and
Ph.D. in French from the University of Wisconsin-Madison. Ms. Rothstein joined the Carthage faculty in 1991.

**Timothy Rucks**

'83, Head Football Coach; Lecturer, Exercise and Sport Science, earned his M.A. from Northeastern Illinois University and his B.A. in 1983 from Carthage. He joined the Carthage faculty in 1995.

**Daniel Ruffner**

Program Director for Athletic Training; Senior Lecturer, Exercise & Sport Science, earned his bachelor's degree from the University of Wisconsin–Stevens Point, and his master's degree from Illinois State University in 1992. From 1992 to 1993 he was employed at Mercy Medical Center in Greenfield, Wis., with his wife Barbara and their two children.

Carol Sabbar

'82, Director of the Computer Center, helps the faculty in various disciplines and helps incorporate the use of computers in their courses. Under her direction, a "Computer Intensive Campus" program was initiated. The program includes installation of a campus-wide network and public computing labs, as well as distribution of computers to individual faculty and departments. Ms. Sabbar has published a computer-based pronunciation tutorial for French. Her B.A. degree comes from Carthage, and her M.A. degree from Middlebury College. She returned to Carthage in 1983.

Neil Scharnick

'99, Acting Chair of the Theatre Department and Assistant Professor of Theatre, joined the Carthage Faculty in 2004 after serving as Assistant Coordinator for DE (Distance Education) Academic Services at Trinity International University in Deerfield, Ill. Prior to that post, he was general manager of Acacia Theatre Company in Milwaukee. He earned his B.A. in theatre and communications from Carthage in 1999, and his M.A. from Northwestern University in 2000. He is currently pursuing his Ph.D. in Theatre Research at the University of Wisconsin-Madison.

Judy Schaumberg

Chair, Education Division; Associate Dean of Graduate Program; Professor of Education, is an authority on reading in the middle school and reading comprehension instruction. Ms. Schaumberg is a member of the editorial board for the Wisconsin State Reading Association Journal and editor of Update, the WSRA newsletter. In addition, she serves on the Executive Board of the Wisconsin State Reading Association. She has made presentations at local, state, national, and international conferences on middle school reading programs, reading comprehension strategies, the reading and writing connection, study skills, and adolescent literature. Her articles on these same topics have been published in The Journal of Reading, Connecticut Journal of English, and Wisconsin State Reading Journal. She teaches courses in reading and language arts. Ms. Schaumberg earned her B.S. degree from the University of Wisconsin-Milwaukee, M.A. degree from Cardinal Stritch College, and Ph.D. from the University of Wisconsin-Madison. She came to Carthage in 1990.

Robert Schlack

Chair, Economics Department; Professor of Economics, is interested in international political economy, urban and regional economics, and economies in transition. In 1992 he received a Fulbright Lecturing and Research Grant for Bulgaria, and he has since returned to Eastern Europe with grants from the American Council of Learned Societies (1995) and the International Research and Exchanges Board (1994) as an invited speaker on teaching economics and curricular reform in transitional economies. His work also has been supported by grants from the University of Illinois' Summer Research Lab on Russia and Eastern Europe (1993 and 1996), the National Council on Economic Education (1994 and 1996), the Lilly Endowment (Workshop on the Liberal Arts, 1994), the National Endowment for the Humanities (Summer Seminar on Latin American Economics, 1984), and the National Science Foundation (1982-84). In addition to his travels throughout Eastern Europe, he has visited Latin America and China and served as a Peace Corps volunteer in Peru. He has presented papers at meetings of the Association for Evolutionary Economics, the Western Social Science Association, and the National Social Science Association. Several of his publications have appeared in the Journal of Economic Issues: "Economies in Transition: Hypotheses Toward a Reasonable Economics," (1996); “Going to Market in Bulgaria,” (1993); “Plant Closings: A Community's Bill of Rights,” (1991); “Urban Economies and Economic Heterodoxy,” (1990); and “Economic Change in the People's Republic of China: An Institutionalist Approach,” (1989), with the latter two selected for abstracting by The Journal of Economic Literature. He earned his B.A. degree from the University of Michigan, and his M.A. and Ph.D. from Wayne State University, where he received graduate fellowship awards from Resources for the Future and the National Defense Education Act. He joined the Carthage faculty in 1975.

David Schlichting

Chair, Business Administration Department; Associate Professor of Business Administration, came to Carthage in 1997 from Marquette University, where he served in a variety of accounting professor positions 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, Mr. Schlichting worked several years as a CPA and as a financial analyst and internal auditor for Wisconsin Electric Power Company. Mr. Schlichting lives in Greenfield, Wis., with his wife Barbara and his two daughters, Pamela and Sarah.

August Schmidt

Head Baseball Coach; Lecturer, Exercise and Sport Science, joined the Carthage faculty in 1987.

Daniel Schowalter

Chair of the Religion Department; Professor of Religion and Classics, is interested in archaeological remains of the world in which the church developed. As part of this study, he has written two installments for the
Faculty and Staff

Archaeological Resources for New Testament Studies series, now available in CD form from Augsburg Fortress Press under the title Cities of Paul. In recent years he has excavated at ancient Chersoneses near Sebastopol in the Crimean Peninsula and is currently associate director of excavations at Omrit in northern Israel. He serves on the steering committee for the Archaeology of Religion in the Roman World Section of the Society of Biblical Literature, and leads tours for the Biblical Archaeology Society. Along with Steven Friesen, he has edited the book Urban Religion in Roman Corinth: Interdisciplinary Approaches released in 2005 by Harvard University Press. An earlier book, The Emperor and the Gods: Images from The Time of Trajan, is published by Trinity Press International. He has contributed to The Oxford Companion to the Bible, The Oxford History of the Biblical World, and Prayer From Alexander to Constantine. He currently is completing a commentary on the Petrine Epistles for the New Testament in Context series. Mr. Schowalter’s course offerings include Understandings of Religion; Letters of the New Testament; Gospels, Women and the New Testament; Creation and Apocalypse; and Greek and Roman Mystery Religions. He also teaches courses in heritage studies and leads J-Term tours to Greece, Turkey, and Italy. He earned his B.A. degree from St. Olaf College, and his M.Div. and Th.D. from Harvard Divinity School. Mr. Schowalter joined the Carthage faculty in 1989.

Leonard Schulze
Chair, Division of Fine Arts; Chair, Department of Communication and Digital Media; Professor of Communication and Digital Media, English; Co-Director, Augustine Institute, has taught German, English, philosophy, European and American literature, American studies, and communication studies at Yale University; the U.S. Military Academy at West Point; the University of Texas at Austin; Julius-Maximilians-Universitaet in Wuerzburg, Germany; and Texas Lutheran University, where he served as chair of the department of English and Communication, director of international education, vice president for academic affairs, and dean of the university. Before joining the Carthage faculty in 2004, Dr. Schulze served as executive director of the Division for Higher Education and Schools of the Evangelical Lutheran Church in America. Dozens of his articles and reviews have appeared in annual editions of The Romantic Movement: A Selective and Critical Biography, as well as in periodicals such as Studies in Romanticism, SubStance, Intersections, and the Journal of Lutheran Ethics. He is co-editor of a volume of essays on historiography and literature (Literature and History, 1983). His interdisciplinary teaching and scholarship have been shaped by a life-long interest in human beings as symbol-using creatures.

Dr. Schulze is founding Co-Director of Carthage’s Augustine Institute, established in 2005 as an on-line forum dedicated to exploring the intellectual and spiritual resources of the Augustinian/Lutheran tradition (www.carthage.edu/augustine). Dr. Schulze is a Woodrow Wilson Fellow and a member of Phi Beta Kappa. He is former chair of the National Conference of Academic Deans and a Paul Harris Fellow of Rotary International. He and his family reside in Pleasant Prairie, Wisconsin, and are members of St. Paul’s Lutheran Church in Kenosha.

Brian Schwartz
Assistant Professor of Physics. Mr. Schwartz’s expertise is in nuclear physics. His dissertation dealt with quantifying polarization achieved when atoms become molecules and is based on cyclotron research he performed at Indiana University. He earned his B.S. from the University of Dallas, and Ph.D. in physics from the University of Wisconsin–Madison. He joined in 2000.

Karin Sconzert
Associate Professor of Education, earned a B.A. in history from Lawrence University in 1987, then taught at private schools in Hammond, Ind. and Princeton, N.J. and the University of Chicago Laboratory Schools before serving as a qualitative researcher for the Consortium on Chicago School Research from 1994 to 2002. During this time she earned a Ph.D. in education from the University of Chicago in 2001. She was an assistant professor of education at Loyola University Chicago and at Ursinus College before she came to Carthage in 2007.

Penny Seymoure
Director of the Neuroscience Program; Assistant Professor of Psychology and Neuroscience, was a postdoctoral fellow with the University of Colorado Health Science Center in Denver from 1996 to 1998. She was also a postdoctoral fellow and research consultant at the University of Denver with Marshal M. Haith from 1998 until her appointment at Carthage in 2000. Ms. Seymoure is interested in brain development in human and rodent models. She currently is examining two research interests, the interaction of circulating gonadal steroid hormones and environmental experience on spatial abilities, and the effect of complex housing on spatial abilities across the lifespan. She has published articles in several neuroscience journals. Ms. Seymoure earned her B.A. (cum laude) and M.A. (with distinction) from California State University at Stanislaus, and her Ph. D. from the University of Illinois at Urbana-Champaign.

Dimitri Shapovalov
Assistant Professor of Music, earned his B.A. from the University of Minnesota and his M.A. and Ph.D. from Cornell University. He joined Carthage in 2005.

Barbara Short
Chair of the Education Department and Assistant Professor of Education, earned her B.A. from Augustana (Ill.) College, and her M.S. and Ed.D. from Illinois State University. Prior to coming to Carthage in 2004, she spent one year as an assistant clinical professor of education at Loyola University Chicago and 15 years as an elementary teacher in Illinois. She co-wrote the article "Moments in Constructivism: How does accepting failures allow us to examine our teaching?", which was published in Chemistry Educator (Vol.6 No.5, 2001). She currently is preparing three articles for publication, developed from her dissertation, "How Do Beliefs and Other Factors such as Prior Experiences Influence Decision-making of First-year Teachers?", and intends to continue to perform research in science education and constructivist pedagogy; teacher development and transition into career; first-year teachers; and the effect of teacher belief systems on their
pedagogical practices. Ms. Short has given 20 individual and group presentations and workshops on pedagogy throughout Illinois since the early 1990s.

Thomas Simpson
Assistant Professor of Religion, specializes in American religious history. His major research interests lie in Mormon history. His current book project, based on research in ecclesiastical, university, and state archives in Utah, is titled Authority, Ambition, and the Mormon Mind: Latter-day Saints in American Higher Education, 1870-1940. His other research and teaching interests include the Protestant social gospel movement, African-American religious history, and American neopragmatism. From 2002 to 2004 he directed Emory University's Journeys of Reconciliation program, an international, interdisciplinary, and interreligious travel program exploring the connections between religion, conflict, and reconciliation. During his tenure as director, he co-led journeys to the Appalachian coal fields and Bosnia. In 2004 the University of Virginia's faculty senate awarded him one of their five dissertation-year fellowships for excellence in teaching and research. In 2006 the American Society of Church History awarded him its annual Sidney E. Mead Prize for the best essay, based on doctoral research, in the history of Christianity. He is a member of Phi Beta Kappa, and he came to Carthage in 2005. He holds a Ph.D. in Religious Studies from the University of Virginia, an M.T.S. from Emory University's Candler School of Theology, and a B.A. in Religious Studies, Classics, University of Virginia.

Neal Sleszynski
Associate Professor of Chemistry, teaches general chemistry, organic chemistry, and analytical chemistry. He specializes in analytical chemistry and has extensive professional experience with Abbott Laboratories, Eastman Kodak, and The Electrosynthesis Company. He also has been a founding partner in two biotechnology startups. At Crossroads Premiere Health Care he specializes in biotechnology consulting and contract research. Over the past several years he has been awarded more than $500,000 in research grants from various government agencies. He recently taught at Carroll College in Waukesha, Wis. His research interests include bioanalytical chemistry, immunoassays, detection of biological warfare agents, biosensors, and electroanalytical chemistry. Mr. Sleszynski holds his B.S. and M.S. in chemistry from Clarkson University in Potsdam, N.Y. (1978/9), and his Ph.D. in analytical chemistry from the State University of New York at Buffalo, where he studied with Dr. Janet Osteryoung (1988).

Pamela Smiley
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. Ms. Smiley taught at the college 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.

Mark Snavely
Chair, Mathematics Department; Professor of Mathematics, is interested in research in the field of dynamical systems. His paper, “Markov Partitions for the Two-Dimensional Torus,” presented at the Conference and Workshop in Ergodic Theory and Symbolic Dynamics at the University of Washington, was published in Proceedings of the American Mathematical Society. Mr. Snavely is very active in undergraduate research, particularly in the areas of discrete mathematics and mathematical modeling. He is working to integrate mathematical software packages and mathematical modeling into the curriculum and teaches mathematics courses at introductory and upper levels. His contributions to general education at Carthage have included teaching in the Heritage program and leading the team of faculty who developed the interdisciplinary natural science course, Discovery. He has served as Chair of the Wisconsin Section of the Mathematical Association of America, and was named the 2003-2004 Carthage Distinguished Teacher of the Year. He earned his B.S. degree at Grove City College, and his M.A. and Ph.D. degrees at Northwestern University. Mr. Snavely joined the Carthage faculty in 1990.

Richard Sperber
Assistant Professor of Modern Languages, researches 19th and 20th century German and Spanish literature. He came to Carthage after teaching German and Spanish from 1996 to 2000 at Gonzaga University in Spokane, Wash., and writing several book reviews for academic journals. His most recent work is on the German Colonial Period. He earned his B.A. from the Friedrich-Alexander Universität at Erlangen, Germany. He earned his M.A. from the University of California-San Diego, and Ph.D. from the University of Washington. He joined Carthage in 2000.

David Steege
Associate Dean of the College; Professor of English, teaches, writes, and presents papers on 19th century American literature, the novel and short story, British children's literature, and writing pedagogy. Recently he has presented papers at the International Research Society for Children's Literature in York, England, and at the International Popular Culture Conference in Cambridge, England, on British children's fantasy novels and their connections with British colonialism and the British public school novel. Named Carthage Distinguished Teacher of the Year in 1994, Mr. Steege has given seminars on teaching to graduate students at Marquette University and taught at the Lake Geneva Elderhostel. Out of an interest in volunteerism, he has developed a course on service/learning for Carthage that combines community service with classroom study. He is the faculty sponsor for the Carthage chapter of Alpha Chi, the National College Honor Scholarship Society, and for Sigma Tau Delta, the English Honors Society. Mr. Steege earned his B.A. degree from Pomona College in Claremont, California, where he became a member of Phi Beta Kappa, and his M.A. and Ph.D. degrees from the University of North Carolina-Chapel Hill. He joined the Carthage faculty in 1991.

John Stewig
Professor of Education; Director of the Center for Children's Literature, joined the Carthage faculty in 2004.
Wenjie Sun
Assistant Professor of Geography and Computer Science, is originally from Harbin in northeastern China. She earned her B.S. in Geography with a minor in Economics from Beijing University. Prior to Carthage, Wenjie went to graduate school at Indiana University, Bloomington, where she received her M.A. in Geography, M.S. in Computer Science, and Ph.D. in Geographic Information Science (GIS). She teaches courses in GIS, Satellite Image and Air Photo Analysis, Human Geography, Geography of East Asia, and Heritage. She teaches courses in Computer Science and leads J-term trips to China.

Wenjie conducts research projects using GIS and Remote Sensing (RS) techniques to examine land use and land cover change (LUCCH) 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. In addition, she is exploring collaborative research and teaching opportunities on regional differences in China and East Asia. She has been involved in NSF-funded research projects on LUCCH in southern Indiana and spatially explicit decision-making lab experiments combining GIS and experimental economics. She has published in the *International Journal of Geographical Information Science* and given a number of talks at national professional meetings.

Susanna Swenson
Assistant Women's Track and Field Coach, joined Carthage in Fall 2006. M.Ed., Iowa State University; B.A., Carthage.

Wayne Thompson
Associate Professor of Sociology and Criminal Justice, specializes in both criminology and the sociology of religion. He is also an expert in large-scale sample survey research. Prior to becoming a professor, he was on the professional research staffs of the Presbyterian Church (U.S.A.) and the Evangelical Lutheran Church in America. Mr. Thompson has published and presented papers at professional conferences on church growth and decline processes, the impact of religion on crime and juvenile delinquency, and religion in the Wisconsin prison system. He has also recently published research on the relationship between mass media and religion. Among his current research projects is a study of the impact of religion on suicide in China and the United States. He earned his M.A. from the University of Arizona, and Ph.D. from the University of Connecticut. He has been at Carthage since 1998.

Cassandra Thousand
Assistant Women's Basketball Coach; Assistant Director of Intramurals, prior to coming to Carthage in 2006, was an assistant women's basketball coach at MacMurray College. She worked as a sport complex facility manager before pursuing a career in coaching basketball at the collegiate level. Cassandra was a 2004 Lakeland College graduate with a major in Sports and Facility Management and a minor in Business, and was involved in three NCAA Division III Women's Basketball Tournament appearances and won three Lake Michigan Conference titles. She also participated in golf for three years. Cassandra contributed to winning two Wisconsin State Girls Division 4 basketball titles for Barneveld High School.

Ingrid Tiegel
Chair, Psychology Department; 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. Dr. Tiegel 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, Dr. Tiegel 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. Ms. Tiegel's personal interests include sketching, gardening, reading, swimming, visiting museums, and attending the theater. She earned her B.A. degree from Stanford University, M.A. from San Jose State University, and Ph.D. from the University of Minnesota. Ms. Tiegel came to Carthage in 1980.

Deborah Tobiason
Assistant Professor of Biology, came to Carthage in 2007 from Northwestern University, where she was a research assistant professor at Feinberg School of Medicine. She had been a postdoctoral fellow at Feinberg, a biochemistry lecturer at Elmhurst College in 2004, and a lecturer in the Upward Bound program at Columbia College in Chicago from 2000 to 2003. She earned a B.S. in biology from Loyola College of Maryland in 1992, and a Ph.D. in microbiology and molecular genetics from Emory University in 1998.

Erik Tou
Assistant Professor of Mathematics, 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
Associate 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 Mr. Trautwein teaches an array of courses for the mathematics department and heritage program including multivariate calculus, linear and abstract algebra, and Heritage I and II. He was selected as Carthage's Distinguished Teacher of the Year in 2001. Mr. Trautwein resides in Kenosha and is active in his community. He completed the Leadership Kenosha Training Program and has served as Carthage's United Way Chair and on United Way Community Caring Teams for the past ten years. Mr. Trautwein earned his B.A. from Washington University, where he majored in mathematics and secondary education, and minored in anthropology. At Washington University, he
was selected to be a member of Phi Beta Kappa and earned a Missouri Lifetime Secondary School Teaching Certificate. He earned his M.A. in mathematics from St. Louis University. He received the Outstanding Teaching Assistant Award and earned his Ph.D. in Topology from the University of Iowa. He joined the Carthage faculty in 1995.

**Stephen Udry**  
*Associate Professor of History,* has traveled extensively throughout Asia, and has resided in Taiwan, where he taught English for five years. He also has visited China, Japan, Korea, Nepal, Tibet, and Thailand. Mr. Udry's dissertation was *Muttering Mystics: Manchu Shamanism.* He earned his A.B. degree from Columbia College, Columbia University, and his M.A. and Ph.D. from the University of Washington. Mr. Udry joined the Carthage faculty in 2000.

**Stephanie Ulicny**  
*Head Women's Cross Country Coach; Head Women's Track and Field Coach; Lecturer, Exercise and Sport Science,* earned her M.A. from Loras College and her B.A. from the University of Rhode Island. She joined the Carthage faculty in 1997.

**Leanne Ulmer**  
*Head Women's Volleyball Coach; Head of Volleyball Operations; Senior Woman Administrator,* was a successful head girls and boys volleyball coach at Adlai E. Stevenson High School in Lincolnshire, Ill. Ms. Ulmer earned her B.A. in social relations from the University of California-Riverside. She was member of the 1979 volleyball team, which won an Association of Intercollegiate Athletics for Women (AIAW) national championship. Later, Ms. Ulmer was inducted into the school's athletic hall of fame. She briefly played with the New York Stars of the Women's Professional Basketball League, and on the Women's Professional Golf Association mini-tour from 1989-91. Ms. Ulmer was once a winning contestant on the television game show "Wheel of Fortune."

**Paul Ulrich**  
*Assistant Professor of Political Science and Philosophy,* came to Carthage after having served as an adjunct professor of political science at George Washington University since 2001. Prior to that appointment, he spent two years as an instructor of Newberry Library Adult Seminars, three years as a research analyst for the Chicago Transit Authority Department of Planning, and two years as a visiting assistant professor of political science at Kenyon College. Currently, he serves as research director for the Environmental Literacy Council in Washington, D.C. Professor Ulrich has made several public presentations and is preparing a paper for publication based on his research on Plato, which is also reflected in his dissertation, "Plato's Gorgias and the Power of Speech and Reason in Politics and Education." He is fluent in Greek and Latin and is proficient in German and French. He earned his B.A. and Ph. D. from the University of Chicago. He joined Carthage in 2004.

**Dennis Unterholzner**  
*Archivist; Reference Librarian; Serials and Interlibrary Loan Librarian; Assistant Professor of Library Services,* earned a bachelor of science degree, master of science degree in American History, and master of arts degree in library science from the University of Wisconsin-Milwaukee. He joined Carthage in 1975.

**Allen Vogt**  
*Assistant Professor of Social Work,* is a consultant to family court, county, crime victim, and community agencies in Racine, Wis. His areas of expertise include family and marital therapy, and parenting and remarriage programs. Before joining the Carthage faculty in 1993, he served as the coordinator of Project FACE with Family Service of Racine for more than ten years. He earned his B.A. in philosophy and theology from St. Francis De Sales College (Milwaukee), M.Div. from St. Francis School of Pastoral Ministry (Milwaukee), and M.S.W. degree from the University of Wisconsin-Milwaukee. He has received his Ph.D. in Social Work from the University of Illinois-Chicago.

**Christian von Dehsen**  
*Chair, Humanities Division; Professor of Religion,* has a balanced background, having worked as an assistant pastor and a research associate before joining the faculty. He is the book review editor for the Lutheran Forum and Reformed Liturgy and Music and has published a collaborated paper, "Policy and Politics: The Genesis and Theology of Social Statements in the Lutheran Church in America." His course offerings include the Pentateuch, Christologies of the New Testament, Greek, and Introduction to the New Testament. He earned his B.A. degree at Queens College/The City University of New York, M.Div. degree at the Lutheran Theological Seminary at Philadelphia, and his M.Phil. and Ph.D. degrees from Union Theological Seminary in New York. He is a member of Phi Beta Kappa. He came to Carthage in 1988.

**Alan Wallace**  
*Director of Writing Development Program; Assistant Professor of English,* maintains a variety of interests, including outdoor education, new course development, and writing. He has a strong background in education, joining the faculty after teaching at the Prairie School (Racine, Wis.), University of Wisconsin–Parkside, and Kansas University. His current course offerings include an introduction to American literature, an introduction to world literature, creative writing, and advanced writing. He first suggested and strongly advocated the semester of heritage in Japan. He is especially interested in creating innovative programs for J-term; in 1992 he introduced the course Literature of Exploration and Adventure. In 1993 he led the backpacking and camping trip to the Big Bend National Park in Texas. Mr. Wallace earned his B.A. degree at Trinity College in Hartford, Conn., and M.A. and M.Phil. degrees at Kansas University. He came to Carthage in 1989.
Marilyn Ward  
**Associate Professor of Education**, teaches children's literature, creative arts, social studies methods, and graduate courses in gifted and talented education. She has conducted research on multicultural themes in children's literature, multiple intelligence theory, and the development of curricular programs for gifted students. She earned her B.A. degree from the University of Wisconsin–Parkside, M.A. from Northwestern University, and Ph.D. from the University of Wisconsin–Milwaukee. Ms. Ward joined the Carthage faculty in 1990.

Erlan Wheeler  
**Associate Professor of Mathematics and Computer Science**, earned his Ph.D. from Massachusetts Institute of Technology, which he attended under a National Science Foundation Graduate Fellowship. Mr. Wheeler conducted research in the area of combinatorics. As the director of Carthage's former computer studies program, Mr. Wheeler helped launch Carthage's computer science major and department in December 1998. Now he divides his teaching between mathematics and computer science. Active in undergraduate research ever since receiving an NSF Research Experience for Undergraduates grant as an undergraduate at Virginia Polytechnic Institute, Mr. Wheeler began *Sine on the Dotted Line, The Carthage Journal of Undergraduate Mathematics*, as a forum for Carthage students to publish their research. A member of Phi Beta Kappa, Mr. Wheeler joined the Carthage faculty in 1992. He received the Distinguished Teacher of the Year Award in 1995.

Brett Witt  
**Head Men's Cross-Country Coach; Assistant Men and Women's Track and Field Coach**; Lecturer, Exercise and Sport Science, began his first year as head coach in 2001 after serving two years as an assistant men's coach under Steve Ray. From Plover, Wis., Mr. Witt graduated from the University of Wisconsin-Stevens Point in 1998, earning his B.A. in communications. He earned his M.A. in human performance and sport studies from the University of Tennessee in 1999. He served as a graduate assistant coach at Tennessee in both cross-country and track and field. At UW-Stevens Point, Mr. Witt, a track and field mid-distance runner, was an eight-time NCAA Division III All-American and a five-time Wisconsin Intercollegiate Athletic Conference champion. He was also named a GTE/CoSIDA Academic All-American.

Thomas Wolff  
**Visiting Associate Professor of Education**, joined Carthage in 2006. Ph.D., California Coast University (ABD); M.A., B.A., University of Wisconsin-Milwaukee.

Mimi Yang  
**Associate Professor of Modern Languages**, is multilingual in Chinese, English, Spanish, and Portuguese. A native of China, she majored in Spanish language and literature, earning her B.A. from Beijing University, and her M.A. and Ph.D. from the University of Arizona. Before coming to Carthage in 1996, she was a visiting assistant professor of Spanish at Illinois Wesleyan University. She also has held teaching posts at the University of Arizona, Randolph-Macon Woman's College, and Dartmouth College. A recipient of numerous scholarships and awards and a frequent speaker at national and international conferences, she is the author of several articles on the Mexican painter Frida Kahlo and the Argentine writer Victoria Ocampo published in the journal *Autobiographical Studies* (1997), the book *Interfaces: Women, Autobiography, Image and Performance* (U. of Michigan Press, Ann Arbor, 1999), and the book *Woman as Witness* (Peter Lang, 2002). Among other publications on the Spanish mystic St. Teresa de Ávila, the Dalai Lama, Confucius, and Mohandas Ghandi, she also has authored the articles *Borges and His Foundational in Postmodernism* in the journal *LaChispa* (1999), *To Be Human: Is the Rassias Method the Rassias Madness?* published in the fall of 1995 in *The Ram's Horn*, and Una mirada oriental a las letras peruanas, which appeared in the February 1989 issue of *Lundero*. In addition to literary scholarly work, she conducts seminars and workshops, on- and off-campus, on cross-cultural themes in business. These include the seminar on NAFTA (North American Free Trade Agreement) in 1997, under the School of Professional Studies at Carthage and the workshop on training international business executives and managers in Iowa in 2003, sponsored by the US-China Chamber of Commerce. She joined the Clausen Center for World Business at Carthage in 2004. She has lived in Chinese-, Spanish-, and English-speaking worlds and has traveled extensively in Asia, Europe, Latin America, and North America.

Paul Zavada  
**Professor of Education**, earned his B.S., M.S.Ed., M.S. T. and Ph.D. from the University of Wisconsin. Paul has an extensive background in education. Paul comes to Carthage after serving 14 years as a superintendent of schools and 20 years teaching in public and private schools. He teaches education and educational administration courses. His research interests are teacher induction and teacher career stages. He joined Carthage in 2005.

Matthew Zorn  
**Associate Professor of Geography**, has been an instructor of geography at West Georgia College, Catawba Valley Community College, and has taught geography courses at the University of Florida continuously since 1992. His teaching and research interests focus on climatology, environmental conservation, meteorology, natural environmental hazards, hydrology, fluvial/coastal geomorphology and quantitative methods. In addition to his teaching experience, he worked as a GIS analyst for a consulting firm, he directed a GIS and remote sensing lab for a minorities upward bound program, and he served for four years as a park ranger/interpreter in the Blue Ridge Parkway in North Carolina and the Chaco Culture National Historical Park in New Mexico. He has chaired several sessions, presented nearly a dozen papers and published five essays on the national level of geographic research. Mr. Zorn earned his Ph.D. in geography from the University of Florida, his M.A. and B.A. in geography, and a second B.A. in interdisciplinary/environmental studies from Appalachian State University. He joined Carthage in 1997.

**Faculty Emeriti**

**Division of Education**

Annette (Sue) Hart, B.S., Carthage College; M.A., Ph.D., Northwestern University. (Professor Emerita of Education: 1971-89)

Lloyd H. Melis, B.A., Augustana College; M.A., Ph.D., Northwestern University. (Professor Emeritus of Education: 1965-94)

August R. Schmidt III, B.S., Carthage College; M.S. Western Illinois University. (Director of Men's Athletics: 1983-88; Professor Emeritus of Physical Education: 1963-96)

Jon Swift, B.S., Carthage College; M.S., University of Wisconsin. (Professor Emeritus of Exercise and Sport Science: 1963-96)

Ronald Steven Zalokar, B.A., Monmouth College; M.S. Ed., Southern Illinois University; M.S., Western Illinois University; Ed.D., Marquette University. (Professor Emeritus of Exercise and Sport Science: 1961 - 97)

Division of the Fine Arts


Richard Sjoerdsma, B.A., Calvin College; M.M., University of South Dakota; Ph.D., Ohio State University. (Professor Emeritus of Music: 1968-2006)


Kenneth M. Winkle, B.A., Huron College; M.M.E., Indiana University; Ph.D., University of Iowa. (Professor Emeritus of Music: 1973-2001)

Division of the Humanities

John W. Bailey, B.S., Hampden-Sydney College; M.A., University of Maryland; Ph.D. Marquette University (Professor Emeritus of History: 1967-December 2000)

Merle William Boyer, A.B., Gettysburg College; B.S., Gettysburg Lutheran Theological Seminary; Ph.D., University of Chicago. (Professor Emeritus of Philosophy: 1943-82)

Allan Hauck, B.A., Kenyon College; M.Div, Hamma School of Theology; Th.D., Hartford Seminary Foundation. (Professor Emeritus of Religion: 1969-89)

Mary Katherine Kent-Rohan, B.A., Saint Xavier College; M.A., Ph.D., University of Chicago. (Professor Emerita of German: 1969-89)


Dudley V. Riggle, B.A., Wittenberg University; M.Div., Hamma Divinity School (Professor Emeritus of Religion and Associate in Ministry: 1961-98)

Lili G. Sorokin, B.S., University of Frankfurt; M.A. University of Chicago. (Professor Emerita of German: 1962-92)

Division of the Natural Sciences

Evelyn Crump, B.S.E., Alverno College; Ph.D., University of Notre Dame. (Professor Emerita of Biology: 1969-89)

Howard Dean, B.A., Peru State Teachers College; M.A., University of Nebraska. (Professor Emeritus of Mathematics: 1957-80)

Harvey E. Glaess, B.S., M.A., Loyola University. (Professor Emeritus of Mathematics: 1959-89)

Kenneth L. Hamm, B.A., Carthage College; M.A., University of Illinois; Ph.D., University of Iowa. (Professor Emeritus of Chemistry: 1948-89)

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)

Walter R. Suter, B.A., M.S., Ph.D., Northwestern University. (Professor Emeritus of Biology; 1962-2001)

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

Eunice Felter Boyer, B.A., Eureka College; M.A., University of Chicago; M.A., Ph.D., University of Wisconsin-Milwaukee. (Professor Emerita of Sociology and Anthropology: 1959-86)

Donald Gottschalk, B.S., Marquette University. (Professor Emeritus of Business Administration; 1989-97)


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)


Victor E. LaBelle, B.S., B.M.A., Northwestern University; C.P.A. (Professor Emeritus of Business Administration: 1966-89)

Leonard Scharmach, B.S., Francis Major Seminary; S.T.1., Gregorian University;
Faculty and Staff


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)
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<th>Name</th>
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<tbody>
<tr>
<td>Kathleen Alexander</td>
<td>Business Administration</td>
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<tr>
<td>Ronald Bailey</td>
<td>Education</td>
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<td>Kurt Barker</td>
<td>Music</td>
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### Adjunct/Part-Time Faculty

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152 Carthage 2007-2008 Catalog
Ernie Virgili, Sr.
Exercise & Sport Science

Shelly Waltke
Education

Connie Wheeler
Exercise & Sport Science

Lisa Wiedholz-Abott
Psychology

Daniel Wolff
History

Kevin Wood
Music

Aurelio Yvarra
Education

Robert Zapf
Criminal Justice

Richard Zimmerman
Education

Bradley Zopf
Sociology

Affiliated Faculty in Social Work

Dennis Bedford, B.S.W
Boys and Girls Club of Kenosha

Rhonda Deneka, M.S.W.
All Saints Heathcare, Social Work
Department

Peggy Foster, B.S.W.
Aging and Disability Resource Center

Danielle Geary, M.S.W.
Kenosha County Division of Child and Family Services

Susan Gundlach, M.A.
Lutheran Social Services

Amy Herbst, M.S.W.
Children’s Service Society

Richard Kaufman, M.S.W.
Kenosha Human Development Services

Jaymie Laurent, M.S.W.
United Hospital Systems, Inc.

Sara Munson, M.S.W.
The Arc & United Cerebral Palsy Disability Policy Collaboration

Ursula Wickramasekera, M.S.W.
Woodstock Rehabilitation & Health Center

Susanne Wilczek, B.S.W.
Shalom Center of Interfaith Network

Ann Wing, B.A.
Community Impact Program
Administration

F. Gregory Campbell, B.A., M.A., Ph.D.
President of the College;
Professor of History

William R. Abt, B.S., M.B.A.
Vice President for Administration and Business

Brad Andrews, B.S., M.A.
Dean of Students

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Director of Athletics;
Director of Exercise & Sport Science

Eugene A. Engeldinger, B.S., M.A.,
M.S.L.S.
Vice President for Academic Information Services;
Director of Hedberg Library

Paul R. Hegland, B.M., M.M.
Special Assistant to the President

Kurt Piepenburg, B.A., M.S., Ph.D.
Vice President for Academic Affairs;
Dean of the College; Professor of Geography

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Associate Vice President for Communications

The Rev. Harvard Stephens, Jr., B.A.,
M.Div.
Dean of Siebert Chapel

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Director of Admissions & Financial Aid

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Director of Counseling Services

Amanda Binger, B.A.
Tarble and Swenson Hall Director

Michele Bonn, B.S., M.S.T.
Registrar; Lecturer, Exercise & Sport Science

Matthew Brzeski, B.S.
Student Computing Coordinator

Elise Bur, A.A.
Director of Admissions & Financial Aid

Nina Caliguiri, B.S., M.S.
South and Oaks Hall Director; Director of Community Service and Leadership Development

Dean Clark, B.A., M.B.A.
Director of Admissions & Financial Aid

Derrick Collins, B.A.
Johnson Hall Director; Director of Multi-cultural Affairs

Mary Dumas
Campus Nurse

Annette Lovrien Duncan, B.A., M.A.
Director of Supplemental Instruction/Tutoring; Assistant Professor of English

Ernestine N. Eger, B.A., M.A., M.L.I.S., Ph.D.
Reference/Instruction Librarian; Professor of Spanish

Jean Frederick, B.S., M.S.
Director of Career Services

Chris Grugel, B.A., M.L.S.
Reference/Media Services Librarian

Edward Halverson
Network Assistant/User Support Specialist

Michelle L. Hamilton, B.S.
Director of Admissions & Financial Aid

Jodonna Harbor
Assistant Registrar

William Hoare, B.S., M.B.A.
Associate Vice President for Business

Richard Hren
Head of Library Technical Services

Richard Huinenk, B.S., M.A., M.A.
Director of Administrative Services

Sarah Hunt, B.A.
Director of Development

Steve Janiak, B.F.A.
Art Director

Diane Keller
Director of Operation for Adult Education

Michael Kishline, B.A.
Web Developer

Bill Kurtz, B.A., M.A.
Communications Associate

Chad Langhoff, B.A.
Graphic Designer

Michael Larry, B.A.
Academic Advisor

June Leisky
Database Manager

Paul Lidy, B.A., M.S.
Denhart Hall Director; Student Activities Director

Michael Love, B.S.
Media Coordinator

Bobbi-Jean Ludwig
Circulation; Reference Librarian

Steven A. Marovich, B.A., M.A.
Assistant Athletic Director; Sports Information Director

Bruce Metzler, B.S., M.S.
Media Services; Reference Specialist

David Missurelli, B.S., M.B.A.
Controller

Kathy Myers
Head of Circulation & Interlibrary Loan

Greg Nichols, B.A.
Senior Accountant

Jane Spencer, B.A.
Academic Advisor

Jean Preston, B.A., M.A.
Director of the Writing Center

Jason Pruitt, B.A., M.A.
Associate Director of Career Services

Jason Ramirez, B.A, M.S.
Associate Dean of Students

Christine Rener, B.S., Ph.D.
Director of Faculty Development; Associate Professor of Chemistry

David Robinson, B.A., M.U.P.P.
Webmaster

Kelle Laura Rogers, B.A.
Academic Advisor

Carol Hintzche Sabbar, B.A., M.A.
Director of Computer Center

Brian Schattner B.S.
Director of Admissions and Financial Aid
Rob Schiferl, B.A.  
*Director of Internet Recruitment*

Ashley Schmidtke B.S.  
*Director of Admissions and Financial Aid*

Diane Schowalter, B.A., M.S., Ph.D.  
*Learning Specialist*

Kevin Slonac, B.A., M.A.  
*Director of Conferences; Manager of TARC*

David Steege, B.A., M.A., Ph.D.  
*Associate Dean of the College; Professor of English*

Kathleen Steinberg, B.S.  
*Education Advisor*

Dennis L. Unterholzer, B.S., M.S., M.A.L.S.  
*Head of Public Services; Assistant Professor of Library Services*

Vatistas Vatistas  
*Director of the Office of Financial Planning*

James Walsh  
*Network Administrator*

Elaine Walton, B.A.  
*Associate Vice President for College Relations; Director of Church Relations*

William R. Weir, B.A., M.B.A.  
*Director of Admissions & Financial Aid*

John Weiser, B.A.  
*Recruitment Coordinator, Adult Education*

Michael West, B.A.  
*Associate Vice President for Adult Education*

Gary Williams, B.A., M.Ed.  
*Academic Advisor; Director of Student Athlete Services*

Nicholas Winkler, B.A.  
*Director of Housing and Greek Life*

Katherine Young, B.A.  
*Assistant Registrar*

Jie Zhou  
*Cataloging Librarian*

**Emeriti**

Alan R. Anderson, B.S., L.L.D.  
*President Emeritus (1986-87)*

Robert Dittus, B.S., M.B.A.  
*Vice President Emeritus of Business & Finance (1989-2001)*
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Edward W. Smeds, '57
President, Operations (retired)
Kraft
Glenview, Ill.
Chairman
Thrivent Mutual Funds
Minneapolis

First Vice Chairman
Robert A. Cornog
Chairman, President, and CEO (retired)
Snap-on Incorporated
Kenosha, Wis.

Secretary
Mark E. Barmak
Vice President, Government Affairs (retired)
Abbott Laboratories
Abbott Park, Ill.

Ex Officio
Treasurer
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Vice President for Administration and Business
Carthage

College Attorney
Phillip R. Godin
Godin, Geraghty & Puntillo, S.C.
Kenosha, Wis.

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F. Gregory Campbell
Carthage

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Ross A. Anderson, '75
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Emerging Markets and Businesses
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White Plains, NY

Thomas E. Kieso, '73
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Wm. F. Meyer Company
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James R. Klauser
Senior Vice President (retired)
Wisconsin Energy Corporation
Milwaukee

Thomas W. Lentz
Chairman
Global Display Solutions, Inc.
Roscoe, Ill.

Dean A. Matthews, '84
General Manager
Matthews Distributing Co.
Freeport, Ill.

John F. McDonough
President
Chicago Cubs
Chicago

Marilyn Olson
Assistant Director for Colleges and Universities
Vocation and Education
Evangelical Lutheran Church in America
Chicago

Gordon Postlewaite, '59
Assistant Superintendent for Administration (retired)
Oswego Community Unit District #308
Oswego, Ill.

Loren H. Semler, '65
President
Semler Industries, Inc.
Franklin Park, Ill.

John R. Sladek, Jr., '65
Professor of Pediatrics and Neuroscience
University of Colorado School of Medicine
Aurora, Colo.

Arthur F. Staubitz
Senior Vice President/Portfolio Strategy (retired)
Baxter International, Inc.
Deerfield, Ill.

Catherine Lowry Straz
David A. Straz, Jr., Foundation
Tampa, Fla.

The Rev. Paul W. Stumme-Diers
Bishop
Greater Milwaukee Synod
Evangelical Lutheran Church in America
Milwaukee

Ralph J. Tenuta
Chairman of the Board
Johnson Bank of Kenosha
Chairman
Tenuta's Inc.
Kenosha, Wis.

Debra S. Waller, '78
Chairman of the Board and Chief Executive Officer
Jockey International, Inc.
Kenosha, Wis.

June Boatman Waller, '63
Trustee
Franklin I. and Irene List Saemann Foundation
Champaign, Ill.

Trustees Emeriti
Alan R. Anderson, '50
President Emeritus
Carthage

Waldo E. Berger, '47
President (retired)
Berger Construction Co.
Cedar Rapids, Iowa

Howard J. Brown
President
United Communications Corporation
Kenosha, Wis.

A. W. Clausen, '44
Chairman and Chief Executive Officer (retired)
BankAmerica Corporation
San Francisco
John W. Fritsch  
President  
Fritsch Charitable Foundation  
Libertyville, Ill.

William D. George  
President and Chief Executive Officer (retired)  
SC Johnson Wax  
Racine, Wis.

The Rev. Hoover T. Grimsby  
Senior Pastor (retired)  
Central Lutheran Church  
Minneapolis

Jack S. Harris, '49  
President Emeritus  
Siebert Lutheran Foundation  
Wauwatosa, Wis.

Donald D. Hedberg, '50  
Civic Leader  
Manalapan, Fla.

The Rev. Raymond A. Heine  
Bishop (retired)  
Michigan Synod  
Lutheran Church in America  
Detroit

The Rev. Robert H. Herder  
Bishop (retired)  
East Central Wisconsin Synod  
Evangelical Lutheran Church in America  
Appleton, Wis.

John E. Koenitzer  
Chairman of the Board  
Radiant Electric Heat, Inc.  
Brookfield, Wis.

William L. Niemann, '41  
Vice President-Law, General Counsel, and Secretary (retired)  
Brunswick Corporation  
Lake Forest, Ill.

John Pender  
Senior Vice President, Chief Investment Officer (retired)  
Aid Association for Lutherans  
Appleton, Wis.

John P. Timmerwilke  
Director, Information Services (retired)  
Nutrilite Products  
Buena Park, Calif.
Campus Buildings

Lentz Hall (LH)
This four-story building, which overlooks Lake Michigan, houses the Admissions Office, Business Office, Office of College and Alumni Relations, Office of the President, Career Services, Registrar's Office, School of Professional Studies (SPS), conference-seminar rooms, administrative and faculty offices, classrooms, and the College Bookstore. The building is named for the Rev. Dr. Harold H. Lentz, fifteenth president of the College, who served from 1952 to 1976. He courageously led the College during its crucial transition from Carthage, Ill., to Kenosha, Wis., which enabled the College to flourish.

Hedberg Library (HL)
Dedicated in January 2002, Hedberg Library is a state-of-the-art facility uniting traditional print, electronic, and multi-media information resources. The 65,000-square-foot structure boasts a carefully selected 150,000-volume collection of books, periodicals, video recordings, microforms, electronic databases, compact discs, and other educational resources. The library houses academic computing services; the Bleke Research Center; the Franklin I. and Irene List Saemann Curriculum Resource Center; the Staubitz Archives; the Bernard Writing Center; the Fritsch Classroom and other electronic classrooms; the Neumann Media Theater; a media and technology suite for video and audio production and presentations; individual and small group study rooms; nearly 500 wired, and more than 75 wireless network data ports; and Donna's Bytes, a 24-hour cyber-cafe. The library is named for Donald D. Hedberg, '50, Carthage Trustee and philanthropist, who presented the College with a major lead gift to begin construction of this facility.

A. W. Clausen Center for World Business
Recognizing that students are graduating into a global economy, the College launched an initiative in 2000 to transform the north wing of the Straz Center, which formerly housed the College's library, into the A. W. Clausen Center for World Business, which opened in September 2004. The Clausen Center provides offices for the business, economics, political science, and computer science departments, as well as conference rooms for faculty, students, and staff to meet with visiting international business leaders.

A. F. Siebert Chapel (SC)
Situated in the center of the Carthage campus, A. F. Siebert Chapel provides a beautiful setting for the College's religious life programs. It is the site of weekly worship services, and is the gathering place for important events such as the Carthage Christmas Festival, Honors Convocation, Baccalaureate service, and concerts by renowned musical ensembles, such as the Julliard String Quartet and the Waverly Consort. The 1600-seat chapel includes the magnificent, four-manual Fritsch Memorial Pipe Organ, as well as a smaller, 80-seat meditation chapel, and offices for the Dean of the Chapel, Director of Choral Activities, and the Catholic Campus Minister. Siebert Chapel is part of the larger Religion/Arts Center complex, which includes the A. F. Siebert Arts Center.

Walter Fritsch Meditation Chapel
Situated in a grove of trees across from Lentz Hall, this charming chapel may be used by individuals or small groups for private meditation, and also is home to Eucharist and prayer services. Four rows of chairs can seat 36 persons. The chapel is adorned with a Greek cross fashioned by liturgical artist Eugene Potente, Jr. Stones that form the altar were taken from the steps of the Old Main building at the College's former Illinois campus.

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.

Joan Potente was a member of that "greatest generation" of Americans who grew up during the Great Depression of the 1930s, fought the Second World War, and raised families thereafter. A native of New York City, she worked briefly for a newspaper there after graduating from Marquette University. She then married Eugene Potente, Jr., raised four children, and made Kenosha a better community through her volunteer work. Both her Roman Catholic faith and her lively, inquiring mind defined her.

Gene Potente was a nationally respected liturgical designer, who ran his business for decades here in Kenosha, picking it up from his father and passing it to his son. Gene designed this chapel with special love because it was his surprise gift to Joan.

Dedicated at Homecoming, October 5, 2007

N. E. Tarble Athletic and Recreation Center (TARC)
Completed in June 2001, the 156,000-square-foot N. E. Tarble Athletic and Recreation Center houses the Koenitzer Aquatic Center, which features a 25-yard by 40-meter, 16-lane swimming pool; the 5,000-square-foot Semler Health and Fitness Center; the McNamara Baseball and Softball Practice Area; the Snap-on ACE Climbing Wall; a 200-meter indoor track; the Karstetter Racquetball Courts; the Jon Swift Sports Medicine Center; an aerobics area; multipurpose courts for basketball, volleyball, and tennis; locker rooms; the Postlewaite Press Box; and offices for the athletic staff, which include the Cornog Swimming Coaches' Office, the Lyons Volleyball Coach's Office, and the Art Keller Football Coach's Office. The fieldhouse is home to the spring commencement exercises and large-scale concerts featuring national acts that have included Dave Matthews, John Mayer, Bob Dylan, and The Fray.
Physical Education Center (PEC)
The Physical Education Center provides indoor facilities for physical education and recreation, and is the competition site for basketball and volleyball. The building also includes a multiple-purpose room, several classrooms, and a weight-training room. Work has begun to transform the PEC into a state-of-the-art sports arena. Renovations include new lights that have more than doubled illumination, a refurbished hardwood floor, upper-east bleacher seating, a 12-seat press box, additional locker rooms, and a concession stand. Future improvements will include the addition of a fitness center, the David E. Dale Golf Center, a 140-seat auditorium, new upper-west bleacher seating, and a professional, arena-quality sound system.

Smeds Tennis Center
This $1.3 million tennis center features ten hard surface tennis courts, six of which are lighted; two stadium courts; an observation deck; and a clubhouse, which houses locker rooms, restrooms, team meeting space, and a juice bar. The Smeds Tennis Center is home to the Southeastern Wisconsin Men's Professional Tennis Futures, one of only 30 USTA tournaments of its kind in the country.

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.

Joseph Johnson Residence Hall is a co-ed hall that includes two Greek wings. The terrace level was renovated in 2001 and now includes suite-style rooms. The campus security office also is located on the terrace level. A large courtyard is located 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.

Henry Denhart Residence Hall is a co-ed residence hall that includes suite-style rooms similar to the suites in Johnson Hall. Denhart Hall is known for sponsoring "Denhart Days," a time for students to take a break from their academic work and relax during Spring Term. The building is named for Henry Denhart, an early Carthage Trustee and significant benefactor.

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.

South Residence Hall offers co-ed housing for four Greek organizations: Tau Sigma Chi, Tau Sigma Phi, Kappa Phi Eta, and Delta Omega Nu. The terrace level is home to student advisors, The Current, a student-run newspaper, and Centrique, a student literature and arts magazine. An outdoor patio area, complete with chairs and a grill, is located directly behind South Hall.

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.

The Oaks residential villa is a new cluster that ultimately will include six villas. The first building of The Oaks opened in May 2006; the second one opened in May 2007; additional buildings are planned. The Oaks feature private rooms and baths in suite arrangements, with common lounge areas for each floor, with stunning views of Lake Michigan.

International Housing
Since 1989, Carthage has invited young scholars from Asia, Europe, and South America to teach their native languages to Carthage students while they pursue their graduate studies at the College. These target language experts (TLE) in modern languages take residence on campus during their time at Carthage.

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 of the people of Trinity Lutheran Church in Rockford, Ill. Recently renovated, the building 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.

Todd Wehr Center (TWC)
The Todd Wehr Center stands in the middle of the student residential area. This facility, which benefits the extra-curricular life of Carthage students, contains the campus cafeterias and Sodexho's Dining Service, a food court, student mailboxes, television and study lounges, as well as a suite of multi-purpose rooms. The facility is host to a variety of dances, performances, cabaret events, and other recreational events presented for the enrichment of student life at Carthage. The TWC also features WOH's Place, which has numerous TVs, recreational games, and food service.

W. A. Seidemann Natatorium
The W. A. Seidemann Natatorium previously housed the College's swimming complex. Located in the heart of student activity, this structure will become a second student center as future home to the College Bookstore and campus security office. A 24-hour convenience store and other facilities are planned to accommodate the needs of a growing student body. Seidemann Natatorium currently is home to The WAVE (107.3 FM), a student-run radio station.
### 2006-2007 Registration Summary

#### FALL TERM

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#### 2005-2006 SUMMER TERM

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<tr>
<td>5</td>
<td>Wed</td>
<td>Classes begin</td>
</tr>
<tr>
<td>11</td>
<td>Tues</td>
<td>Last day for late registration</td>
</tr>
<tr>
<td>12</td>
<td>Wed</td>
<td>Last day to add or drop a 1st 7-wk course</td>
</tr>
<tr>
<td>19</td>
<td>Wed</td>
<td>Last day to add or drop a regular course / petition for overload / change a course to Pass/Fail or audit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October 3</th>
<th>Wed</th>
<th>Last day to submit coursework on Incomplete grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Mon</td>
<td>Advising for J-Term and Spring Term 2008 begins</td>
</tr>
<tr>
<td>12</td>
<td>Fri</td>
<td>Last day to file candidacy for May graduation</td>
</tr>
<tr>
<td>19</td>
<td>Fri</td>
<td>Mid-term grades due / 1st 7-wk courses end</td>
</tr>
<tr>
<td>22</td>
<td>Mon</td>
<td>2nd 7-wk courses begin</td>
</tr>
<tr>
<td>26</td>
<td>Fri</td>
<td>Advising for J-Term and Spring Term 2008 ends</td>
</tr>
<tr>
<td>29</td>
<td>Mon</td>
<td>Last day to add or drop a 2nd 7-wk course / On-line registration for J-Term &amp; Spring Term 2008 begins</td>
</tr>
<tr>
<td>30</td>
<td>Tues</td>
<td>No financial refund after this date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>November 7</th>
<th>Wed</th>
<th>Last day for complete withdrawal from school without penalty of F</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Thurs</td>
<td>On-line registration for J-Term and Spring Term 2008 ends</td>
</tr>
<tr>
<td>19-23</td>
<td>Mon-Fri</td>
<td>Thanksgiving recess</td>
</tr>
<tr>
<td>26</td>
<td>Mon</td>
<td>Classes resume</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>December 11</th>
<th>Tues</th>
<th>Fall Term ends after last class</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-14</td>
<td>Wed-Fri</td>
<td>Final examinations</td>
</tr>
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</table>

### J-TERM

<table>
<thead>
<tr>
<th>January 3</th>
<th>Thurs</th>
<th>Classes begin</th>
</tr>
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<tbody>
<tr>
<td>7</td>
<td>Mon</td>
<td>Last day to add or drop a J-Term course</td>
</tr>
<tr>
<td>10</td>
<td>Thurs</td>
<td>Last day for complete withdrawal of J-term course without penalty of F</td>
</tr>
<tr>
<td>31</td>
<td>Thurs</td>
<td>J-term ends</td>
</tr>
</tbody>
</table>

### SPRING TERM

<table>
<thead>
<tr>
<th>February 5</th>
<th>Tues</th>
<th>Check-In for Spring Term classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Wed</td>
<td>Classes begin</td>
</tr>
<tr>
<td>12</td>
<td>Tues</td>
<td>Last day for late registration</td>
</tr>
<tr>
<td>13</td>
<td>Wed</td>
<td>Last day to add or drop a 1st 7-wk course</td>
</tr>
<tr>
<td>20</td>
<td>Wed</td>
<td>Last day to add or drop a regular course / petition for overload / change a course to Pass/Fail or audit</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>March 5</th>
<th>Wed</th>
<th>Last day to submit coursework on Incomplete grade.</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-24</td>
<td>Mon-Mon</td>
<td>Spring recess</td>
</tr>
<tr>
<td>25</td>
<td>Tue</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>28</td>
<td>Fri</td>
<td>Mid-term grades due / 1st 7-wk courses end</td>
</tr>
<tr>
<td>31</td>
<td>Mon</td>
<td>2nd 7-wk courses begin / Advising for Fall Term 2008 begins</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>April 7</th>
<th>Mon</th>
<th>Last day to add or drop a 2nd 7-week course</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Thurs</td>
<td>No financial refund after this date</td>
</tr>
<tr>
<td>16</td>
<td>Wed</td>
<td>Last day for complete withdrawal from school without penalty of F</td>
</tr>
<tr>
<td>18</td>
<td>Fri</td>
<td>Advising for Fall Term 2008 ends</td>
</tr>
<tr>
<td>21</td>
<td>Mon</td>
<td>On-line Registration for Fall Term 2008 begins (Advance payment due in order to register)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>May 2</th>
<th>Fri</th>
<th>On-line Registration for Fall Term 2008 ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Sun</td>
<td>Honors Convocation</td>
</tr>
<tr>
<td>5</td>
<td>Mon</td>
<td>Graduating Seniors: All paperwork due i.e. summer intent, dept. clearances etc.</td>
</tr>
<tr>
<td>16</td>
<td>Fri</td>
<td>Spring Term ends after last class</td>
</tr>
<tr>
<td>19-21</td>
<td>Mon-Fri</td>
<td>Final examinations</td>
</tr>
<tr>
<td>25</td>
<td>Sun</td>
<td>Baccalaureate and Commencement</td>
</tr>
</tbody>
</table>

### SUMMER TERM

<table>
<thead>
<tr>
<th>June 2</th>
<th>Mon</th>
<th>Pre-session begins</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Tues</td>
<td>Last day to add or drop a Pre-session course / Last day for complete withdrawal of Pre-session course without penalty of F</td>
</tr>
<tr>
<td>13</td>
<td>Fri</td>
<td>Pre-session ends</td>
</tr>
<tr>
<td>16</td>
<td>Mon</td>
<td>Summer Term begins</td>
</tr>
<tr>
<td>18</td>
<td>Wed</td>
<td>Last day to add or drop a 1st 4-week Summer course</td>
</tr>
<tr>
<td>23</td>
<td>Mon</td>
<td>Last day to add or drop an 8-week Summer course</td>
</tr>
<tr>
<td>30</td>
<td>Mon</td>
<td>Last day for complete withdrawal of 8 week Summer term without penalty of F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>July 14</th>
<th>Mon</th>
<th>2nd 4-week Summer courses begin</th>
</tr>
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<tbody>
<tr>
<td>16</td>
<td>Wed</td>
<td>Last day to add or drop a 2nd 4-week Summer course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>August 8</th>
<th>Fri</th>
<th>Summer Term ends</th>
</tr>
</thead>
</table>
### Index

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>About Carthage</td>
<td>2</td>
</tr>
<tr>
<td>Academic Computing Services</td>
<td>3</td>
</tr>
<tr>
<td>Academic Departments and Programs of Study</td>
<td>23</td>
</tr>
<tr>
<td>Academic Divisions</td>
<td>15</td>
</tr>
<tr>
<td>Accelerated Carthage Education</td>
<td>12</td>
</tr>
<tr>
<td>Accelerated Certification Program for Teachers</td>
<td>12</td>
</tr>
<tr>
<td>Accreditation</td>
<td>3</td>
</tr>
<tr>
<td>Accounting</td>
<td>34</td>
</tr>
<tr>
<td>Add/Drop Policy</td>
<td>8</td>
</tr>
<tr>
<td>Administration</td>
<td>154</td>
</tr>
<tr>
<td>Admissions</td>
<td>108</td>
</tr>
<tr>
<td>Adult Education</td>
<td>12</td>
</tr>
<tr>
<td>Advanced Licensing as a Reading Teacher or Reading Specialist</td>
<td>13</td>
</tr>
<tr>
<td>Advanced Placement</td>
<td>108</td>
</tr>
<tr>
<td>Advising</td>
<td>10</td>
</tr>
<tr>
<td>Air Force ROTC</td>
<td>5</td>
</tr>
<tr>
<td>Archaeology</td>
<td>40</td>
</tr>
<tr>
<td>Army ROTC</td>
<td>5</td>
</tr>
<tr>
<td>Art</td>
<td>23</td>
</tr>
<tr>
<td>Art History</td>
<td>23</td>
</tr>
<tr>
<td>Asian Studies</td>
<td>27</td>
</tr>
<tr>
<td>Astrophysics</td>
<td>88</td>
</tr>
<tr>
<td>Athletic Training</td>
<td>29</td>
</tr>
<tr>
<td>Biology</td>
<td>31</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>155</td>
</tr>
<tr>
<td>Business Administration</td>
<td>33</td>
</tr>
<tr>
<td>Calendar</td>
<td>160</td>
</tr>
<tr>
<td>Campus Buildings</td>
<td>158</td>
</tr>
<tr>
<td>Career Services</td>
<td>11</td>
</tr>
<tr>
<td>Chemistry</td>
<td>38</td>
</tr>
<tr>
<td>Chinese</td>
<td>27</td>
</tr>
<tr>
<td>Church Music</td>
<td>81</td>
</tr>
<tr>
<td>Classics</td>
<td>39</td>
</tr>
<tr>
<td>College Overview</td>
<td>2</td>
</tr>
<tr>
<td>Coaching</td>
<td>63</td>
</tr>
<tr>
<td>Communication and Digital Media</td>
<td>43</td>
</tr>
<tr>
<td>Computer Science</td>
<td>46</td>
</tr>
<tr>
<td>Conservation and Ecology</td>
<td>62</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>47</td>
</tr>
<tr>
<td>Cross-Categorical Special Ed (K-12)</td>
<td>53</td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>7</td>
</tr>
<tr>
<td>Disciplinary Actions</td>
<td>9</td>
</tr>
<tr>
<td>Early Admission</td>
<td>108</td>
</tr>
<tr>
<td>Economics/Int'l Political Economy</td>
<td>49</td>
</tr>
<tr>
<td>Education Division</td>
<td>15</td>
</tr>
<tr>
<td>Education</td>
<td>51</td>
</tr>
<tr>
<td>Elementary/Middle Education (1-9)</td>
<td>53</td>
</tr>
<tr>
<td>Endowed Scholarships</td>
<td>116</td>
</tr>
<tr>
<td>Engineering</td>
<td>4</td>
</tr>
<tr>
<td>English</td>
<td>57</td>
</tr>
<tr>
<td>Entrepreneurial Studies in the Natural Sciences</td>
<td>60</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>62</td>
</tr>
<tr>
<td>Environmental Science, Exercise and Sports Science</td>
<td>63</td>
</tr>
<tr>
<td>Faculty and Staff</td>
<td>124</td>
</tr>
<tr>
<td>Federal Programs</td>
<td>113</td>
</tr>
<tr>
<td>Federal Stafford Student Loans and Federal Unsubsidized Stafford Loan</td>
<td>114</td>
</tr>
<tr>
<td>Fees for Optional Services</td>
<td>111</td>
</tr>
<tr>
<td>Field Placements / Internships</td>
<td>11</td>
</tr>
<tr>
<td>Fine Arts Division</td>
<td>16</td>
</tr>
<tr>
<td>Foreign Study Abroad</td>
<td>11</td>
</tr>
<tr>
<td>French</td>
<td>75</td>
</tr>
<tr>
<td>Freshman Entrance Requirements</td>
<td>108</td>
</tr>
<tr>
<td>General Regulations</td>
<td>119</td>
</tr>
<tr>
<td>German</td>
<td>75</td>
</tr>
<tr>
<td>Geography</td>
<td>67</td>
</tr>
<tr>
<td>Grade Point Average</td>
<td>9</td>
</tr>
<tr>
<td>Grading System</td>
<td>8</td>
</tr>
<tr>
<td>Great Ideas: Intellectual Foundations of the West</td>
<td>70</td>
</tr>
<tr>
<td>Greek (Ancient)</td>
<td>42</td>
</tr>
<tr>
<td>Health Education</td>
<td>51</td>
</tr>
<tr>
<td>Hedberg Library</td>
<td>3</td>
</tr>
<tr>
<td>Heritage Studies</td>
<td>19</td>
</tr>
<tr>
<td>History</td>
<td>71</td>
</tr>
<tr>
<td>Honors Program</td>
<td>19</td>
</tr>
<tr>
<td>Housing and Residential Life</td>
<td>119</td>
</tr>
<tr>
<td>Humanities Division</td>
<td>17</td>
</tr>
<tr>
<td>Indian Student Grant</td>
<td>114</td>
</tr>
<tr>
<td>Individual Study</td>
<td>11</td>
</tr>
<tr>
<td>Information Systems</td>
<td>33</td>
</tr>
<tr>
<td>Institutional Grant Programs</td>
<td>115</td>
</tr>
<tr>
<td>Intercollegiate Athletics</td>
<td>5</td>
</tr>
<tr>
<td>International Baccalaureate</td>
<td>109</td>
</tr>
<tr>
<td>International Studies</td>
<td>11</td>
</tr>
<tr>
<td>January Term</td>
<td>10</td>
</tr>
<tr>
<td>Japanese</td>
<td>27</td>
</tr>
<tr>
<td>Latin</td>
<td>43</td>
</tr>
<tr>
<td>Loyola University Chicago Executive MBA at Carthage</td>
<td>13</td>
</tr>
<tr>
<td>Loyola University Chicago Master of Social Work at Carthage</td>
<td>13</td>
</tr>
<tr>
<td>Marketing</td>
<td>33</td>
</tr>
<tr>
<td>Master of Education Program</td>
<td>13</td>
</tr>
<tr>
<td>Mathematics</td>
<td>73</td>
</tr>
<tr>
<td>Middle/Secondary Education (6-12)*</td>
<td>53</td>
</tr>
<tr>
<td>Mission and Goals</td>
<td>2</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>75</td>
</tr>
<tr>
<td>Motor Vehicle Regulations</td>
<td>119</td>
</tr>
<tr>
<td>Music</td>
<td>79</td>
</tr>
<tr>
<td>Music Education</td>
<td>80</td>
</tr>
<tr>
<td>Music Theatre</td>
<td>81</td>
</tr>
<tr>
<td>Natural Sciences Division</td>
<td>17</td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>119</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>86</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>4</td>
</tr>
<tr>
<td>Organizations and Activities</td>
<td>120</td>
</tr>
<tr>
<td>Paralegal Program</td>
<td>13</td>
</tr>
<tr>
<td>Pass-Fail Option</td>
<td>8</td>
</tr>
<tr>
<td>Philosophy</td>
<td>87</td>
</tr>
<tr>
<td>Physical Education (K-12)*</td>
<td>64</td>
</tr>
<tr>
<td>Physical Education, Sport and Fitness Instruction</td>
<td>64</td>
</tr>
<tr>
<td>Physics</td>
<td>88</td>
</tr>
<tr>
<td>Piano Pedagogy</td>
<td>79</td>
</tr>
<tr>
<td>Political Science</td>
<td>90</td>
</tr>
<tr>
<td>Programs of Study</td>
<td>8</td>
</tr>
<tr>
<td>Psychology</td>
<td>94</td>
</tr>
<tr>
<td>Refund Schedule</td>
<td>112</td>
</tr>
<tr>
<td>Registration Summary</td>
<td>160</td>
</tr>
<tr>
<td>Religion</td>
<td>96</td>
</tr>
<tr>
<td>Religious Life</td>
<td>2</td>
</tr>
<tr>
<td>Scholarships and Academic Planning</td>
<td>113</td>
</tr>
<tr>
<td>Science/Works (Entrepreneurial Studies in the Natural Sciences)</td>
<td>61</td>
</tr>
<tr>
<td>Secondary Education (see Middle/Secondary Education)</td>
<td>53</td>
</tr>
<tr>
<td>Self-Designed Major/Minor</td>
<td>11</td>
</tr>
<tr>
<td>Semester Abroad</td>
<td>11</td>
</tr>
<tr>
<td>Social Sciences Division</td>
<td>18</td>
</tr>
<tr>
<td>Social Work</td>
<td>99</td>
</tr>
<tr>
<td>Sociology</td>
<td>101</td>
</tr>
<tr>
<td>Spanish</td>
<td>75</td>
</tr>
<tr>
<td>Special Education (K-12)(see Cross-Categorical Special Education)</td>
<td>53</td>
</tr>
<tr>
<td>Student Life</td>
<td>119</td>
</tr>
<tr>
<td>Theatre</td>
<td>103</td>
</tr>
<tr>
<td>Theatre Performance</td>
<td>103</td>
</tr>
<tr>
<td>Theatre Technical Production &amp; Design</td>
<td>104</td>
</tr>
<tr>
<td>Transfer/Correspondence Courses</td>
<td>9</td>
</tr>
<tr>
<td>Transfer Students</td>
<td>109</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>111</td>
</tr>
<tr>
<td>Tutoring</td>
<td>10</td>
</tr>
<tr>
<td>Veterans Administration Standards of Progress</td>
<td>10</td>
</tr>
<tr>
<td>Wisconsin Army National Guard</td>
<td>114</td>
</tr>
<tr>
<td>Tuition Grant</td>
<td>114</td>
</tr>
<tr>
<td>Wisconsin Tuition Grant (WTG)</td>
<td>114</td>
</tr>
<tr>
<td>Women's/Gender Studies</td>
<td>106</td>
</tr>
<tr>
<td>Writing Across the Curriculum</td>
<td>19</td>
</tr>
</tbody>
</table>
Notes