Monmouth College admits students and conducts its academic and other programs without regard to race, religion, sex, national origin, sexual orientation, or physical handicap. This catalog provides information only and does not constitute a contract between the college and any person. The college reserves the right to alter or amend this document without notice. Students are encouraged to consult their faculty advisers or the appropriate college officers on matters which are essential to their degree programs. For questions about college regulations and policies on student life, students should consult the current student handbook, which is available online: http://department.monm.edu/stuserv/student-handbook.
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INTRODUCTION

Monmouth College is a four-year liberal arts college offering the Bachelor of Arts degree. The college’s commitments are expressed in its statements of mission and purpose.

MISSION STATEMENT

As an undergraduate liberal arts college, we recognize the close relationship of faculty and students to be fundamental to our learning environment. As a community of learners, we strive to create and sustain an environment that is value-centered, intellectually challenging, aesthetically inspiring, and culturally diverse; and we hold as central our commitment to liberal arts education and to one another. We integrate a four-year program of general education with in-depth study in the major and a rich array of co-curricular activities in order to foster the discovery of connections among disciplines and of larger patterns of meaning. Through these experiences, we help our students explore multiple perspectives on the human condition and prepare themselves for rich personal and professional lives—for leadership, citizenship, and service in a global context.

Monmouth College was founded in 1853 by pioneering Presbyterians. As a campus community, we honor that heritage and value religious diversity as we explore the spiritual dimension of human existence and the relationship between faith and knowledge. As both observers and participants, we seek to deepen our understanding and appreciation of the creative tension that exists among the principles of democracy, pluralism, equality, and freedom in our own nation and beyond.

STATEMENT OF PURPOSES

As an undergraduate liberal arts institution, Monmouth College exists to:

1. Prepare students for rich personal and professional lives.
2. Prepare students for positions of leadership, service, and citizenship in a global context.
3. Promote awareness and exploration of the sometimes contradictory principles which exist in democracy, pluralism, equality, and freedom.
4. Create and maintain a learning environment which is value-centered, intellectually challenging, aesthetically inspiring, and culturally diverse. This includes:
   a) Providing students with a four-year general education program, in-depth study in the major, and a rich array of co-curricular activities.
   b) Fostering the discovery of connections among disciplines and of larger patterns of meaning.
   c) Promoting an understanding of a value system that is shaped by individual and collective experiences.
5. Explore the spiritual dimension of human existence and the relationship between faith and knowledge.
6. Introduce students to multiple perspectives on the human condition and promote self-awareness of global perspectives both through the curriculum and through campus life.
7. Foster and promote intellectual inquiry and critical analysis through mentoring relationships characterized by individual attention.
8. Develop creativity and skills in written and oral communication and artistic expression.
9. Understand the methods of inquiry and expression in the arts, humanities, sciences, and social sciences.
Monmouth College is fully accredited by The Higher Learning Commission and is a member of the North Central Association, 30 North LaSalle Street, Suite 2400, Chicago IL 60602, 800-621-7440. The program of teacher certification is approved by the Illinois State Certification Board, 100 North First Street, Springfield IL 62777-0001, 217-782-2805.

Recognizing that no intellectual process is value free, Monmouth College is committed to the values and ecumenical perspective of the Christian faith and encourages its members to explore the implications of those values for their lives and the world. While the college chooses, quite deliberately, to maintain its affiliation with the Presbyterian Church (U.S.A.), it welcomes students of all faiths.

Monmouth College is one of the founding members of the Associated Colleges of the Midwest (ACM). The ACM exists to support its member institutions through collaboration and enable them to offer programs as a group that they could not singly provide. ACM opportunities for students include semester-long off-campus programs.

ACM members include: Beloit College, Carleton College, Coe College, Colorado College, Cornell College, Grinnell College, Knox College, Lake Forest College, Lawrence University, Luther College, Macalester College, Monmouth College, Ripon College, and St. Olaf College.
ACADEMIC PROGRAM

THE ACADEMIC CALENDAR

The academic year is organized into two semesters. The fall semester begins in late August and ends before Christmas break. The spring semester begins in mid-January and ends in mid-May.

REQUIREMENTS FOR THE DEGREE

Monmouth College confers the Bachelor of Arts degree when a student has met the following requirements:

1. Successful completion of a minimum of 32 course credits. Of these, at least 16 must be taken at Monmouth College; no more than 13 may be in a single discipline and no more than 16 may be in a single department. After attaining senior status at 24 course credits, at least 6 of a student’s remaining course credits must be acquired through Monmouth College coursework or an approved off-campus study program. No more than 2.5 course credits of participation or activity courses can be counted towards graduation. The complete list of activity and participation courses is found on page 19.

2. A grade point average of 2.0 or higher in courses taken at Monmouth College.

3. Completion of all general education requirements with a passing grade (D- or higher).

4. Completion of an academic major with a grade point average of 2.0 or better in the major and a grade of C- or better in all courses required for the major, unless higher standards are set for the major by the academic department.

5. Payment of all current financial obligations to Monmouth College.

Candidates for the Bachelor of Arts degree must make formal application for degree to the registrar one year (two full semesters) prior to their expected graduation.

The primary responsibility for ensuring that all requirements are met rests with the student.

ADVISING

Students plan their academic program in partnership with a member of the faculty who serves as their academic advisor. Each student is assigned an advisor when she/he enrolls at Monmouth. Students may later change advisors if they wish. Normally, students have an advisor in their chosen academic major after their freshman year. Advisors review schedules and provide advice about co-curricular, internship, and other opportunities that support the students’ personal, academic, and professional goals.

THE CURRICULUM

What form of education best prepares students to live in a rapidly changing world? How can a college education provide students with marketable skills for new and diverse employment yet also instill the continuing values of liberal education? Monmouth College offers a distinctive response to these questions through a curriculum that fosters personal growth and prepares students for professional success in competitive and changing environments. Students explore an essential paradox of human existence: the greatest measure of individual freedom and the fullest realization of our individual humanity are achieved in the larger context of social responsibility.

Our curriculum is intentional and integrated. General education, the major, and elective course work each serves a specific purpose, yet together provide a structure that guides students toward the goals of liberal education: to think critically, to communicate effectively, to appreciate the varieties of human experience and achievement, to articulate and develop ethical values, to pursue expertise in a discipline, and to discover patterns of meaning across disciplines.
General Education. Monmouth College is distinguished by a commitment to a four-year general education program. General education provides the wider context of knowledge and human experience, raises questions of meaning and value, and provides a basis for understanding the goals and methods of particular disciplines. General education promotes intentional inquiry into those activities, forms, and institutions that define humanity and identify significant areas of cultural agreement and difference among individuals. General education includes Foundation Skills, Integrated Studies, and Area Studies.

Foundation Skills. Skills in reading, writing, listening, speaking, and quantitative reasoning are essential for success in college and throughout life. Instruction in foundational skills is integrated throughout the curriculum, beginning in the first year.

Integrated Studies. Monmouth’s signature general education “spine” consists of four courses, one taken during each of a student’s four years at Monmouth. Each course is interdisciplinary and challenges students to explore important questions and develop thoughtful, well-reasoned answers for themselves. Only one integrated studies course from each level (100, 200, 300, 400) will count towards degree requirements.

Introduction to Liberal Arts, taken in the fall of the first year, invites students to explore a common theme and questions of human value and purpose. Through texts, class discussion, and convocations, students are introduced to the goals and methods of a liberal arts education. All sections share common goals, core readings, and instruction in close reading. Students must pass ILA to move on to Global Perspectives.

Global Perspectives, taken in the sophomore year, focuses on an examination of communities, societies, political systems, and civilizations. The course highlights the influence and importance of cultural differences and invites students to understand culture as a lens through which to view the world. Students choose from an array of courses that vary according to the instructor’s expertise. Each course includes a research paper and appropriate quantitative skills. Students must pass Global Perspectives to move on to Reflections.

Reflections, taken in the junior year, invites students to analyze familiar and unfamiliar systems of thought and belief in order to explore and understand the ultimate meaning and purpose of life. Students choose from an array of courses representing philosophical, religious, artistic and scientific perspectives. Students are challenged to reflect on and articulate their own answers to questions of ultimate meaning and purpose. Students must pass Reflections to move on to Citizenship.

Citizenship, the capstone course taken by seniors, challenges students to move past study and discussion of ideas and problems to intentional, conscientious action. Students choose from an array of courses that examine important social and community concerns. Each course presents students with an opportunity to understand and then respond in focused action through group projects ranging from position papers or policy proposals to service projects.

Area Studies. Liberal education includes breadth of knowledge which provides a basis for understanding the goals and methods of specific disciplines. Students take courses in each of four areas: foreign language, arts, science, and quantitative reasoning.

Foreign Language provides students with an opportunity to understand their own culture by stepping outside of it. Learning another language requires understanding and communicating in new ways and on new terms. Courses emphasize the linguistic and cultural richness of the world’s peoples.

The Fine Arts contain some of the greatest accomplishments of the human imagination and spirit. Literature, music, art, and theatre shape and give order to experience, express deepest feelings, celebrate life, and affirm human community. The arts transmit the wealth of the past and give promise of transmitting the best of the present to the future. We gain a better understanding of the arts by developing an appreciation of artistic achievement and participating in the creative process itself.

The Sciences represent imaginative achievement, including a method of investigating and a body of knowledge about the physical universe and its life forms. Study of science defines how discovery and
invention have shaped human identity, societies, and relationship with nature. To understand science requires learning content as well as engaging in investigation and laboratory work.

Quantitative Reasoning prepares students to carry out complex reasoning using quantitative information. Students will develop strategies for more complex and nuanced arguments and decision-making. Courses emphasize the use of logic and practical problems, graphical and symbolic information, and effective communication of quantitative information.

Major. The major provides students with a more comprehensive study of a particular discipline, emphasizing rigor and coherence. Understanding the process and methods by which knowledge is discovered, developed, and refined over time enables students to appreciate that the current generation of theorists and practitioners stand on the shoulders of those who have gone before. The major may or may not be directly linked to the career a student intends to follow, but it should reflect a student’s desire to explore a discipline comprehensively.

Departmental major: Majors are available in: Accounting, Art, Biochemistry, Biology, Biopsychology, Business Administration, Chemistry, Classics, Communication Studies, Computer Science, Economics, Elementary Education, English, Environmental Studies and Sustainability, Exercise Science, French, Greek, History, International Business, International Studies, Latin, Mathematics, Music, Philosophy, Physical Education, Physics, Political Science, Psychology, Public Relations, Religious Studies, Sociology and Anthropology, Spanish, Theatre and Wellness Administration. Each major includes a culminating experience during the senior year: a seminar, thesis, or independent study project. In most cases, completion of a major requires a grade point average of 2.0 or higher in courses included in the major and no grades below C-. Some majors require a C or better for the major.

Topical major: A topical major provides a unique opportunity for the student who wants to pursue in-depth interests that bridge several disciplines. The student works with a faculty advisor to develop a proposal, including a plan of courses and a rationale. The proposed major must include at least 9-10 course credits, of which half of the must be at the 300 or 400 level. One course must be designated as the culminating experience. Proposals must be submitted to the Registrar’s Office at least three semesters before the student’s anticipated graduation. Proposals are reviewed by the Admission and Academic Status Committee. If approved, an advisor for the major is formally appointed by the Admission and Academic Status Committee. Forms for proposing a topical major are available in the Registrar’s Office or online.

Minors: Although minors are not required, students may select one or more minors to complement their major. Minors are available in: Accounting, Anthropology, Anthropology and Sociology, Art, Arts Management, Biology, Business Administration, Chemistry, Classics, Communication Studies, Computer Science, Economics, Educational Studies, English, Environmental Studies and Sustainability, French, Global Food Security, Global Public Health, Greek, History, Journalism, Latin, Latin American Studies, Mathematics, Media, Music, Nineteenth-Century Studies, Peace, Ethics and Social Justice, Philosophy, Philosophy and Religious Studies, Physics, Political Science, Psychology, Religious Studies, Sociology, Spanish, Theatre, and Women’s Studies. Completion of a minor requires a grade point average of 2.0 or higher in courses included in the minor and no grades below C-. The requirements for each minor are listed in this catalog.

Electives: Elective courses provide opportunities for enrichment and experimentation. Electives may also enhance and augment the chosen major or simply satisfy curiosity and interests.

General education informs and references major and elective courses. Taken together, they represent a distinctive intentional and integrated liberal arts curriculum, an education that challenges students to lifelong learning, personal achievement, and leadership, along with citizenship and service.
GENERAL EDUCATION REQUIREMENTS

Courses that satisfy general education requirements are designated by the faculty. In addition to the courses listed here, other courses may be available in a given semester.

Foundation skills (normally taken in freshman year):

1. One course in speech that deals with communication theory and provides practice in spoken English, COMM 101 (Fundamentals of Communication), to be taken in the freshman year.

2. One course that deals with the metaphorical use of language and provides experience in writing, ENGL 110 (Composition and Argument) or ENGL-120 (Composition and Literature), satisfies the requirement and is to be taken in the freshman year.

3. To ensure that students are adequately prepared in quantitative reasoning, the faculty has determined that upon review of ACT and SAT test sub-scores in math and quantitative reasoning placement tests, QRAC 110 (Quantitative Reasoning/Citizen) or QRAC 120 (Quantitative Reasoning/Math) may be required.

Integrated Studies (students must take one course from each category):

Introduction to Liberal Arts is a seminar course required of all first year students. It is taught by faculty from departments across campus. Theme related texts are used to raise basic questions about human experience, value, and purpose. Offered only in the fall, most students take it in the first semester.

Global Perspectives builds on ILA by exploring issues facing communities, societies, and institutions from a global perspective, emphasizing not only differences and diversity but global interconnections and integration. The courses highlight the influence and importance of cultural differences and ask the student to understand the culture as a lens through which we view the rest of the world. This course is typically taken in the sophomore year.

Reflections provides exploration of one’s own and other ideas about the ultimate meaning and purpose of our lives. These courses are taught from philosophical, religious, artistic, and scientific perspectives. This course is typically taken in the junior year.

Citizenship serves as the capstone experience of integrated studies. Each course takes an interdisciplinary approach to understanding important social issues. This course is typically taken in the senior year.

Area studies.

1. Competence in foreign language at the level of the first year of college language study (the 102 course level), to be taken in the freshman or sophomore year. A student may meet the requirement through a placement exam which demonstrates competency at the required level in a language other than English. Monmouth College courses that meet this requirement are:
   - CHNS 102 Elementary Chinese
   - FREN 102 Elementary French II
   - GREK 102 Elementary Greek II (or GREK 200 Directed Readings)
   - JAPN 102 Elementary Japanese II
   - LATN 102 Elementary Latin II (or LATN 200 Directed Readings)
   - PORT 102 Elementary Portuguese II
   - SPAN 102 Elementary Spanish II

   International students whose native language is not English satisfy this requirement by demonstrating their competency in English on a diagnostic test or by taking INTR 103, English as a Second Language.

2. Study of beauty and meaning in works of art take a total of one course credit emphasizing either appreciation and interpretation of arts, or participation in the creative process or two semesters or
theatre workshops, to be taken before the end of the junior year. Students are required to take academic courses to meet with requirement. For example, music ensembles do not meet the requirement.

One Course from:

| ARTD 114 | Art History Survey |
| ARTD 215 | Drawing |
| ARTD 223 | Construction and Foundry |
| ARTD 224 | Multiples and Installation |
| ARTD 230 | Typography and Logo |
| ARTD 243 | Observational Painting |
| ARTD 244 | Abstract Painting |
| ARTD 260 | Hand built Ceramics |
| ARTD 261 | Wheel thrown Clay |
| ARTD 306 | Women, Art, and Feminism |
| ENGL 180 | Introduction to Literature |
| ENGL 210 | Creative Writing |
| MUSI 101 | Introduction to Music |
| MUSI 105 | History of American Music |
| MUSI 203 | Evolution of Jazz |
| MUSI 211 | History and Literature of Western Music Survey |
| PHIL 215 | Philosophy of Art |
| THEA 173 | Intro to Technical Theatre |

OR a combination of these courses to total 1.0 course credit from this list:

| ARTD 231 | Book Design |
| ARTD 232 | Poster Design |
| ARTD 237 | Photography: Digital |
| ARTD 250 | Special Topics in Studio |
| ARTD 350 | Special Topics in Art History |
| CLAS 210 | Ancient Literature |
| CLAS 230 | Classical Mythology |
| THEA 119 | Theatre Practicum |
| THEA 175 | Principles of Acting |

3. Study of the sciences, one course with laboratory in chemistry, physics, biology or psychology, from the list below, to be taken before the end of the junior year.

**Science Lab Courses**

| BIOL 101 | Life on Earth |
| BIOL 109 | Plants and Society |
| BIOL 150 | Investigating Biological Concepts |
| BIOL 201 | Field Botany |
| CHEM 100 | Chemistry of the Environment |
| CHEM 101 | Nutrition & Food Chemistry |
| CHEM 102 | Forensic Science |
| ESTS 103 | Environmental Science |
| CHEM 140 | General Chemistry |
| PHYS 103 | Astronomy |
| PHYS 130 | Introductory Physics I |
| PHYS 132 | Introductory Physics II |
| PSYC 101 | Introduction to Psychology |
| PSYC 102 | Psychology Applied to Learning |

\(^1\)recommended for non-science majors
4. Students will complete one course in Quantitative Reasoning in Practice (QRP) and should refer to the chart below to identify the appropriate course. If no specific QRP course is listed for the major, refer to the second chart for a list of general QRP courses to satisfy the requirement.

**Upon review of ACT and SAT test sub scores in math and quantitative reasoning placement tests, QRAC 110 or QRAC 120 may be required.**

**Chart 1: QRP courses for specific majors**

<table>
<thead>
<tr>
<th>Department/Program</th>
<th>Abbreviation</th>
<th>Name of Course</th>
<th>Pre-requisite</th>
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</thead>
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<tr>
<td>Accounting</td>
<td>ACCT 304</td>
<td>Advanced Managerial Accounting</td>
<td>ACCT 204</td>
</tr>
<tr>
<td>Art*</td>
<td></td>
<td>See Chart 2</td>
<td></td>
</tr>
<tr>
<td>Biochemistry</td>
<td>MATH 151</td>
<td>Calculus I with Lab</td>
<td>Either MATH 141 or a Math ACT score of 26+ or the satisfactory performance on the placement exam AND QR 110 or 120</td>
</tr>
<tr>
<td>Biology</td>
<td>BIOL 210</td>
<td>Biological Research Methods</td>
<td>Either BIOL 150 or 155 and Sophomore standing</td>
</tr>
<tr>
<td>Biopsychology</td>
<td>BIOL 210 OR PSYCH 201</td>
<td>Biological Research Methods OR Research Methods 1: Design and Analysis</td>
<td>Either BIOL 150 or 155 and Sophomore standing OR PSYC 101 or 102 and Sophomore standing</td>
</tr>
<tr>
<td>Business Administration</td>
<td>BUSI 306 OR BUSI 205</td>
<td>Business Finance OR Business Math and Statistics</td>
<td>BUSI 201, 205; ACCT 203, ECON 200 OR BUSI 201</td>
</tr>
<tr>
<td>Chemistry</td>
<td>MATH 151</td>
<td>Calculus I with Lab</td>
<td>Either MATH 141 or a Math ACT score of 26+ or the satisfactory performance on the placement exam AND QR 110 or 120</td>
</tr>
</tbody>
</table>

| Classics*                              |              | See Chart 2                                 |                                                                                |
| Communication Studies                  | COMM 340     | Communication Research Methods              | COMM 230 or PUBR 241                                                          |
| Computer Science                       | COMP 220     | Data Structures                             | COMP 161 and MATH 260                                                          |
| Economics                              | BUSI 205     | Business Math and Statistics                | BUSI 201                                                                     |
| Educational Studies                    | EDST 110     | Elementary Math Core and Foundations        | None                                                                         |
| Elementary Education                   | EDST 110     | Elementary Math Core and Foundations        | None                                                                         |
| English*                               |              | See Chart 2                                 |                                                                                |
| Environmental Studies and Sustainability| BIOL 210 OR PSYCH 201 | Biological Research Methods OR Research Methods 1: Design and Analysis | Either BIOL 150 or 155 and Sophomore standing OR PSYC 101 or 102 and Sophomore standing |
| Exercise Science                       | EXSC 225     | Exercise Physiology I                       | EXSC 180, 190                                                                 |
| French*                                |              | See Chart 2                                 |                                                                                |
| Greek*                                 |              | See Chart 2                                 |                                                                                |
| History*                               |              | See Chart 2                                 |                                                                                |
| International Business                 | BUSI 306     | Business Finance                            | BUSI 201, 205; ACCT 203, ECON 200                                             |
| International Studies*                 |              | See Chart 2                                 |                                                                                |
| Latin*                                 |              | See Chart 2                                 |                                                                                |
| Mathematics                            | MATH 253     | Calculus III                                | MATH 152                                                                     |
| Music*                                 |              | See Chart 2                                 |                                                                                |
| Philosophy                             | PHIL 201     | Critical Thinking: Introduction to Logic    | NONE                                                                         |
| Physical Education                     | EXSC 225     | Exercise Physiology I                       | EXSC 180, 190                                                                 |
| Physics*                               |              | See Chart 2                                 |                                                                                |
| Political Science*                     |              | See Chart 2                                 |                                                                                |
| Psychology                             | PSYC 201     | Research Methods 1: Design and Analysis     | PSYC 101 or 102 and Sophomore standing                                       |
| Public Relations                       | COMM 340     | Communication Research Methods              | COMM 230 or PUBR 241                                                          |
| Religious Studies*                     |              | See Chart 2                                 |                                                                                |
| Sociology and Anthropology Human Services| SOAN 302   | Methods of Social Research                  | Math 106                                                                     |
| Spanish*                               |              | See Chart 2                                 |                                                                                |
| Theatre*                               |              | See Chart 2                                 |                                                                                |
| Wellness Administration                | EXSC 225     | Exercise Physiology I                       | EXSC 180, 190                                                                 |
Chart 2: *General QRP courses for Majors with no specified QRP stated

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Name of Course</th>
<th>Pre-requisite</th>
<th>Frequency of Offerings</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 203</td>
<td>Financial Accounting</td>
<td>INTG 101 (ILA) and **QRAC 110 or 120</td>
<td>Every semester</td>
</tr>
<tr>
<td>EDST 110</td>
<td>Elementary Math Core and Foundations</td>
<td>**QRAC 110 or 120</td>
<td>Every semester</td>
</tr>
<tr>
<td>MATH 104</td>
<td>Mathematics for the Liberal Arts</td>
<td>**QRAC 110 or 120</td>
<td>Spring semester</td>
</tr>
<tr>
<td>MATH 106</td>
<td>Elementary Statistics</td>
<td>**QRAC 110 or 120</td>
<td>Every semester</td>
</tr>
<tr>
<td>MATH 151</td>
<td>Calculus I with Lab</td>
<td>Either MATH 141 or a Math ACT score of 26+ or the satisfactory performance on the placement exam AND **QRAC 110 or 120</td>
<td>Every semester</td>
</tr>
<tr>
<td>PHIL 201</td>
<td>Critical Thinking: Introduction to Logic</td>
<td>**QRAC 110 or 120</td>
<td>Depends upon department</td>
</tr>
</tbody>
</table>

** Upon review of ACT and SAT test sub scores in math and quantitative reasoning placement tests, QRAC 110 or QRAC 120 may be required.

OPPORTUNITIES FOR CREDIT

In all cases, the registrar assigns any credit toward general education requirements on an individual basis, in consultation with the appropriate academic department. Only credit of one type (AP or IB or Dual Credit) will be granted in a single subject.

Advanced Placement Program. Students who receive a score of 3 or better on an Advanced Placement exam will be granted credit. A higher exam score may be required for specific course or general education credit. Please contact the Registrar for clarification.

International Baccalaureate Program (IBP). Beginning with the 2017-2018 academic year, scores of 4 or above on both IB Higher Level and IB Standard Level Examinations will be accepted for college level credit. Completion of the IB Diploma with a score of 24 or above (with a minimum score of 4 in all SL and HL exams) will be awarded a full year of credit. A minimum point score of 24 is required to earn the IB diploma.

The specific course equivalencies awarded for each Higher Lever or Standard exams are determined through evaluation by the appropriate academic department. If no course equivalency is determined, elective credit may be granted.

Advanced standing. In some cases a student may be placed in an advanced course based on a placement exam administered by the faculty in the appropriate academic department. However, no credit is given for courses that are bypassed in this way. In particular, this is the case with the foreign language placement exam.

Dual credit. First-time freshmen may transfer college course work taken in high school. Credit will only be applied when an official college transcript has been received by the registrar's office and the student has earned a grade of C- or better. No credit will be awarded based on a high school transcript. This credit is subject to the limitations applied to transfer credit at admission as listed below.

Online courses. Up to 2 course credits of online coursework may be accepted for transfer once a student has matriculated at Monmouth College. This limit also applies to and includes other non-traditional educational formats, which do not involve direct engagement between the instructor and the student, faculty feedback, and proctored exams. Only coursework taken in a traditional classroom setting will satisfy general education requirements.

Transfer credit at admission. Courses taken at another accredited institution that are acceptable at Monmouth College and in which the student earned a D or higher may be transferred, up to a maximum of 16 course credits (equivalent to 64 semester hours). Course work that is to be applied to a major or minor or course work that is a pre-requisite will require a minimum grade of C- or better to transfer. Prospective students are advised to seek written approval of the Registrar, and others if the Registrar so directs, in advance of taking the coursework in order to ensure that the courses will transfer. Transferred courses will appear on the student's Monmouth College transcript, but grades earned in such courses are
not included in the Monmouth College grade point average. An official transcript from the institution at which the courses were taken must be provided to the Registrar in order for the courses to be considered for transfer and applied toward the degree.

**Transfer credit after matriculation.** Courses taken at another accredited institution that are acceptable at Monmouth College and in which the student earned a D or higher may be transferred, up to a maximum of 8 course credits. Course work that is to be applied to a major or minor or course work that is a prerequisite will require a minimum grade of C- or better. Matriculated students must seek written approval of the Registrar, and others if the Registrar so directs, in advance of taking the coursework in order to ensure that the courses will transfer. Transferred courses will appear on the student’s Monmouth College transcript, but grades earned in such courses are not included in the Monmouth College grade point average. An official transcript from the institution at which the courses were taken must be provided to the Registrar in order for the courses to be considered for transfer and applied toward the degree. Upon receipt, official transcripts of transfer work become the property of Monmouth College and will not be returned to the student as original or copies.

**ENROLLMENT AND ACADEMIC STATUS**

**Enrollment.** Students are responsible for registering at the scheduled time for all courses and for being properly enrolled in each course. Courses are selected in consultation with the student's academic advisor, and the student is responsible for seeking the advisor's approval prior to enrolling.

**Normal course load.** Although 3 course credits in a semester is considered full-time, students will normally enroll in 4 course credits each semester. Students who are receiving funding through the Illinois State MAP grant should enroll in a minimum of 3.75 course credits. Students should complete a minimum of 8 course credits each year in order to make normal progress towards the degree. Activity and participation courses are not included in this total.

**Overload.** A student who enrolls for more than 4 academic course credits needs approval of their advisor. A student who enrolls in more than 4.5 academic course credits needs approval of their academic advisor and must receive permission from the Admission and Academic Status Committee. Students in their first semester at Monmouth or who are on probation must also request and receive permission from the Admission and Academic Status Committee for anything beyond the normal course load defined above.

Students may take the equivalent of 1.0 participation course credit per semester, up to a total of 5.0 course credits without advisor or AASC permission. Anything above this amount will require approval of AASC. Students in exceptional majors* and programs are allowed to go above this limit only with advisor approval.

*Definition of Exceptional major: The College established that majors require no more than 12 courses within a department and no more than 14 courses total (including any prerequisite course work) for each major offered by the college. However, in the case of “Exceptional Majors and Programs,” these maximums can be exceeded. Exceptional majors/programs require more courses either because of the need to meet the requirements of an external body such as an accrediting body, a licensure board, or the requirements of graduate programs. The specific requirements of Exceptional Majors/Programs will be specifically approved by the Curriculum Committee and any changes to these brought to the Faculty either as an information item or if the Committee thinks appropriate, for vote.

As of the 2016-2017 year, the College has the following Exceptional Majors/Programs:

1. Biochemistry
2. Pre-professional Health Programs (Dentistry, Medicine, Nursing, Occupational Therapy, Optometry, Pharmacy, Physical Therapy, Physician Assistant, Veterinary Medicine)
3. 3-2 programs (Atmospheric Science and Engineering)
4. Teacher Licensure Programs
Adding or withdrawing from courses. During the first week of the semester, a student may add or withdraw from a course with the permission of the advisor. After the first week of class, students may not add full semester courses. Students should refer to the academic calendar for dates.

A student may withdraw from a course up to the ninth week of the semester with the advisor’s signature. The registrar notifies the course instructor of the change. A fee is charged to the student’s account for any schedule change made after the first week of classes in a semester.

The Introduction to Liberal Arts (INTG 101) and Quantitative Reasoning (QRAC 110 and QRAC 120) have been designed to prepare students for future college-level course work. Consequently, a student may withdraw from these courses only when extenuating circumstances beyond the student’s control impair his/her ability to participate in these courses. The student must have written approval from his/her advisor and from the associate dean for academic affairs.

A student may not withdraw from a course after the ninth week of the semester, except for illness or other circumstances beyond his/her control. The student must have written approval from his/her advisor and from the associate dean for academic affairs. Ordinarily, the associate dean will consult with the instructor as well.

Academic status.

Classification. A full-time student is any student officially enrolled for 3 or more course credits per semester. Part-time students are classified as follows: A half-time student is any student enrolled for fewer than 3 but not fewer than 1.5 course credits per semester. A student who is less than half-time is one officially enrolled for fewer than 1.5 course credits per semester. Official enrollment is defined as the course credits for which a student is registered at the end of the period for adding a course.

Class Level. The number of course credits completed at the start of a semester determine the student’s class level for that semester:

- Freshman: Less than 7 course credits
- Sophomore: 7 to less than 15 course credits
- Junior: 15 to less than 24 course credits
- Senior: 24 or more course credits

Exchange students and other students not pursuing a Monmouth College degree are not assigned a class level.

Audits. Students are permitted to audit courses for enrichment and/or exploration of different fields of study if there is space available at the conclusion of the enrollment period. Auditing a course means attending lecture sessions but not writing papers, participating in laboratory work, or taking exams.

The student receives no academic credit for an audited course, but if attendance has been satisfactory, an AU will be recorded on the student’s transcript. If attendance has not been satisfactory, an NAU (Audited Course Requirements Not Fulfilled) will be assigned.

Full-time students may audit a course without charge. Part-time students will be charged an audit fee. Students may change from audit to academic credit during the first six weeks of classes with the permission of the instructor. Academic credit may be changed to audit prior to the last six weeks of the semester, and the change is noted on the transcript. Students may later repeat an audited course for academic credit. Courses completed as an audit will not count toward any degree requirement.

Independent study. Students may enroll in an Independent Study for credit with the approval of the chairperson of the academic department to which the course belongs. Independent Study courses may not be used to replace courses that the student previously dropped or for courses in which the student earned a failing grade.

Independent Study forms are available in the Registrar’s Office or online. Students must submit the completed form with the required supporting materials to the Registrar’s Office by the end of the last day to add a course for the semester. If the course is to be taken during the summer, the completed application must be turned in to the Registrar’s Office prior to the last day of class for the spring semester.
Repeating a course. Repeating a course is permitted and replaces both the grade and any credit previously earned for the course. The grades for the earlier and later attempt are listed on the transcript, but only the most recent grade is used in calculating the grade point average. Because repeating a course may or may not improve a student’s academic standing and may affect financial aid, students are advised to consult their advisor, the registrar, and the director of financial aid before doing so.

Course by Arrangement. Students needing a course already taught at Monmouth College but not offered in a term they need it can apply to take this course by arrangement (CBA). CBA forms are available in the Registrar’s Office. Students must submit the completed form with the required supporting materials to the Registrar’s Office by the end of the last day to add a course for the semester.

COURSE POLICIES

Syllabi. Instructors provide a syllabus to students at the first class meeting. Students are expected to be familiar with the syllabus, which includes course goals, assignments and deadlines, and expectations for attendance and performance in the course.

Attendance. Students are expected to attend class and are responsible for all work assigned by the instructor. Faculty members may establish an attendance policy for any course, which must be stated in the syllabus.

When a student’s absences become excessive in the judgment of an instructor, the instructor may require that the student explain or receive permission for any further absences. This requirement is called “no-cut status.” The instructor notifies the student, the student’s advisor and the associate dean of academic affairs of the decision. Students who miss further classes without valid explanation or permission may be dismissed from the course with an F.

A student will be withdrawn from a course if he or she misses the first two meetings of a class with limited enrollment and the instructor has requested that the student be withdrawn. The student will not be withdrawn if he or she has notified the Office of Student Life in advance of the absences and the absences occur for a legitimate reason.

Academic honesty. A breach of the Monmouth College Academic Honesty Policy may result not only in failure of the course, but in dismissal or expulsion from the college. If a student receives a course grade of F anytime during a semester due to a violation of the academic honesty policy, the student will not be allowed to subsequently withdraw (seek a W or WF as the grade of record) from that course. Please refer to the Scots Guide for a detailed description of the academic honesty policy and appeal procedure. The F stands as the grade of record.

Final examinations. The final examination period is considered to be a regular part of the semester. The schedule is announced after the semester begins.

GRADING

Grade reports.

Early warning grades. Prior to the fall and spring breaks paper copies are sent to the student’s campus mailbox and Monmouth College email account and to the student’s advisor. Early warning grade reports include only grades of C- and below as reported by the instructor. Students receiving early warning grades should meet with their advisors at that time to discuss the issue.

Final grades. Final grades are available online only, unless a paper copy is requested by the student. Advisors have online access to their advisees’ grades.

Student academic information is released to the student, their advisor, and other college officials with legitimate educational interests. (Please refer to the Scots Guide for detail.) Any student who wants his/her academic information shared with someone outside of those mentioned above must sign a student consent to release academic information form which is available in the Registrar’s Office.
**Grading system.** The following symbols and point values are used on Monmouth College transcripts:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>3.667</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.333</td>
<td>Good</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.667</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C+</td>
<td>2.333</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Minimum passing grade</td>
</tr>
<tr>
<td>C-</td>
<td>1.667</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.333</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Passing but unsatisfactory in some important aspects</td>
</tr>
<tr>
<td>D-</td>
<td>0.667</td>
<td>Minimum passing grade</td>
</tr>
<tr>
<td>F(^1)</td>
<td>0.0</td>
<td>Failure</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdrawn passing (used during first nine weeks of the semester)</td>
</tr>
<tr>
<td>WF</td>
<td></td>
<td>Withdrawn failing (used after the first nine weeks if student is not passing)</td>
</tr>
<tr>
<td>IP(^2)</td>
<td></td>
<td>In progress</td>
</tr>
<tr>
<td>I(^3)</td>
<td></td>
<td>Incomplete</td>
</tr>
<tr>
<td>CR</td>
<td></td>
<td>Credit earned (for courses designated credit/no credit)</td>
</tr>
<tr>
<td>NC</td>
<td></td>
<td>No credit earned (for courses designated credit/no credit)</td>
</tr>
<tr>
<td>AU</td>
<td></td>
<td>Satisfactory completion of requirements for an audited course</td>
</tr>
<tr>
<td>NAU</td>
<td></td>
<td>Audited course requirements not fulfilled</td>
</tr>
</tbody>
</table>

\(^1\) If a student receives a grade of F in a course due to academic dishonesty, the student is not allowed to withdraw (receive a W or WF). The F stands as the grade of record.

\(^2\) IP is used for those courses in which the work is not expected to be completed in one semester (e.g. long-term projects, research). Normally, the work is completed and graded in the subsequent semester. If the work is not completed by the end of the subsequent semester, the registrar consults with the instructor about the grade to be awarded, which is normally an F.

\(^3\) Incomplete may be assigned only when a situation beyond the student’s control precludes completion of the required work or when the instructor needs further time for evaluation. It may not be used in a routine way to allow a student more time to complete the required work in the course. Normally, it is the responsibility of the student to request a grade and to make arrangements with the instructor for completing the work.

A student who receives an Incomplete for a fall semester or summer session course is expected to normally complete the work by the end of the second week of the following semester. A student who receives an Incomplete for a spring full semester or second half semester course is expected to normally complete the work within a period of three weeks following the last examination day for that semester. A student who receives an Incomplete for a first half semester course is expected to normally complete the work within a period of three weeks following the exam day for first half semester courses. If the work is not completed by the end of the designated period, the registrar consults with the instructor about the grade to be awarded, which is normally an F.

**Grade point average.** The grade point average (GPA) is calculated by dividing the number of points for each grade earned during the semester by the number of graded course credits taken.

The cumulative GPA is the total of all grade points earned, divided by the total number of graded course credits taken. Only courses taken at Monmouth College for which letter grades have been recorded are included in the GPA calculation. Grades for courses transferred from other institutions and any courses taken after graduation are not included.
ACADEMIC PROGRESS AND STANDING

The college establishes standards for academic achievement in order to assist students in meeting their academic goals and to maintain a campus environment conducive to the mission of the college. Please refer to Table, Academic Progress Requirements (at the end of this section.)

**Good academic standing.** To be in good academic standing, a student must meet all of the following standards established by the faculty:

1. Earn a minimum of 3 or more course credits each of the first six semesters and 4 course credits or more per semester subsequently;
2. Meet the cumulative GPA standard for the appropriate semester of attendance:
   a. First semester of attendance: GPA of 1.6 or higher;
   b. Second semester of attendance: GPA of 1.8 or higher;
   c. Third semester of attendance: GPA of 1.9 or higher;
   d. Fourth and subsequent semesters of attendance: GPA of 2.0 or higher; and

Non-degree seeking students are considered to be in good academic standing when they earn a minimum cumulative GPA of 1.60 prior to completing 6 course credits, 1.80 for 6 course credits up to 12 course credits, and 2.0 thereafter.

Separate standards apply to eligibility for financial aid, which are listed in the section, Financial Assistance Eligibility and Academic Standing.

**Academic probation.** Students whose low grades and/or slow accumulation of course credits indicate they are at risk of being dismissed from the college are placed on academic probation. Students on academic probation are required to consult with a faculty advisor and develop a plan for returning to good academic standing. Students on probation must also request and receive permission from the Admission and Academic Status Committee for anything beyond the normal course. In some cases, students on probation may be restricted from participating in extracurricular activities by the Admission and Academic Status Committee for the period of probation. Academic probation is noted on the transcript.

A student on probation is required to complete at least 3 course credits and earn a semester GPA of 2.0 or higher in order to continue at Monmouth. Failure to meet either of these requirements will result in academic dismissal. If a student meets these requirements but does not meet the standards for good academic standing at the end of the semester, the student may be continued on probation a second semester. Failure to return to good academic standing by the end of a second consecutive semester of probation will result in academic dismissal from the college.

**Academic dismissal.** Students may be dismissed when:

1. The student’s cumulative GPA falls below the following standards:
   a. First semester of attendance: 0.8
   b. Second semester of attendance: 1.4
   c. Third semester of attendance: 1.6
   d. Fourth semester of attendance: 1.7
   e. Fifth or subsequent semesters of attendance: 2.0
2. The student falls significantly below the standards in cumulative course credits earned.
3. The student, while on probation, does not complete 3 course credits and earn a 2.0 for the semester.
4. The student has been on academic probation for two semesters and has not returned to good academic standing.
5. In the judgment of the college, the student is not serious about seeking an education at the college or when the student’s academic performance or other behavior has become disruptive to the academic mission of the college.

Academic dismissal is noted on the transcript.
Appeal of academic dismissal. Students have the right to appeal academic dismissal. Students should send a written appeal requesting reinstatement to the Office of Academic Affairs by the deadline stated on the notification of dismissal. Normally, appeals are evaluated by the Admission and Academic Status Committee, and students are notified of the decision prior to the start of the following semester. Only in extraordinary circumstances can a student appeal the committee’s decision to the dean of the faculty, who would then render a final decision.

Readmission. A student who was dismissed, or has been away from the college for a semester or more, must apply for readmission through the Monmouth College Registrar’s Office in order to return.

Academic expulsion. A student may be expelled for academic reasons if performance following readmission continues to fall below college standards. Expulsion is a permanent separation of the student from the college and is noted on the transcript.

Disciplinary dismissal. A student dismissed for disciplinary reasons will be assigned a grade of W or WF in cases where coursework has not been completed prior to dismissal. Policies and procedures for disciplinary dismissal are published in the Scots Guide.

FINANCIAL ASSISTANCE ELIGIBILITY AND ACADEMIC STANDING

Satisfactory Progress Policy. Satisfactory Academic Progress (SAP) is required in order for a student to maintain eligibility for federal or state financial assistance. At the end of each academic semester, after final grades have been issued, the Associate Vice President for Financial Aid will verify the academic progress of each student. All periods of enrollment (Fall, Spring, and any future terms Monmouth may offer such as summer, J-term or May-term) will count toward SAP, including when a student does not receive federal/Title IV aid.

Once a student has reached the point in their college career when they have registered and enrolled for their 15th course credit (the equivalent of 60th credit hour), three components must be measured and met in order to maintain eligibility for financial aid.

“Registered Course Credits” include all transfer credits accepted by the college and all credits for which a student has officially enrolled (excluding audit classes) at Monmouth College.

Official enrollment is defined as the credits for which a student is registered at the end of the period for adding a course without a fee (typically the end of the first week of classes) or any 2nd half semester classes for which the student enrolls during the allowable period for adding a 2nd half semester course.

All remedial coursework, repeated coursework, and coursework from which a student withdraws, will be counted and calculated in the appropriate SAP formulas. When a course is repeated, only the most recent grade is used in the Qualitative – GPA calculation. However, both courses (original and repeated) will be used in the Quantitative – Pace calculation.

The three components of Satisfactory Academic Progress which must be evaluated and met are:

1) Qualitative Standard (GPA)
2) Quantitative Standard (Incremental Pace)
3) Maximum Time Frame (to complete a program)

Qualitative Standard (GPA). Students must maintain a minimum cumulative GPA of 2.00 on a 4.0 scale. A student will immediately lose eligibility for all Federal and State financial assistance if the student’s cumulative GPA falls below 2.00.

In the case of a student who receives a grade equal to “I” (Incomplete) or “IP” (In-progress), the eligibility for financial assistance for the next semester will be determined without regard for the “I” or “IP” grade. Subsequent removal of an “I” or “IP” grade and replacement of those grades with final grades may have an impact on future semesters and the eligibility for financial assistance, but it will not have a retroactive effect on semesters for which assistance has already been approved.
Quantitative Standard (Incremental Pace). Students must also be making incremental progress (consistently earning credits) towards a degree at an acceptable pace. If however, the student is not making incremental progress towards the degree (earning at least two-thirds or 66.6% of the courses for which they are registering), a loss of eligibility for Federal and State financial assistance will occur.

Maximum Time Frame (to complete the program). The Satisfactory Academic Progress policy contains a maximum time frame component, which allows a student to take up to 150% of the time needed to achieve and obtain a degree. (Transfer credits from another institution will be counted toward the maximum time frame but will not be counted toward the GPA.) For example, a student may take up to six years to obtain a four year bachelor’s degree and still remain eligible to receive financial assistance. Once the student has reached the 150% point in time, no further Title IV aid will be processed.

Appeal. In any semester where a student has lost eligibility of financial assistance, the student may appeal to the Associate Vice President for Financial Aid for the reinstatement of eligibility. The student must show that their cumulative GPA fell to less 2.00 or they failed to make incremental progress towards a degree (as outline above) as the result of 1) the death of an immediate relative of the student, 2) a severe injury to the student, 3) a severe illness of the student, or 4) other unusual circumstances that interrupted their ability to perform academically.

If an appeal is granted and the financial aid eligibility is restored, the student will be placed on financial aid probation and will be eligible to receive financial assistance for one semester. If, at the end of the semester on financial aid probation, a student does not 1) establish a minimum cumulative GPA of 2.00 or 2) make incremental progress toward the degree (as outlined above), no further aid eligibility will be allowed.

Re-establishing Eligibility. A student may re-establish eligibility for financial assistance in a number of ways. 1) A student may enroll at the college without the benefit of financial assistance and achieve or re-establish satisfactory academic progress during this time. Once a student has done this, by increasing the grade point average and/or incremental pace, the student could be eligible for financial assistance in the following semester. 2) A student may enroll at another institution. When doing so, a student is encouraged to discuss potential class selections with the Registrar’s Office to determine their eligibility for transfer back to Monmouth College. The SAP calculations would then be re-run to consider the newly earned transfer credits. When the student has successfully met the SAP requirements, their eligibility for financial assistance will be re-established and granted for the following semester. Note: This could be done over a summer semester and a student could successfully re-establish eligibility for the fall semester. These options are NOT available to students who have been dismissed from financial aid because of exceeding their maximum time frame.

Changing of Major/Program. If a student elects to change their major during their enrollment at Monmouth College, and this change is granted by the academic departments and the Registrar’s Office, the student will still be held to the Maximum Time Frame Component or 150% rule stated above. All coursework taken at Monmouth College will continue to be counted in the Qualitative (GPA) and Quantitative (Pace) formulas outlined above. The SAP status of a student will be applied in continuation from one major/program to the next.

COMMENCEMENT POLICIES AND ACADEMIC HONORS

Students must submit and have approved the application for degree and have all degree requirements completed by the end of the spring semester or have no more than three courses remaining to complete their degree requirements as well as a plan approved by the Registrar for completion of those courses by the end of the same calendar year to be eligible to participate in the Commencement Ceremony. In addition, to participate in the Commencement Ceremony, students must confirm their participation with the Registrar by March 15 of the ceremony year.

College Honors at Graduation. College honors celebrate overall academic achievement. Students who have completed all of their coursework with a cumulative grade point average of 3.50 or higher, graduate cum laude; with 3.75 or higher, magna cum laude; and with 3.90 or higher, summa cum laude. These
honors are stated on the transcript. No College Honors can be given until ALL course work has been completed.

**Honor Scholars.** Students who successfully complete the Monmouth College Honors Program will be recognized at Commencement and have this status included on their transcript.

**Departmental Honors.** Students who have a cumulative grade point average of 3.50 or higher in courses taken toward the major in a department, who are judged by departmental faculty to have shown superior performance in the culminating experience of the major, and who have completed other requirements established by the department are recognized with departmental honors at graduation.

**Dean’s List.** Students who have earned 3 or more course credits of credit for which letter grades are assigned in a semester and have achieved a grade point average of 3.50 or higher and who are in good academic standing are named to the Dean’s List for that semester.

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**ACADEMIC APPEALS**

**Waivers.** A student may request that an academic regulation be waived or modified by submitting a written petition to the Registrar’s Office. Petition forms are available either in the Registrar’s Office or online. The petition should state the regulation in question, the change that is sought, and the grounds that the student believes justify granting the request. Waivers are reviewed by the Admission and Academic Status Committee who then renders a decision. In extraordinary circumstances, a student may appeal the committee’s decision to the dean of the faculty, who then renders a final decision.

**Grade appeal.** A student who believes a grade is incorrect or unfair should consult first with the instructor of the course. If a resolution is not reached, the student should consult with the chair of the department. A student who is unable to reach a resolution through these means may formally appeal a grade by sending a written petition to the associate dean of the faculty. Questions about grades that arise because of charges of academic dishonesty are resolved through the procedures described under Academic Honesty.

**Teacher Education.** Separate waiver, appeal, and grievance procedures apply in cases involving teacher education and licensure. These are described in the TEP Sub-Committee Final Charge and Candidate Appeal links on the Educational Studies Department’s Web page. Paper copies are available in the Educational Studies Department.

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**ASSESSMENT**

In order to improve its educational program, Monmouth College continually assesses student learning. Assessment activities are overseen by academic departments and the faculty as a whole. Assessment can include standardized testing, student surveys and reflection, alumni surveys, and other methods that assist the faculty in understanding how well students are meeting learning goals and how to improve student learning. In some cases, assessment results also enable faculty to provide feedback to individual students about their academic progress.

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**ACADEMIC RECORDS**

Each student’s official academic record is kept in the Registrar’s Office. Current students have access to their academic information online through WebAdvisor, which is password protected. Current and former students may order copies of their Monmouth College transcript through the Registrar’s Office. The student must request the transcript in writing, as transcripts cannot be issued without the student’s signature. For specific information about requesting a transcript, please follow the link on the Monmouth College home page or call the Registrar’s Office at 309-457-2326.
THE FAMILY EDUCATIONAL RIGHT TO PRIVACY ACT

Monmouth College adheres to the Family Educational Rights and Privacy Act (FERPA) which affords students the following rights:

1. The right to inspect and review the student’s education records.
2. The right to request the amendment of the student’s education record to ensure that they are not inaccurate, misleading, or otherwise in violation of the student’s privacy or other rights.
3. The right to withhold disclosure of directory information contained in the student’s education record, except to the extent FERPA authorizes disclosure without consent.
4. The right to file with the U.S. Department of Education a complaint concerning alleged failures by Monmouth College to comply with the requirements of FERPA.
5. The right to obtain a copy of Monmouth College’s FERPA policy, which is on file in the Registrar’s Office.

ACADEMIC PROGRESS REQUIREMENTS

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected</td>
<td>Acceptable</td>
</tr>
<tr>
<td>Semester in attendance¹</td>
<td>Registered courses²</td>
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<td>9</td>
<td>29</td>
</tr>
<tr>
<td>10</td>
<td>32</td>
</tr>
</tbody>
</table>

¹ For transfer students, semester in attendance is determined by dividing the number of transferred hours by 15 to determine semesters completed. Students are then held to the standard of the semester for which they are enrolled at Monmouth College.
² Registered courses do not include courses taken as audit.
³ Earned courses include all accepted transfer work plus courses successfully completed at Monmouth College.
⁴ After reaching 15 courses a student will lose all eligibility for federal state and MC financial planning if the student’s CUMULATIVE GPA falls below 2.0.
⁵ Dismissal may also result from insufficient cumulative courses earned.
PARTICIPATION COURSE GUIDELINES

Participation courses are credit bearing courses in which there is little to no work outside of the required participation times. Participation courses listed below will not count toward the normal 4.0 course credits per semester load. Students may take the equivalent of 1.0 participation course credit per semester, up to a total of 5.0 course credits without advisor or AASC permission. Anything above this amount will require approval of AASC. Students in exceptional majors and programs* are allowed to go above this limit only with advisor approval. **No more than 2.5 participation course credits may count toward graduation.** Departments may have further restrictions as to what counts for a particular major. Internships do not fall under the scope of participation courses.

*The group known as Exceptional Majors or Programs includes the Biochemistry major, Pre-Professional Health program, 3-2 programs, and teacher licensure programs as indicated in the final 4-4 document approved by faculty.

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>PARTICIPATION COURSES AND COURSE CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>ACCT-364 Service Learning Through VITA Program – 0.50</td>
</tr>
<tr>
<td>Art</td>
<td>ARTD-425 Critique – 0.25</td>
</tr>
<tr>
<td>Classics</td>
<td>CLAS-188 Classics Day Leadership – 0.25</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>COMM-113 Communication Workshop – 0.25</td>
</tr>
<tr>
<td></td>
<td>COMM-115 Radio Workshop – 0.25</td>
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<td></td>
<td>COMM-116 Television Workshop – 0.25</td>
</tr>
<tr>
<td></td>
<td>COMM-213 Communication: Advanced Workshop – 0.50</td>
</tr>
<tr>
<td>History</td>
<td>HIST-195 Archeology Lab – 0.25 to 1.0</td>
</tr>
<tr>
<td></td>
<td>HIST-290 Archives Practicum – 0.50 to 1.0</td>
</tr>
<tr>
<td></td>
<td>HIST-390 Archives Practicum – 0.25 to 1.0</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>PHED-110 Fundamentals of Basketball – 0.25</td>
</tr>
<tr>
<td></td>
<td>PHED-102 Fundamentals of Volleyball – 0.25</td>
</tr>
<tr>
<td></td>
<td>PHED-110 Physical Fitness – 0.25</td>
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<td></td>
<td>PHED-111 Weight Training – 0.25</td>
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<td></td>
<td>PHED-112 Lacrosse – 0.25</td>
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<tr>
<td></td>
<td>PHED-113 Aquatic and Dry Land Conditioning – 0.25</td>
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<tr>
<td></td>
<td>PHED-123 Beginning Tennis – 0.25</td>
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<tr>
<td></td>
<td>PHED-131 Swimming – 0.25</td>
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<td></td>
<td>PHED-134 Archery – 0.25</td>
</tr>
<tr>
<td></td>
<td>PHED-136 Badminton – 0.25</td>
</tr>
<tr>
<td></td>
<td>PHED-188 Physical Conditioning – 0.25</td>
</tr>
<tr>
<td>Music</td>
<td>MUSI-131 Jazz Band – 0.25</td>
</tr>
<tr>
<td></td>
<td>MUSI-134 Vocal Chamber Music – 0.25</td>
</tr>
<tr>
<td></td>
<td>MUSI-181 Chorale – 0.25</td>
</tr>
<tr>
<td></td>
<td>MUSI-182 Chamber Orchestra – 0.25</td>
</tr>
<tr>
<td></td>
<td>MUSI-184 Concert Choir – 0.25</td>
</tr>
<tr>
<td></td>
<td>MUSI-185 Monmouth Winds – 0.25</td>
</tr>
<tr>
<td></td>
<td>MUSI-186 Monmouth College Pipe Band – 0.25</td>
</tr>
<tr>
<td></td>
<td>MUSI-187 Percussion Ensemble – 0.25</td>
</tr>
<tr>
<td></td>
<td>MUSI 189 Marching Band/Concert Band – 0.25</td>
</tr>
<tr>
<td>Theatre</td>
<td>THEA-119 Theatre Practicum – 0.25</td>
</tr>
</tbody>
</table>

Offered in spring semester. May be repeated for credit.

May be repeated a maximum of 3x.

May be repeated a maximum of 4x.

May be repeated up to 8x.

May be repeated for credit.

May be repeated a maximum of 3x.

May be repeated a maximum of 4x.

May be repeated 8 times.

Student may take maximum of 1.0 course credit in HIST-195, HIST-290 and HIST-390 may be repeated 2x.

Each physical education basic skills course is 0.25 course credit. No more than 1.5 course credits may be counted toward the degree. Credit for a particular course will only be granted once.

Music majors are required to participate in an ensemble for 8 semesters. Only one ensemble per semester, a total of 2.0 course credits, will count toward the completion of music major requirements.
ACCOUNTING

Overview of the Program:

The mission of the Monmouth College Accounting Department is to leverage our liberal arts general education program for developing our students’ understanding of the theoretical foundation of accounting and cultivating within our students a passion for life-long learning. Within this framework we use a continuous improvement philosophy for our curriculum which is designed to further develop our students’ ability to think critically, communicate relevant information effectively, make decisions using qualitative and quantitative data, and work effectively in teams.

The core values of the program are:

1. Learner focused — our courses employ active learning techniques to enhance the learning environment and engage students in the learning process, thus allowing our students to develop their full potential as skilled problem-solvers, team members and team leaders.

2. Ethics — our courses involve discussion of the ethical values affecting the accounting profession with the objective of enhancing our students’ ability to recognize ethical situations and potential effects on stakeholders.

3. Historical context — our courses involve the exploration of the historic reasons for current accounting practices and standards and the evaluation of alternative measurement models.

4. Communication excellence — our courses involve differing communication strategies, both written and verbal, that provide students with necessary practice for improving their skills in delivering high-valued information for decision-making in a clear and concise manner.

5. Research and analysis — our upper-level courses involve using the accounting profession’s databases as a solid platform for informed decision-making.

Required Courses for the Accounting Major (12 course credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 203</td>
<td>Financial Accounting</td>
</tr>
<tr>
<td>ACCT 204</td>
<td>Managerial Accounting</td>
</tr>
<tr>
<td>ACCT 304</td>
<td>Advanced Managerial Accounting</td>
</tr>
<tr>
<td>ACCT 353</td>
<td>Intermediate Accounting I</td>
</tr>
<tr>
<td>ACCT 354</td>
<td>Intermediate Accounting II</td>
</tr>
<tr>
<td>ACCT 363</td>
<td>Tax Accounting</td>
</tr>
<tr>
<td>ACCT 393</td>
<td>Developing and Auditing Financial Reporting Systems</td>
</tr>
<tr>
<td>ACCT 403</td>
<td>Contemporary Accounting Issues</td>
</tr>
<tr>
<td>BUSI 306</td>
<td>Business Finance</td>
</tr>
<tr>
<td>ECON 200</td>
<td>Principles of Economics</td>
</tr>
</tbody>
</table>

One of the following two courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSI 305</td>
<td>Administration and Organization</td>
</tr>
<tr>
<td>BUSI 307</td>
<td>Principles of Marketing</td>
</tr>
</tbody>
</table>

One of the following two courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSI 322</td>
<td>Legal Environment of Business</td>
</tr>
<tr>
<td>BUSI 382</td>
<td>Commercial Law</td>
</tr>
</tbody>
</table>
### Required Courses for the Accounting Minor (6 course credit):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 203</td>
<td>Financial Accounting</td>
</tr>
<tr>
<td>ACCT 204</td>
<td>Managerial Accounting</td>
</tr>
<tr>
<td>ACCT 304</td>
<td>Advanced Managerial Accounting</td>
</tr>
<tr>
<td>ACCT 353</td>
<td>Intermediate Accounting I</td>
</tr>
<tr>
<td>ECON 200</td>
<td>Principles of Economics</td>
</tr>
</tbody>
</table>

*One of the following three courses:*

- ACCT 354 Intermediate Accounting II
- ACCT 363 Tax Accounting
- ACCT 393 Developing and Auditing Financial Reporting Systems

### Certified Public Accounting Exam:

Students who anticipate meeting the 150-semester-hour requirement for sitting for the Certified Public Accounting exam through graduate study should consult with a departmental adviser. Completing your degree in 32 courses means you have earned 128 hours toward this goal, leaving approximately 5.5 courses to fulfill the requirement. This is important as Monmouth College has articulation agreements concerning graduate study with several colleges and universities which have differing requirements. Proper planning will allow the student to meet graduation requirements and articulation requirements within the normal four years of study at the college.

### Course Descriptions:

**ACCT 203. Financial Accounting**

1.0 course credit

The communication of relevant information to external parties. Emphasis is on the development of the accounting model, measurement processes, data classification, terminology, and the preparation, interpretation and analysis of financial statements. Also included is an introduction to ethical decision-making and internal controls over financial functions. A 50-minute once-a-week lab is associated with this course. Prerequisite: INTG 101. Co-requisite course: ACCT 203L.

**ACCT 204. Managerial Accounting**

1.0 course credit

Includes the fundamentals of cost-volume-profit analysis, product costing, management reporting, and information for decision-making. Also introduces budgets and alternative models for manufacturing operations. A 50-minute once-a-week lab is associated with this course. Prerequisite: C- grade or better in ACCT 203. Prerequisite: ACCT 203. Co-requisite course: ACCT 204L.

**ACCT 304. Advanced Managerial Accounting**

1.0 course credit

The overall objective for this course is to learn how cost accounting provides key data to managers for purposes of strategy development and execution, planning and control, and long and short term decision making in global business entities. Issues relating to both manufacturing and service organizations are considered. Students will learn to evaluate a variety of situations, determine what type of accounting information is needed to support the required analysis, understand the limitations of accounting information, and understand how internal and external environmental factors may impact the analysis. Prerequisite: ACCT 204. Offered in the spring semester.

**ACCT 353. Intermediate Accounting I**

1.0 course credit

An in-depth analysis of the financial accounting process focusing on underlying theory, the primary financial statements, and current and fixed asset accounts. Prerequisite: A grade of C- or better in ACCT 203. Offered in the fall semester.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 354</td>
<td>Intermediate Accounting II</td>
<td>1.0 course</td>
<td>Continued in-depth analysis of the financial accounting process focusing on the investments, liabilities, shareholders' equity accounts, and specialized topical areas such as pensions, leases, deferred income taxes, and earnings per share. Prerequisite: A grade of C− or better in ACCT 353. Offered in the spring semester.</td>
</tr>
<tr>
<td>ACCT 363</td>
<td>Tax Accounting</td>
<td>1.0 course</td>
<td>Introduction to federal tax code provisions that affect individuals, partnerships, and corporations. The reasons underlying tax provisions are explored and basic tax research skills are developed. Prerequisite: ACCT 203. Offered in the fall semester.</td>
</tr>
<tr>
<td>ACCT 364</td>
<td>Service Learning Through the Volunteer Income Tax Assistance Program</td>
<td>0.5 course</td>
<td>A service-learning activity in partnership with the Internal Revenue Service. The student will study to become certified and will serve the individual tax preparation, e-filing, and tax education needs of the campus and surrounding communities. The course is inclusive of workshops and participatory tax sessions. Offered in the spring semester. May be repeated for credit. Offered in the spring semester.</td>
</tr>
<tr>
<td>ACCT 373</td>
<td>Advanced Accounting</td>
<td>1.0 course</td>
<td>This course investigates the accounting principles related to business organizations which have significant influence or control over other entities, as well as foreign currency issues. Prerequisite: ACCT 354. Offered in the fall semester.</td>
</tr>
<tr>
<td>ACCT 375</td>
<td>Governmental Accounting</td>
<td>0.5 course</td>
<td>Introduction to fund accounting used by state and local government entities. Prerequisite: ACCT 353. Offered in the spring semester.</td>
</tr>
<tr>
<td>ACCT 393</td>
<td>Developing and Auditing Financial Reporting Systems</td>
<td>1.0 course</td>
<td>This course combines a study of the structure of the revenue, expenditure, human resource, and conversion business cycles with an investigation of the principles and theories used when auditing financial statements based on the output of the entity's financial reporting system. Includes a discussion of the importance of user information needs, internal controls, the external auditing environment, and audit opinions. Prerequisite: ACCT 353. Offered in the fall semester.</td>
</tr>
<tr>
<td>ACCT 400</td>
<td>Internship</td>
<td>0.25 to 1.5 course</td>
<td>An off-campus experience working in a professional accounting environment under the supervision of a mentor. Prerequisite: ACCT 353 and permission of the instructor.</td>
</tr>
<tr>
<td>ACCT 403</td>
<td>Contemporary Accounting Issues</td>
<td>1.0 course</td>
<td>The capstone course. Discussion of issues affecting the accounting discipline and the accounting profession. Students will conduct research for preparing position papers, debating proposals, and preparing and presenting an accounting policy issue. Prerequisites: Senior standing and major in accounting. Offered in the spring semester.</td>
</tr>
<tr>
<td>ACCT 420</td>
<td>Independent Study</td>
<td>0.25 to 1.0 course</td>
<td>Prerequisite: Permission by the instructor. May be repeated for credit.</td>
</tr>
</tbody>
</table>
Overview of the Program:

Our program focuses on studio art proficiency in the media areas of Drawing, Painting, Graphic Design, Photography, Ceramics, and Sculpture; we also offer multiple courses in Art History. Through these courses students can obtain a strong foundational understanding of how art is made, in terms of materials, techniques, concepts, and processes. Students will participate in experiences that emphasize creative problem solving, develop artistry and craftsmanship, and enhance mindfulness and professionalism. Art Majors will maintain a digital portfolio, enter the annual juried student art exhibition, and present an exhibition of work as the senior capstone experience.

Required Courses for the Art Major:

<table>
<thead>
<tr>
<th>Core Courses (all required to total 6.0 course credits):</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTD 101      Art and Ideas (1.0 course credit)</td>
</tr>
<tr>
<td>ARTD 111      Design (1.0 course credit)</td>
</tr>
<tr>
<td>ARTD 112      Portfolio (0.25 course credit)</td>
</tr>
<tr>
<td>ARTD 113      Foundational Drawing (0.5 course credit)</td>
</tr>
<tr>
<td>ARTD 114      Art History Survey (1.0 course credit)</td>
</tr>
<tr>
<td>ARTD 402      Contemporary Art (1.0 course credit)</td>
</tr>
<tr>
<td>ARTD 425      Critique (repeated for credit three times) (0.25 course credit each)</td>
</tr>
<tr>
<td>ARTD 450      Exhibition (0.5 course credit)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Art Electives (select to total 6.0 course credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTD 215/315 Drawing (1.0 course credit)</td>
</tr>
<tr>
<td>ARTD 223/323 Sculpture: Construction and Foundry (1.0 course credit)</td>
</tr>
<tr>
<td>ARTD 224/324 Sculpture: Multiples and Installation (1.0 course credit)</td>
</tr>
<tr>
<td>ARTD 230/330 Typography and Logo (1.0 course credit)</td>
</tr>
<tr>
<td>ARTD 231/331 Book Design (0.5 course credit)</td>
</tr>
<tr>
<td>ARTD 232/332 Poster Design (0.5 course credit)</td>
</tr>
<tr>
<td>ARTD 237/337 Photography: Digital (0.5 course credit)</td>
</tr>
<tr>
<td>ARTD 243/343 Observational Painting (1.0 course credit)</td>
</tr>
<tr>
<td>ARTD 244/344 Abstract Painting (1.0 course credit)</td>
</tr>
<tr>
<td>ARTD 250      Special Topics in Studio (0.5 or 1.0 course credit)</td>
</tr>
<tr>
<td>ARTD 260/360 Hand-built Ceramics (1.0 course credit)</td>
</tr>
<tr>
<td>ARTD 261/361 Wheel-thrown Clay (1.0 course credit)</td>
</tr>
<tr>
<td>ARTD 290      Academic Travel (0.25 or 0.5 course credit)</td>
</tr>
<tr>
<td>ARTD 306      Women, Art and Feminism (1.0 course credit)</td>
</tr>
<tr>
<td>ARTD 350      Special Topics in Art History (0.5 or 1.0 course credit)</td>
</tr>
<tr>
<td>ARTD 440      Art Internship (0.5 or 1.0 course credit)</td>
</tr>
</tbody>
</table>
Required Courses for the Art Minor:

**Core courses (all required to total 3.5 course credits):**
- ARTD 101 Art and Ideas (1.0 course credit)
- or ARTD 111 Design (1.0 course credit)
- ARTD 113 Foundational Drawing (0.5 course credit)
- ARTD 114 Art History Survey (1.0 course credit)
- ARTD 402 Contemporary Art (1.0 course credit)

**Art Electives (select to total 2.5 course credits)**
- ARTD 215/315 Drawing (1.0 course credit)
- ARTD 223/323 Sculpture: Construction and Foundry (1.0 course credit)
- ARTD 224/324 Sculpture: Multiples and Installation (1.0 course credit)
- ARTD 230/330 Typography and Logo (1.0 course credit)
- ARTD 231/331 Book Design (0.5 course credit)
- ARTD 232/332 Poster Design (0.5 course credit)
- ARTD 237/337 Photography: Digital (0.5 course credit)
- ARTD 243/343 Observational Painting (1.0 course credit)
- ARTD 244/344 Abstract Painting (1.0 course credit)
- ARTD 250 Special Topics in Studio (0.5 or 1.0 course credit)
- ARTD 260/360 Hand-built Ceramics (1.0 course credit)
- ARTD 261/361 Wheel-thrown Clay (1.0 course credit)
- ARTD 290 Academic Travel (0.25 or 0.5 course credit)
- ARTD 306 Women, Art and Feminism (1.0 course credit)
- ARTD 350 Special Topics in Art History (0.5 or 1.0 course credit)
- ARTD 440 Art Internship (0.5 or 1.0 course credit)

Students may also pursue an Arts Management Minor. Please see page 28 for details.

The Process Portfolio:

All Art majors are required to maintain a digital portfolio from year to year. A rationale-of-study statement and a civic engagement survey will also be submitted during the sophomore and junior years. Comprehensive digital images of the four-year experience and senior exhibition will be retained by the Monmouth College Department of Art upon graduation.

Course Descriptions:

**ARTD 101. Art and Ideas 1.0 course credit**
This course will challenge students to experiment with a variety of materials and methods used in contemporary art making. In depth studio assignments require students to work from their own ideas and concepts. Required of all majors and minors, should be taken during the first semester of study. Offered every fall semester. Prerequisite: Art major or minor.

**ARTD 111. Design 1.0 course credit**
Fundamental elements and principles of two- and three-dimensional design are covered in projects that emphasize visual communication. Prerequisite: Art major or minor. Offered every spring semester.

**ARTD 112. Portfolio 0.25 course credit**
An introduction to the documentation and presentation skills needed to be a professional artist. Students will learn how to present their artwork for exhibition, photograph their artwork, create basic websites, and other similar issues related to art professionalism. Required of all sophomore majors. Offered every fall, second half of semester. Prerequisite: Art major.
ARTD 113. Foundational Drawing 0.5 course credit
The course addresses observational drawing as well as skills needed for planning works of art. Required of all majors and minors. Offered every fall, first half of semester. Prerequisite: Art major or minor.

ARTD 114(G). Art History Survey 1.0 course credit
The course emphasizes a chronological study of major works of art from prehistory through the present. Certain monuments are considered in their cultural context to gain a more complete understanding of works of art and the particular times and places in which they were produced.

ARTD 215(G). Drawing 1.0 course credit
The fundamentals of drawing such as line, value, texture, and perspective will be addressed through observation using pencil, charcoal and ink. Includes lectures and readings on historical and contemporary approaches to drawing.

ARTD 223(G). Sculpture: Construction & Foundry 1.0 course credit
A study of sculpture and the artists that have, and currently engage in processes that include an emphasis on techniques of construction using wood, cast and welded metal, plaster and mixed media.

ARTD 224(G). Sculpture: Multiples and Installation 1.0 course credit
A study of sculpture and the artists that have, and currently engage in processes that include techniques that involve the use of multiples and the creation of installation works.

ARTD 230(G). Typography and Logo 1.0 course credit
This graphic design course aims to develop graphic communication skills through a series of exercises and assignments that focus on typography and logo design. Students will integrate manual design techniques with digital technology in order to create effective, original designs. Using sketching as a means to develop and explore ideas is an integral part of this course.

ARTD 231(G). Book Design 0.5 course credit
This graphic design course will explore the contemporary practice of artists working in book arts as well as explore effective design approaches to the book form. Emphasis will be placed on layout utilizing a variety of geometric grids. A variety of book binding techniques will be taught.

ARTD 232(G). Poster Design 0.5 course credit
This graphic design course will explore the history of poster design in the 19th and 20th centuries including artists who made important contributions to the poster form. Students will use digital technology to create posters that integrate type, image and layout. Posters will be created in a variety of styles for a different purposes and audiences.

ARTD 237(G). Photography: Digital 0.5 course credit
This class introduces the basic principles of digital photography. Students will learn digital camera operation and digital photo editing techniques.

ARTD 243(G). Observational Painting 1.0 course credit
A study of the terms, media, and techniques of painting with special attention to color and composition. Studio projects will be related to the study of artists that have historically used a variety of expression and style in painting.

ARTD 244(G). Abstract Painting 1.0 course credit
A study of the terms, media, and techniques of painting with special attention to a formalist view of representation, non-objective imagery, and non-traditional materials. Studio projects will be related to the study of artists and abstract painting movements from the history of painting.
ARTD 250(G). Special Topics in Studio 0.5 to 1.0 course credit
Studio courses, offered on a rotating basis, that examine techniques and materials beyond those regularly offered by the department. Offerings can include watercolor, printmaking, figure drawing, kiln firing, music instrument design, etc.

ARTD 260(G). Hand-Built Ceramics 1.0 course credit
An introduction to forming and firing hand-built clay forms. Emphasizes the development of sensitivity to materials and processes covering fundamental forms and methods of building and glazing using various ceramic clay bodies. A basic theoretical knowledge of clays, glazes, kilns, and firing will also be covered.

ARTD 261(G). Wheel-Thrown Clay 1.0 course credit
An introduction to the forming and firing of wheel-thrown clay forms. Emphasizes the development of sensitivity to materials and processes and the acquisition of technical skills. Students complete projects covering fundamental forms and methods in throwing, glazing and gain a basic theoretical knowledge of clays, glazes, kilns and firing.

ARTD 290. Academic Travel Course 0.25 to 0.5 course credit
An academic travel course where art topics are studied at archeological sites, in museums and at other on-site locations in the world. The course includes both on-campus meetings prior to departure and on-site lectures.

ARTD 306(G). Women, Art & Feminism 1.0 course credit
A general introduction to the special position of women in art from the earliest documented record through contemporary eras by illustrating women's artistic production, and by critically examining the view of women in visual arts. Eras are examined in their cultural context to gain a complete understanding of how women's art production reflects the particular time and place in which it is produced.

ARTD 350(G). Special Topics in Art History 0.5 to 1.0 course credit
Lecture courses, offered on a rotating basis, that examine specific time periods and movements in Art History. Offerings can include: Asian Art, Latin American Contemporary Art, Renaissance Art, 19th Century Art, Contemporary Sculpture, Minimalism, etc.

ARTD 402. Contemporary Art 1.0 course credit
An examination of developments, major movements, and directions in art from 1945 to the present. The course emphasizes an analysis of art movements beginning with the abstract expressionists and concluding with recent trends. (Offered alternate years in Fall semester. Prerequisite: ARTD 114 or consent of instructor.)

ARTD 425. Critique 0.25 course credit
Students present their work and discuss the work of their peers. Required of upper-level majors and taken during the final three semesters of the students program. Can be repeated for credit three times.

ARTD 440. Internship 0.5 to 1.0 course credit
An experience designed to allow students in Art to apply the concepts and ideas developed during study in the major to a particular workplace or setting. Prerequisites: Junior standing and prior approval of the department. Can be repeated for credit.

ARTD 450. Exhibition 0.5 course credit
Required of senior art majors and taken during the spring semester of the final year. Art criticism, discussion of specialized topics and the student's individual creative projects are discussed in preparation for the senior art exhibition which is the culminating experience of the art student's work.
Note:

Students enrolled in the 300 level studio courses will be held to higher expectations that include personalized assignments, research projects, formal reflective writing assignments, superior studio work ethic and leadership in the studio. Prerequisite for 300 level courses: students must have completed 6 full course credits in art or have consent of the instructor. *300 level studio courses may be repeated for credit once, but only one of these courses may be repeated.

ARTD 315. Drawing  1.0 course credit
The fundamentals of drawing such as line, value, texture, and perspective will be addressed through observation using pencil, charcoal and ink. Includes lectures and readings on historical and contemporary approaches to drawing. Prerequisite: Must have completed 6 credits in ARTD or permission of instructor.

ARTD 323. Sculpture: Construction & Foundry  1.0 course credit
A study of sculpture and the artists that have, and currently engage in processes that include an emphasis on techniques of construction using wood, cast and welded metal, plaster and mixed media. Students enrolled at this level will concentrate on individual interests and the creation of conceptual forms. Prerequisite: Must have completed 6 credits in ARTD or permission of instructor.

ARTD 324. Sculpture: Multiples and Installation  1.0 course credit
A study of sculpture and the artists that have, and currently engage in processes that include techniques that involve the use of multiples and the creation of installation works. Students enrolled at this level concentrate on individual interests as well as exploration of conceptual pieces. Prerequisite: Must have completed 6 credits in ARTD or permission of instructor.

ARTD 330. Typography and Logo  1.0 course credit
This graphic design course aims to develop graphic communication skills through a series of exercises and assignments that focus on typography and logo design. Students will integrate manual illustration techniques with digital technology in order to create effective, original designs. Using sketching as a means to develop and explore ideas is an integral part of this course. Prerequisite: Must have completed 6 credits in ARTD or permission of instructor.

ARTD 331. Book Design  0.5 course credit
This graphic design course will explore the contemporary practice of artists working in book arts as well as explore effective design approaches to the book form. Emphasis will be placed on layout utilizing a variety of geometric grids. A variety of book binding techniques will be taught. Prerequisite: Must have completed 6 credits in ARTD or permission of instructor.

ARTD 332. Poster Design  0.5 course credit
This graphic design course will explore the history of poster design in the 19th and 20th centuries including artists who made important contributions to the poster form. Students will create posters using both manual illustration techniques and digital technology. Posters will be created in a variety of styles for a different purposes and audiences. Prerequisite: Must have completed 6 credits in ARTD or permission of instructor.

ARTD 337. Photography: Digital  0.5 course credit
This class introduces the basic principles of digital photography. Students will learn digital camera operation and digital photo editing techniques. Prerequisite: Must have completed 6 credits in ARTD or permission of instructor.
ARTD 343. Observational Painting  
A study of the terms, media, and techniques of painting with special attention to color and composition. Studio projects will be related to the study of artists that have historically used a variety of expression and style in painting. Prerequisite: Must have completed 6 credits in ARTD or permission of instructor.

ARTD 344. Abstract Painting  
A study of the terms, media, and techniques of painting with special attention to a formalist view of representation, non-objective imagery, and non-traditional materials. Studio projects will be related to the study of artists and abstract painting movements from the history of painting. Prerequisite: Must have completed 6 credits in ARTD or permission of instructor.

ARTD 360. Hand-Built Ceramics  
An introduction to forming and firing hand-built clay forms. Emphasizes the development of sensitivity to materials and processes covering fundamental forms and methods of building and glazing using various ceramic clay bodies. A basic theoretical knowledge of clays, glazes, kilns, and firing will also be covered. Prerequisite: Must have completed 6 credits in ARTD or permission of instructor.

ARTD 361. Wheel-Thrown Clay  
An introduction to the forming and firing of wheel thrown clay forms. Emphasizes the development of sensitivity to materials and processes and the acquisition of technical skills. Students complete projects covering fundamental forms and methods in throwing, glazing and gain a basic theoretical knowledge of clays, glazes, kilns and firing. Prerequisite: Must have completed 6 credits in ARTD or permission of instructor.
The minor in Arts Management is an interdisciplinary program that provides students the ability to build expertise in organizational governance, administration and management. It focuses on the unique challenges that face arts institutions and is designed to complement majors in artistic, advocacy and educational endeavors.

Managers are lifelong learners and lead in a world where the only constant is change. Managers rely on organizational and communication skills, and recognize the need to lead based on sound ethical and persuasive skills. In particular, leaders of nonprofit arts organizations work towards the betterment of society. By bringing together students and faculty from a variety of disciplines and opening discussion on similarities and differences in managing arts organizations, this major provides opportunities to explore areas such as advocacy, philanthropy, and community outreach.

The goals of the Arts Management Minor are:

1. To help create the next generation of managers for museums, art galleries, theatres, symphonies, social service organizations, educational institutions;
2. To help create effective managers for arts organizations so they can forward their organization’s mission;
3. To highlight an alternative career path for those interested in the arts, and in public service.

**Required Courses for the Minor in Arts Management:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSI 105</td>
<td>Introduction to Commerce</td>
</tr>
<tr>
<td>BUSI 307</td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td>ECON 200</td>
<td>Principles of Economics</td>
</tr>
<tr>
<td>PUBR 363</td>
<td>Writing for Media and PR</td>
</tr>
<tr>
<td>PUBR 367</td>
<td>Layout and Design</td>
</tr>
<tr>
<td>ARMT 237</td>
<td>Arts Management, Marketing, and Public Relations</td>
</tr>
<tr>
<td>ARMT 337</td>
<td>Arts Management Leadership</td>
</tr>
<tr>
<td>ARMT 497</td>
<td>Internship in Arts Management</td>
</tr>
</tbody>
</table>

**Course Descriptions:**

**ARMT 237. Arts Management, Marketing, and Public Relations**  
1.0 course credit  
Study of marketing, public/media relations, and promotion as they relate to arts organizations. (This course will serve as an alternate prerequisite for PUBR 363, PUBR 367.)

**ARMT 337. Arts Management Leadership**  
1.0 course credit  
This course will include study of arts management history, organizational structure, leadership, finance and fundraising.

**ARMT 497. Internship in Arts Management**  
0.5 course credit  
An experience designed to allow students to independently demonstrate competence and to help prepare them for employment. Prerequisite: Junior standing and consent of instructor.
BIOCHEMISTRY

Laura Moore  
Chair, Professor

James Godde  
Professor

Audra Goach Sostarecz  
Associate Professor

Eric Engstrom  
Associate Professor

Michael Prinsell  
Assistant Professor

Bradley Sturgeon  
Associate Professor

Overview of the Program:

Students will obtain a solid foundation in the molecular sciences at the intersection of chemistry and biology that will prepare them for employment, professional school, or graduate school upon graduation. They will also learn to use the scientific literature information and to communicate scientific information effectively.

Because the chemistry department is accredited by the American Chemical Society (ACS), we are able to offer a program that leads to ACS certification in the biochemistry degree track. This program of study is recommended for students planning to enter government or industrial laboratories as a biochemist or for those students planning to enter biochemistry graduate programs.

Required Core Courses for the Biochemistry Major (14.5 course credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 200</td>
<td>Cell Biology (Completion of BIOL 150 is recommended prior to enrollment in BIOL 200)</td>
</tr>
<tr>
<td>BIOL 202</td>
<td>Genetics</td>
</tr>
<tr>
<td>BIOL 354</td>
<td>Molecular Biology/Molecular Biology Laboratory</td>
</tr>
<tr>
<td>CHEM 140</td>
<td>General Chemistry</td>
</tr>
<tr>
<td>CHEM 220</td>
<td>Introductory Analytical Chemistry</td>
</tr>
<tr>
<td>CHEM 228</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>CHEM 230</td>
<td>Organic Chemistry II</td>
</tr>
<tr>
<td>CHEM 312</td>
<td>Physical Chemistry I</td>
</tr>
<tr>
<td>BIOC 330</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>BIOC 390</td>
<td>Advanced Biochemistry</td>
</tr>
<tr>
<td>MATH 151</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MATH 152</td>
<td>Calculus II</td>
</tr>
<tr>
<td>PHYS 130</td>
<td>Physics I</td>
</tr>
<tr>
<td>PHYS 132</td>
<td>Physics II</td>
</tr>
<tr>
<td>CHEM 350</td>
<td>A total of 4 semesters. Two semesters must be concurrent with enrollment in CHEM 430. This is a required participation component of the degree; it does not count for credit.</td>
</tr>
<tr>
<td>BIOC 430</td>
<td>Research (0.5 course credit) Students are required to participate for at least two semesters; one semester must be in the senior year. May be taken for 0.25 course credit.</td>
</tr>
</tbody>
</table>

Other Required Courses: (1.0 course credit)

One upper-level science or math course; a few courses that may be used to fulfill this requirement include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOC 300</td>
<td>Bioinformatics</td>
</tr>
<tr>
<td>BIOL 302</td>
<td>Microbiology</td>
</tr>
<tr>
<td>CHEM 322</td>
<td>Physical Chemistry II</td>
</tr>
<tr>
<td>CHEM 340/325*</td>
<td>Instrumental Analysis /Integrated Laboratory (1.5 course credit)</td>
</tr>
</tbody>
</table>

*Co-requisite courses (must be taken concurrently).

Students should consult with their advisor to determine the optional course(s) that they will use to fulfill this requirement.
The ACS Certified Degree in Biochemistry:

Students may complete an ACS certified degree in biochemistry by taking (in addition to the major requirements):

CHEM 270  Inorganic Chemistry

And one of the following:

CHEM 322  Physical Chemistry II
CHEM 340/325  Instrumental Analysis/Integrated Lab (Concurrently)
PHYS 325  Solid State Physics

Final certification is contingent upon completion of a thorough written report of a research project (CHEM 430 or BIOC 430).

Course Descriptions:

BIOC 201. Principles of Nutrition 1.0 course credit
A biochemical and physiological look at aspects of nutrition. Students will examine the biochemical molecules and processes involved in nutrition. Current research and controversies within nutrition will be considered. For students who have an interest in science or health careers. Pre-requisite course: CHEM 140 (preferred) or BIoL 150. offered in alternate years.

BIOC 300. Bioinformatics 1.0 course credit
This course introduces the fundamentals of computational biology, including the emerging fields of genomics (the study of an organism’s entire complement of DNA) and proteomics (the study of the entire set of proteins expressed by a particular cell type). The course covers the basics of searching large databases of genetic information and interpreting the results that are obtained from such searches. The determination of DNA and protein structure by computational methods will also be addressed. Prerequisite: BIOL 202. Offered occasionally.

BIOC 330. Biochemistry 1.0 course credit
Structure and function of biologically important molecules and their role(s) in life processes. Protein conformation, enzymatic mechanisms, nucleic acid conformation, and special topics will be analyzed. Prior completion of BIOL 150 is highly recommended. The 4-hour laboratory emphasizes spectrophotometry, enzyme purification and kinetics. Students will also complete a project using a variety of molecular biology and biochemical techniques. Prerequisite: A grade of C- or better in CHEM 220 and 230.

BIOC 390. Advanced Biochemistry 1.0 course credit
A study of advanced topics in biochemistry including metabolism, information processing, biochemical aspects of disease, and current biochemical findings. Prerequisite: A grade of C- or better in BIOC 330.

BIOC 420. Independent Study 0.25 or 0.5 course credit
A laboratory, library, or fieldwork topic of special interest to the student pursued under the supervision of a faculty member. The project may be performed off campus. A substantial written report, as described in the course syllabus, is required in the final semester of research.

BIOC 430. Research 0.25 or 0.5 course credit
An original laboratory project chosen in consultation with the science faculty. The project may be performed off campus. A substantial written report, as described in the course syllabus, is required in the final semester of research.
BIOL 200. Cell Biology 1.0 course credit
Introductory study of the structure and function of living cells and their components. Laboratory will employ basic cell/molecular biology techniques and include the preparation of reagents, DNA isolation, plasmid manipulation and DNA transfection. Students will have the opportunity to apply current recombinant in vitro DNA technology in preparation and expression of a transgene using a prokaryotic system. Prerequisites: A grade of C− or better in BIOL 150 or 155 and CHEM 140 or permission of the instructor.

BIOL 202. Genetics 1.0 course credit
An introduction to the principles of heredity in both prokaryotes and eukaryotes, including the contemporary understanding of genes and gene mechanisms. Laboratory exercises use animals, plants and microorganisms to elucidate genetic principles. Prerequisites: A grade of C− or better in BIOL 150 or 155 or permission of the instructor.

BIOL 302. Microbiology 1.0 course credit
A general study of microorganisms (bacteria, fungi and protists), emphasizing morphology, physiology, ecological relationships, and the nature of disease and its control. Consideration is also given to viruses. Laboratory sessions provide for experimental demonstration of basic concepts and for familiarization with fundamental microbiological methods. Prerequisite: A grade of C− or better in BIOL 200. Offered in alternate years.

BIOL 354. Molecular Biology 1.0 course credit
An in-depth look at DNA, RNA, and proteins. Emphasis is placed on the structure and function of nucleic acids and on DNA-protein interactions. The control of such processes as DNA replication, gene expression, and protein translation in both eukaryotic and prokaryotic systems will be addressed. One three hour laboratory per week. Taught in alternate years. Prerequisite: A grade of C− or better in BIOL 200 or permission of the instructor.

CHEM 140G. General Chemistry I 1.0 course credit
A general study of the properties, structure, and bonding of elements and compounds. Chemical calculations and an introduction to chemical thermodynamics are also included. This course also includes a three-hour laboratory session each week.

CHEM 220. Introductory Analytical Chemistry 1.0 course credit
An introduction to data analysis, quantitative principles of chemical equilibrium, and quantitative analysis. The course also includes a 4-hour laboratory session each week that emphasizes precision and accuracy in the laboratory, scientific writing and data analysis. Prerequisite: A grade of C- or better in CHEM 140.

CHEM 228. Organic Chemistry I 1.0 course credit
A study of organic chemistry including the structure and reactions of some biologically important molecules. This course also includes a three-hour laboratory session each week. A focus on how structure affects the properties of organic molecules. Prerequisite: A grade of C- or better in CHEM 220 or in (CHEM 140 and consent of instructor).

CHEM 230. Organic Chemistry II 1.0 course credit
A study of the structure and reactivity of organic molecules, including kinetics and reaction mechanisms. This course also includes a three-hour laboratory session each week. Prerequisite: A grade of C- or better in CHEM 228.

CHEM 312. Physical Chemistry I 1.0 course credit
A study of classical chemical thermodynamics and kinetics. Includes a four-hour laboratory each week which emphasizes modern physical and biophysical chemistry methods. Prerequisites: CHEM 220, MATH 152 and PHYS 132.
CHEM 322. Physical Chemistry II 1.0 course credit
A study of quantum mechanics and basic theoretical/computation chemistry. Includes a four-hour laboratory each week which emphasizes spectroscopy and computational approaches to chemical systems. Prerequisites: CHEM 220, MATH 152 and PHYS 132.

CHEM 325. Integrated Laboratory 0.5 course credit
Laboratory projects employing techniques from all areas of chemistry, but emphasizing synthesis and instrumental techniques. Scientific writing and presentation methods are addressed. Prerequisite: A grade of C- or better in CHEM 220, and CHEM 230. Co-requisite: CHEM 340.

CHEM 340. Instrumental Analysis 1.0 course credit
A study of the principles and practice of modern instrumental methods of analysis and of chemical instrumentation. Spectroscopic, chromatographic and surface analysis techniques are emphasized. Prerequisite: C- or better in CHEM 220, and CHEM 230. Co-requisite: CHEM 325.

CHEM 350. Science Seminar 0 course credit
An introduction to the literature of the physical and biological sciences providing the student with the opportunity to prepare and present oral reports. Required of juniors and seniors majoring in biochemistry; students enrolled in BIOC 430 must also enroll in CHEM 350. A non-credit bearing requirement for the biochemistry major.
Overview of the Program:

The curriculum in biology offers an opportunity for students to understand the structures and processes that characterize life and to appreciate the tremendous diversity of living organisms. Course work is balanced among three scales of biological resolution: cellular, organismal, and ecological. An important component of the major is independent research that enables students to become familiar with the process of science by investigating a specific biological problem in the laboratory or field.

Most courses are extensive rather than intensive in content, providing students with considerable breadth in the biological sciences as a whole. Such training may lead to more specifically focused work in a graduate or professional program, to employment in government or industry, or to teaching at the secondary or college level. Biologists who are graduates of liberal arts colleges often offer employers a broader, more flexible outlook in approaching problems as well as strong communication skills.

Facilities, Habitats, and Programs:

The Department of Biology occupies the Center for Science and Business, with labs on the first and second floors. In addition to the comfortable classrooms and well-equipped laboratories that this building provides, the department has access to the facilities, habitats, and programs described below.

LeSuer Nature Preserve. A 16.5-acre plot of land within a mile of campus provides new opportunities for field research. Rolling hills bisected by a large stream offer upland grassland, forest, riparian, and aquatic habitats for study. Restoration of the entire area to pre-settlement conditions (including several acres of native tall grass prairie) will provide abundant opportunities for student research.

Hamilton Pond. This healthy, freshwater environment was deeded to Monmouth College for use by the Department of Biology as a teaching resource. Just one block from campus, Hamilton Pond is a rich source of aquatic animals and plants for use in laboratories. The pond also offers opportunities for field research on behavior and ecology of amphibians and reptiles.

Spring Grove Prairie. Members of the biology faculty are trustees of Spring Grove Cemetery, giving Monmouth students access to one of the finest virgin prairie plots in Illinois. The plant community present in the plot remains from pre-settlement times and offers unique
opportunities for research on prairie plants and soils and the fauna that inhabit them.

THERE ARE THREE COMPONENTS TO THE BIOLOGY MAJOR:

1) Required Biology Major Core Courses – 6.5 courses (5.5 BIOL):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 150</td>
<td>Investigating Biological Concepts</td>
</tr>
<tr>
<td>BIOL 155</td>
<td>Evolution, Ecology and Diversity</td>
</tr>
<tr>
<td>BIOL 202</td>
<td>Genetics</td>
</tr>
<tr>
<td>CHEM 140</td>
<td>General Chemistry</td>
</tr>
<tr>
<td>BIOL 210</td>
<td>Biological Research Methods</td>
</tr>
<tr>
<td>BIOL 440 &amp; 450**</td>
<td>Research I &amp; II</td>
</tr>
<tr>
<td>BIOL 350</td>
<td>Science Seminar, 2 semesters</td>
</tr>
</tbody>
</table>

**BIOL 440 and 450 must be taken in sequential semesters and may be replaced with an approved off-campus research experience.

2) Four additional required BIOL electives (upper level, 200 and up) – 4.0 courses:

These would vary depending on the student. Students can pick any four, but here are some suggested courses for various interests:

**Health careers or Cell/molecular research:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 200</td>
<td>Cell Biology</td>
</tr>
<tr>
<td>BIOL 204</td>
<td>Human Anatomy and Physiology</td>
</tr>
<tr>
<td>BIOL 302</td>
<td>Microbiology</td>
</tr>
<tr>
<td>BIOL 320</td>
<td>Parasitology</td>
</tr>
<tr>
<td>BIOL 325</td>
<td>Advanced Physiology</td>
</tr>
<tr>
<td>BIOL 355</td>
<td>Molecular Biology</td>
</tr>
</tbody>
</table>

**Ecology/conservation:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 201</td>
<td>Field Botany</td>
</tr>
<tr>
<td>BIOL 307</td>
<td>Ecology</td>
</tr>
<tr>
<td>BIOL 315</td>
<td>Conservation Biology</td>
</tr>
<tr>
<td>BIOL 333</td>
<td>Evolution</td>
</tr>
<tr>
<td>BIOL 345</td>
<td>Animal Behavior</td>
</tr>
</tbody>
</table>

3) Three additional required Math/Science Electives – 3.0 courses:

Students pick 3 of any of the following (suggestions, others are possible). Students are reminded that some of the courses listed have prerequisites and co-requisites that they must fulfill prior to enrolling.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 207</td>
<td>Stats for Sciences</td>
</tr>
<tr>
<td>MATH 151</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MATH 152</td>
<td>Calculus II (MATH 151 prerequisite)</td>
</tr>
<tr>
<td>PHYS 130</td>
<td>Physics I (MATH 151 co-requisite or permission of the instructor)</td>
</tr>
<tr>
<td>PHYS 132</td>
<td>Physics II (MATH 152 co-requisite or permission of the instructor)</td>
</tr>
<tr>
<td>PHYS 214</td>
<td>Computational Methods (PHYS 132 and COMP 160 prerequisites)</td>
</tr>
<tr>
<td>PHYS 267</td>
<td>Dynamics of Atmosphere (PHYS 130 prerequisite, PHYS 132 co-requisite)</td>
</tr>
<tr>
<td>CHEM 220</td>
<td>Analytical Chemistry</td>
</tr>
<tr>
<td>CHEM 228</td>
<td>Organic I (220 prerequisite)</td>
</tr>
<tr>
<td>CHEM 230</td>
<td>Organic II (CHEM 220 and CHEM 228 prerequisites)</td>
</tr>
</tbody>
</table>

Process for approving other courses: The student, in consultation with their advisor, will propose an alternate course to fulfill the “Three additional required Math/Science Electives” requirement. The proposal will identify the course and describe how the course fits into the student’s four...
year plan and fulfills the expectations of the Math/Science requirement. This proposal will be submitted to the chair of the biology department prior to taking the course.

REQUIRED COURSES FOR THE BIOLOGY MINOR (5 course credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 150</td>
<td>Investigating Biological Concepts</td>
<td>1.0</td>
</tr>
<tr>
<td>BIOL 155</td>
<td>Introduction to Ecology, Evolution, and Diversity</td>
<td>1.0</td>
</tr>
<tr>
<td>BIOL 202</td>
<td>Genetics</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Plus two other BIOL credits at the 200 level or above.

“G” Courses:

“G” courses fulfill the General Education requirement in the life sciences. Non-science majors are best served by BIOL 101 or BIOL 201. Science majors are best served by BIOL 150 or 155.

Course Descriptions:

BIOL 101G. Life on Earth 1.0 course credit
This course explores the many ways fundamental principles of biology impact our lives. We explore newsworthy issues in genetics, evolution, human physiology (health), and environmental science while illustrating the process of science. Typical questions we might ask: are GMOs good or bad; can and should we genetically modify humans; why is heart disease the number one killer of humans; what is cancer and what can we do about it; how does our reproductive biology inform the abortion debate; why should I care about endangered species; why is global warming a big deal?

BIOL 109G. Plants and Society 1.0 course credit
This non-majors Gen Ed course will introduce students to the multitude of ways humans interact with plants. These interactions are fundamental to culture and society. Topics will include the origins of agriculture, manipulation of plants by people, plant secondary compounds as sources of spices, medicines and drugs, and genetic engineering of plants. To understand these topics, a basic background in genetics, ecology, and evolution will be covered throughout the semester. Additionally, students will be introduced to important elements of botany, chemistry, anthropology, archaeology, and history.

BIOL 150G. Investigating Biological Concepts 1.0 course credit
An investigative approach to learning fundamental concepts in biology from molecules to cells to organisms. Concepts include: the process of scientific inquiry, basic biochemistry, and basic cell function (cellular respiration, photosynthesis, protein synthesis, genetics, cell division). Labs will emphasize problem-based or inquiry-based learning. Lectures will combine traditional format with problem-posing and questioning.

BIOL 155. Introduction to Evolution, Ecology and Diversity 1.0 course credit
An investigative approach to learning fundamental concepts in biology from organisms to ecosystems. Concepts will include: the process of scientific inquiry, mechanisms of evolution, the evolutionary history of biological diversity, and fundamentals of ecology. Labs will emphasize problem-based or inquiry-based learning. Lectures will combine traditional format with problem-posing and questioning.

BIOL 200. Cell Biology 1.0 course credit
Introductory study of the structure and function of living cells and their components. Laboratory will employ basic cell/molecular biology techniques and include: the preparation of reagents, DNA isolation, plasmid manipulation and DNA transfection. Students will have
the opportunity to apply current recombinant in vitro DNA technology in preparation and expression of a transgene using a prokaryotic system. Prerequisites: A grade of C– or better in BIOL 150 or 155 and CHEM 140.

BIOL 201G. Field Botany 1.0 course credit
A study of plant associations and the abiotic conditions that permit their development. The laboratory time is devoted to field trips to various types of plant habitats.

BIOL 202. Genetics 1.0 course credit
An introduction to the principles of heredity in both prokaryotes and eukaryotes. Laboratory centers around an open-ended investigation into a biological problem using tools of classical and molecular genetic analysis. Prerequisites: A grade of C– or better in BIOL 150 or 155 or permission of the instructor.

BIOL 204. Human Anatomy and Physiology 1.0 course credit
A systematic analysis of the structure and function of the human body. Prerequisite: A grade of C– or better in BIOL 150 or permission of the instructor.

BIOL 210. Biological Research Methods 1.0 course credit
An introduction to research methods used in biological sciences including: 1) the literature search, reading and evaluating scientific literature, scientific writing, and incorporating previous literature into a proposal for research; 2) an introduction to commonly used statistical analyses focusing on an understanding of when specific common tests are appropriate and how to interpret them and utilize appropriate statistical software; 3) a very brief introduction to applications of mathematical modeling such as calculus to investigating biological problems. Prerequisite: A grade of C- or better in BIOL 150 and BIOL 155 or permission of the instructor.

BIOL 212. Plant Biology 1.0 course credit
This course employs lecture and laboratory components to provide a comprehensive introduction to major topics in fundamental plant biology. Fungi and their importance in embryophyte symbioses will also be considered. Our treatment of photosynthetic organisms and fungi will integrate spatial scales moving from biochemistry, molecular biology and genetics through cell biology, physiology and development, to ecology. We will also consider systematics and the evolution of land plants. Prerequisites: C- or better in BIOL 150 and 155 (one course).

BIOL 300. Special Problems 0.25 to 1.0 course credit
A special course in a laboratory exercise, a field problem, or readings for the student who wishes to investigate a topic in biology beyond those normally offered. The particular problem is selected in consultation with the biology faculty.

BIOL 302. Microbiology 1.0 course credit
A general study of microorganisms (bacteria, fungi and protists), emphasizing morphology, physiology, ecological relationships, and the nature of disease and its control. Consideration is also given to viruses. Laboratory sessions provide for experimental demonstration of basic concepts and for familiarization with fundamental microbiological methods. Prerequisite: A grade of C– or better in BIOL 200. Offered in alternate years.

BIOL 307. Ecology 1.0 course credit
An introduction to the principles and concepts that describe the interactions of living organisms with their environments. Laboratory sessions involve field study of local flora and
fauna and their habitats with the aim of illustrating fundamental concepts and basic ecological methodology. Prerequisites: A grade of C− or better in BIOL 150 and 155. Prerequisite or co-requisite: MATH 207. Offered in alternate years.

**BIOL 315. Conservation Biology**  
1.0 course credit  
Advanced study of the science of conserving biological diversity. Lecture will focus on animal systematics, zoogeography, and conservation biology of animals (with reference to plants). Labs will emphasize identifying, collecting, and monitoring animal diversity in the field with a focus on conservation goals. Prerequisite A grade of C− or better in BIOL 155 and junior standing (or instructor’s consent). Offered in alternate years.

**BIOL 320. Parasitology**  
1.0 course credit  
A general study of the biology of parasitism. Lectures and labs will emphasize systematics and taxonomy of the major groups, complex life cycles of parasites, behavioral and physiological effects of parasites on hosts (including humans), and how human modifications of landscapes affect parasites. Prerequisite: A grade of C− or better in BIOL 150 and BIOL 155. Offered in alternate years.

**BIOL 325. Advanced Anatomy and Physiology**  
1.0 course credit  
Detailed study of human and comparative anatomy and physiology, emphasizing musculo-skeletal, cardiovascular, neural, endocrine, respiratory, renal, digestive, and reproductive systems. Advanced Anatomy and Physiology will build on fundamental knowledge acquired in BIOL 204. Laboratory exercises will be both descriptive and experimental. Prerequisite: A grade of C− or better in BIOL 204.

**BIOL 333. Evolution**  
1.0 course credit  
Evolution encompasses the synthesis of all of biology from molecules to ecology. In doing so, evolution addresses the fundamental paradox: the diversity of living organisms. This course offers an exploration of the processes of evolutionary change in animals, plants and microbes. Population genetics, microevolution, speciation, adaptive radiation, and macroevolution will be addressed. Also, the origin of Homo sapiens will be considered. Prerequisite: A grade of C− or better in BIOL 202. Offered in alternate years.

**BIOL 345. Animal Behavior**  
1.0 course credit  
(Cross-listed as PSYC 345) A study of the diverse and fascinating range of animal behavior. How do we explain that in various animals we can observe infanticide, competition, and polygamy, but also cooperation, altruism, and monogamy? Using an evolutionary approach, this course will examine both the proximate mechanisms and ultimate reasons that explain the great variety of animal behavior as elucidated by animal behaviorists through ingenious experimentation and patient observation. Prerequisite: A grade of C− or better in PSYC 101 or BIOL 150 or 155. Offered in alternate years.

**BIOL 350. Science Seminar**  
0.25 course credit  
An introduction to the literature of the physical and biological sciences, providing the student with the opportunity to prepare and present reports. Speakers from outside the College are invited to speak each semester. May be repeated for credit. Credit/No Credit.

**BIOL 354. Molecular Biology**  
1.0 course credit  
An in-depth look at DNA, RNA, and proteins. Emphasis is placed on the structure and function of nucleic acids and on DNA-protein interactions. The control of such processes as
DNA replication, gene expression, and protein translation in both eukaryotic and prokaryotic systems will be addressed. Prerequisite: A grade of C− or better in BIOL 200 or permission of the instructor. Offered in alternate years.

**BIOL 390. Internship in Biological Sciences** 0.25 to 0.75 course credit
An experience designed to allow students to apply biological theory and concepts to practice in a work environment within the field of biology. Students are required to complete the following: a journal maintained during the work experience, an essay summarizing and integrating the internship experience with prior course work, and a public oral presentation.

**BIOL 440. Research I** 0.5 course credit
An individual research project chosen by the student in consultation with the biology faculty. Includes designing and executing a research project as well as keeping a detailed laboratory notebook. Prerequisite: A grade of C− or better in BIOL 210.

**BIOL 450. Research II** 0.5 course credit
Continuation of Research I. Students are expected to finish the research projects they began in BIOL 440. The main focus of this course will be analyzing and presenting research results in poster format and in a formal scientific paper. Students will be further required to serve as mentors to their peers enrolled in Research I. Prerequisite: BIOL 440.
Overview of the Program:

Students majoring in Biopsychology will learn to understand the biological mechanisms of behavior and psychological processes. The Biopsychology major will benefit students interested in pursuing a post-baccalaureate degree (M.S. or Ph.D.) in Biopsychology and related fields, students interested in attending medical school, and students interested in academic or professional careers requiring a solid foundation in science.

Our program will provide intellectual and practical engagement through internships, participation in conferences, travel, and research opportunities. The Biopsychology major requires a minimum of 11.0 course credits. Courses are divided into two categories: Core Courses with a Required Research Component and Electives. Given the interdisciplinary nature of the major, no minor is offered.

Required Courses for the Biopsychology Major (6.0 course credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BIOL 150</td>
<td>Investigating Biological Concepts</td>
</tr>
<tr>
<td>BIOL 204</td>
<td>Human Anatomy and Physiology</td>
</tr>
<tr>
<td>CHEM 140</td>
<td>General Chemistry</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
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<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>PSYC 102</td>
<td>Principles of Psychology as Applied to Learning</td>
</tr>
<tr>
<td>PSYC 243</td>
<td>Mind, Brain and Behavior</td>
</tr>
<tr>
<td>PSYC 318</td>
<td>Biopsychology</td>
</tr>
</tbody>
</table>

Required Research Component (Choose one sequence, 2.0 or 3.0 course credits):

- **Biology sequence (2.0 course credits):**
  - BIOL 210  Biology Research Methods
  - BIOL 440  Research I
  - BIOL 450  Research II

- **Psychology sequence (3.0 course credits):**
  - PSYC 201  Research Methods I: Statistics
  - PSYC 202  Research Methods II: Design and Communication
  - PSYC 420  Research Seminar

Electives (3.0 course credits):

Three courses from the following, with at least one from BIOL and at least one from PSYC:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BIOC 201</td>
<td>Principles of Nutrition</td>
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<tr>
<td>BIOL 202</td>
<td>Genetics</td>
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<tr>
<td>BIOL 325</td>
<td>Advanced Physiology</td>
</tr>
<tr>
<td>BIOL 333</td>
<td>Evolution</td>
</tr>
<tr>
<td>BIOL/PSYC 345</td>
<td>Animal Behavior</td>
</tr>
<tr>
<td>CHEM 228</td>
<td>Organic Chemistry I</td>
</tr>
</tbody>
</table>
PSYC 216  Learning and Memory
PSYC 239  Health Psychology
PSYC 303  Drugs and Behavior
PSYC 304  Cognitive Neuroscience

Note:

Students are encouraged to take PSYC 415 Readings in Psychology when relevant to biopsychology. Special Topics courses (PSYC 250 or 350, or BIOL 250) may count toward the major as electives, if approved by the program coordinator and pertaining to biopsychology. Students intending to go to graduate school in the neurosciences are encouraged to also take Organic Chemistry II as an elective.

Senior Research Component:

The senior research project, whether taken as BIOL 440/450 or PSYC 420 must be related to biopsychology, as determined by the research mentor and/or the Biopsychology major coordinator.

Course Descriptions:

BIOC 201. Principles of Nutrition  1.0 course credit
A biochemical and physiological look as aspects of nutrition. Students will examine the biochemical molecules and processes involved in nutrition. Current research and controversies within nutrition will be considered. For students who have an interest in science or health careers. Pre-requisite course: CHEM 140 (preferred) or BIOL 150. offered in alternate years.

BIOL 150. Investigating Biological Concepts  1.0 course credit
An investigative approach to learning fundamental concepts in biology from molecules to cells to organisms. Concepts will include: the process of scientific inquiry, basic biochemistry, basic cell function (cellular respiration, photosynthesis, protein synthesis, genetics, cell division) and fundamentals of animal and plant physiology. Labs will emphasize problem-based or inquiry-based learning. Lectures will combine traditional format with problem-posing and questioning.

BIOL 202. Genetics  1.0 course credit
An introduction to the principles of heredity in both prokaryotes and eukaryotes, including the contemporary understanding of genes and gene mechanisms. Laboratory exercises use animals, plants and microorganisms to elucidate genetic principles. Prerequisites: Junior standing, BIOL 150, 155, or 200 or permission of the instructor.

BIOL 204. Human Anatomy and Physiology  1.0 course credit
A systematic analysis of the structure and function of the human body. Prerequisite: BIOL 150 or permission of the instructor.

BIOL 210. Biology Research Methods  1.0 course credit
An introduction to research methods used in biological sciences including: 1) the literature search, reading and evaluating scientific literature, scientific writing, and incorporating previous literature into a proposal for research; 2) an introduction to commonly used statistical analyses focusing on an understanding of when specific common tests are appropriate and how to interpret them and utilize appropriate statistical software; 3) a very brief introduction to applications of mathematical modeling such as calculus to investigate biological problems.

BIOL 325. Advanced Physiology  1.0 course credit
Detailed study of human and comparative cellular and systemic physiology, emphasizing muscle, cardiovascular, neural, respiratory, renal, and reproductive physiology. Advanced Physiology will build on fundamental knowledge acquired in BIOL 204. Laboratory exercises will be both descriptive and experimental. Prerequisite BIOL 204. Offered in alternate years.
BIOL 345. Animal Behavior 1.0 course credit  
(Cross-listed as PSYC 345) A study of the diverse and fascinating range of animal behavior. How do we explain that in various animals we can observe infanticide, competition, and polygamy, but also cooperation, altruism, and monogamy? Using an evolutionary approach, this course will examine both the proximate mechanisms and ultimate reasons that explain the great variety of animal behavior as elucidated by animal behaviorists through ingenious experimentation and patient observation. Prerequisite: PSYC 101 or BIOL 101 or 150. Offered in alternate years.

BIOL 440. Research I 0.5 course credit  
An individual research project chosen by the student in consultation with the biology faculty. Includes designing and executing a research project as well as keeping a detailed laboratory notebook. Prerequisite: BIOL 322.

BIOL 450. Research II 0.5 course credit  
Continuation of Research I. The main focus of this course will be analyzing and presenting research results in poster format and in a formal scientific paper. Students will be further required to serve as mentors to their peers enrolled in Research I. Students are expected to finish the research projects they began in BIOL 440. Prerequisite: BIOL 440.

PSYC 101G. Introduction to Psychology 1.0 course credit  
An examination of the scientific study of psychology. Lectures emphasize current concepts in the biological roots of behavior, learning and memory, perception, social behavior, psychopathology, and applied psychology. Laboratories stress the application of quantitative interpretations of data and the scientific method to the study of human behavior. Offered every semester.

PSYC 102G. Principles of Psychology as Applied to Learning 1.0 course credit  
The study, investigation and application of the principles of psychology as they relate to learning. Topics include biological roots of behavior, learning and memory, human development, social behavior, and abnormal behavior. Labs involve applying the scientific method to the study of human behavior and learning. Throughout the course, special emphasis is placed on effective learning in college, including study skills. Open to first and second year students. Not open to students who have completed PSYC 101. Offered every semester.

PSYC 201. Research Methods I: Statistics 1.0 course credit  
An introduction to the scientific method as applied in the social and behavioral sciences. Topics include: descriptive and inferential statistics, the design and analysis of experiments, and the drawing of logical conclusions from behavioral data. Includes laboratory. Prerequisite: PSYC 101 or 102 and sophomore standing. Offered in the fall semester.

PSYC 202. Research Methods II: Design and Communication 1.0 course credit  
An introduction to the methods involved in behavioral research. Includes the logic, preparation, and design of controlled experiments. Emphasis is placed in the interpretation of data and the communication of results. Experience is gained in literature search and writing reports using appropriate style and format. Includes laboratory. Prerequisite: PSYC 101 or 102 and sophomore standing. Offered in the spring semester.

PSYC 216. Learning and Memory 1.0 course credit  
This course provides an in-depth overview of the historical and current theories of learning and memory. Specifically, we will discuss the key concepts and principles of classical and operant conditioning as well as various aspects of the different types of memory. The class will also include a brief introduction to the growing importance of neuroscience in the understanding of learning and memory processes. Information obtained in this course will enable you to more thoroughly appreciate the role of learning and memory in shaping so many aspects of our behavior and identity.
PSYC 239. Health Psychology 1.0 course credit
An exploration of the psychological influences on how people stay healthy, why they become ill, and how they respond when they do become ill. Topics include: the links between stress and immune system function and disease, psychological factors that mediate reactions to stress, and behaviors that endanger health. Prerequisite: PSYC 101 or 102. Offered annually.

PSYC 243. Mind, Brain, and Behavior 1.0 course credit
A first exposure to the relationship between the brain and behavior. Topics include: neuronal communication, perception, cognition, learning and memory, and the biological basis of consciousness. Prerequisite: PSYC 101 or 102. Offered annually.

PSYC 303. Drugs and Behavior 1.0 course credit
An exploration of the psychological, social, and biological factors involved in drug use, drug abuse, and treatment and prevention of substance use disorders. Topics include: legal drugs such as alcohol and nicotine, and illegal drugs such as amphetamines, cocaine, opiates, and marijuana. Prerequisite: PSYC 239 or 243. Offered annually.

PSYC 304. Cognitive Neuroscience 1.0 course credit
Provides a deeper understanding of the neural basis of behavior and mental activity. Topics include the cellular and molecular basis of cognition, gross and functional anatomy of cognition, methods of cognitive neuroscience, and processes such as selective attention, language, emotion, and learning and memory. Prerequisite: PSYC 239 or 243. Offered in alternate years.

PSYC 318. Biopsychology 1.0 course credit
This course emphasizes understanding the function of the brain and its relation to behavior. Topics include: the biochemistry of neural conduction and synaptic transmission, neuropsychology, brain disorders, the biochemistry of learning and memory and mechanisms of action of psychoactive drugs. Prerequisites: PSYC 239 or 243, or BIOL 150 and permission of the instructor. Offered in the spring semester.

PSYC 420. Research Seminar 1.0 course credit
The development and completion of a major research project during the senior year. The students will read and critique their own and other research literature, and conduct and report their research project. The senior comprehensive examination is administered. Prerequisites: PSYC 201, 202, senior standing and permission of the instructor. Offered every semester.

CHEM 140. General Chemistry I 1.0 course credit
A general study of the properties, structure, and bonding of elements and compounds. Chemical calculations and an introduction to chemical thermodynamics are also included.

CHEM 228. Organic Chemistry I 1.0 course credit
A survey of organic chemistry including the structure and reactions of some biologically important molecules. Also includes a qualitative introduction to chemical equilibrium.
Overview of the Program:

Students will obtain a solid foundation in chemistry and the other physical sciences as well as mathematics that will prepare them for employment, professional school or graduate school upon graduation. They will also learn to use the scientific literature and to communicate scientific information effectively.

The chemistry department is accredited by the American Chemical Society (ACS) and offers a program that leads to ACS certification upon graduation. This program of study is recommended for students planning to enter government or industrial laboratories as a chemist or for those students planning to enter chemistry graduate programs.

Required Courses for the Chemistry Major (14 courses):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CHEM 140</td>
<td>General Chemistry</td>
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<tr>
<td>CHEM 220</td>
<td>Introductory Analytical Chemistry</td>
</tr>
<tr>
<td>CHEM 228</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>CHEM 230</td>
<td>Organic Chemistry II</td>
</tr>
<tr>
<td>CHEM 270</td>
<td>Inorganic Chemistry</td>
</tr>
<tr>
<td>CHEM 312</td>
<td>Physical Chemistry I</td>
</tr>
<tr>
<td>CHEM 322</td>
<td>Physical Chemistry II</td>
</tr>
<tr>
<td>CHEM 325/340*</td>
<td>Integrated Laboratory/Instrumental Analysis (total of 1.5 courses)</td>
</tr>
<tr>
<td>BIOC 330</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>MATH 151</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MATH 152</td>
<td>Calculus II</td>
</tr>
<tr>
<td>PHYS 130</td>
<td>Physics I</td>
</tr>
<tr>
<td>PHYS 132</td>
<td>Physics II</td>
</tr>
</tbody>
</table>

*Co-requisite courses (must be taken concurrently).

CHEM 350 A total of 4 semesters. Two semesters must be concurrent with enrollment in CHEM 430. This is required participation component of the degree; it does not count for credit.

CHEM 430 Research (0.5 course) Students are required to participate for at least two semesters; one semester must be in the senior year. May be taken for 0.25 or 0.5 course/semester.

The ACS Certified Degree:

Students may complete an ACS certified degree by taking the one of the following courses in addition to the major requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>CHEM 370</td>
<td>Advanced Inorganic Chemistry</td>
</tr>
<tr>
<td>CHEM 362</td>
<td>Advanced Physical Chemistry</td>
</tr>
<tr>
<td>CHEM 380</td>
<td>Advanced Organic Chemistry</td>
</tr>
<tr>
<td>BIOC 390</td>
<td>Advanced Biochemistry</td>
</tr>
<tr>
<td>PHYS 310</td>
<td>Quantum Mechanics</td>
</tr>
<tr>
<td>PHYS 325</td>
<td>Solid State Physics</td>
</tr>
</tbody>
</table>

Final certification is contingent upon completion of a thorough written report of a research project (CHEM 430).
Required Courses for the Chemistry Minor (5 courses):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 140</td>
<td>General Chemistry</td>
<td>1.0</td>
</tr>
<tr>
<td>CHEM 220</td>
<td>Introductory Analytical Chemistry</td>
<td>1.0</td>
</tr>
<tr>
<td>CHEM 228</td>
<td>Organic Chemistry I</td>
<td>1.0</td>
</tr>
<tr>
<td>CHEM 230</td>
<td>Organic Chemistry II</td>
<td>1.0</td>
</tr>
</tbody>
</table>

One of the following two offerings

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 312</td>
<td>Physical Chemistry I</td>
<td>1.0</td>
</tr>
<tr>
<td>BIOC 330</td>
<td>Biochemistry</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Students completing the biochemistry major are not eligible for a chemistry minor.

Course Descriptions:

**CHEM 100G. Chemistry of the Environment** 1.0 course credit
A survey of chemistry with a focus on environmental issues. Chemical principles, both qualitative and quantitative, will be applied to environmental topics such as water and air pollution, global warming, recycling, and alternative fuel sources.

**CHEM 101G. Nutrition & Food Chemistry** 1.0 course credit
This course will examine field of nutrition from a chemical perspective. Both descriptive and quantitative aspects of nutrition as a science will be addressed. An emphasis will be placed on examining and questioning the nutritional information presented in the media. Issues facing society including food safety, the use of supplements, and biotechnology will also be addressed. The laboratory will include the extraction and examination of the composition of food. Students who have already taken CHEM 140 cannot enroll in this course; students who wish to take a nutrition course and have already taken CHEM 140 should enroll in BIOC 201.

**CHEM 102G. Forensic Science** 1.0 course credit
This course will provide the student with an understanding of the science and legality involved in analyzing crime scenes. Specific aspects of forensic science involving the examination of physical, chemical, and biological items of evidence will be explored. Concepts of chemistry will be mastered in the classroom while the lab portion will consist of the forensic analysis of substances. By understanding the limitations of data, students will gain quantitative reasoning skills. Since forensic scientists need to have an understanding of the legal system to ensure that their actions and results are within the rules of law and are admissible in the courts, we will discuss the science in relation to famous case studies.

**CHEM 140G. General Chemistry** 1.0 course credit
A general study of the properties, structure, and bonding of elements and compounds. Chemical calculations and an introduction to chemical thermodynamics are also included. The course also includes a 3-hour laboratory session each week.

**CHEM 220. Introductory Analytical Chemistry** 1.0 course credit
An introduction to data analysis, quantitative principles of chemical equilibrium, and quantitative analysis. The course also includes a 4-hour laboratory session each week that emphasizes precision and accuracy in the laboratory, scientific writing and data analysis. Prerequisite: A grade of C- or better in CHEM 140.

**CHEM 228. Organic Chemistry I** 1.0 course credit
A study of organic chemistry including the structure and reactions of some biologically important molecules. A focus on how structure affects the properties of organic molecules. This course includes a 3-hour laboratory session each week. Prerequisite: A grade of C- or better in CHEM 220 or in (CHEM 140 and consent of instructor).
CHEM 230. Organic Chemistry II 1.0 course credit
A study of the structure and reactivity of organic molecules, including kinetics and reaction mechanisms. This course also includes a 4-hour laboratory session each week. Prerequisite: A grade of C- or better in CHEM 228.

CHEM 250. Special Topics 0.25 to 1.0 course credit

CHEM 270. Inorganic Chemistry 1.0 course credit
An introduction to inorganic chemistry topics including atomic structure, ionic, covalent, and metallic substances, acids and bases, coordination compounds, and descriptive chemistry of the elements. Students will use electronic structure, modern bonding theories, and models to systematically understand the properties of inorganic substances. This course includes 1 3-hour laboratory per week. Prerequisite: A grade of C- or better in CHEM 140 and sophomore standing or permission of the instructor.

CHEM 270. Inorganic Chemistry 1.0 course credit

CHEM 270. Inorganic Chemistry 1.0 course credit

CHEM 312. Physical Chemistry I 1.0 course credit
A study of classical chemical thermodynamics and kinetics. Includes a four-hour laboratory each week which emphasizes modern physical and biophysical chemistry methods. Prerequisites: CHEM 220, MATH 152 and PHYS 132.

CHEM 322. Physical Chemistry II 1.0 course credit
A study of quantum mechanics and basic/computation chemistry. Includes a four-hour laboratory each week which emphasizes spectroscopy and related computational approaches to chemical systems. Prerequisites: CHEM 220, MATH 152 and PHYS 132.

CHEM 325. Integrated Laboratory 0.5 course credit
Laboratory projects employing techniques from all areas of chemistry, but emphasizing synthesis and instrumental techniques. Scientific writing and presentation methods are addressed. Prerequisite: A grade of C- or better in CHEM 220 and CHEM 230. Co-requisite: CHEM 340.

CHEM 340. Instrumental Analysis 1.0 course credit
A study of the principles and practice of modern instrumental methods of analysis and of chemical instrumentation. Spectroscopic, chromatographic and surface analysis techniques are emphasized. Prerequisite: A grade of C- or better in CHEM 220 and CHEM 230. Co-requisite: CHEM 325.

CHEM 350. Science Seminar 0 course credit
An introduction to the literature of the physical and biological sciences providing the student with the opportunity to prepare and present oral reports. Required of juniors and seniors majoring in chemistry; students enrolled in CHEM 430 must also enroll in CHEM 350. A non-credit bearing requirement.

CHEM 362. Advanced Physical Chemistry 1.0 course credit
A study of current topics in physical chemistry which extend the application or depth represented in Physical Chemistry I/II. Topics including statistical mechanics, reaction dynamics, theoretical/computational approaches, and in-depth use of peer-review literature. Prerequisite: Current or prior enrollment in CHEM 322. Offered occasionally.

CHEM 370. Advanced Inorganic Chemistry 1.0 course credit
A study of the structure, bonding, stability, and reactivity of coordination complexes, including organometallic compounds. The chemistry of other selected inorganic systems is also discussed. Offered occasionally. Prerequisite: A grade of C- or better in CHEM 230.
CHEM 380. Advanced Organic Chemistry  1.0 course credit
Study of advanced current topics in Organic chemistry. Each 0.5 semester course will have a
different emphasis, such as Medicinal Chemistry, Physical Organic Chemistry, or Advanced
Synthetic Methods. Prerequisite: A grade of C- or better in CHEM 230. Offered occasionally.

BIOC 201. Principles of Nutrition  1.0 course credit
A biochemical and physiological look as aspects of nutrition. Students will examine the
biochemical molecules and processes involved in nutrition. Current research and controversies
within nutrition will be considered. For students who have an interest in science or health
careers. Pre-requisite course: CHEM 140 (preferred) or BIOL 150. Offered in alternate years.

BIOC 330. Biochemistry  1.0 course credit
Structure and function of biologically important molecules and their role(s) in life processes.
Protein conformation, enzymatic mechanisms, nucleic acid conformation, and special topics
will be analyzed. Prior completion of BIOL 150 is highly recommended. The 4-hour laboratory
emphasizes spectrophotometry, enzyme purification and kinetics. Students will also complete a
project using a variety of molecular biology and biochemical techniques. Prerequisite: A grade
of C- or better in CHEM 220 and 230.

BIOC 390. Advanced Biochemistry  1.0 course credit
A study of advanced topics in biochemistry including metabolism, information processing,
biochemical aspects of disease, and current biochemical findings. Prerequisite: A grade of C- or
better in BIOC 330.

CHEM 420. Independent Study  0.25 to 0.5 course credit
A laboratory, library, or fieldwork topic of special interest to the student pursued under the
supervision of a faculty member. The project may be performed off campus. A substantial
written report, as described in the course syllabus, is required in the final semester of research.

CHEM 430. Research  0.25 to 0.5 course credit
An original laboratory project chosen in consultation with the chemistry faculty. The project
may be performed off campus. A substantial written report, as described in the course syllabus,
is required in the final semester of research.
CLASSICS

Robert H. Simmons
Assistant Professor, Chair

Jennifer Martinez Morales
Visiting Assistant Professor

Vicki Wine
Lecturer

Classics Major (8 course credits in Classics, Latin, or Greek):

Required courses:
CLAS 200 Introduction to Classical Studies (0.5 course credit)
CLAS 201 Classics Seminar (0.5 course credit)

At least 0.5 course in Latin or Greek at the 102 level or higher.

Highly recommended courses:
Any Ancient Societies Course
Any Mythology Course
Any Ancient Literature Course
Any Directed Readings Course in Latin or Greek

Greek Major (8 course credits, 6 of which must be in Greek):

Required courses:
CLAS 200 Introduction to Classical Studies (0.5 course credit)
CLAS 201 Classics Seminar (0.5 course credit)

Highly recommended courses:
Any Directed Readings Course in Greek
Any Ancient Society, Classical Mythology, or Ancient Literature Triad Course in Greek (by arrangement)

Latin Major (8 course credits, 6 of which must be in Latin):

Required courses:
CLAS 200 Introduction to Classical Studies (0.5 course credit)
CLAS 201 Classics Seminar (0.5 course credit)

Highly recommended courses:
Any Directed Readings Course in Latin
Any Ancient Society, Classical Mythology, or Ancient Literature Triad Course in Latin (by arrangement)

Classics Minor (4 course credits in Classics, Latin, or Greek):

Required course:
CLAS 200 Introduction to Classical Studies (0.5 course credit)

Greek Minor (4 course credits, 3.5 of which must be in Greek):

Required course:
CLAS 200 Introduction to Classical Studies

Latin Minor (4 course credits, 3.5 of which must be in Latin):

Required course:
CLAS 200 Introduction to Classical Studies
Language Course Descriptions:

LATN 101G. Elementary Latin I 1.0 course credit
An introduction to Latin grammar and syntax with simple readings and translation.

LATN 102G. Elementary Latin II 1.0 course credit
Continuation of LATN 101. Students who have not completed LATN 101 or the equivalent are strongly advised to consult with the instructor prior to registration.

LATN 200. Directed Readings: Topic 0.25 or 0.5 course credit
Reading, translation, and discussion of selected texts to be determined on the basis of student needs. Students who have not completed LATN 101 and 102 or the equivalent are strongly advised to consult with the instructor prior to registration. May be repeated for credit with different topics.

LATN 203. Understanding Spoken Latin 0.25 or 0.5 course credit
A variety of audio and video resources are used in order to develop comprehension skills in understanding spoken Latin. May be repeated for credit.

LATN 300. Directed Readings: Topic 0.25 or 0.5 course credit
Continuation of LATN 200. Students who have not completed LATN 200 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have junior standing. May be repeated for credit with different topics.

LATN 400. Directed Readings: Topic 0.25 or 0.5 course credit
Continuation of LATN 300. Students who have not completed LATN 300 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have senior standing. May be repeated for credit with different topics.

LATN 401. Individualized Study 0.25 to 1.0 course credit
Independent study in the Latin language or in individual Latin authors not included in regular courses or studied in greater depth than a regular course permits. May be repeated for credit with different topics.

LATN 420. Prose Composition 0.25 or 0.5 course credit
Prose composition in Latin. For advanced students only.

GREK 101G. Elementary Greek I 1.0 course credit
A study of grammar and syntax of ancient Greek with simple readings and translation.

GREK 102G. Elementary Greek II 1.0 course credit
Continuation of GREK 101. Students who have not completed GREK 101 or the equivalent are strongly advised to consult with the instructor prior to registration.

GREK 200. Directed Readings: Topic 0.25 or 0.5 course credit
Reading, translation, and discussion of selected texts to be determined on the basis of student needs. Students who have not completed GREK 101 and 102 or the equivalent are strongly advised to consult with the instructor prior to registration. May be repeated for credit with different topics.

GREK 212. Biblical Greek 0.25 or 0.5 course credit
Selections from the Greek Septuagint and New Testament. Prerequisite: GREK 101 or its equivalent.

GREK 300. Directed Readings: Topic 0.25 or 0.5 course credit
Continuation of GREK 200. Students who have not completed GREK 200 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have junior standing. May be repeated for credit with different topics.
GREEK 400. Directed Readings: Topic 0.25 or 0.5 course credit
Continuation of GREEK 300. Students who have not completed GREEK 300 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have senior standing. May be repeated for credit with different topics.

GREEK 401. Individualized Study 0.25 to 1.0 course credit
Independent study in the Greek language or in individual Greek authors not included in regular courses or studied in greater depth than a regular course permits. For advanced students only. May be repeated for credit with different topics.

Civilization Course Descriptions:

CLAS 120. Non-Western Ancient Society: Topic 0.5 course credit
(Cross-listed as HIST 120) A close examination of a particular aspect of ancient society, with a focus on one or more non-Western cultures, often along with Greece and/or Rome. Each time it is offered, this course covers a different topic, including world archaeology, ancient science and technology, ancient cultural diversity, etc. Focus on primary materials and evidence. May be repeated for credit with different topics.

CLAS 130. Ancient Society: Topic 0.5 course credit
(Cross-listed as HIST 130) A close examination of a particular aspect of Graeco-Roman history and/or society. Each time it is offered, this course covers a different social topic, including the ancient family, athletics, education, political organization and theory, military life, utopias, etc. May be repeated for credit with different topics.

CLAS 200. Introduction to Classical Studies 0.5 course credit
This seminar surveys various fields of classics, including linguistics, archaeology, and history, and introduces prospective majors, minors and serious students of the classics to various research tools important to the discipline.

CLAS 201. Classics Seminar: Topic 0.25 or 0.5 course credit
In this seminar a central topic in classical studies is examined from a variety of disciplinary models and approaches. Intended for majors, minors and serious students of the classics. Prerequisite CLAS 200 or permission of the instructor. May be repeated for credit.

CLAS 210G. Ancient Literature: Topic 0.5 course credit
A study in translation of literary themes and ancient genres as works of art, this course considers ancient Greek and Roman expressions of the creative imagination in literature and the theatre and their links with contemporary culture and the fine arts. Each time it is offered, this course covers different genres, including epic, tragedy, comedy, the novel, lyric poetry, and satire or different themes, such as the trickster, love and marriage, and the generation gap. May be repeated for credit with different topics.

CLAS 224. Word Elements: Topic 0.5 course credit
An English vocabulary-building course that emphasizes the Greek and Latin roots of the English language, the meanings of prefixes and suffixes from Greek and Latin, and basic linguistic concepts. May be repeated for credit with different topics.

CLAS 225. Scientific Terminology: Topic 0.5 course credit
Examines Greek and Latin word elements in a variety of scientific language contexts, including medicine, biology, chemistry and physics. Considers ways to use technical dictionaries and Greek and Latin roots of the English language to understand and use scientific terminology. May be repeated for credit with different topics.
CLAS 230. Classical Mythology: Topic 0.5 or 1.0 course credit
A survey of literary and artistic expressions of ancient Greek and Roman myths, their influence in the development of human culture, and their links with the mythologies of other peoples. This course considers a different topic every term, including “The Hero,” “The God,” and “Women in Mythology.” A full course credit, or two 0.5-credit courses, of Mythology satisfies the General Education requirement for “Beauty and Meaning in Works of Art.” May be repeated for credit with different topics.

CLAS 240. Ancient Society: Topic 0.5 or 1.0 course credit
(Cross-listed as HIST 230) A close examination of a particular aspect of Graeco-Roman history and society, with special attention to the ways in which the lives of ancient Greeks and Romans were different from those in the modern world. Each time it is offered, this course covers a different social topic, including the ancient family, athletics, education, political organization and theory, military life, utopias, etc. May be repeated for credit with different topics.

CLAS 245. Ancient Religious Reflections: Topic 0.5 course credit
Deals with different aspects of religion in the world of the ancient Mediterranean. Topics include: “Sacred Places,” “Mystery Religions Past and Present,” and “Classical Mythology and Religion.” While special attention is given to the ancient Greeks and Romans, the civilizations of other Mediterranean peoples, such as the Egyptians, are also discussed and special effort will be made to put these ancient reflections in a modern context. May be repeated for credit with different topics.

CLAS 250. Special Topics. variable credit
May be repeated for credit.

CLAS 290. Academic Travel Course: Topic 0.25 or 0.5 course credit
An academic travel course in which classical topics are studied at archeological sites, in museums, and at other on-site locations in the Graeco-Roman world. The course includes both on-campus meetings prior to departure and on-site lectures. Prerequisite: None. May be repeated for credit with different topics.

CLAS 401. Individualized Study 0.25 to 1.0 course credit
Independent study of classical topics not included in regular courses or studied in greater depth than a regular course permits. For advanced students only. Prerequisite: Permission by the instructor. May be repeated with different topics.

Triad Course Descriptions:

When student needs require it, the Classics Department offers triad courses, taught simultaneously in translation and in the original languages. This unique approach brings together students who can work in the original languages and those who cannot and provides benefits to each. In the portions of the course in which ancient texts are handled primarily in translation, students who have not studied Greek or Latin are exposed to textual analysis in the original languages, and students of Latin and Greek have the advantage of broader discussions of the readings than a language course usually permits.

In all triad courses, collateral subjects—including art, archaeology, history, and literature—are studied in order to provide an overview of classical civilization through a focus on particular authors, periods, and genres. Classics majors who take a series of triad courses will have a solid foundation in the classical world in its broadest scope. In all triad courses, students study not just an ancient language and its literature but an ancient culture in its fullest context. Triad courses are offered in units of three: Classics, Latin, and Greek. A student may not enroll in more than one unit at the same time. Classics courses require no knowledge of either Latin or Greek; Latin and Greek courses, though, require knowledge of the languages at least through the
102 level. All triad courses devote at least some attention to the influence of the subject on later Western culture. Each of the Latin and Greek courses below is tied to a partner Classics course, above, which has a course number that matches the last two digits of the Latin or Greek course number; for example, LATN/GREK 210, 310, and 410 courses tie in to CLAS 210 (Ancient Literature). One detail: LATN/GREK 230, 330, and 430 courses tie in to CLAS 230 (Classical Mythology) rather than CLAS 130 (Ancient Society).

**Ancient Literature Triad:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LATN 210</td>
<td>Roman Literature: Topic</td>
<td>1.0 course credit</td>
</tr>
<tr>
<td>LATN 310</td>
<td>Roman Literature: Topic</td>
<td>1.0 course credit</td>
</tr>
<tr>
<td>LATN 410</td>
<td>Roman Literature: Topic</td>
<td>1.0 course credit</td>
</tr>
<tr>
<td>GREK 210</td>
<td>Greek Literature: Topic</td>
<td>1.0 course credit</td>
</tr>
<tr>
<td>GREK 310</td>
<td>Greek Literature: Topic</td>
<td>1.0 course credit</td>
</tr>
<tr>
<td>GREK 410</td>
<td>Greek Literature: Topic</td>
<td>1.0 course credit</td>
</tr>
</tbody>
</table>

**Latin Literature Triad:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LATN 210</td>
<td>Mythology: Topic</td>
<td>1.0 course credit</td>
</tr>
<tr>
<td>LATN 310</td>
<td>Mythology: Topic</td>
<td>1.0 course credit</td>
</tr>
<tr>
<td>LATN 410</td>
<td>Mythology: Topic</td>
<td>1.0 course credit</td>
</tr>
</tbody>
</table>
GREK 230. Mythology: Topic 1.0 course credit
Readings in Greek about the myths discussed in CLAS 230. Students who have not completed GREK 101 and 102 or the equivalent are strongly advised to consult with the instructor prior to registration. May be repeated for credit with different topics.

GREK 330. Mythology: Topic 1.0 course credit
Continuation of GREK 230. Students who have not completed GREK 230 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have junior standing. May be repeated for credit with different topics.

GREK 430. Mythology: Topic 1.0 course credit
Continuation of GREK 330. Students who have not completed GREK 330 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have senior standing. May be repeated for credit with different topics.

Ancient Society Triad:

LATN 240. Ancient Society: Topic 1.0 course credit
Readings in Latin in the topics covered in CLAS 240. Students who have not completed LATN 101 and 102 or the equivalent are strongly advised to consult with the instructor prior to registration. May be repeated for credit with different topics.

LATN 340. Ancient Society: Topic 1.0 course credit
Continuation of LATN 240. Students who have not completed LATN 240 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have junior standing. May be repeated for credit with different topics.

LATN 440. Ancient Society: Topic 1.0 course credit
Continuation of LATN 340. Students who have not completed LATN 340 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have senior standing. May be repeated for credit with different topics.

GREK 240. Ancient Society: Topic 1.0 course credit
Readings in Greek in the topics covered in CLAS 240. Students who have not completed GREK 101 and 102 or the equivalent are strongly advised to consult with the instructor prior to registration. May be repeated for credit with different topics.

GREK 340. Ancient Society: Topic 1.0 course credit
Continuation of GREK 240. Students who have not completed GREK 240 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have junior standing. May be repeated for credit with different topics.

GREK 440. Ancient Society: Topic 1.0 course credit
Continuation of GREK 340. Students who have not completed GREK 340 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have senior standing. May be repeated for credit with different topics.

Ancient Reflections Triad:

LATN 245. Ancient Religious Reflections: Topic 1.0 course credit
Readings in Latin in the topics covered in CLAS 245. Students who have not completed LATN 101 and 102 or the equivalent are strongly advised to consult with the instructor prior to registration. May be repeated for credit with different topics.

LATN 345. Ancient Religious Reflections: Topic 1.0 course credit
Continuation of LATN 245. Students who have not completed LATN 245 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have junior standing. May be repeated for credit with different topics.
LATN 445. Ancient Religious Reflections: Topic 1.0 course credit
Continuation of LATN 345. Students who have not completed LATN 345 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have senior standing. May be repeated for credit with different topics.

GREK 245. Ancient Religious Reflections: Topic 1.0 course credit
Readings in Greek in the topics covered in CLAS 245. Students who have not completed GREK 101 and 102 or the equivalent are strongly advised to consult with the instructor prior to registration. May be repeated for credit with different topics.

GREK 345. Ancient Religious Reflections: Topic 1.0 course credit
Continuation of GREK 245. Students who have not completed GREK 245 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have junior standing. May be repeated for credit with different topics.

GREK 445. Ancient Religious Reflections: Topic 1.0 course credit
Continuation of GREK 345. Students who have not completed GREK 345 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have senior standing. May be repeated for credit with different topics.

Special Topics Triad:

LATN 250. Special Topics. variable credit
May be repeated for credit.

GREK 250. Special Topics. variable credit
May be repeated for credit.
COMMUNICATION STUDIES

Trudi K. Peterson  
Professor, Chair

Rebecca Buel  
Instructor  
Director of Forensics

Chris Goble  
Instructor

Hayley Hawthorne  
Assistant Professor

Joshua Hawthorne  
Assistant Professor

Robert Hinck  
Assistant Professor

Lori Walters-Kramer  
Assistant Professor

The Department of Communication Studies offers a major in Communication, minors in Communication and Media, and houses the Public Relations major.

Overview of the Communication Major

The Communication major offers a focus on human communication in a wide variety of settings from face-to-face and organizational contexts to mediated messages and mass communication. The major stresses both general knowledge of the process of communication and skillful development and presentation of messages. In addition to course work, students gain practical experience through internships, independent study and co-curricular activities.

Career Opportunities

Career opportunities for Communication majors include: business and organizational leadership, marketing and promotions, web and social media design, public relations, journalism, radio and television, media relations in government or industry, corporate communications, organizational training and development, and education. Each of these opportunities involves the need to understand and develop useful communication strategies.

Required Courses for the Communication Major (9.5 to 10.5 course credits):

COMM 230  Introduction to Communication Studies
COMM 261  Mass Media and Modern Society
COMM 321  Junior Colloquium
COMM 421  Senior Colloquium
COMM 491  Freedom of Expression and Communication Ethics

One of the following two courses:
COMM 231  Interpersonal Communication
COMM 235  Small Group Communication

One of the following three courses:
COMM 260  Introduction to Journalism
COMM 269  Multi-Media Production
PUBR 363  Media and Public Relations Writing

Two of the following four courses:
COMM 333  Organizational Communication
COMM 335  Argumentation
COMM 337  Communication Criticism
COMM 339  Persuasion
A student is required to take one half course credit of 100/200 workshops for a Communication major and complete either an internship or independent study. However, no more than 3 course credits of experiential credit may count toward the completion of the major; this includes 100/200 workshops and internships. Students may not exceed one course credit of 100-level workshop or two course credits of 200-level workshop.

A passing evaluation on the Communication Senior Electronic Portfolio.

**Required Courses for the Communication Minor** *(for students not seeking a major in Communication; 4.25 course credits):*

1. One of the following two courses:
   - COMM 231 Interpersonal Communication
   - COMM 235 Small Group Communication

2. Two of the following four courses:
   - COMM 333 Organizational Communication
   - COMM 335 Argumentation
   - COMM 337 Communication Criticism
   - COMM 339 Persuasion

3. One Additional Communication course elective (1.0 course credit)

4. At least 0.25 course credits of Communication workshop at the 100 or 200 level.

**Required Courses for the Media Minor** *(for students not seeking a major in Communication; 4.25 course credits):*

1. COMM 261 Mass Media and Modern Society
2. COMM 269 Multimedia Production
3. PUBR 363 Media and Public Relations Writing
4. PUBR 367 Layout and Design

5. At least 0.25 course credits of Communication workshop at the 100 or 200 level.

**Course Descriptions:**

**COMM 101G. Fundamentals of Communication**

1.0 course credit

A practice-oriented introduction to the forms of speech, including interpersonal, small group, and public communication. Offered each semester.

**COMM 113. Communication: Workshop**

0.25 course credit

Staff-supervised participation in communication projects. Prerequisite: Permission of the instructor. May be repeated for credit up to the maximum allowed credit for workshops.

**COMM 115. Radio: Workshop**

0.25 course credit

Practical experience in radio production with a primary focus on being an announcer for the student radio station. Open to all students. May be repeated for credit up to the maximum allowed credit for workshops.

**COMM 116. Television: Workshop**

0.25 course credit

Practical experience in television production with a primary focus on producing a weekly news/sports program. Open to all students. May be repeated for credit up to the maximum allowed credit for workshops.

**COMM 213. Communication: Advanced Workshop**

0.5 course credit

Continuation of COMM 113 with advanced work and/or a position of responsibility in communication. Primarily for junior and senior majors. Prerequisite: COMM 113, sophomore standing and permission of the instructor. May be repeated for credit up to the maximum allowed credit for workshops.
COMM 214. Print Media: Workshop 0.5 course credit
Journalism work and permission of the instructor. May be repeated for credit up to the maximum allowed credit for workshops.

COMM 215. Radio: Advanced Workshop 0.5 course credit
Continuation of COMM 115 with advanced work and/or a position of responsibility at the student radio station. Primarily for junior and senior majors. Prerequisites: COMM 115 and permission of the instructor. May be repeated for credit up to the maximum allowed credit for workshops.

COMM 216. Television: Advanced Workshop 0.5 course credit
Continuation of COMM 116 requiring advanced work in television production with a primary focus on producing professional quality work for the weekly news/sports program at the student television station. Primarily for upper class majors. Prerequisites: COMM 116 or 269 and permission of the instructor. May be repeated for credit up to the maximum allowed credit for workshops.

COMM 230. Introduction to Communication Studies 1.0 course credit
An introduction to the breadth of the field of communication studies through the examination of historical and contemporary communication theories. Acquaints students with general, thematic, and contextual theories of human communication to provide a more thorough understanding of communication processes in multiple contexts (interpersonal, small group, organizational, public performance, mass, and cultural). Gives attention to application of theory in practical settings and criteria for evaluating theories. Prerequisite: COMM 101 and Communication major and sophomore standing or permission of the instructor. Offered each year.

COMM 231. Interpersonal Communication 1.0 course credit
An examination of the verbal and nonverbal features of face-to-face communication in everyday life, social interaction, professional activity, and in our culture as a whole. Attention is given to language as a cultural system and as a meaning system, communication as behavior, relationship development, and communication systems and effects. Emphasis is placed on understanding theory, systematically observing communicative behavior, analysis of communication situations, and skill improvement. Prerequisite: COMM 101. Offered each year.

COMM 235. Small Group Communication 1.0 course credit
A study of task-oriented, small group communication emphasizing effective organization, decision-making, participation, and leadership. Methods of correcting specific problems that may hinder small groups are explored. Includes opportunities to participate in and analyze small group interaction. Prerequisite: COMM 101. Offered each year.

COMM 260. Introduction to Journalism 1.0 course credit
An examination of the fundamentals of news writing, news gathering and reporting for print and electronic press. Stresses the elements of style, construction and syntax in writing clear and concise copy. Special emphasis will be placed on writing and reporting news stories that are researched, written and published in the Monmouth College student newspaper, The Courier or posted on the Warren County Newswire, an on-line news site published exclusively by Monmouth College students. The course will include instruction in writing and reporting for print and electronic media. We will examine the editorial decision making process as well as media coverage of major news events. Prerequisites: COMM 101 and ENGL 110. Offered each year.

COMM 261. Mass Media and Modern Society 1.0 course credit
An inquiry into the mass media of our time (print, film, radio, television, etc.), including study of the forces that created them and the effects they have on society. Special attention is given to theories of mass communication and the medium of television. Offered each semester.
COMM 269. Multi-Media Production 1.0 course credit
A study of contemporary electronic communication technology. Applications include the creation and implementation of multimedia projects (audio, video, graphics) and website design/maintenance. Combines application of communication theory with practice in developing successful projects. Prerequisite: COMM 101. Offered each year in the fall.

COMM 294. Special Topics. Communication 0.5 to 1.0 course credit
COMM 295. Special Topics. Print Media 0.5 to 1.0 course credit
COMM 296. Special Topics. Electronic Media 0.5 to 1.0 course credit

COMM 321. Junior Colloquium 0.5 course credit
An examination of the goals and outcomes of study in Communication. Includes opportunities to prepare and present projects and develop a student Web-based electronic portfolio. Individual and group study will occur. Topics include: an overview of issues and choices facing Communication majors, internship and independent study planning, web and portfolio design, as well as career analysis and planning. Prerequisite: Communication major and junior standing or permission of the instructor. Offered each year in the fall semester.

COMM 333. Organizational Communication 1.0 course credit
An analysis of organizational communication theories and methods and the study of organizational culture, motivation, conflict, decision-making, and power, and patterns for successful leadership and careers. Includes practice in forms of communication used in business with an extensive laboratory simulation in communication training and development. Prerequisite: COMM 101 and junior standing or permission of the instructor. Offered each year.

COMM 335. Argumentation 1.0 course credit
An introduction to how logical arguments are structured and analyzed. Includes development of abilities in composing logically valid messages and avoiding fallacies. Emphasis is placed on what makes arguments strong and effective. Portions of the course will be devoted to how arguments are used in various fields (e.g., law, journalism, science, history, or politics). Frequent in-class, written and oral practice will occur including formal debating. Prerequisite: COMM 101 and 230, or permission by the instructor.

COMM 337. Communication Criticism 1.0 course credit
A study of various critical perspectives and methods as applied to a variety of different communication texts, including public speeches, plays, films, and television news broadcasts. Emphasis is placed on enhancing critical thinking skills as well as on writing and articulating persuasive arguments. Prerequisite: COMM 101 and 230.

COMM 339. Persuasion 1.0 course credit
A study of the classic concepts of persuasion in relation to modern theories of how people effect changes in others’ beliefs, attitudes, and behavior. Includes opportunities to prepare and present persuasive efforts culminating in the development of a persuasive campaign plan. Prerequisite: COMM 101 and 230. Offered each year.

COMM 369. Convergent Media Production 1.0 course credit
Advanced study of contemporary electronic communication technology. In particular, the course will build on the production skills of the introductory class, study the elements of cross-media or trans-media production and look at its application to the convergent media world. Students will apply this knowledge to the creation of a trans-media project incorporating traditional and new media (including a central video program, supporting website and social media elements). Combines application of communication theory with practice in developing successful trans-media projects. Prerequisite: COMM 269. Offered alternate year in the spring.
COMM 394. Seminar: Communication 1.0 course credit
A seminar centered on a problem or topic as announced before each offering. Designed for juniors and seniors. Prerequisite: Permission of the instructor. May be repeated for credit.

COMM 395. Seminar: Print Media 1.0 course credit
A seminar centered on a problem or topic as announced before each offering. Designed for juniors and seniors. Prerequisite: Permission of the instructor. May be repeated for credit.

COMM 396. Seminar: Electronic Media 1.0 course credit
A seminar centered on a problem or topic as announced before each offering. Designed for juniors and seniors. Prerequisite: Permission of the instructor. May be repeated for credit.

COMM 421. Senior Colloquium 0.5 course credit
Continuation of Junior Colloquium examining the goals and outcomes of study in Communication. Includes opportunities to prepare and present projects and complete a student web-based electronic portfolio. Individual and group study will occur. Topics include: an overview of emerging issues facing Communication graduates, Web and portfolio design, as well as career and life planning. Seniors serve as mentors to sophomore and junior Communication majors. Prerequisite: Communication major and senior standing or permission of the instructor. Offered each year in the fall semester.

COMM 490. Independent Study 1.0 to 2.0 course credit
A faculty directed program of individual study consisting of reading, research, or creative production. Prerequisite: Prior approval of the department. May be repeated for credit. Offered as needed.

COMM 491. Freedom of Expression and Communication Ethics 1.0 course credit
A study of the foundations of freedom of expression and communication ethics in our society. Major historical documents pertaining to the freedom of communication and the moral and ethical base of communication will be reviewed. The continuing tension between artistic freedom and censorship will also be examined. Historical materials will be applied to current points of contention in the arts, business, media, and politics. Culminating experience required of all majors. Prerequisite: Senior Communication major or minor or senior Public Relations major, or permission of the instructor. Offered in the spring each year.

COMM 494. Internship in Communication 1.0 to 2.0 course credit
A course designed to allow the student to use skills and knowledge developed during major study in a field-based experience designed to prepare the student for a career in communication. Prerequisites: Junior standing and prior approval of the department. May be repeated for credit. Offered as needed.

COMM 495. Internship in Print Media 1.0 to 2.0 course credit
A course designed to allow the student to use skills and knowledge developed during major study in a field-based experience designed to prepare the student for a career in print media. Prerequisites: Junior standing and prior approval of the department. May be repeated for credit. Offered as needed.

COMM 496. Internship in Electronic Media 1.0 to 2.0 course credit
A course designed to allow the student to use skills and knowledge developed during major study in a field-based experience designed to prepare the student for a career in electronic media. Prerequisites: Junior standing and prior approval of the department. May be repeated for credit. Offered as needed.
Overview of the Public Relations Major

The Public Relations major is an interdisciplinary program designed to prepare students for a wide range of jobs and careers. Students interested in a public relations career should also consider work in marketing, advertising, and human relations. Students should also take advantage of extracurricular and co-curricular activities that offer the chance to put theory into practice.

Career Opportunities

Public relations practitioners are skilled creators and managers. Duties will range from the everyday to the unusual, and typically combine an ability to juggle numerous tasks with an attention to detail. Public relations officers deal with a variety of internal and external publics, and often become the keeper of an organization’s image. Work in a public relations agency is normally very competitive, but opportunities exist in organizations of all size. Specific jobs include:

- Copy Writer
- Press Aide
- Media Buyer
- Web Designer
- Events Planner
- Speech Writer
- Editorial Assistant
- Multimedia Producer
- Publications Director
- Spokesperson

Required Courses for the Public Relations Major:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSI 307</td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td>BUSI 367</td>
<td>Advertising</td>
</tr>
<tr>
<td>COMM 261</td>
<td>Mass Media and Modern Society</td>
</tr>
<tr>
<td>COMM 339</td>
<td>Persuasion</td>
</tr>
<tr>
<td>PUBR 363</td>
<td>Media and Public Relations Writing</td>
</tr>
<tr>
<td>PUBR 367</td>
<td>Layout and Design</td>
</tr>
<tr>
<td>ECON 200</td>
<td>Principles of Economics</td>
</tr>
<tr>
<td>PUBR 241</td>
<td>Introduction to Public Relations</td>
</tr>
<tr>
<td>PUBR 491</td>
<td>Public Relations Cases</td>
</tr>
</tbody>
</table>

One of the following four courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSI 105</td>
<td>Introduction to Commerce</td>
</tr>
<tr>
<td>BUSI 335</td>
<td>Human Resources</td>
</tr>
<tr>
<td>COMM 333</td>
<td>Organizational Communication</td>
</tr>
<tr>
<td>PSYC 237</td>
<td>Organizational and Industrial Psychology</td>
</tr>
</tbody>
</table>

A student is required to complete an approved internship.

Electives

Students are encouraged to meet with the program coordinator to discuss areas of interest. Often students can major in a second area, or can develop specific areas of expertise. Courses in psychology and sociology are generally useful, as is a familiarity with the various forms of communication technology (e.g., video, Internet, multimedia, print).

Students interested in writing/public presentation should consider the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 235</td>
<td>Small Group Communication</td>
</tr>
<tr>
<td>COMM 260</td>
<td>Introduction to Journalism</td>
</tr>
<tr>
<td>ENGL 210</td>
<td>Creative Writing</td>
</tr>
<tr>
<td>ENGL 301</td>
<td>Advanced Composition</td>
</tr>
</tbody>
</table>
Students interested in print/digital imaging should consider the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTD 230</td>
<td>Typography and Logo</td>
<td></td>
</tr>
<tr>
<td>ARTD 232</td>
<td>Poster Design</td>
<td></td>
</tr>
<tr>
<td>ARTD 237</td>
<td>Photography: Digital</td>
<td></td>
</tr>
</tbody>
</table>

Students interested in gaining knowledge in business should consider the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSI 305</td>
<td>Administration and Organization</td>
<td></td>
</tr>
</tbody>
</table>

Course Descriptions:

**PUBR 241. Introduction to Public Relations**  
1.0 course credit  
An examination of contemporary theory and practice. Students will study the history and development of public relations and will create a variety of applications (press releases, public presentations, features, etc.). Students will analyze case studies and will carry out a public relations campaign. Prerequisite: COMM 101.

**PUBR 363. Media and Public Relations Writing**  
1.0 course credit  
A broadcast media and public relations writing course providing practical experience in the creation of commercial and noncommercial materials for radio, television, print and news media. Prerequisite: COMM 260 or PUBR 241 or approval of the instructor. Offered each semester.

**PUBR 367. Layout and Design**  
1.0 course credit  
A study of design and layout concepts as they apply to print and electronic communication. Applications include Web site design and the creation and implementation of media projects (promotional graphics, printed materials, photo-illustrations). Combines application of communication theory with practice in developing successful projects. Prerequisite: COMM 101. Offered each year.

**PUBR 491. Public Relations Cases**  
1.0 course credit  
This course is designed as the culminating experience for Public Relations majors. It will involve detailed examination of public relations campaigns (and case studies). Students will understand the public relations problem-solving process and will be able to apply it to current communication campaigns. Prerequisite: Senior Public Relations major or approval of instructor.

**PUBR 493. Internship**  
1.0 to 2.0 course credit  
An experience designed to allow the student to use in-the-field concepts and ideas developed during major study and to help prepare the student for employment. Prerequisites: Junior standing and prior approval. May be repeated for credit.
Overview of the Major and Program:

Students completing an Elementary Education major serve a crucial role in our society, and Monmouth College has a continuous and reputable history of preparing promising individuals for educationally related careers. Becoming an accomplished education professional involves personal commitment and extensive theoretical and practical preparation. The Department of Educational Studies currently offers a major in elementary education and coursework leading to initial Illinois teaching licensure that rests upon a conceptual framework dedicated to the principles of knowledge, experience and professionalism.

Elementary Education Major with Teacher Education Program (Grades 1–6 elementary endorsement):

Candidates for an initial Illinois teaching license with the grades 1-6 endorsement must pass the appropriate state-administered competency tests in order to be admitted to the program, to student teach, and to obtain a license. The professional education sequence and related content-area courses have been aligned with the Illinois Professional Teaching Standards and the Illinois Content Area Standards for Educators. The Monmouth College Teacher Education Program is currently accredited by the Illinois State Educator Preparation and Licensure Board.

EDST 110 Elementary Math Core and Foundations
EDST 205 The Six Language Arts
EDST 210 Characteristics of Exceptional Learners
EDST 215 Human Diversity in Educational Communities
EDST 220 Theories of Learning and Child Development
EDST 250 Topical Foundations in Educational Studies
MCTE 310 Measurement and Assessment in Education
MCTE 311 Exceptional Learners Methodologies-Elementary
MCTE 315 Elementary Science Methods
MCTE 316 Earth Science and Environmental Education
MCTE 320 Elementary Social Studies Methods
MCTE 321 Geography and Community
MCTE 325 Children’s Texts and Grammar
MCTE 402 Educational Technology - Elementary
MCTE 405 Advanced Elementary Reading and Writing
MCtE 406 Practicum for Advanced Elementary Reading and Writing
MCtE 410 Elementary Math Methods
MCtE 411 Practicum for Elementary Math Methods
MCtE 455 Elementary PE & Health Methods
MCtE 460 Primary-Level Whole-Class Practicum
MCtE 465 Intermediate-Level Whole-Class Practicum
MCtE 470 Student Teaching Seminar w/ Classroom Management
MCtE 475 Student Teaching Clinical Experience

Required Courses Outside the Educational Studies Department:
ECoN 291 Economics for Elementary Education
HISt 110 United States History through Holidays
MAtH 210 Foundations of Elementary Mathematics I
MAtH 211 Foundations of Elementary Mathematics II
PoLS 291 Civics & Political Systems for Elementary Education
THEA 271 Children's Theatre
One Physical Science course with lab
One Life Science course (not PSYC) with lab

Teacher Education Program for Content Area Majors (9–12* & K–12 grade level endorsements):
Candidates for an initial Illinois teaching license must pass the appropriate state-administered competency tests in order to be admitted to the program, to student teach, and to obtain a license. Endorsements to the initial teaching license in specific content areas may be granted with the completion of additional course work. The professional education sequence and related content-area courses have been aligned with the Illinois Professional Teaching Standards and the Illinois Content Area Standards for Educators. The Monmouth College Teacher Education Program is currently accredited by the Illinois State Educator Preparation and Licensure Board.

Secondary Licensure Sequence with 9–12* grade level endorsement:
EDST 210 Characteristics of Exceptional Learners
EDST 215 Human Diversity in Educational Communities
EDST 220 Theories of Learning and Child Development
EDST 250 Topical Foundations in Educational Studies
MCtE 200 Principles and Strategies of Secondary Teaching
MCtE 300 Content Area Literacy for Secondary Students
MCtE 302 Educational Technology—Secondary/K–12
MCtE 305 Teaching English Language Learners in K–12 Classrooms
MCtE 310 Measurement and Assessment in Education
MCtE 312 Exceptional Learner Methodologies—Secondary/K–12
MCtE 333 Practicum: 9–12/K–12
MCtE 470 Student Teaching Seminar w/Classroom Management
MCtE 475 Student Teaching Clinical Experience
One specific methods course in the chosen content major, and completion of a major in an approved program/licensure endorsement area. Approved content majors include: English, History, Mathematics, Physical Education, and Theatre Arts.

*One must meet additional requirements to teach at the middle grades level.
Special Licensure Sequence with K–12 grade level endorsement:

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<td>EDST 250</td>
<td>Topical Foundations in Educational Studies</td>
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<td>MCTE 200</td>
<td>Principles and Strategies of Secondary Teaching</td>
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<td>Content Area Literacy for Secondary Students</td>
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<td>MCTE 302</td>
<td>Educational Technology—Secondary/K–12</td>
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<td>MCTE 305</td>
<td>Teaching English Language Learners in K–12 Classrooms</td>
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<td>MCTE 310</td>
<td>Measurement and Assessment in Education</td>
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<td>MCTE 312</td>
<td>Exceptional Learner Methodologies—Secondary/K–12</td>
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<td>MCTE 333</td>
<td>Practicum: 9–12/K–12</td>
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<td>MCTE 350</td>
<td>Principles and Strategies of Middle Level Teaching</td>
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<td>MCTE 351</td>
<td>Adolescent Psychology</td>
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<td>MCTE 470</td>
<td>Student Teaching Seminar w/Classroom Management</td>
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<td>MCTE 475</td>
<td>Student Teaching Clinical Experience</td>
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Specific methods course(s) in the chosen content major and completion of a major in an approved program/licensure area. Approved content majors include: French, Latin, Music, Physical Education and Spanish.

Overview of the Educational Studies Minor:

The Educational Studies minor explores the complex relationship between society, self, and education. It recognizes that social problems cannot be sufficiently understood, let alone addressed and solved, in the school/classroom setting alone. The minor takes an interdisciplinary approach in addressing social and educational problems through social scientific and humanistic inquiry.

The minor requires the completion of one 5.0 course credit track selected from the list below:

(A) Sociocultural Perspectives on Education

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<tr>
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<tr>
<td>EDST 100</td>
<td>Foundations of Education</td>
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<tr>
<td>EDST 215</td>
<td>Human Diversity in Educational Communities</td>
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<tr>
<td>EDST 250</td>
<td>Topical Foundations in Educational Studies</td>
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<td>ANTH 368</td>
<td>Childhood in Cross-Cultural Perspective</td>
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<td>SOCI 345</td>
<td>Social Inequality</td>
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(B) Psychological Perspectives on Education

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<tr>
<td>EDST 100</td>
<td>Foundations of Education</td>
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<tr>
<td>EDST 215</td>
<td>Human Diversity in Educational Communities</td>
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<tr>
<td>PSYC 101</td>
<td>Introduction of Psychology</td>
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<td>PSYC 233</td>
<td>Social Psychology or PSYC 237 Industrial/Organizational Psychology</td>
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<tr>
<td>ANTH 368</td>
<td>Childhood in Cross-Cultural Perspective or SOCI 345 Social Inequality</td>
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(C) Sociocultural Perspectives, Food, and Education

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<td>EDST 100</td>
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<td>EDST 215</td>
<td>Human Diversity in Educational Communities</td>
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<tr>
<td>EDST 260</td>
<td>Food, Ethics, and Education</td>
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<td>ANTH 220</td>
<td>Anthropology of Food</td>
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<td>SOCI 345</td>
<td>Social Inequality or ANTH 368 Childhood in Cross-Cultural Perspective</td>
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Educational Studies Course Descriptions:

**EDST 100. Foundations of Education** 1.0 course credit
An introduction to professional education and teaching. Reading, discussion, and provide a basis for further decisions about teaching and preparation for licensure in the United States.

**EDST 110. Elementary Math Core and Foundations** 1.0 course credit
This course will provide students with a solid understanding of the historical and theoretical foundations of mathematical teaching, learning, and thinking. A strong emphasis will be placed on developing students’ core content knowledge of algebraic and statistical thinking and its relevance to teaching elementary mathematics.

**EDST 205. The Six Language Arts** 1.0 course credit
An introduction to foundational components of literacy for elementary age students with an emphasis on understanding the six language arts: reading, writing, listening, speaking, viewing, and visually representing. Students will also gain an understanding of high quality literacy instructional practices, including the importance of the gradual release of responsibility, and will be introduced to the basics of emergent literacy development and essential content area literacy practices. Prerequisite: Sophomore standing or permission of the instructor.

**EDST 210. Characteristics of Exceptional Learners** 0.5 course credit
A survey of the characteristics and special educational needs of disabled, gifted, and diverse learners. Significant individual differences are introduced and discussed as they apply to the area examined. The problems of identifying, educating, and treating exceptional children are considered. Prerequisite: Sophomore standing or permission of the instructor.

**EDST 215. Human Diversity in Educational Communities** 1.0 course credit
A survey of the various ways learners enact literacy and participate in learning in relationship to their positioning according to race, gender, social class, and region. Through reading and reflective activities, students analyze the processes by which we learn to enact literacy in diverse ways across cultural and institutional contexts, including the school. Students will consider educational literature that justifies and illustrates culturally responsive pedagogy. Prerequisite: Sophomore standing or permission of the instructor.

**EDST 220. Theories of Learning and Child Development** 1.0 course credit
An exploration of the contributions of multiple competing theories of learning to educational practice. The course emphasizes learning theory and the dynamic tension between teacher, learner and content in education. Both theories and applications will be critically examined. The relationship between learning theories and transformative and reflective pedagogies will be developed in order to examine student-centered education that reflects teaching for change in understanding. The child development component prepares candidates to understand the physical, social, emotional, and intellectual growth and development of children. The course is designed to help candidates acquire knowledge and skills essential to the care and guidance of children as a teacher. Emphasis is on helping candidates create an environment for school children that will promote optimum development. Prerequisite: Sophomore standing or permission of the instructor.

**EDST 250. Topical Foundations in Educational Studies** 1.0 course credit
This foundational topics course intends to contextualize the development of K-12 education in the United States including education prior to the Revolution through and into the 21st century. Students will investigate key educational movements and connect their outcomes (e.g. political, sociological, and philosophical implications) to the current state of public schools. May be repeated for credit with different topic. Prerequisite: Sophomore standing or permission of the instructor.
EDST 260. Food, Ethics, and Education 1.0 course credit
This course is designed to expand student knowledge and understanding of the intersections of food and education. Examining various ethical, ecological, and sociocultural issues of food through the lens of educational studies aims to enrich student understanding of the diverse ways that humans teach and learn. Readings, discussions, media analyses, field trips, and a service learning project will challenge students to think critically about their own experiences with food in the effort to develop citizens who possess the knowledge necessary to promote ecological responsibility and ethical food practices in an increasingly interconnected world. Prerequisite: Sophomore standing or permission of the instructor.

EDST 299. Independent/Group Study 0.5 to 1.0 course credit
Individual or small-group study of special topics in educational studies under the guidance of an instructor. Prerequisite: Approval of the department chair.

EDST 399. Independent/Group Study 0.5 to 1.0 course credit
Individual or small-group study of special topics in educational studies under the guidance of an instructor. Prerequisite: Approval of the department chair.

EDST 499. Independent/Group Study 0.5 to 1.0 course credit
Individual or small-group study of special topics in educational studies under the guidance of an instructor. Prerequisite: Approval of the department chair.

Teacher Education Program Course Descriptions:
Formal admission to the Teacher Education Program is required to enroll in the core professional education courses (MCTE prefix). Monmouth College requires a passing score on the Basic Skills or TAP exam administered by the Illinois Licensure Testing System, ACT Plus Writing test, or SAT test prior to full admittance. See the Educational Studies Department for current program admission criteria and testing information.

MCTE 200. Principles and Strategies of Secondary Teaching 1.0 course credit
An investigation of K-12 curriculum including writing objectives, standards alignment, lesson planning, methods of instruction, resources and materials, evaluation and assessment, classroom management, and professional growth. Microteachings are required in the classroom. Providing a foundation for successful practicum and clinical experiences is a primary course objective. Co-requisite: MCTE 333.

MCTE 299. Individual/Group Study 0.5 to 1.0 course credits
Individual or small-group study of special topics in teacher education under the guidance of an instructor. Prerequisite: Approval of the department chair.

MCTE 300. Content Area Literacy for Secondary Students 1.0 course credit
A study of the ways adolescents and young adults use literacies to explore concepts, generate knowledge, and demonstrate understanding. This advanced course models a student-centered, process approach to curriculum and instruction as it engages students in workshop activities and asks them to consider research-based practice that support adolescents' achievement of content area goals. Prerequisite: MCTE 200. Co-requisite: MCTE 333.

MCTE 302. Educational Technology—Secondary/K-12 0.5 course credit
This course is an introduction to the underlying principles of, and methods for, effective integration of educational technologies in secondary/K-12 classroom practice. This course
will develop pre-service teachers’ knowledge of specific technologies designed for instructional practice (such as SMART boards and educational software) as well as communication technologies with educational uses (such as iPads, Google docs, and blogs). Students will connect this new technological knowledge to their prerequisite work in theories of learning and in content-area methods in order to practice integrating appropriate educational technologies for specific learning goals.

**MCTE 305. Teaching English Language Learners in K-12 Classrooms**  
0.5 course credit  
Academic success in mainstream classes is the ultimate goal for English Language Learners (ELLs). The intent of this course is to guide the course participants through a process of exploring, shaping, and theorizing about the classroom practice of teaching ELLs in their K-12 classrooms. Participants will study the foundations of basic language development and acquisition which enables educators to develop appropriate instructional strategies to assess students’ knowledge, identify objectives, and develop differentiated practices that address various levels of language proficiency; learn about and practice research-based pedagogical practices which inform a variety of approaches and activities that promote comprehension in the content areas; examine and understand the various dimensions of cultural identity, including one’s own, and apply this knowledge to their thinking and behavior as teachers of linguistically diverse students. The participants will discuss articles of current best practices, observe students and teachers in the classroom setting, tutor ELLs and begin to develop their own ESL teaching practices, reflection, and integration of theory and classroom practice with a focus on using technology to meet these goals. Licensure requirement for Secondary/K-12 candidates only. Co-requisite: MCTE 333.

**MCTE 310. Measurement and Assessment in Education**  
1.0 course credit  
An authentic approach to the study of educational measurement and assessment with emphasis on essential psychometric concepts related to assessment development, selection, administration, scoring, and interpretation relevant to K-12 public classrooms. Prerequisite: Junior standing.

**MCTE 311. Exceptional Learners Methodologies—Elementary**  
0.5 course credit  
This course for elementary candidates focuses on acquiring and applying specific research based instructional methodologies needed to accommodate exceptional children in educational settings. Candidates are required to complete a directed observation as a participant observer in a self-contained special education. Prerequisite: EDST 210.

**MCTE 312. Exceptional Learners Methodologies—Secondary/K-12**  
0.5 course credit  
This course for secondary/K-12 candidates focuses on acquiring and applying specific research based instructional methodologies needed to accommodate exceptional children in educational settings. Candidates are required to complete a directed observation as a participant observer of students with exceptional needs in content area classrooms. Prerequisite: EDST 333. Co-requisite: MCTE 333.

**MCTE 315. Elementary Science Methods**  
0.5 course credit  
This course presents various approaches to plan and implement effective science instruction in elementary grades. An inquiry-based program is employed as a means of providing appropriate science learning experiences in diverse classrooms. Content from life, physical and earth/space science will be experienced through a wide range of hands-on, process-oriented activities selected from exemplary resource programs for elementary science instruction. Prerequisite: Junior standing.
MCTE 316. Earth Science and Environmental Education 0.5 course credit
This course will provide students with foundational knowledge in the field of earth science through the lens of environmental education. The importance of environmental education, as well as the best practices for incorporating environmental education into the elementary curriculum, will also be discussed. Students in this course will complete hands-on projects which explore Monmouth’s local environment and require them to apply their new understandings of earth science and environmental education. Prerequisite: Junior standing.

MCTE 320. Elementary Social Studies Methods 0.5 course credit
This course presents various approaches to plan and implement effective social studies instruction in elementary grades. An inquiry-based program is employed as a means of providing appropriate social science learning experiences in the classroom with emphasis on curriculum, varied and grade-appropriate materials. Prerequisite: Junior standing.

MCTE 321. Geography & Community 0.5 course credit
This course will provide students with foundational knowledge in the field of geography. Through participation in and exploration of the local geography and community, students in this course will complete hands-on projects requiring them apply their new understandings. Students will also be introduced to the concept of community mapping and how geography and community are intertwined. Prerequisite: Junior standing.

MCTE 325. Children’s Texts and Grammar 1.0 course credit
This course will provide students with foundational knowledge related to language, grammar, and texts that is needed to teach elementary language arts. High-quality children’s literature will be explored both in terms of its content and themes as well as its unique use of story grammar. A strong emphasis will be placed on determining and understanding text complexity and readability. Prerequisite: EDST 205, Junior standing.

MCTE 333. Practicum: 9-12/K-12
The purpose of this practicum is to place candidates in classrooms where they will be involved directly in the teaching-learning process. In addition to assisting teachers in related educational instructional activities including tutoring individual students and/or small groups of students, candidates will plan and present a series of lessons intended for the whole class. Prerequisite: Sophomore standing. Co-requisite: MCTE 200, 300, 305, 312, 350 &/or content area methods course(s).

MCTE 350. Principles and Strategies of Middle Level Teaching 1.0 course credit
A study of the history of the middle school movement, research associated with middle grades instruction and institutional settings, and research into the needs and attributes of middle grades students. Candidates will recognize how various instructional, interpersonal, and institutional elements can work together to inform the complicated, yet exciting, dynamics of the middle grades classroom. Candidates will collaboratively develop cross-curricular instructional plans, integrate technology for teaching and learning, and explore instructional techniques which emphasize student-centered, active learning. Prerequisites: MCTE 200. Co-requisite: MCTE 333.

MCTE 351. Adolescent Psychology 1.0 course credit
A study of the developmental characteristics typical of young adolescents. Theories exploring the biological, cognitive and social needs of these young students are studied to aid classroom teachers in understanding classroom dynamics. Prerequisites: MCTE 200 and junior standing.
MCTE 370. Secondary Drama Theatre Curriculum and Instruction 1.0 course credit
A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school drama/theatre programs. Applying theory and research from theatre arts education to the planning and implementing of instruction is stressed. Prerequisites: MCTE 200. Co-requisite: MCTE 333.

MCTE 371. Secondary English Curriculum and Instruction 1.0 course credit
A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school English programs. Applying theory and research from English education to the planning and implementing of instruction is stressed. Prerequisites: MCTE 200. Co-requisite: MCTE 333.

MCTE 372. Secondary Mathematics Curriculum and Instruction 1.0 course credit
A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school mathematics programs. Applying theory and research from mathematics education to the planning and implementing of instruction is stressed. Prerequisites: MCTE 200. Co-requisite: MCTE 333.

MCTE 374. Secondary Social Science Curriculum and Instruction 1.0 course credit
A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school social science programs. Applying theory and research from social science education to the planning and implementing of instruction is stressed. Prerequisites: MCTE 200. Co-requisite: MCTE 333.

MCTE 375. Foreign Language Curriculum and Instruction 1.0 course credit

MCTE 376. Elementary Music Curriculum and Instruction 0.5 course credit
This course presents various approaches to plan and implement effective music instruction in grades K-8. An inquiry-based program is employed as a means of providing appropriate musical learning experience in the classroom with emphasis on singing and functional piano technique. Prerequisites: MCTE 200. Co-requisite: MCTE 333.

MCTE 377. Elementary Physical Ed Curriculum and Instruction 1.0 course credit
This course presents various approaches to plan and implement effective physical education instruction in grades K-8. An inquiry-based program is employed as a means of providing appropriate physical education learning experiences in the classroom with emphasis on motor development principles as they relate to specific program content. Prerequisites: MCTE 200. Co-requisite: MCTE 333.

MCTE 386. Secondary Vocal Music Curriculum and Instruction 0.5 course credit
A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school vocal music programs. Applying theory and research form vocal music education to the planning and implementing of instruction is stressed. Prerequisites: MCTE 200. Co-requisite: MCTE 333.

MCTE 387. Secondary Physical Ed Curriculum and Instruction 1.0 course credit
A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school physical education programs. Applying theory and research from physical education to the planning and implementing of instruction is stressed. Prerequisites: MCTE 200. Co-requisite: MCTE 333.
MCTE 396. Secondary Instrumental Music Curriculum and Instruction

MCTE 399. Individual/Group Study
Individual or small-group study of special topics in teacher education under the guidance of an instructor. Prerequisite: Approval of the department chair.

MCTE 402. Educational Technology—Elementary
This course is an introduction to the underlying principles of, and methods for, effective integration of educational technologies in elementary classroom practice. This course will develop pre-service teachers’ knowledge of specific technologies designed for instructional practice (such as SMART boards and educational software) as well as communication technologies with educational uses (such as iPads, Google docs, and blogs). Students will connect this new technological knowledge to their prerequisite work in theories of learning and in content-area methods in order to practice integrating appropriate educational technologies for specific learning goals.

MCTE 405. Advanced Elementary Reading and Writing
In-depth exploration into developmentally appropriate methods and practices for teaching literacy in elementary classrooms, adapting these methods to meet the individual needs of diverse groups of children, and diagnosing and correcting the reading and writing difficulties of elementary children in a classroom setting. Prerequisite: EDST 205, EDST 220, and junior standing. Co-requisite: MCTE 406.

MCTE 406. Practicum for Advanced Elementary Reading and Writing
The purpose of this practicum is to place teacher education candidates in classrooms where they will be directly involved in elementary literacy instruction. Candidates will observe relevant teaching strategies and techniques as well as students’ learning styles. They will also assist teachers in relevant literacy instruction activities including tutoring individual students and/or small groups of students. Co-requisite: MCTE 405.

MCTE 410. Elementary Math Methods
This course presents various approaches to plan and implement effective mathematics instruction in elementary grades. A conceptually-based program is employed as a means of providing appropriate mathematical learning experiences in the classroom. Prerequisite: EDST 110, MATH 210, MATH 211, and junior standing. Co-requisite: MCTE 411.

MCTE 411. Practicum for Elementary Math Methods
The purpose of this practicum is to place teacher education candidates in classrooms where they will be directly involved in elementary mathematics instruction. Candidates will observe relevant teaching strategies and techniques as well as students’ learning styles. They will also assist teachers in relevant mathematics instruction activities including tutoring individual students and/or small groups of students. Co-requisite: MCTE 410.

MCTE 455. Elementary P. E. & Health Methods
This course will provide elementary teacher candidates with foundational knowledge in the field of physical education, health education, and fine arts. Included will be an overview of the methods and materials used in elementary settings. Emphasis will also be placed on interdisciplinary curricular integration.
MCTe 460. Primary-Level Whole-Class Practicum 0.25 course credit
The purpose of this practicum is to place teacher education candidates in primary-level elementary classrooms where they will be involved directly in the teaching-learning process. In addition to activities such as observing and learning about research-based whole-class instruction, students will plan and present a series of lessons intended for the whole class. Prerequisites: EDST 220, MCTE 405, MCTE 410, and junior standing. Co-requisite: MCTE 465.

MCTe 465. Intermediate-Level Whole-Class Practicum 0.25 course credit
The purpose of this practicum is to place teacher education candidates in intermediate-level elementary classrooms where they will be involved directly in the teaching-learning process. In addition to activities such as observing and learning about research-based whole-class instruction, students will plan and present a series of lessons intended for the whole class. Prerequisites: EDST 220, MCTE 405, MCTE 410, and junior standing. Co-requisite: MCTE 460.

Student Teaching Clinical Experience Course Descriptions:
Formal admission to the Student Teaching Clinical Experience is required to enroll in MCTE 470 and 475. See the Educational Studies Department for current admission criteria.

MCTe 470. Student Teaching Seminar with Classroom Management 1.0 course credit
An extensive and intensive weekly opportunity for candidates to interact with faculty and college supervisors to reflect upon clinical experiences. Each candidate finishes a developmental portfolio that documents the knowledge and performances associated with the Illinois Professional Teaching Standards. Prerequisite: Formal admission to the Monmouth College Student Teaching Clinical Experience.

MCTe 475. Student Teaching Clinical Experience 3.0 course credits
An extensive and intensive opportunity for the candidate to demonstrate proficiencies in the professional role for which he/she is preparing. Through the placement process conducted by the Associate Director of Service Learning, the candidate is assigned a 70/76-day clinical experience appropriate to the certificate sought. The candidate interacts daily with one or more cooperating teachers and regularly with a college clinical experience supervisor and other student teachers. Multiple assessments are used to document the candidate’s growth and development during this clinical experience. Prerequisite: Formal admission to the Monmouth College Student Teaching Clinical Experience.

Additional Courses for Elementary Education Majors:
ECON 291. Economics for Elementary Education 0.5 course credit
This course is designed to provide educators with the content knowledge necessary to prepare their students to meet the Illinois social science content standards in economic systems for grades 1-6.

The course will cover: how different economic systems operate in the exchange, production, distribution and consumption of goods and services; why scarcity leads to choices on the part of producers and consumers, and what affects those choices; the basis of exchange of goods and services, including comparative advantage and mechanisms of the labor market; and the role and impact of government policy and decisions on production and consumption in the economy. Prerequisite: Sophomore standing and declared elementary education major.
HIST 110. U.S. History through Holidays 0.5 course credit
This course explores important U.S. historical events through close examination of the history behind some of our country’s most important holidays. Starting with Thanksgiving and ending with Martin Luther King, Jr., Day, students in this course will gain a wide breadth of understanding about this time period. Emphasis will be placed on student understanding of the processes of historical analysis and thinking as well as an understanding of the structure of the discipline of history (i.e. how the discipline of history is similar and different to other social sciences).

MATH 210. Foundations of Elementary Mathematics I 1.0 course credit
An exploration of elementary school mathematics topics from a conceptual perspective. Topics include algebra and patterns, numeration, the four fundamental operations of arithmetic, fractions and operations with fractions, decimals, ratios and proportions. This course will not count toward the Mathematics Major or Minor. Prerequisite: Sophomore standing and declared elementary education major.

MATH 211. Foundations of Elementary Mathematics II 1.0 course credit
In this course, students will explore elementary school mathematics topics from a conceptual perspective. Topics include an introduction to probability and statistics and topics from geometry including shapes, transformations, congruence and similarity, and measurement. This course will not count toward the Mathematics Major or Minor. Prerequisite: Sophomore standing and declared elementary education major.

POL 291. Civics and Political Systems for Elementary Education 0.5 course credit
This course is designed to provide educators with the content knowledge necessary to prepare their students to meet the Illinois social science content standards in political systems for grades 1-6. The course will cover: the basic principles of the United States government; the structures and functions of the political systems of Illinois, the United States, and other nations; election processes and responsibilities of citizens; the roles of individuals and interest groups in political systems; U.S. foreign policy; and the development of U.S. political ideas and traditions. Prerequisite: Sophomore standing and declared elementary education major.

THEA 271. Children’s Theatre/Creative Drama 1.0 course credit
A hybrid course that introduces the theories and practices of using theatre and drama, as an educational and social tool, as well as creating theatre for and with youth. Readings in history, theory and production are combined with practical exercises in Creative Dramatics and Children’s Theatre performance techniques. Includes opportunities to create and utilize techniques in both performance and the learning environment. Prerequisite: Sophomore standing.
Overview of the Program:

The study of English at Monmouth College celebrates the discipline and joys of close reading, critical thinking, and good writing. Students begin with a gateway to the major course which introduces them to the range of scholarship and practice within the discipline; then complete a sequence of American and British literature surveys to develop a grounding in literary history; next complete a course on Shakespeare to study one of the most influential writers in the language; and conclude with a senior research course to apply the knowledge and skills acquired in the major towards a senior thesis. Students also take at least four English electives which might emphasize literature, teaching, or writing. In addition, all English majors submit an English studies portfolio in the senior year (see the English departmental Web site for description). Departmental honors is based upon students’ GPA in the major and their performance in the senior seminar.

Required Core Courses for the English Major (7.0 course credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 200</td>
<td>Introduction to English Studies</td>
</tr>
<tr>
<td>ENGL 220</td>
<td>British Survey I</td>
</tr>
<tr>
<td>ENGL 221</td>
<td>British Survey II</td>
</tr>
<tr>
<td>ENGL 224</td>
<td>American Survey I</td>
</tr>
<tr>
<td>ENGL 225</td>
<td>American Survey II</td>
</tr>
<tr>
<td>ENGL 400</td>
<td>Senior Seminar</td>
</tr>
</tbody>
</table>

One of the following two courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 361</td>
<td>Shakespeare I: Comedies and History Plays</td>
</tr>
<tr>
<td>ENGL 362</td>
<td>Shakespeare II: Tragedies and Romances</td>
</tr>
</tbody>
</table>

Electives for the English Major:

English majors complete at least 3.5 additional course credits, which might follow one of these three tracks or reflect a combination of them:

**Literature:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 180</td>
<td>Introduction to Literature</td>
</tr>
<tr>
<td>ENGL 250</td>
<td>Special Topics</td>
</tr>
<tr>
<td>ENGL 337</td>
<td>Genre Studies in British Literature</td>
</tr>
<tr>
<td>ENGL 339</td>
<td>Topics in British Literature</td>
</tr>
<tr>
<td>ENGL 347</td>
<td>Genre Studies in American Literature</td>
</tr>
<tr>
<td>ENGL 349</td>
<td>Topics in American Literature</td>
</tr>
<tr>
<td>ENGL 350</td>
<td>Special Topics in Literature and Related Areas</td>
</tr>
</tbody>
</table>

**Teaching:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 201</td>
<td>Grammar</td>
</tr>
<tr>
<td>MCTE 371</td>
<td>Secondary English Curriculum and Instruction</td>
</tr>
</tbody>
</table>

**Writing:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 210</td>
<td>Creative Writing</td>
</tr>
<tr>
<td>ENGL 299</td>
<td>Writing Fellows</td>
</tr>
<tr>
<td>ENGL 301</td>
<td>Creative Nonfiction</td>
</tr>
<tr>
<td>ENGL 310</td>
<td>Advanced Creative Writing</td>
</tr>
</tbody>
</table>
Required Core Courses for the English Minor:

A minor in English consists of at least five courses: three required courses and two electives at the 200 or 300 level. (Students whose major is Elementary Education and who wish to minor in English must take ENGL 201, Grammar.)

One of the following two courses:
ENGL 220  British Survey I
ENGL 221  British Survey II

One of the following two courses:
ENGL 224  American Survey I
ENGL 225  American Survey II

One of the following two courses:
ENGL 361  Shakespeare I: Comedies and History Plays
ENGL 362  Shakespeare II: Tragedies and Romances

Course Descriptions:

ENGL 110G. Composition and Argument 1.0 course credit
A writing and reading course designed to help students analyze and evaluate what they read, recognize and use a variety of rhetorical modes and argumentative strategies, improve their critical thinking skills, and arrange their thoughts into well-organized, concise, thesis-focused essays.

ENGL 120G. Composition and Literature 1.0 course credit
A writing and reading course designed to help students analyze and evaluate what they read, recognize and use a variety of rhetorical modes and argumentative strategies, improve their critical thinking skills, understand and implement the special argumentative strategies of literary analysis, and arrange their thoughts into well-organized, concise, thesis-focused essays.

ENGL 180G. Introduction to Literature: Special Topics 0.5 to 1.0 course credit
A general literature course for non-majors, ENGL 180 seeks to encourage life-long reading through appreciation of literary language and form. The course emphasizes examination and comparison of literary genres, structure and form in fiction and poetry, and New Critical analysis (point of view, plot, setting, characterization, diction, imagery, metaphor and symbol, theme, etc.). In addition, the course will place a particular topic or sub-genre in the context of pertinent historical and cultural settings, while examining categorical assumptions about “popular” and “serious” literary treatments. Recent course offerings include: “Folktale, Myth, Legends, and Fable,” “Sherlock Holmes and Victorian Detective Fiction,” “21st-Century Young Adult Literature,” “Illinois Authors,” “Pithy, Punchy, and Paunchy: Detective Fiction.” Satisfies the General Education requirement for “Beauty and Meaning in Works of Art” component. Prerequisite: ENGL 110. May be repeated only with permission of the instructor. One ENGL 180 course may be counted toward English major credit.

ENGL 188. Special Topics 0.5 to 1.0 course credit
Experimental/pilot courses. May be repeated for credit with permission of instructor.

ENGL 200. Introduction to English Studies 1.0 course credit
A gateway to the English major, this course is designed to introduce majors to the broad range of scholarship and practice within the discipline of English. Included will be emphasis upon close reading and research skills, as well as overviews of the history of the discipline, creative writing, literary criticism and theory, and vocational paths. Prerequisite: ENGL 110.
ENGL 201. Grammar 1.0 course credit
A course that gives students practice in fundamental English grammar. Emphasizes basic skills, not theory.

ENGL 210. Creative Writing 1.0 course credit
Practice in the writing and critical analysis of imaginative literary forms, especially poetry and fiction. Satisfies the General Education requirement for “Beauty and Meaning in Works of Art” component. Prerequisite: ENGL 110.

ENGL 220. British Survey I 1.0 course credit
A historical survey emphasizing literary and cultural developments in English literature from the Medieval through the Neoclassical periods. Prerequisite: ENGL 110.

ENGL 221. British Survey II 1.0 course credit
A historical survey emphasizing literary and cultural developments in English literature from the Romantic through the Modern periods. This course is a continuation of ENGL 220 but may be taken alone and without regard to sequence. Prerequisite: ENGL 110.

ENGL 224. American Survey I 1.0 course credit
A historical survey emphasizing literary movements and cultural and developments in the literature of the United States. Readings will include: Native American creation myths; explorer narratives; poetry, fiction, and nonfiction from such writers as Bradstreet, Mather, Edwards, Franklin, Cooper, Emerson, Thoreau, Hawthorne, Poe, Melville, Whitman, and Dickinson. Prerequisite: ENGL 110.

ENGL 225. American Survey II 1.0 course credit
A historical survey focusing on poetry and fiction written after the Civil War and before American involvement in the Second World War. Included are works from such writers as Jewett, Wharton, Twain, James, Chopin, Crane, Pound, Robinson, Frost, Anderson, Stevens, Eliot, Fitzgerald, Hemingway, and Faulkner. Emphasis on literary, cultural, and historical movements. The course is a continuation of ENGL 224, but may be taken alone and without regard to sequence. Prerequisite: ENGL 110.

ENGL 250. Special Topics 0.5 to 1.0 course credit
May be repeated for credit.

ENGL 288. Special Topics 0.5 to 1.0 course credit
Experimental/pilot course. May be repeated for credit with permission of instructor.

ENGL 299. Writing Fellows 0.5 course credit
An introduction to the tutoring process, as well as basic pedagogical and developmental strategies for teaching writing. Course requirements will include: readings in composition/tutoring theory and practice as well as tutoring in the Teaching and Learning Center (TLC). Enrollment through nomination and recommendation only. Prerequisite: ENGL 110.

ENGL 301. Creative Nonfiction 0.5 to 1.0 course credit
This course combines the study of the rhetoric and modes of the “fourth genre,” creative nonfiction, with practice of its craft. Examples of memoir, lyric essay, literary journalism, and nature writing will be analyzed even as students learn to write in the same modes. Open to juniors and seniors or by permission of the instructor. Prerequisite: ENGL 110.

ENGL 310. Advanced Creative Writing 0.5 to 1.0 course credit
Students write intensively in fiction or poetry, individually selecting their subject matter throughout the course. Students sharpen their critical skills by evaluating one another’s work and by investigating contemporary writing and publishing. Prerequisite: ENGL 210 or permission of the instructor.
ENGL 337. Genre Studies in British Literature 0.5 to 1.0 course credit
An upper-division course in British poetry, fiction, or drama. Emphasis is on study of characteristics shared by a distinct type and on examination of individual illustrations of type. Recent course offerings have included “Literature and Film,” “Romantic Poetry,” “Nineteenth-Century Women Novelists.” Prior completion of a British literature survey (ENGL 220 or 221, pertinent to the course topic and title) is recommended, but not required. Prerequisite: ENGL 110. May be repeated for credit with different topics.

ENGL 339. Topics in British Literature 0.5 to 1.0 course credit
An upper-division course concentrating on a particular period, movement, or author in British literature. Recent course offerings have included: “Seventeenth-Century Poetry and the Self,” “Angry Young Men,” “Chaucer,” “Victorian Culture and Literature,” “Early Modern Masculinities.” Prior completion of a British literature survey (ENGL 200 or 221, pertinent to the course topic and title) is recommended, but not required. Prerequisite: ENGL 110. May be repeated for credit with different topics.

ENGL 347. Genre Studies in American Literature 0.5 to 1.0 course credit
An upper-division course in American poetry, fiction, or drama. Emphasis is on study of characteristics shared by a distinct type and on examination of individual illustrations of type. Recent course offerings have included “Modern American Poetry,” “The Contemporary American Novel,” “Modern American Drama,” and “African American Autobiography and Fiction”; henceforth, “Introduction to Literary Theory” will be offered periodically. Prior completion of an American literature survey (ENGL 224 or 225, pertinent to the course topic and title) is recommended, but not required. Prerequisite: ENGL 110. May be repeated for credit with different topics.

ENGL 349. Topics in American Literature 0.5 to 1.0 course credit
An upper-division course concentrating on a particular period, movement, or author in American literature. Recent course offerings have included: “Hawthorne and Melville,” “The Gilded Age,” and “American Literature between the World Wars.” Prior completion of an American literature survey (ENGL 224 or 225, pertinent to the course topic and title) is recommended, but not required. Prerequisite: ENGL 110. May be repeated for credit with different topics.

ENGL 350. Special Topics in Literature and Related Areas 0.5 to 1.0 course credit
A course permitting the investigation of narrowly defined literary issues, types, modes, and extra literary influences. Recent offerings have included “Literary Representations of Hell,” “Transatlantic Literature of the 1890s,” “World Literature,” and “Modern Poetry.” Prior completion of an English or American literature survey pertinent to the course topic and title is recommended, but not required. Prerequisite: ENGL 110. May be repeated for credit with different topics.

ENGL 361. Shakespeare I: Comedies and History Plays 1.0 course credit
Studies in the comedies and the history plays. Prior completion of ENGL 220 is recommended, but not required. Open to juniors and seniors or by permission of the instructor. Prerequisite: ENGL 110.

ENGL 362. Shakespeare II: Tragedies and Romances 1.0 course credit
Studies in the tragedies and romances. Prior completion of ENGL 220 is recommended, but not required. Open to juniors and seniors or by permission of the instructor. Prerequisite: ENGL 110.

ENGL 388. Special Topics 0.5 to 1.0 course credit
Experimental/pilot course.
ENGL 400. Senior Seminar  1.0 course credit
An intensive study of key literary periods and subjects. Recent seminars have included:
“Literature of the American South,” “New England Women Writers of the Late Nineteenth Century,” “Revolutionary Books,” “The Responsible Artist,” and “Early Modern Drama.” Required of all senior English majors. Offered in the spring semester.

ENGL 420. Independent Study  1.0 course credit
Students arrange independent study projects with individual instructors. May be repeated for credit with different topics.

ENGL 490. Directed Study in English  0.25 to 1.0 course credit
An experience designed to allow the student to use writing, editorial, and professional skills developed during the major by working on departmental publications or external internships. The course will help prepare the student for employment in various English-related fields. Prerequisite: prior approval of the department and instructor’s consent. May be repeated for credit.
Overview of the Program:
The aim of the Environmental Studies and Sustainability (ESTS) major is to give students a solid foundation in the natural sciences (including mathematics) and social sciences that pertain to environmental issues and problems. Also, a minor in ESTS allows other majors to gain knowledge and experience in environmental issues so they can apply the disciplinary skills of their major to solving environmental problems.

Although not all students choosing to major in Environmental Studies and Sustainability are necessarily interested in pursuing scientific careers, all should have a firm foundation in the sciences that pertain to environmental concerns. They can thus be more effective lawyers, politicians, or advocates (if those are careers they aspire to) than if they lacked training in the sciences. They will be able to talk with biologists, chemists, and geologists more intelligently than those who do not have a firm grounding in these areas. Likewise, students interested in science-oriented careers in the environment need the perspective and context provided by the social science courses in the major. The social implications of environmental issues cannot be ignored, and the solutions to environmental problems are increasingly economically and politically charged.

The Environmental Studies and Sustainability student takes a breadth of basic courses in science, social science and humanities early in the program. As the student begins to refine his or her interests, s/he chooses from a menu of upper-level courses in science, social science, and humanities. Several of the courses (Introduction to Environmental Studies and Sustainability, Environmental Economics, Environmental Politics, Environmental Ethics) were designed specifically for the program. Additionally, all participants in the program are required to complete an independent research project in a department of their choice.

Career Opportunities:
The Environmental Studies and Sustainability major is intended to give students a broad yet firm foundation that can be used as a springboard into graduate/professional school or employment. The environmental field is extremely broad, ranging from environmental chemistry to wildlife management to environmental engineering to environmental law. Accordingly, the major attempts to provide a breadth of experience to provide a foundation for specialization later in one’s career.

It is important for students to attempt to define their specific interests in the environmental field. Sampling from our variety of courses gives them opportunities to do this. What is it they hope to do? Environmental monitoring? Toxicology? Engineering? Natural resource management? Advocacy? Law? Politics? Do they hope to go directly into employment? Or into graduate/professional school? Depending on the students’ specific interests, they can appropriately plan their elective course work and plan to do research and/or internships along the lines of their interests.
Equipment and Facilities:

Because the program is interdisciplinary, it makes use of classrooms and labs throughout the campus. The sciences at Monmouth have a tradition of intensive hands-on laboratory work, and the college is well equipped to support the natural science component of the major. Boats for exploring local aquatic environments such as the Mississippi river, Citizen’s Lake, and Lake Warren are available to assist in water quality testing and fish sampling. Other field equipment such as live traps for mammals and other vertebrates and invertebrates and tools to manage controlled prairie burns are also used in courses such as Ecology, Conservation Biology and Field Botany.

The Educational garden and College farm offer environmental science and sustainability students opportunities to be involved in sustainable and organic food production as well. Two “green” Citizenship courses are often chosen by environmental science seniors to get hands-on experience in tackling real-world environmental issues in agriculture, water quality, and other areas of interest such as green energy.

The LeSuer Nature Preserve, a short 15-minute walk from campus, is also used for field studies, course projects, and senior research. Several acres have been restored to native prairie and a large stream bisects the area. Riparian and flood plain forest also offer abundant opportunities for research in the expanding field of ecological restoration.

The college also maintains a small, fresh-water pond and a one-acre native prairie plot for field projects. More information on these areas can be found in the Department of Biology section of this catalog.

Off-Campus Programs and Field Trips:


ACM Tanzania: Studies in Human Evolution and Ecology—a fall semester program in Tanzania. Students spend several weeks at the University in Dar es Salaam learning language and taking courses in human evolution and ecology. They then move to field camps in the Serengeti or near Laetoli, depending on their area of interest.

ACM Brazil: An environmental studies exchange program is available in either the fall or spring semester at Universidade Federal de Juiz de Fora in Brazil. The area provides unique opportunities to study savannah and Atlantic tropical rain forest ecosystems in a rapidly developing country.

Numerous work/research internships involving environmental problems are available on a competitive basis.

Field-oriented courses at Monmouth College (e.g., Ecology, Field Botany, Conservation Biology) make frequent use of the LeSuer Nature Preserve, the Spring Grove Prairie, and other local settings. There are also occasional weekend trips to such places as Shawnee National Forest in southern Illinois, Nachusa Prairie, and Emiquon wetlands. Finally, faculty occasionally offer spring break and summer trips to specific ecosystems such as the tropics (Panama), the desert southwest (Grand Canyon), or Hawaii.
Environmental Studies and Sustainability Major Requirements (9.5 courses plus):

- ESTS 103 Introduction to Environmental Science
- BIOL 155 Introduction to Ecology, Evolution, and Diversity
- ECON 200 Principles of Economics
- SOCI 101 Introduction to Sociology OR
- ANTH 103 Introduction to Anthropology
- BIOL 350 Science Seminar (2 semesters, 0.25 each)
- POIS 103 American Politics

At least one course each in Research Methods and Independent Research in a department of the student's choice such as:
- BIOL 210 Biological Research Methods
- BIOL 440/450 Research I and II

Required Science Electives (Choose at least 3; 2 at or above 200 level) (3.00 courses)

- BIOL 150 Investigating Biological Concepts
- BIOL 307 Ecology
- BIOL 210 Biology Research Methods
- BIOL 440/450 Research I and II (0.5 each)
- BIOL 315 Conservation Biology
- BIOL 201 Field Botany
- CHEM 140 General Chemistry
- CHEM 220 Analytical Chemistry
- ESTS 234 Introduction to Cartography and Geographic Information Systems
- ESTS 393 Natural Areas Field Practicum
- PHYS 267 Dynamics of Atmosphere
- PHYS 288 Health Physics
- MATH 207 Statistics for the Sciences

Required Humanities/Social Science Electives (Choose at least 2; 2.00 courses)

- ECON 310 Regulation and Legislation
- ECON 340 Economics and Law
- ECON 370 Public Finance
- ECON 380 Environmental Economics
- PHIL 310 Environmental Ethics
- POLS 311 Parties and Elections
- POLS 375 Environmental Politics
- COMM 234 Small Group Communication
- COMM 335 Argumentation
- COMM 339 Persuasion
- SOCI 345 Sociology of Inequality

Environmental Studies and Sustainability MINOR Required Courses

- ESTS 103 Introduction to Environmental Studies and Sustainability

Plus three courses from the following list:

- BIOL 201 Field Botany
- BIOL 315 Conservation Biology
- ESTS 234 GIS Introduction to Cartography and Geographic Information Systems
- ESTS 393 Natural Areas Field Practicum
- COMM 335 Argumentation
- PHIL 310 Environmental Ethics
- POLS 375 Environmental Politics
- ECON 380 Environmental Economics
Course Descriptions:

**ESTS 103G. Introduction to Environmental Science and Sustainability**
1.0 course credit

The course is an introduction to the scope, magnitude, and diversity of environmental issues approached by scientists and policy-makers. An interdisciplinary approach to solving environmental problems is emphasized by providing a scientific, social, and political understanding of the issues. Also included are field trips and laboratories to study human impacts on our environment. Group discussion aimed at critical analysis of current environmental topics is also encouraged.

**ESTS 234. Introduction to Cartography and Geographic Information Systems**
1.0 course credit

This course is designed to give a solid introduction to basic concepts in cartography and Geographic Information Systems (GIS). Students will be exposed to theoretical aspects of cartography and the basic concepts and techniques used in the graphic and cartographic representation of geographic information. Students will be exposed to the historical evolution of the GIS discipline and the theory behind spatial data handling and analysis. The laboratory component of this class is focused on learning how to use ESRI ArcGIS software to produce effective maps. A course project will highlight student mastery.

**ESTS 393. Natural Areas Field Practicum**
0.5 course credit

This course is designed as a standing practicum in natural areas conservation, preservation, management and maintenance. Experience working in the field is a valuable asset for students interested in natural resource jobs. This course will focus on Monmouth College’s LeSuer Nature Preserve and its prairie and riparian areas. Additional sites may be visited to collect seeds and specimens, including Spring Grove Cemetery and local state parks. Practical work will be intermingled with theoretical considerations and current management techniques. Work will vary with season and weather but will include: invasive species control and removal, native species establishment, seed collection, preparation and germination, prairie management through controlled burning, and planting for wildlife. Students will maintain a journal, including photos, and write a summary paper linking their work to their other coursework and career interests. C/NC. May be repeated for up to 1 credit total.
GLOBAL FOOD SECURITY STUDIES

Ramsés Armendáriz
Assistant Professor,
Political Economy and Commerce
Co-coordinator

Eric Engstrom
Associate Professor, Biology
Co-coordinator

Megan Hinrichsen
Assistant Professor,
Anthropology
Co-coordinator

Amy de Farias
Professor, History

Anne Mamary
Professor, Philosophy

Laura Moore
Professor, Chemistry
Bradley Rowe
Assistant Professor, Education
Tim Tibbits
Professor, Biology

Overview of the Program:

The Global Food Security Studies minor is designed to provide students with a foundation in understanding the contemporary challenges of achieving local and global food security using the disciplinary tools of biology, chemistry, anthropology, economics, philosophy, and history among others. Over the course of the program students will:

1. Become conversant in developing and critically evaluating answers to the following four questions:
   a. How do we feed a human population of 9.5 billion or more with food systems that are sustainable, achieve nutritional equity, and ensure access to culturally appropriate food?
   b. What are the social/biological/economic consequences of food insecurity for individuals and societies?
   c. How should we construct sustainable food systems and ensure food security in Western Illinois?
   d. How do we promote sustainable food systems and create a food culture oriented toward achieving full human potential at Monmouth College?

2. Become familiar with careers that address global food security and with the qualifications sought by organizations active in pursuing global food security;

3. Learn to critically evaluate both the strengths and the limitations of existing agricultural paradigms (e.g. organic, industrial, agro-ecological, etc.) in achieving environmental and social sustainability, in ensuring nutritional adequacy, and in supplying diverse and culturally appropriate foods;

4. Become comfortable envisioning novel food system paradigms that may abandon dichotomous modes of thinking (e.g. food production is inherently either organic or industrial).
Requirements for the Global Food Security Studies Minor:

Successful completion of the Global Food Security Studies Minor requires that students complete, with a grade of C- or better, a total of 5 courses. Two courses, Introduction to Global Food Security and Research in Global Food Security, are required of all students. In addition, students must complete at least one course from each of the following three areas: Food, Culture, and Society; Nutrition, Science, and the Environment; and Food Policy, Politics, and Ethics (see approved list of courses below).

Required Core Courses for the Global Food Security Minor (2 courses):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>GFSS 101</td>
<td>Introduction to Global Food Security</td>
</tr>
<tr>
<td>GFSS 401</td>
<td>Research in Global Food Security</td>
</tr>
</tbody>
</table>

Electives (3 courses, one from each category):

Food, Culture, and Society

<table>
<thead>
<tr>
<th>Field</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>ANTH 220</td>
<td>Anthropology of Food</td>
</tr>
<tr>
<td>Anthropology</td>
<td>ANTH 250*</td>
<td>Special Topics in Anthropology</td>
</tr>
<tr>
<td>Anthropology</td>
<td>ANTH 288*</td>
<td>Special Topics in Anthropology</td>
</tr>
<tr>
<td>History</td>
<td>HIST 110</td>
<td>World History of Food</td>
</tr>
</tbody>
</table>

Nutrition, Science, and the Environment

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<thead>
<tr>
<th>Field</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>CHEM 250</td>
<td>Principles of Nutrition</td>
</tr>
<tr>
<td>Biology</td>
<td>BIOL 109</td>
<td>Plants and Society</td>
</tr>
<tr>
<td>Biology</td>
<td>BIOL 212</td>
<td>Plant Biology</td>
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</tbody>
</table>

Food Policy, Politics, and Ethics

<table>
<thead>
<tr>
<th>Field</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Economy and Commerce</td>
<td>PECS 250</td>
<td>Economics and Food</td>
</tr>
<tr>
<td>Philosophy</td>
<td>PHIL 310</td>
<td>Environmental Ethics</td>
</tr>
<tr>
<td>Educational Studies</td>
<td>EDST 260</td>
<td>Food, Ethics, and Education</td>
</tr>
</tbody>
</table>

* when topic is appropriate and approved by a coordinator

Course Descriptions:

GFSS 101. Introduction to Global Food Security

Achieving global food security in a changing global environment is one of the essential challenges confronting the human population in the 21st century. Without reliable access to food or adequate nutrition, individuals cannot realize their full human potential and lead fulfilling lives. This course is an interdisciplinary introduction to global food security. Students will apply conceptual tools from the natural and social sciences to address the causes and consequences of food insecurity and malnutrition at a local and global scale.
GFSS 401. Research in Global Food Security 1.0 course credit
This is a capstone course (seminar or independent study, depending upon enrollment, and availability of mentoring faculty) based upon an original research project developed by the student or class with the guidance of a faculty mentor(s) that addresses a specific challenge relevant to securing local or global food security. Prerequisites: Introduction to Global Food Security and one course in each of the three areas of the GFS minor (Food, Culture, and Society; Nutrition, Science, and the Environment; and Food Policy, Politics, and Ethics).
Global public health is the exciting and interdisciplinary field which focuses on improving both physical and mental health around the world, by researching disease and treatments, promoting healthy lifestyles, and studying prevention of illness and injury. The goal of the minor is to develop students’ knowledge of a variety of approaches to understanding and improving health, from an individual level to an international level, in order to prepare them for a variety of careers related to health.

**Required Courses for the Global Public Health Studies Minor (2.0 course credits required):**

- GPHS 101 Introduction to Public Health
- GPHS 105 Introduction to Epidemiology

**Required Experiential Component for the Global Public Health Studies Minor (1.0 course credit required):**

The experiential component requires students to gain hands-on experience in some aspect of Global Public Health, via an internship, research project, or relevant study abroad experience. The following will meet this requirement:

- GPHS 410 Internship in Global Public Health
- GPHS 420 Independent Study in Global Public Health
- Approved study abroad course

Approval from the program coordinator must be obtained prior to beginning the experience. The requirement can be met through a combination of experiences, which total at least 1.0 course credit. Substitutions of internships or research projects from other departments can occur with the approval from the program coordinator.

**Elective Courses for the Global Public Health Studies Major (2.0 course credits required)**

Students need to complete 2.0 course credits from the following list, with courses coming from different departments. At least one elective course needs to be at the 200 level or above. Special Topics courses, or other courses relevant to Global Public Health, can be used to satisfy the elective requirement with permission of the program coordinator. (Note: Many of these courses have pre-requisites, so be sure to check the college catalog for planning purposes.)

- ANTH 270 Medical Anthropology (1.0)
- BIOC 201 Principles of Nutrition (1.0)
- BIOL 302 Microbiology (1.0)
- BIOL 320 Parasitology (1.0)
- EDST 260 Food, Ethics, and Education (1.0)
- ESTS 103 Introduction to Environmental Science (1.0)
Course Descriptions:

GPHS 101. Introduction to Public Health 1.0 course credit
This course will introduce students to the field of public health, which focuses on the physical, mental and social well-being of populations. Course topics will include tools for understanding public health; health policy and law; ethics; prevention of disease and disability; healthcare systems; and contemporary public health issues. No pre-requisite required.

GPHS 105. Introduction to Epidemiology 1.0 course credit
This course will provide students with an introduction to the field of Epidemiology, which is the study of the distribution and determinants of health and diseases in populations. Course content will include the history of the field; current tools and use of data to study disease; descriptive epidemiology; association and causation; analytic epidemiology; and applications to public health and policy. No pre-requisite required.

GPHS 410. Internship in Global Public Health 0.5 or 1.0 course credit
An experience designed to allow students in Global Public Health to apply the concepts and ideas developed during study in the minor to a particular workplace or setting related to health. Prerequisites: Junior standing and prior approval of the program coordinator.

GPHS 420. Independent Study in Global Public Health 0.5 or 1.0 course credit
Directed individual study in an advanced area of global public health. The student selects a topic in consultation with a member of the faculty. Prerequisite: Junior standing and permission of the instructor.
Overview of the Program

The History major at Monmouth College will prepare you for engagement with the world after graduation by introducing and refining the skills and knowledge you can use in virtually any profession. To do so, our curriculum moves from entry-level classes with hands-on exploration of how history is created, to courses examining how historians interpret data, to seminars where students write significant research papers, and finally to broad surveys which synthesize information from all courses.

Each course level practices a specific skill. All 100-level classes focus on primary-sources, while the 200-level classes mostly use secondary sources to explore narrowly defined topics through the eyes of historians and other scholars. At the 300-level, students research and write about a carefully defined topic. The 400-level survey classes allow students to appreciate a broad sweep of history. Course titles may change every year, but the skills addressed will remain the same.

You may personalize your History major with these two tracks:

1. History Education – if you want to teach social studies in the pre-college classroom. Please begin by consulting Dr. Christine Myers for information and assistance.

2. Public History – if you would like to pursue a career in archives, museum studies or library science. The courses you will take include HISt 190, 193, 195, 290, 293, 310, 390 and ENGL 490 (see below); please begin by consulting Dr. Michelle Damian for information and assistance.

Requirements for the History Major (9.5 course credits):

1. You must take HISt 220: Modern Global History, ideally in your sophomore year.

2. You must also take HISt 192: History Seminar, twice—once in your freshman or sophomore year, and a second time to coincide with your first HISt 300 class.

3. Levels distribution: You must take
   - 1.5 credits at the 100 level
   - 2 credits at the 200 level
   - 2 credits at the 300 level
   - 2 credits at the 400 level
   
   These level requirements will equal 7.5 credits; to reach 9.5 credits you may choose 2 credits from among any other History courses.

4. Regional distribution: Among your required 9.5 credits must be
   - 1 credit in U.S. History (HISt X10)
   - 1 credit in Global History (HISt X20)
   - 1 credit in European History (HISt X30)
**Important Notes on Course Sequence:** The curriculum is designed to be taken in order. Ideally, all History majors should take 100-level classes first (in the freshman year), then 200-level classes in the sophomore year, then 300-level classes in the junior year, then 400-level courses in the senior year. However, freshman can take 200-level classes. Juniors and seniors may take any level of class. We strongly discourage any freshman or sophomore from taking a 300- or 400-level course.

**Important Notes on Course Numbering:** Every course with a “1” in the tens place (i.e. 110) is a U.S. History course. Every course with a “2” in the tens place (i.e. 420) is a Global History course. Every “3” in the tens place (i.e. 230) denotes a European History course.

**Notes on Counting Credits:** Courses may overlap and be counted in two categories. For example, by taking HISt 220: Modern Global History, you may count it to simultaneously fulfill your Global requirement and one of your 200-level credits.

**Requirements for the History Minor (4 course credits):**

1. Levels distribution requirement: You must take at least 1.0 course credit each at the 100 and the 200 levels.

2. Regional distribution requirement: You must take 1.0 course credit in each of the following three areas:
   - United States History
   - European History
   - Global History

You may take any other History courses you like to reach the required total of 4 course credits. We strongly recommend taking HIST 399: Internship during your junior or senior year.

**100-Level Course topics change every semester. For a current list, please consult the Monmouth College course schedule. Examples of 100-Level course topics include:**

- Ancient Warfare and Sport
- Archeology of Food and Feasting
- The European Union
- Gods and Generals: Religion and the Civil War
- The Great Chicago Fire of 1871
- HIstory of the Samurai
- Introduction to Latin America
- History of Japan
- The London Blitz
- Mary, Queen of Scots
- Mexican Revolution
- The Peloponnesian War
- The President is Dead: The Assassination of Lincoln
- Stories in Blue and Gray: Lives of Civil War Soldiers
- Women in Victorian Scotland
- World War I
200-Level Course topics change every semester. For a current list, please consult the Monmouth College course schedule. Examples of 200-Level course topics include:

- Ancient Societies: Everyday Life in Ancient Greece & Rome
- Black Atlantic Rebels
- Gods and Generals: Religion and the Civil War
- Historiography
- History thru Film
- Modern Global History
- Pirates of the Barbary and the Caribbean
- Public Memory and Elections
- The Renaissance
- Revolution in Latin America
- Scottish Nationalism
- Scottish Witches
- World History of Food
- World War II – The Pacific

300-Level Course topics change every semester. For a current list, please consult the Monmouth College course schedule. Examples of 300-Level course topics include:

- 19th Century Brazil
- Fragments from the U.S. Past
- Research in Monmouth College History
- Virtue & Vice in Early America
- Women in Latin America
- World’s Fairs
- Islands & Nations: British and Irish History

400-Level Course topics change every semester. For a current list, please consult the Monmouth College course schedule. Examples of 400-Level course topics include:

- The American Century
- Western Civilization, 1450–1848
- The British Empire
- Latin American History, 1450–1850
## Public History Sequence

Students who are interested in learning about a career in archives, museum studies, or library science should consider these courses and consult with their advisor on a broader career plan.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>HIST 190</td>
<td>Introduction to Archives</td>
<td>Prerequisite: Permission of instructor.</td>
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<tr>
<td>HIST 193</td>
<td>Introduction to Public History</td>
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<tr>
<td>HIST 195</td>
<td>Archaeology Lab</td>
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<td>HIST 293</td>
<td>Maritime Archaeology</td>
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<tr>
<td>HIST 290</td>
<td>Practicum in Archival Work</td>
<td>Prerequisite: HIST 190 and permission of the instructor.</td>
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<td></td>
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<td>May be repeated twice for credit.</td>
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<tr>
<td>HIST 390</td>
<td>Archives Independent Study</td>
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<tr>
<td>ENGL 490</td>
<td>Library Science</td>
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INTEGRATED STUDIES

Dan Ott
Associate Professor, Philosophy and Religious Studies

This series of courses taken over four years serves as the core component of Monmouth College's General Education program.

**INTG 101G. Introduction to Liberal Arts**
1.0 course credit
ILA is a transition into the Monmouth College learning community which values the spirit of inquiry in pursuit of academic excellence. This seminar is required of all first year students and is taught by faculty from departments across campus. Central values of the Liberal Arts including questions of human value and purpose are explored, and theme-related texts are read, analyzed, and questioned. Students are expected to participate actively in class discussions as we consider the meaning and significance of the issues raised by the texts, convocations, and other activities. **ILA Coordinator: Stephanie Baugh**

**INTG 2XXG. Global Perspectives**
These courses provide an exploration of communities, societies, institutions, and issues from a global perspective, emphasizing not only differences and diversity but global interconnections and integration. Each course will highlight the influence and importance of cultural differences and ask the student to understand culture as a lens through which we view the world. To be taken in the sophomore year. **Prerequisite: INTG 101G. Global Perspectives Coordinators: Brian Baugh and Germain Badang**

**INTG 201. World Impact of East Asian Science**
1.0 course credit
A comparative study of the world impact of science from Western cultures, such as those of Europe and the United States, and Eastern cultures such as those of China, Korea, Singapore, and Japan. Diverse approaches to science will be discussed, such as the relative importance of group versus individual achievement. These distinctions are rooted in cultural differences that manifest both locally and globally.

**INTG 202. World Drama**
1.0 course credit
A study of drama as a reflection of cultures and an insight into society. Drama has often been used to bolster political ends or to question government policies. This course will focus on how drama causes people to reflect upon values in society, as well as significant issues and events in the world.

**INTG 203. Food**
1.0 course credit
A study of food as a key to unlocking cultures and a lens for comparing different societies. This course will show how human nutrition has been produced, marketed, and consumed as a series of cultural, political, and economic products.

**INTG 204. The Environment**
1.0 course credit
A study of global environmental issues such as human population growth, resource consumption, and environmental alterations. Through the context of environmental problems students will develop an understanding of the planet’s interconnectedness.

**INTG 205. Communication in Global Contexts**
1.0 course credit
A study of the ways in which culture and communication intersect and influence each other. An emphasis will be placed on understanding the importance of context—social,
cultural, historical, and political—in intercultural interactions and communication. This course explores cultural dynamics both within the United States and abroad.

**INTG 207. Terrorism** 1.0 course credit

An exploration of the local and global contexts for terrorism. This course examines the politics, cultures, and societies from which different types of terrorism emerge, as well as how globalization impacts the growth of militant movements and the choice to engage in terrorist acts.

**INTG 208. Work and Leisure** 1.0 course credit

A study of how different cultures and regions of the world approach work and leisure time. Topics discussed include: how history and culture impact our perception of meaningful work, compensation, and business and leisure practices in various regions of the world. The course also examines how work and leisure time are influenced by the trend toward globalization.

**INTG 209. Ethnic Conflict** 1.0 course credit

A study of the phenomenon of ethnic conflict. The course will look closely at several instances of such conflict, ranging from the relatively non-violent separatist movement in Quebec to incidents of genocide such as occurred in Rwanda. In doing so, it attempts to better our understanding of these occurrences by placing them in a global and historical context.

**INTG 211. Music and Culture** 1.0 course credit

An exploration of music's role in shaping cultural identity, the status of musicians and composers within these cultures, and music as a commodity in the global economy. These aspects and others are considered within a larger picture of global historical development.

**INTG 212. Love, Marriage and the State** 1.0 course credit

A study of the evolution of love, marriage and family in historical and cross-cultural perspectives, with attention to the complex interplay between individual agency and the constraints imposed by social, economic, and political environments. Concepts and practices of students' family lives will be compared to South Indian, Middle Eastern, and Japanese practices.

**INTG 213. Global Cities** 1.0 course credit

An examination of the dynamic growth and significance of a variety of the world's largest metropolitan areas and their role in shaping the political, economic, environmental, and cultural conditions of the modern world. Different cities and particular case studies will be selected each semester by the instructor.

**INTG 214. Contemporary Art and Culture** 1.0 course credit

A study of contemporary art as a tool for expressing culture values relating to universal issues such as food and shelter, religion, and politics. The often similar concerns of artists from widely varying backgrounds highlight the connections between the global and the local.

**INTG 215. Secret Lives of Women in Literature** 1.0 course credit

This course examines the lives of women in Africa, Asia, the Caribbean, India, Russia and the United States as revealed in literature. It deals with the various ways women in different cultures deal with marriage, childbirth, infertility, motherhood, child raising, ageing, infidelity and sexual abuse. Each of these problems is circumscribed by tradition, and status, yet solutions to problems are often ingenious and practical.
INTG 216. Economic Development  
1.0 course credit
An examination of the challenges to economic development as they have occurred in the past several centuries. Students will study industrialization and the problems of economic inequality in Africa, Asia, and South America, as well as lessons learned from Europe and North America. The class will culminate in written and oral presentations of proposals for economic development in nations chosen by students.

INTG 217. Corporate Social Responsibility  
1.0 course credit
An exploration into the sensitivity to the social and ethical issues involved in broader questions of corporate strategy and planning from a global perspective. Students will develop ethical and philosophical foundations for making business decisions globally.

INTG 218. Can the Dead Speak?: Political Representations of Death in the US and Latin America  
1.0 course credit
An examination of the political, cultural and social representations of death in Latin America and the United States and how notions of death or the dead are shaped by a global historical context. This course will question factors that influence how death is conceived of in a global manner, more specifically how the meaning of death may change depending on historical and temporal context.

INTG 219. Dances of the World  
1.0 course credit
A study of the relationship between dances of the New World through the African Diaspora. Through select readings, listening, films, and lectures we will, from a global perspective, explore the ways in which individuals and communities in specific social and cultural contexts around the world use dance to inform and mediate social identity and social relations.

INTG 288. Global Perspectives  
1.0 course credit
A designation for new Global Perspectives courses being piloted. Topics and course descriptions for this course number will vary. All courses offered under this number designation meet the Global Perspectives general education requirement.

INTG 3XXG. Reflections
These courses encourage an exploration of one’s own and others’ ideas about the ultimate meaning and purpose of our lives. Courses will be taught from philosophical, religious, artistic, and scientific perspectives. To be taken in the junior year. Prerequisite: INTG 2XXG. Reflections Coordinator(s): Kevin Baldwin and Dan Ott

INTG 301. Spirit and Story  
1.0 course credit
Human beings have long told one another stories about the gods and of our relationship with them, and about such things as sacrifice and suffering, communion and celebration, stories of our origins and of our ends, and of what is expected of us. This course examines various spiritual and religious themes within works of literature and the cinema. The spiritual informs art just as our understanding of the spiritual may be influenced by our stories and how we tell them to ourselves.

INTG 302. The Pursuit of Well-Being  
1.0 course credit
What is well-being and how do we develop it? It is the goal of this course to critically evaluate the experience of well-being and understand it in the context of the individual, family, society, culture and history. We will examine the role of money, exercise, religion, struggle, sacrifice, volunteerism, gender, age and happiness. Students may also participate in various practices including Tai Chi, meditation, and developing a personal mission statement, while reflecting on their own experience.
INTG 304. Beyond Belief  
1.0 course credit
This course tracks the history of science (from the Enlightenment) and its naturalistic approach to knowledge as it conflicts with religious belief. Using examples such as the heliocentric universe, evolution and creation, neurology and the soul, and evolutionary psychology we illustrate increasing challenges to religious authority and the concept of god(s). We consider the relationship among science, agnosticism and atheism, concluding with how atheists defend their views and answer the fundamental questions of meaning and existence.

INTG 305. Ancient Religious Reflections: Sacred Places  
1.0 course credit
This course focuses on a number of important religious sites in the ancient Mediterranean world. We will compare and contrast these holy places and consider what makes them sacred. Students will be challenged to compare these sacred places to their own sense of the spatial sacredness. The basic premise of this course is that a sense of sacred space is an important aspect of what it means to be human. Participants in this course will be challenged to compare one or more of these sacred places with places they consider to be sacred in their own lives.

INTG 307. Friends, Neighbors, Lovers, Enemies  
1.0 course credit
Using stories from the world’s religious traditions as well as novels and biography, students will be asked to examine how narratives shape our ideas of who we consider to be friends, neighbors, lovers, and enemies and how we are to respond to them. Students will explore their beliefs about themselves and others, their images of God and how they have been formed, how these understandings of the divine influence human behavior, the importance of caring for self, and the need to connect with our global human society and help care for the earth.

INTG 308. The Just War  
1.0 course credit
This course will introduce students to some of the standard theories of “just wars” (jus ad bellum) and just war practices (jus in bello). We will consider questions about the moral and legal acceptability of force. We will study international rules of warfare, and how they have changed over the centuries. We will contemplate whether the killing of civilians is “collateral damage” or an immoral act, or something else. We will ask questions about accountability and justice. We will proceed roughly chronologically and explore how the ideas of the earliest thinkers have held up or been changed by wars, terrorism, and weapons development.

INTG 309. Personal Identity  
1.0 course credit
This course provides an examination of the biological, behavioral, and social foundations of the sense of personal identity. It considers the way in which personal identity may be a gift, a biological imperative, a challenge, a social creation, or even an illusion. The multiple anchors of our identity in memory, body, society, and experiences are explored.

INTG 312. Voices: Music and Literature  
1.0 course credit
This course will examine important themes inherent to the human condition: Who are we? What defines our humanity? Can artists give voice to some of our deepest thoughts and feelings? To help answer these questions the class will investigate themes of love, death, war, faith, and identity. We will read powerful works by international authors. We will listen to great composers in the hope that music’s rich emotional and intuitive language will inspire us in our search for meaning. These artists challenge the
status quo and ask us to think from different perspectives. Class is discussion based with reflective writing.

**INTG 313. Suffering, Evil, and Hope** 1.0 course credit
Why is there suffering and evil? What is our responsibility in the face of suffering? Are there grounds for hoping that suffering may one day cease? This class focuses on the long tradition of religious and philosophical reflection on these and related questions. The course material includes classic texts, novels, and film as points of departure for class discussion.

**INTG 314. Faith & Solidarity: American Perspectives on Religion, Ethics & Politics** 1.0 course credit
This seminar provides students with the opportunity to think about the relationship between religion, ethics and politics in the American context through the close reading of texts by classic American thinkers, including philosophers, theologians, literary figures and social commentators. The course examines the development of the culture of individualism and engages criticisms and concerns about the effect of individualism on the forming and sustaining of communities. We also look at such themes as America as an ideal, nature and nature religion, loyalty and patriotism, democracy and religious pluralism, race, self-expression and communal identity.

**INTG 315. Cosmology and Creation** 1.0 course credit
The primary objective of this course is to explore possible answers to the questions, “Where do we come from?” “What is our place in this universe?” and “What is our destiny?” In the process of so doing, students will be encouraged to consider several theories of the universe — classical models, biblical doctrines and arguments, scientific theories based on compiled data, and a variety of Western and Eastern concepts. The course will also attempt to acquaint students with scientific methods used to address these weighty issues and balance them with theological considerations and philosophical systems, in order to see that these modes of inquiry can work with and not necessarily against each other.

**INTG 316. Poetics of the Self** 1.0 course credit
An investigation of some questions that arise from an awareness of one’s own self. The intent is to place the question “Who am I?” into a critically manageable context. The course emphasizes discovery of the self and various strategies for making sense of one’s self. Particular emphasis is on the need for models (plots, paradigms, myths) in defining our existence.

**INTG 317. Food For Thought** 1.0 course credit
One of the central metaphors for food in our culture is “fuel”, however, it may also be “communion” in the broadest sense. This course will explore some essential issues of food including its spiritual dimensions, health implications, family farming and agribusiness, fast food, slow food, and local food, animal and human rights, and genetically modified organisms. To quote Wendell Berry: “How we eat determines to a considerable extent how the world is used.” As we live in a largely agricultural area, we will start locally and gradually extend to more global perspectives.

**INTG 320. Comparative Issues in World Religions** 1.0 course credit
This course will introduce students to the world’s major religious traditions — the religions originating in India (Hinduism and Buddhism), the religions originating
in China (Confucianism and Taoism), and the “religions of Abraham” (Judaism, Christianity and Islam) — by approaching the religions comparatively through the lens of a particular issue, aspect or theme. Students will learn a basic overview of the religions and then delve into the specific details, depending on the topic. Possible topics include: mysticism, religious founders, religious ethics, peace and non-violence, heaven and hell, scriptures and ancient texts.

INTG 321. A History of Humanist Ideas 1.0 course credit
In this course, students will be exposed to the thoughts and ideas of those who have struggled with all aspects of the human condition without a belief in God. Beginning with the materialism of early Greek thought, the course will survey the roots and content of secularism as expressed in Renaissance-inspired humanism, Enlightenment rationalism, nineteenth-century freethinking movements, and twentieth-century philosophical debates. Atheists’ and agnostics’ writings and ideas will be read and examined to see the myriad contributions made to humanity by non-religious thinkers. Special emphasis will be placed on linking the meaningful, ethical, and productive work of these humanist thinkers to their focus on secular, and not religious, values. The humanist tradition has sought to affirm the finite nature of human existence, to maintain an inherent relationship to the world.

INTG 322. Harry Potter and the Philosopher’s Soul 1.0 course credit
When it was published in England, the first of the Harry Potter novels was called *Harry Potter and the Philosopher’s Stone*. Although the author was referring to the stone of alchemy supposedly able to turn base metals into gold and to produce the elixir of life, her novels also perform a sort of literary alchemy. This class will read the Harry Potter series for its “alchemical” potential to transform its readers and, through them, the society in which we live. Some of those themes might include the transformative power of Renaissance science (alchemy, astronomy, and astrology) in the Potter novels; construction of self and/in society; oppression and social justice; issues of gender, race, and ethnicity; power, mortality, evil, and courage; and the magic of love.

INTG 323. Great Powers & Great Responsibilities: Superheroes, Philosophy & Identity 1.0 course credit
“With great power, comes great responsibility.” This driving philosophy constantly present in the mind of Spiderman provides a lesson for how we all might live our lives, conscious of how our actions affect those around us. This course makes similar rhetorical connections between the American superhero in its various incarnations (comic book, television, film) and a number of important ideas that explore issues of meaning and value in contemporary society. These explorations will be firmly grounded in critical theory (gender, race, identity, psychoanalytic) and will involve deep readings of critical texts, writings on those texts, and exercises that are reflective of individual identities and which connect to specific heroes. Our popular culture heroes such as superheroes can tell us a great deal about what we as a society value, and through the fantastical trope of the superhero, we can seek to better understand ourselves. In this course, we will do so both by reading and studying about specific superheroes and how they reflect distinct values.

INTG 325. Christian Vocation: Identify, Faith and Work 1.0 course credit
Who am I? What do I believe? What shall I do with my life? These questions are interwoven with deeper questions that lie at the heart of what the Christian community calls “vocation” or “calling.” Drawing primarily on writings from within the Christian tradition and individual exercises that encourage self-reflection, students
will examine how human beings have made decisions about what to do with their lives and how this can inform decisions for their own lives.

**INTG 326. Self-Made Men?: Gender and Modern Masculinities**  
1.0 course credit  
In this course, we will reflect on the concepts of gender and masculinity, what it means to be “manly” in today’s society, and how masculine norms are both reinforced and questioned in literature, film, and popular culture. To do so, we will also trace the historical, economic, and religious underpinnings of modern, Western standards of masculinity from the Enlightenment to the present, with a particular focus on England and the United States.

**INTG 333. Machiavelli and Gandhi: Meaningful Ethics in an Amoral World**  
1.0 course credit  
This course looks for common ground between two highly compelling philosophies, moral realism, which assumes that effective behavior requires ethical compromise, and moral idealism (best exemplified by pacifism), which assumes that ethically tainted means can never lead to a morally desirable end. Machiavelli and Gandhi are presented as the respective archetypes of these two philosophies. We will also examine the work of contemporary writers from a variety of disciplines who struggle with the issues of situational vs. pure ethics and short- vs. long-term effectiveness.

**INTG 347. Chaos: Randomness and Order, Free Will and Destiny**  
1.0 course credit  
Does the flap of a butterfly’s wings in Brazil set off a tornado in Texas? With this statement, Edward Lorenz was describing how apparently minor initial differences can have major consequences in the future. In this course, we will discuss how the “Butterfly Effect” plays a role in weather predictions, business forecasting, and even our own lives. We will see how randomness can produce order and how something that is completely deterministic can result in chaos. With this background, we will examine arguments of whether our lives are governed by destiny or by free will.

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**INTG 4XXG. Citizenship**  
The senior capstone course of the four-year General Education program. The Citizenship course will take an interdisciplinary approach to understanding important social issues. Prerequisite: INTG 3XXG. To be taken in the senior year. *Citizenship coordinator*: Craig Watson.

**INTG 401. Building Communities**  
1.0 course credit  
This course investigates the concepts of community, civic engagement, social capital, and the like, through study of classic statements (deTocqueville, *Democracy in America*) as well as contemporary studies (Putnam, *Bowling Alone: The Collapse and Revival of American Community*). As students engage in academic study of these concepts, they will simultaneously involve themselves in the local community through community-based research.

**INTG 402. Green Initiatives**  
1.0 course credit  
This course will focus on defining and proposing a solution to a specific, local campus or community environmental problem. The end product of the course will be a concrete, detailed proposal for action submitted to appropriate authorities that is based on research and discussion with all stakeholders. The majority of our work will be collaborative and intensive; every member of the course will be expected to produce and contribute significantly to the final product which will ultimately be a catalyst of for measurable progress in solving an environmental problem.
INTG 403. Taxes and the Citizenry 1.0 course credit
An examination of the political, social, cultural, and economic issues affecting tax policies. The course will address the rights as well as the responsibilities of citizens with regards to taxes. Students will delve into issues such as the common good, fairness, economic growth, wealth, and age. They will investigate these issues in relation to current tax policy as well as ways in which citizens can be involved in change. The course will also involve an experiential component in which students will understand basic income tax through instructional workshops and be certified to prepare income tax returns by passing a certification test. The experiential component is in partnership with the Internal Revenue Service’s Volunteer Income Tax Assistance Program in which students assist the members of the community, who are the benefactors of tax policy, in the preparation of their tax returns. Common issues encountered in these returns are social security; capital gains; credits such as the earned income credit, education credit, child tax credit, and dependent care credit; income exclusions; and itemized deductions. Previous knowledge of tax, accounting, or business is not required. Students may not be concurrently enrolled in ACCT 364 or INTG 403.

INTG 404. Civic Leadership 1.0 course credit
Civic leadership is a rare, but essential, element in effectively accomplishing the goals that stem from engaged and committed citizenship. Fundamentally, most citizen determination to seek objectives achieves minimal success without skilled, effective leadership. Civic leadership, then, is the ability to motivate and effectively move citizens to action or accomplishment related to the community (worldwide, nation, region, locale, or group) of the respective citizens. The purpose of this course is to focus on, explore deeply, research accomplishments from, shadow exemplary examples of, and engage in team-competing strategies and stratagems related to civic leadership.

INTG 405. The Democracy Project 1.0 course credit
The Democracy Project is an exercise in applied political philosophy, sociopolitical reform, and real world advocacy. While the required texts will provide background, the bulk of the course will consist of emulating a “think tank” devoted to enhancing democracy in the U.S. and abroad. The work of The Democracy Project is meant to be cumulative — each class will build on the work of previous courses.

INTG 406. Theatre and Social Change 1.0 course credit
From the Federal Theatre Projects of the Great Depression to the disruptive performances of the 1960s and 1970s, theatre has played an important role in American radicalism. This course will report on socially conscious, politically active theatres in the United States. Despite (or perhaps especially because of) the evaporation of Cold War passions and the rise of conservatism in the 1980s and 1990s, such theatre work remains a persistent and evolving presence on the political landscape. The course will track the historical evolution of political theatre and will also explore the current state and future prospects of different modes, including agit-prop, demonstrations, solo performance, Augusto Boal’s Theatre of the Oppressed and community-based production. A significant means of developing a dialogue for social change (e.g., civic engagement). Students will select problems (local, state, national, international) and will create theatre pieces as a means of opening community dialogue and exploring potential solutions.

INTG 407. Monmouth’s Immigrant Communities 1.0 course credit
This course examines citizenship through the eyes of Monmouth’s immigrant community. Students will first explore the local history and politics of immigration, then collect living testimonies, or oral histories, of first- and second-generation
immigrants, as well as local leaders in health, law, government, business, education or law. Through this experiential learning, students will bring information into action, working together to suggest avenues for social change to improve immigrant lives.

INTG 408. Consumerism and Civic Duty 1.0 course credit
An overview of the linkages between the consumption of material goods and civic duty. Focus on the issues raised by connections, contradictions, and discourses of consumerism and citizenship. Includes participation in a debate and in the Monmouth College sustainability initiative.

INTG 409. Creating Change through Art 1.0 course credit
An inquiry into the ways that artists across time, culture, and media utilize and react to political, social, and cultural issues and problems through their art forms. Students will create and publicly present or display an original artwork based on research with the purpose of activism.

INTG 410. Voluntary Action 1.0 course credit
This course examines the shift away from state agency toward private provision of social services, and concurrent changes in the voluntary sector. Students in this course will be invited to interrogate critically theories and practices of voluntarism by examining social capital, corporate philanthropy, and voluntary action in order to create and propose ways to perpetuate a think tank which might tentatively be called the Monmouth Institute on Voluntary Action and Citizenship.

INTG 413. Statistical Thinking 1.0 course credit
This course will focus on using statistical information to make decisions in a variety of disciplines such as physical and life sciences, political and social sciences, etc. The course will also address the issue of the misuse of quantitative information to mislead. During the course, students will properly obtain and analyze data which will result in a written report. This work will support either another Citizenship course or an organization in the community.

INTG 414. Land, Food and Sustainable Agriculture 1.0 course credit
This course locates citizenship among human relationships to land, food, and agriculture. According to what agricultural standards do we appropriately describe our society as failing or flourishing? What might it mean to imagine ourselves as stewards of the land, for posterity’s sake? These questions invite comparison of modern industrial and “sustainable” (organic) agricultural practices, and consideration of the relationship between cultural values and methods of food production.

INTG 415. Media and the Self-Directed Citizen 1.0 course credit
An overview of how American media form citizen views of political and social issues. Information upon which civic action is based comes through media and civic action itself is becoming more and more a media activity. This course emphasizes the two faces of mediated civic action. Students will first analyze the constructed nature of mediated news and information and later discover the methods by which media can be used to join with others in accomplishing civic goals. Topics covered include: Print and electronic news, trends in “infotainment” (e.g. The Daily Show), political persuasion, and the Internet (Facebook, blogging, YouTube, etc.).

INTG 416. Politics and Government in the Midwest 1.0 course credit
This course explores forces that make the Midwestern states so critical in the balance of governmental and political power. The goals of the course are to gain a better understanding of Midwestern politics by examining how demographic, economic,
historical, cultural and migration patterns impact voting and policy decision in eight Midwestern states (Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, and Wisconsin). Students will gain an understanding of forces at play in the Midwest region as a whole and in individual states and their combined impact on American politics and government.

**INTG 417. Local Heroes**  
1.0 course credit  
This course explores citizenship and within the Monmouth community, using civic engagement and new media to investigate the heroes and heroics of citizenship. By comparing figures in local history and folklore with contemporary civic leaders, this course will open, widen, and possibly challenge students’ definition of what constitutes heroic citizenship. Students will consider numerous forms of “exemplary citizenship” and work toward creating an individual definition of heroism. This definition will pave the way for students’ own roles as future civic leaders.

**INTG 421. Liberty and the Citizen**  
1.0 course credit  
In this course students will be asked to address such questions as: What does it mean to be free? Do people want to be free? What is the proper role of government in a free society? How free are people in the U.S. and other countries? Is freedom advancing or retreating around the world? What obligations, if any, do individuals owe to the greater society? Who are perceived to be the enemies of freedom and why? Should enemies of freedom be confronted and if so when and how? What limits, if any, should be placed on individuals?

**INTG 488. Citizenship**  
1.0 course credit  
A designation for new Citizenship courses being piloted. Topics and course descriptions for this course number will vary. All courses offered under this number designation meet the Citizenship general education requirement.
QRAC 110. Quantitative Reasoning/Citizen  
1.0 course credit  
This course will provide you with the quantitative reasoning skills needed to solve problems 
related to many academic disciplines. These skills include the following: a healthy attitude 
toward mathematics, critical thinking, solving problems, and communication. We will work as 
a class on interpreting data in graphs and tables. You will use mathematical tools to interpret 
solutions to practical problems, and you will learn how to communicate your quantitative data 
by giving presentations on data in the media.

QRAC 120. Quantitative Reasoning/Math  
1.0 course credit  
This is an algebra-based introductory course in applied quantitative and statistical reasoning. The 
focus of this course will be the use of numerical evidence in support of arguments and for making 
decisions. The students will learn terminology, mathematical and statistical skills, and develop 
critical thinking skills. Reflection on what is known, unknown, and the necessary assumptions to 
solve real world problems will be a key component of this course.
INTERNATIONAL BUSINESS

Michael L. Connell  
Professor

Terry Gabel  
Associate Professor

Judy Peterson  
Professor

Ramses Armendariz  
Assistant Professor

Richard Johnston  
Associate Professor

Julie Rothbardt  
Assistant Professor

Wendine R. Bolon  
Associate Professor

Kenneth McMillan  
Professor

Tom Prince  
Visiting Assistant Professor

Overview of the Program:

The International Business major was designed to prepare graduates in both business fundamentals and knowledge of the economic, political, cultural, legal, and other environmental factors that shape the patterns of international trade, investment, financing, and strategic alliance in today’s global economy. Students are strongly encouraged to enroll in one of Monmouth College’s study abroad/exchange programs. Participants in these programs learn about that nation’s business environment, culture, and language while studying in that particular country of interest.

Career Opportunities:

Career opportunities for International Business majors exist in all types of organizations since even small firms do business internationally via the Internet. Employers of international business graduates include: multinational corporations, financial and research institutions, manufacturers, management and marketing consulting, government, and technology companies. Graduates joining small and mid-sized firms will find many complex and challenging international business opportunities in the United States and abroad.

Required Courses for the International Business Major:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSI 105</td>
<td>Introduction to Commerce</td>
</tr>
<tr>
<td>ECON 200</td>
<td>Principles of Economics</td>
</tr>
<tr>
<td>BUSI 201</td>
<td>Data Analysis</td>
</tr>
<tr>
<td>ACCT 203</td>
<td>Financial Accounting</td>
</tr>
<tr>
<td>BUSI 205</td>
<td>Business Math and Statistics</td>
</tr>
<tr>
<td>BUSI 218</td>
<td>Business Writing</td>
</tr>
<tr>
<td>BUSI 290*</td>
<td>International Business Practicum</td>
</tr>
<tr>
<td>ECON 301</td>
<td>Intermediate Macro Economics</td>
</tr>
<tr>
<td>BUSI 305</td>
<td>Business Administration and Organization</td>
</tr>
<tr>
<td>BUSI 306</td>
<td>Business Finance</td>
</tr>
<tr>
<td>BUSI 307</td>
<td>Marketing</td>
</tr>
<tr>
<td>BUSI 345</td>
<td>Globalization and International Management</td>
</tr>
<tr>
<td>ECON 360</td>
<td>International Trade and Finance</td>
</tr>
<tr>
<td>BUSI 409</td>
<td>International Business Strategy</td>
</tr>
</tbody>
</table>

*Students can satisfy the international travel requirement for this course by completing an approved study abroad experience or BUSI 290.

Electives outside Business and Accounting:

Students must choose one course from the list below or complete one elective course with approval of the program coordinator. Students may select courses from this list without prior approval of the program coordinator. With the approval of the program coordinator, students...
may substitute a course from the recommended list below or propose other courses which involve course material directly related to international studies or a geographic focus.

**POLS 270**  Introductions to International Relations
**POLS 366**  International Organizations
**POLS 397**  States and Markets
**HIST 130**  European Union
**ECON 351**  Comparative Economic Systems

### Other Recommended Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 200</td>
<td>Comparative Politics</td>
</tr>
<tr>
<td>POLS 397</td>
<td>States and Markets</td>
</tr>
<tr>
<td>POLS 202</td>
<td>Modern Japan</td>
</tr>
<tr>
<td>PSYC 237</td>
<td>Industrial/Organizational Psychology</td>
</tr>
<tr>
<td>PSYC 290</td>
<td>Cross-Cultural Psychology Practicum</td>
</tr>
<tr>
<td>RELG 210</td>
<td>Judaism and Islam</td>
</tr>
<tr>
<td>RELG 300</td>
<td>Philosophy and Religions of Asia</td>
</tr>
<tr>
<td>RELG 244</td>
<td>Religion and Politics</td>
</tr>
</tbody>
</table>

Foreign Language coursework beyond the 102 level.

### Course Descriptions:

Please refer to the Department of Political Economy and Commerce section for most current course descriptions.
International Studies

Overview of the Program:

International Studies is an interdisciplinary major grounded in the liberal arts tradition. It draws upon many disciplines, including history, political science, economics, foreign language study, ethics, and globalization theories. The major offers students a multicultural education and provides them with the skills necessary for engaged participation in the global civil society and the pursuit of an internationally oriented career.

An international studies major will:

- Master the conceptual and analytical tools necessary to analyze and comprehend the interconnected, globalized world of the 21st century;
- Be fluent in one world language;
- Think across the disciplines;
- Demonstrate a strong interest and appreciation of different cultural perspectives and world views;
- Possess excellent research and writing skills;
- Be able to communicate in a cross-cultural setting.

Career Opportunities:

The number of jobs in both private and public sectors with an international component is increasing rapidly. Foreign language proficiency and a cross cultural perspective are now seen as essential skills in the job market. The International Studies major provides a strong, diversified liberal arts education. The emphasis on different disciplines allows students to customize their own major, while supporting intellectual development applicable to many careers in education, law, private industry, tourism, international organizations, journalism, media, and various government and nongovernmental agencies (NGOs).

Required Courses (10 credits plus foreign language):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTU 100</td>
<td>Introduction to International Studies</td>
</tr>
<tr>
<td>ECON 200</td>
<td>Principles of Economics</td>
</tr>
<tr>
<td>POLS 200</td>
<td>Intro to Comparative Politics</td>
</tr>
<tr>
<td>POLS 270</td>
<td>Intro to International Relations</td>
</tr>
<tr>
<td>ISTU 220</td>
<td>Modern Global History</td>
</tr>
<tr>
<td>ISTU 400</td>
<td>Senior Thesis in International Studies</td>
</tr>
</tbody>
</table>

- An ethics or world religion course;
- 3 electives from the Humanities or Social Science (must be approved by ISTU Coordinator);
- 2 years equivalence of a foreign language (or pass a foreign language course numbered 202 or above with a minimum grade of C-).

Study Abroad:

Study abroad is strongly encouraged for International Studies majors but it is not required.
Overview of the Program:

The Journalism minor is grounded in the liberal arts curriculum. Students completing the Journalism minor are expected to major in traditional liberal arts subjects such as Biology, Chemistry, Economics, English, History, International Studies, Modern Foreign Language, Political Science, or Psychology. The Journalism minor trains students to be critical thinkers and exceptional writers and provides knowledge and skill in reporting, news writing and visual design/layout principles for various media. Learning objectives of the minor include:

- Demonstrating an understanding of the history and role of professionals and institutions in shaping journalistic communication;
- Working ethically in pursuit of truth, accuracy, fairness and diversity;
- Conducting research and evaluating information by methods appropriate to the academic discipline(s) in which they work;
- Writing and reporting correctly and clearly in forms and styles appropriate for the academic discipline(s), audiences and purposes they serve;
- Critically evaluating their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Thinking critically, creatively and independently.

Required Courses for the Journalism Minor (5.25 minimum course credits):

- **COMM 260** Introduction to Journalism: Reporting and Writing
- **PUBR 363** Media and Public Relations Writing
- **PUBR 367** Layout & Design

*An internship pre-approved by the Journalism Minor Coordinator (may be taken for credit through COMM 494, 495, 496 or PUBR 493).*

*At least one workshop course in COMM 116 TV WORKSHOP for 0.25 class credit.*

Electives (2 elective course credits)

Students will choose two elective courses (2 course credits), neither of which may be in a student’s major department or counts toward their major, selected from the following list (or approved by the journalism coordinator):

- **ARTD 236** Photography: Darkroom
- **BUSI 105** Introduction to Commerce
- **BUSI 307** Marketing
- **COMM 261** Mass Media and Modern Society
- **COMM 491** Seminar in Freedom of Expression and Communication Ethics
- **ECON 200** Principles of Economics
- **ECON 340** Economics and Law
- **ENGL 301** Creative Non-Fiction
- **MATH 106** Statistics
- **PHIL 201** Introduction to Logic
- **PHIL 207** Ethics
- **POLS 311** Parties and Elections
- **POLS 333** U.S. Foreign Policy
- **SOCI 102** Social Problems
- **SOCI 251** Criminology
### Course Descriptions:

**COMM 260. Introduction to Journalism**  
1.0 course credit  
An examination of the fundamentals of news writing, news gathering, and reporting for print and electronic press. Stresses the elements of style, construction, and syntax in writing clear and concise copy. Special emphasis will be placed on writing and reporting news stories that are researched, written and posted on the Warren County Newswire, an on-line news site published exclusively by Monmouth College students. The course will include instruction in writing and reporting for print and electronic media. We will examine the editorial decision-making process as well as media coverage of major news events. Prerequisite: COMM 101 and ENGL 110. Offered each year.

**PUBR 363. Media and Public Relations Writing**  
1.0 course credit  
A broadcast media and public relations writing course providing practical experience in the creation of commercial and noncommercial materials for radio, television, print and news media. Prerequisite: COMM 261 or PUBR 341. Offered each semester.

**PUBR 367. Layout and Design**  
1.0 course credit  
A study of design and layout concepts as they apply to print and electronic communication. Applications include Web site design and the creation and implementation of media projects (promotional graphics, printed materials, and photo-illustrations). Combines application of communication theory with practice in developing successful projects. Prerequisite: COMM 101.
Overview of the Program:

Kinesiology is the study of anatomy, physiology, and mechanics of human movement. The Department of Kinesiology offers majors in Exercise Science, Physical Education, and Wellness Administration. Majors will be prepared to pursue a broad array of graduate programs and careers opportunities. Students are not allowed to double major within the department.

The exercise science major provides a foundation to pursue careers in a variety of areas including cardiac rehabilitation, strength and conditioning, personal training, and group exercise instruction. Students may also use the exercise science major, along with specific elective courses, to prepare for graduate-level training in health-related fields or exercise physiology. Elective courses can be chosen to reflect the interests, goals, and curiosities of each student.

Physical Education majors will complete courses in methodology, first aid, human anatomy and physiology, and adapted physical education. Students majoring in physical education may apply for secondary or K-12 teaching licensure, which will require completing additional courses offered in the Educational Studies Department.

The wellness administration major will prepare students for careers related to wellness, health promotion, facility management, and sport management. Students may also be prepared for graduate study in areas such as sport management. Elective courses can be chosen to reflect the interests, goals, and curiosities of each student.

Required Courses for the Exercise Science Major: (total 11.5 course credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC 180</td>
<td>Personal and Community Health</td>
</tr>
<tr>
<td>EXSC 190</td>
<td>Foundations of Kinesiology</td>
</tr>
<tr>
<td>EXSC 225</td>
<td>Exercise Physiology I</td>
</tr>
<tr>
<td>EXSC 251</td>
<td>Functional Anatomy</td>
</tr>
<tr>
<td>EXSC 315</td>
<td>Biomechanics</td>
</tr>
<tr>
<td>EXSC 325</td>
<td>Athletic Training and First Aid</td>
</tr>
<tr>
<td>EXSC 351</td>
<td>Exercise Programming</td>
</tr>
<tr>
<td>EXSC 421</td>
<td>Organization and Administration</td>
</tr>
<tr>
<td>EXSC 423</td>
<td>Exercise Physiology II</td>
</tr>
<tr>
<td>EXSC 450</td>
<td>Internship</td>
</tr>
</tbody>
</table>

Two additional sciences outside the kinesiology department
### Exercise Science Course Descriptions:

**EXSC 180. Personal and Community Health**  
1.0 course credit  
This course is an examination of personal and community health issues. Among the topics covered are a study of nutrition, stress, mental illness, death, sex education, environmental health, and drugs. Enrollment is restricted to majors with the Department of Kinesiology and minors in Global Public Health. Non-majors or minors must have permission of the instructor. Offered both semesters.

**EXSC 190. Foundations of Kinesiology**  
1.0 course credit  
This course is an introduction to the kinesiology profession emphasizing its history, principles, objectives, programs, and career opportunities. Non-majors must have permission of the instructor. Offered both semesters.

**EXSC 225. Exercise Physiology I**  
1.0 course credit  
An introduction to the physiology processes that are the basis of normal human health and physical activity. This course is designed to provide prospective physical educators and exercise scientists with a beginning knowledge of human physiology as it relates to physical activity and movement. Prerequisites: EXSC 180 & EXSC 190. Enrollment is restricted to majors with the Department of Kinesiology and minors in Global Public Health. Non-majors or minors must have permission of the instructor. Offered both semesters.

**EXSC 250. Special Topics**  
0.25 to 1.0 course credit  

**EXSC 251. Functional Anatomy**  
1.0 course credit  
An introduction to human anatomy as it relates to functional aspects of normal human movement and physical activity. This course is designed to provide a baseline knowledge of human anatomy as it relates to movement with an emphasis on the musculoskeletal system and nervous system. Prerequisites: EXSC 180 & EXSC 190. Non-majors must have permission of the instructor. Offered both semesters.

**EXSC 315. Biomechanics**  
1.0 course credit  
An analysis of the mechanics and anatomy of human motion. These principles will be applied to situations involving exercise, physical activity, and injury prevention. The student must be able to demonstrate proper exercise skill technique as well as evaluate and correct others. Prerequisite: EXSC 225 and EXSC 251. Non-majors must have permission of the instructor. Offered both semesters.

**EXSC 325. Athletic Training and First Aid**  
0.5 course credit  
A study of athletic injuries and first aid emphasizing safety and precautionary techniques in athletics, physiological conditioning, diet, taping and bandaging, treatment, and rehabilitation. Prerequisites: EXSC 180 and EXSC 190. Non-majors must have permission of the instructor. Offered both semesters.

**EXSC 351. Exercise Programming**  
1.0 course credit  
A study of proper exercise techniques and how to construct exercise programs. Exercise programming will include aspects of short-term and long-term exercise progression including periodization and training theory. Exercise programs for special populations are also explored. Prerequisite: EXSC 225 and EXSC 251. Non-majors must have permission of the instructor. Offered both semesters.
EXSC 360. Health Promotion 1.0 course credit
This course provides instruction and experience in health promotion and fitness facility management. It provides instruction and experience in health promotion and fitness facility management. This course involves planning, marketing, implementing, and evaluating health promotion programs and events. It also provides experience managing a fitness facility including day-to-day operation and long-term facility maintenance. Prerequisites: EXSC 225 & EXSC 251. Enrollment is restricted to Wellness Administration majors. Offered both semesters.

EXSC 421. Organization and Administration 1.0 course credit
A study of the administration of physical education, recreation, wellness/fitness, intramural, and athletic programs. Coverage also includes administrative theory and functions. Non-majors must have permission of the instructor. Offered in the fall semester.

EXSC 423. Exercise Physiology II 1.0 course credit
A study of the effects of all types of exercise on the human body including acute physiological responses and chronic adaptations. Includes an in-depth examination of the muscular respiratory and cardiovascular responses to exercise and physical activity. The physiological underpinnings of exercise training are emphasized. Prerequisites: EXSC 225 & EXSC 251. Enrollment restricted to Exercise Science majors or Global Public Health minors. Non-majors or minors must have permission of the instructor. Offered in the spring semester.

EXSC 450. Internship 1.0 course credit
May include projects, internships, individual study, and other forms of independent study. Required for exercise science and wellness administration majors. Enrollment restricted to Kinesiology majors with senior standings.

Required Courses for the Physical Education Major:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC 180</td>
<td>Personal and Community Health</td>
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<tr>
<td>EXSC 190</td>
<td>Foundations of Kinesiology</td>
</tr>
<tr>
<td>PHED 215</td>
<td>Physical Education Pedagogy I</td>
</tr>
<tr>
<td>PHED 216</td>
<td>Physical Education Pedagogy II</td>
</tr>
<tr>
<td>EXSC 225</td>
<td>Exercise Physiology I</td>
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<tr>
<td>EXSC 325</td>
<td>Athletic Training and First Aid</td>
</tr>
<tr>
<td>EXSC 351</td>
<td>Exercise Programming</td>
</tr>
<tr>
<td>EXSC 450</td>
<td>Internship (not required if seeking a teacher certification)</td>
</tr>
</tbody>
</table>

Basic-Skill Courses:

Each basic-skill course is worth 0.25 of course credits. These courses are Credit/No Credit. No more than 1.5 course credits may be counted toward the degree. Credit for a particular course will be granted only once.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHED 101</td>
<td>Fundamentals of Basketball</td>
</tr>
<tr>
<td>PHED 102</td>
<td>Fundamentals of Volleyball</td>
</tr>
<tr>
<td>PHED 110</td>
<td>Physical Fitness</td>
</tr>
<tr>
<td>PHED 111</td>
<td>Weight Training</td>
</tr>
<tr>
<td>PHED 112</td>
<td>Lacrosse</td>
</tr>
<tr>
<td>PHED 113</td>
<td>Aquatic &amp; Dry Land Conditioning</td>
</tr>
<tr>
<td>PHED 122</td>
<td>Beginning Golf</td>
</tr>
<tr>
<td>PHED 123</td>
<td>Beginning Tennis</td>
</tr>
<tr>
<td>PHED 131</td>
<td>Swimming</td>
</tr>
<tr>
<td>PHED 134</td>
<td>Archery</td>
</tr>
<tr>
<td>PHED 136</td>
<td>Badminton</td>
</tr>
</tbody>
</table>
Physical Education Course Descriptions:

**PHED 215. Physical Education Pedagogy I**  
0.5 course credit  
This course provides the content knowledge and skill development for K-12 physical education programs. Research and study will be on movement concepts, fundamental motor skills, basic biomechanical principles, and health-related fitness and training. Development of a portfolio and micro-teachings will be required. Prerequisite: EXSC 180 and EXSC 190. Enrollment is restricted to Physical Education majors. Offered in the fall semester.

**PHED 216. Physical Education Pedagogy II**  
0.5 course credit  
This course provides the content knowledge and skill development for K-12 physical education programs. Research and study will be on individual sports, lifelong sports, group sports, creative movement, dance, non-competitive activities and cooperative activities. Development of a portfolio and micro-teachings will be required. Prerequisite: EXSC 180 and EXSC 190. Enrollment is restricted to Physical Education majors. Offered in the spring semester.

**PHED 250. Special Topics**  
0.25 to 1.0 course credit

**PHED 301. Coaching Principles and Methods**  
0.5 course credit  
A study of the knowledge essential for coaching any sport. Topics include the following: developing a philosophy, managing relationships, teaching technical and tactical skills, and understanding physical training. Open to sophomores, juniors, or seniors.

**PHED 302. Coaching Track & Field**  
0.5 course credit  
A study of the methods and knowledge essential for coaching. Topics include the following: history, rules, technology, technical skills, tactical skills, offensive strategies, defensive strategies, practice sessions, and game situations. Open to sophomores, juniors, or seniors.

**PHED 303. Coaching of Football**  
0.5 course credit  
A study of the methods and knowledge essential for coaching. Topics include the following: history, rules, technology, technical skills, tactical skills, offensive strategies, defensive strategies, practice sessions, and game situations. Open to sophomores, juniors, or seniors.

**PHED 304. Coaching of Swimming**  
0.5 course credit  
A study of the methods and knowledge essential for coaching. Topics include the following: history, rules, technology, technical skills, tactical skills, offensive strategies, defensive strategies, practice sessions, and game situations. Open to sophomores, juniors, or seniors.

**PHED 305. Coaching of Volleyball**  
0.5 course credit  
A study of the methods and knowledge essential for coaching. Topics include the following: history, rules, technology, technical skills, tactical skills, offensive strategies, defensive strategies, practice sessions, and game situations. Open to sophomores, juniors, or seniors.

**PHED 306. Coaching of Basketball**  
0.5 course credit  
A study of the methods and knowledge essential for coaching. Topics include the following: history, rules, technology, technical skills, tactical skills, offensive strategies, defensive strategies, practice sessions, and game situations. Open to sophomores, juniors, or seniors.
PHED 307. Coaching Soccer 0.5 course credit
A study of the methods and knowledge essential for coaching. Topics include the following: history, rules, technology, technical skills, tactical skills, offensive strategies, defensive strategies, practice sessions, and game situations. Open to sophomores, juniors, or seniors.

PHED 430. Adapted Physical Education 0.5 course credit
A study of physical education for the atypical student. Emphasis is on the study of various disabling conditions and the role of exercise for those conditions. Non-majors must have permission of the instructor. Offered as needed.

Required Courses for the Wellness Administration Major (total 11.5 course credits)

<table>
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<td>Health Promotion</td>
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<td>EXSC 421</td>
<td>Organization and Administration</td>
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<tr>
<td>EXSC 450</td>
<td>Internship</td>
</tr>
<tr>
<td>BUSI 105</td>
<td>Introduction to Commerce</td>
</tr>
<tr>
<td>BUSI 201</td>
<td>Introduction to Business Problem Solving</td>
</tr>
<tr>
<td>ECON 200</td>
<td>Principles of Economics</td>
</tr>
</tbody>
</table>
Overview of the Mathematics Program:

Mathematics is one of the oldest and most fundamental sciences. Mathematicians are typically held in high regard on the basis of their demonstrated proficiency with numbers and formulas, and with logical problem-solving skills. Mathematicians use mathematical theory, computational techniques, algorithms, and the latest computer technology to solve a wide range of economic, scientific, engineering, physics, and business problems while mathematics teachers continue to be in high demand.

The curriculum in mathematics offers courses in a variety of areas including calculus, discrete mathematics, linear and modern algebra, geometry, probability and statistics, and mathematical modeling. A mathematics education component is available for students interested in a teaching career.

Required Courses for the Mathematics Major (12 courses):

A major in mathematics consists of an introductory sequence, a breadth requirement, electives, a capstone experience, and PHYS 130 or 132 (Introductory Physics I or II) or CHEM 140 (General Chemistry I) to satisfy the Science Lab course of the general education requirement.

Introductory Sequence: Take the following six courses:
MATH 151 Calculus I (or equivalent)
MATH 152 Calculus II
MATH 241 Linear Algebra
MATH 253 Calculus III
MATH 260 Discrete Mathematics
COMP 160 Fundamentals of Computer Science

Breadth Requirement: Choose three of the following four courses:
MATH 301 Real Analysis
MATH 311 Modern Algebra
MATH 317 Geometry
MATH 339 Probability

Electives: Choose two additional courses from the following courses, at least one the 300 level:
MATH 207 Statistics for the Sciences
MATH 254 Differential Equations
MATH 301 Real Analysis
MATH 311 Modern Algebra
MATH 317 Geometry
MATH 323 Numerical Analysis
MATH 339 Probability
MATH 340 Mathematical Modeling
MATH 345 Linear Regression and Analysis of Variance
MATH 350 Topics in Mathematics
MATH 410 Research in Mathematics*
MATH 420 Independent Study*

*Counts at the discretion of the department

Capstone Experience
MATH 401 Senior Capstone: Research
MATH 402 Senior Capstone: Implementation

Required Courses for the Mathematics Minor (5 courses):

A minor in mathematics consists of two required courses and three electives at the appropriate level.

One course from the Calculus sequence:
MATH 151 Calculus I
MATH 152 Calculus II
MATH 253 Calculus III

One course from the following two courses:
MATH 241 Linear Algebra
MATH 260 Discrete Mathematics

Electives above the 150 level to total 5 courses in mathematics. At least one elective should be at or above the 300 level. MATH 210 and 211 will not count toward the minor.

Course Descriptions:

A student must earn at least a grade of C in all prerequisites before taking a course.

MATH 104. Mathematics for the Liberal Arts 1.0 course credit
An introduction to various types of mathematical problems and problem solving techniques. Topics covered will introduce interesting and useful topics that portray the breadth and beauty of mathematics such as the mathematics of voting, fair division, Euler circuits, symmetry, patterns, and probability. This course will not count toward the Mathematics Major or Minor.

MATH 106. Elementary Statistics 1.0 course credit
A study of the methods of describing and analyzing data and an introduction to statistical inference with applications. Topics include mean and variance, data displays, normal distribution, correlation and regression, and test of significance for means and proportions. Students take either MATH 106 or 207 as recommended by their major program. Students cannot take Math 106 after successfully finishing Math 207.

MATH 141. Elementary Functions 1.0 course credit
A pre-calculus study of polynomial, rational, trigonometric, exponential, and logarithmic functions. Prerequisite: An ACT Mathematics score of 22 or above or QRAC 120.

MATH 151. Calculus I with Lab 1.0 course credit
A study of the calculus of functions of a single variable. Prerequisite: Either MATH 141 or a Math ACT score of 26+ or the satisfactory performance on the compass placement exam.

MATH 152. Calculus II with Lab 1.0 course credit
Continuation of MATH 151. Prerequisite: MATH 151 or one year of high school calculus with permission of the instructor.

MATH 207. Statistics for the Sciences 1.0 course credit
An introduction to statistical methods with examples and problems aimed toward the sciences. Topics include descriptive statistics, experimental design, probability, basic statistical inference, Chi-square analysis, analysis of variance, correlation, and regression. Students cannot take Math 106 after successfully finishing this course. Prerequisite: Competent mathematical skills.
MATH 210. Foundations of Elementary Mathematics I 1.0 course credit
An exploration of elementary school mathematics topics from a conceptual perspective. Topics include algebra and patterns, numeration, the four fundamental operations of arithmetic, fractions and operations with fractions, decimals, ratios and proportions. This course will not count toward the Mathematics Major or Minor. Prerequisite: Elementary Education majors or permission of the instructor.

MATH 211. Foundations of Elementary Mathematics II 1.0 course credit
As a continuation of MATH 210, this course explores elementary school mathematics topics from a conceptual perspective. Includes an introduction to probability and statistics and topics from geometry including shapes, transformations, congruence and similarity, and measurement. This course will not count toward the Mathematics Major or Minor. Prerequisite: MATH 210.

MATH 241. Linear Algebra 1.0 course credit
A study of finite dimensional vector spaces, linear transformation, and matrices. Prerequisite: MATH 151 or 260.

MATH 253. Calculus III 1.0 course credit
A study of the calculus of functions of more than one variable: including partial differentiation and multiple integration. Prerequisite: MATH 152.

MATH 254. Differential Equations 1.0 course credit
An introduction to ordinary differential equations and their applications. Prerequisite: MATH 152.

MATH 260. Discrete Mathematics 1.0 course credit
An introduction to proof based mathematics through the study of key areas of discrete mathematics. Topics include sets and logic, number systems, properties of whole numbers, functions and relations, recursion, combinatorics and probability, matrices, and graph theory. Prerequisite: An ACT MATH score of 22 or above or QRAC120.

MATH 301. Real Analysis 1.0 course credit
A theoretical development of the calculus of one and several variables, including topological concepts, linear theorems, differentiation, integration, series, point wise convergence, and uniform convergence. Prerequisites: MATH 152 and MATH 260. Offered in alternate years.

MATH 311. Modern Algebra 1.0 course credit
A study of groups, rings, and fields plus their applications. Prerequisite: MATH 260 and MATH 241. Offered in alternate years.

MATH 317. Geometry 1.0 course credit
A study of such topics in advanced and modern geometry as non-Euclidean geometry, finite and projective geometries, isometries and transformation groups, convexity, foundations, and axiomatics. Prerequisite: MATH 260. Offered in alternate years.

MATH 323. Numerical Analysis 1.0 course credit
An introduction to numerical algorithms. Methods will include finding roots of equations, interpolation, curve-fitting, approximations of functions, and numerical differentiation and integration. Prerequisites: MATH 152 and MATH 241. Offered in alternate years.

MATH 330. Topics for Future Teachers 1.0 course credit
This course is intended for students seeking licensure in secondary mathematics teaching. Topics included in the course are chosen from three major areas emphasized in high school level mathematics: Number and Operations, Algebra, and Geometry. Selected topics will be investigated from an advanced standpoint, and connections between these major areas will be explored. Prerequisites: Math 152, 260, and 241 with a grade of C- or better and a passing score on Secondary Math Education Key Assessment #1. Students who are not seeking licensure in secondary mathematics teaching cannot take this course.
MATH 339. Probability 1.0 course credit
An introduction to probability theory and its applications, including discrete and continuous random variables, density functions, distribution functions, expectations, and variance. Prerequisites: MATH 152, and MATH 260. Offered in alternate years.

MATH 340. Mathematical Modeling 1.0 course credit
A study of the mathematical modeling process. Examples will come from calculus, linear algebra, and physics. Students will present a mathematical model of some phenomenon. Prerequisites: MATH 152.

MATH 345. Linear Regression and Analysis of Variance 1.0 course credit
A data-analytic course. A study of simple and multiple linear regression and basic analysis of variance (ANOVA). Topics include residual diagnostics, model validation, model building, computation and interpretation for one- and two-way ANOVA, and multiple comparisons. May include factorial ANOVA, analysis of covariance, repeated measures, and/or some experimental designs. Applications include use of computers. Prior completion of MATH 151 is recommended, but not required. Prerequisites: MATH 207 or PSYC 201, or BUSI 205 or permission of the instructor. Offered in alternate years.

MATH 350. Topics in Mathematics 1.0 course credit
Possible topics include number theory, topology, complex variables, and continuations of other mathematics courses. May be repeated if the student does not already have credit for the topic offered. Prerequisite: MATH 152 and permission of the instructor.

MATH 351. Readings in Mathematics 0.25 to 1.0 course credit
This course will investigate special readings in advanced mathematics or from the history of mathematics. Prerequisite: A 300 level mathematics course.

MATH 401. Senior Capstone: Research 0.5 course credit
This course focuses on researching and proposing a project to be carried out in the MATH 402 the next semester. Offered every semester. Prerequisites: Senior Standing.

MATH 402. Senior Capstone: Implementation 0.5 course credit
Students in this course will carry out a project proposed in MATH 401 the previous semester. Offered every semester. Prerequisites: MATH 401 and Senior Standing.

MATH 410. Research in Mathematics 0.5 to 1.0 course credit
An individual or group project in mathematics and/or statistics chosen by the student(s) in consultation with the mathematics faculty. This course may count toward the mathematics major at the discretion of the department.

MATH 420. Independent Study 0.5 to 1.0 course credit
A study of selected topics in advanced mathematics. This course may count toward the mathematics major at the discretion of the department. Prerequisites: One 300-level math course and permission of the instructor.

Overview of the Computer Science Program:

Computer Science is a rapidly growing and ever-changing field that is primarily concerned with mechanized computation and its limits. Study in the field of Computer Science develops one's abilities to think logically and promotes excellent problem solving skills. With this preparation, Computer Science graduates continue to be in high demand.

The Computer Science major at Monmouth College is designed to prepare students for careers in the field of Computer Science and the computing industry by providing a high-quality undergraduate...
Computer Science major within a liberal arts setting. The department’s goal is to prepare students for entry-level positions and also to assist them in building a strong foundation of knowledge that is necessary for graduate study and for lifelong learning. The curriculum emphasizes problem solving and provides students with a combination of theoretical and practical experience as well as introducing ethical and social issues that relate to the discipline.

### Required Core Courses for the Computer Science Major (8 Course credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 160</td>
<td>Fundamentals of Computer Science</td>
</tr>
<tr>
<td>COMP 161</td>
<td>Introduction to Programming</td>
</tr>
<tr>
<td>COMP 210</td>
<td>Object-Oriented Programming</td>
</tr>
<tr>
<td>COMP 220</td>
<td>Data Structures</td>
</tr>
<tr>
<td>COMP 230</td>
<td>Computer Organization and Architecture</td>
</tr>
<tr>
<td>MATH 241</td>
<td>Linear Algebra</td>
</tr>
<tr>
<td>MATH 260</td>
<td>Discrete Mathematics</td>
</tr>
<tr>
<td>COMP 401</td>
<td>Senior Project: Research</td>
</tr>
<tr>
<td>COMP 402</td>
<td>Senior Project: Implementation</td>
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</tbody>
</table>

### Electives for the Computer Science Major (4 Course credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 310</td>
<td>Database Theory and Design</td>
</tr>
<tr>
<td>COMP 325</td>
<td>Organization of Programming Languages</td>
</tr>
<tr>
<td>COMP 335</td>
<td>Software Engineering</td>
</tr>
<tr>
<td>COMP 337</td>
<td>Computer Communications and Networking</td>
</tr>
<tr>
<td>COMP 340</td>
<td>Analysis of Algorithms</td>
</tr>
<tr>
<td>COMP 343</td>
<td>Artificial Intelligence</td>
</tr>
<tr>
<td>COMP 345</td>
<td>Operating Systems</td>
</tr>
<tr>
<td>COMP 350</td>
<td>Topics in Computer Science</td>
</tr>
<tr>
<td>COMP 410</td>
<td>Research in Computer Science*</td>
</tr>
<tr>
<td>COMP 420</td>
<td>Independent Study*</td>
</tr>
<tr>
<td>COMP 450</td>
<td>Internship in Computer Science*</td>
</tr>
</tbody>
</table>

* Counts at the discretion of the department

### Required Core Courses for the Computer Science Minor (4 Course credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 160</td>
<td>Fundamentals of Computer Science</td>
</tr>
<tr>
<td>COMP 161</td>
<td>Introduction to Programming</td>
</tr>
<tr>
<td>COMP 220</td>
<td>Data Structures</td>
</tr>
<tr>
<td>MATH 260</td>
<td>Discrete Mathematics</td>
</tr>
</tbody>
</table>

### Electives for the Computer Science Minor (at least two course credits, one at the 300+ level):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 210</td>
<td>Object-Oriented Programming</td>
</tr>
<tr>
<td>COMP 230</td>
<td>Computer Organization and Architecture</td>
</tr>
<tr>
<td>COMP 310</td>
<td>Database Theory and Design</td>
</tr>
<tr>
<td>COMP 325</td>
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</tr>
<tr>
<td>COMP 345</td>
<td>Operating Systems</td>
</tr>
<tr>
<td>COMP 350</td>
<td>Topics in Computer Science</td>
</tr>
</tbody>
</table>
Course Descriptions:

_A student must earn at least a grade of C in all prerequisites before taking a course._

**COMP 160. Fundamentals of Computer Science with Lab** 1.0 course credit
Fundamentals of Computer Science introduces students to computational thinking through the study of a systematic problem solving and computer program design process. Students will explore basic topics in computing and programming using a simplified variant of the Racket programming language designed for introductory courses. The problem solving and program design skills developed in this course are integral to advanced studies in computing. No prior programming experience is required. Prerequisite: none. Offered every semester.

**COMP 161. Introduction to Programming with Lab** 1.0 course credit
Introduction to Programming is a continuation of COMP 160. In this course students explore the skills and tools required to develop correct, simple, and efficient computer programs. This course aims to simultaneously examine larger issues in computer science and practical issues faced by the professional programmer. Programs will be developed for the Linux command-line environment using the C++ programming language and tools currently used by professional programmers. Prerequisite: COMP 160. Offered in the spring semester.

**COMP 210. Object-Oriented Programming with Lab** 1.0 course credit
Object-Oriented Programming exposes students to basic and advanced topics in object-oriented program design and development using the Java programming language. Students will learn to develop graphical user interface (GUI) programs as well as explore some classic object-oriented design patterns. This course follows COMP 220 and completes the lab-based, introductory programming sequence. Prerequisite: COMP 220. Offered in the spring semester.

**COMP 220. Data Structures with Lab** 1.0 course credit
Data Structures is a continuation of COMP 161 and explores the data structures and algorithms essential to modern computing. Students will continue to develop Linux based C++ programs as they design, analyze, and implement and utilize abstract data types such as lists, stacks, queues, and trees. Strong emphasis is put on analyzing and evaluating how implementation choices made by the programmer impact overall program performance. Prerequisites: COMP 161 and MATH 260, although MATH 260 can be a co-requisite. Offered in the fall semester.

**COMP 230. Computer Architecture and Organization** 1.0 course credit
An introduction to the architecture and organization of computer systems emphasizing the standard von Neumann model and moving forward to alternative concepts such as multiprocessor systems. Topics include digital logic, data representation, assembly language, memory systems, I/O interfaces. Prerequisites: COMP 160 and MATH 260 although MATH 260 can be a co-requisite. Offered in the fall semester.

**COMP 310. Database Theory and Design** 1.0 course credit
An introduction to the concepts and techniques of database systems. Includes history and motivation of database systems, data modeling, rational database, SQL, transaction processing, distributed databases. Prerequisites: COMP 220 and MATH 260. Offered in alternate years.

**COMP 325. Organization of Programming Languages** 1.0 course credit
A study of the necessary components of programming languages and of how computers implement programs. Prerequisite: COMP 220. Offered in alternate years.

**COMP 335. Software Engineering** 1.0 course credit
A look at the field of software engineering and the theories and practices it uses. Topics include system logic, design, modeling and the software process. Students will put software engineering practices to use on a group software project. Prerequisites: COMP 210 and 220. Offered in alternate years.
COMP 337. Computer Communications and Networking 1.0 course credit
This course introduces the fundamentals of computer networks. It focuses on the communication protocols used in computer networks, their functionality, specification, verification, implementation, and performance. The course also considers the use of network architectures and protocol hierarchies to provide more complex services. Existing protocols and architectures will be used as the basis of discussion and study. Prerequisite: COMP 220. Offered in alternate years.

COMP 340. Analysis of Algorithms 1.0 course credit
A study of the design and analysis of computer algorithms. Topics include asymptotic analysis, efficient algorithm design, sorting and order statistics, hashing, binary search trees, graph algorithms, matrix multiplication, and NP completeness. This course begins a more in-depth study in the theory and science of computation. Prerequisites: COMP 220 and MATH 260. Offered in alternate years.

COMP 343. Artificial Intelligence 1.0 course credit
An introduction to the fundamental issues and problems of computational artificial intelligence with a history of the field and discussion of the social, moral and ethical issues involved in attempting to create intelligent machines. Topics include search-based problem solving, knowledge representation and reasoning, machine learning and uncertainty. Prerequisites: COMP 220 and MATH 260. Offered in alternate years.

COMP 345. Operating Systems 1.0 course credit
Topics include dynamic procedure activation, system structure, memory management, process management, and recovery procedures. Prerequisites: COMP 220 and 230. Offered in alternate years.

COMP 350. Topics in Computer Science 1.0 course credit
Possible topics include theoretical computer science, computer/network security, cryptography, graphics, and general topics within Computer Science not covered in the standard catalog. May be repeated for credit with different topics. Offered annually. Topics determined based on current events and current student interests. Prerequisites vary according to the topic studied. Offered in alternate years.

COMP 401. Senior Project: Research 0.5 course credit
COMP 401 is the first of two courses that make up the capstone experience in Computer Science. This course focuses on researching and developing a concrete proposal for an independent or small group project to be implemented in COMP 402 the following semester. Prerequisite: COMP 220 and senior status. Offered every semester.

COMP 402. Senior Project: Implementation 0.5 course credit
COMP 402 is the second of two courses that make up the capstone experience in Computer Science. This course focuses on the implementation of the research and development proposal completed during the previous semester’s section of COMP 401. Prerequisite: COMP 401. Offered every semester.

COMP 410. Research in Computer Science 0.5 or 1.0 course credit
An individual or group project in computer science chosen by the student(s) in consultation with the computer science faculty. This course may count toward the computer science major at the discretion of the department.

COMP 420. Independent Study 0.5 or 1.0 course credit
An individual project in computer science undertaken by the student with the guidance of the faculty. Prerequisite: Permission of the instructor. This course may count toward the computer science major at the discretion of the department.

COMP 450. Internship in Computer Science 0.5 or 1.0 course credit
An experience designed to allow students in the computer science field to apply the concepts and ideas developed during their study in the major. This course can be taken on a credit or no-credit basis only. Prerequisite: Prior approval of the department. This course may count toward the computer science major at the discretion of the department.
Overview of the French Program:

Students will broaden their knowledge of the language and culture of the French-speaking world, in order to become engaged thinkers who question their own assumptions. Students will be prepared to meet the challenges of this diverse world, think critically, and communicate effectively in the twenty-first century.

Requirements for the French Major (minimum of nine course credits beyond the 102 level):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 201</td>
<td>Intermediate French (or equivalent)</td>
</tr>
<tr>
<td>FREN 210</td>
<td>Intermediate Grammar and Composition</td>
</tr>
<tr>
<td>FREN 220</td>
<td>Conversation and Cinema</td>
</tr>
</tbody>
</table>

Students must take a proficiency exam following FREN 220. Study-abroad is highly recommended.

Requirements for the French Minor (minimum of five course credits beyond the 102 level):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 201</td>
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<td>Intermediate Grammar and Composition</td>
</tr>
<tr>
<td>FREN 220</td>
<td>Conversation and Cinema</td>
</tr>
</tbody>
</table>

Students must take a proficiency exam following FREN 220.

Electives for the French Major/Minor:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 252</td>
<td>Culture, Folklore, and Historical Background of the French-speaking World</td>
</tr>
<tr>
<td>FREN 315</td>
<td>French Writing and Grammar</td>
</tr>
<tr>
<td>FREN 325</td>
<td>Business French</td>
</tr>
<tr>
<td>FREN 332</td>
<td>Perspectives in French Literature (Theatre/Prose/Poetry)</td>
</tr>
<tr>
<td>FREN 424</td>
<td>Francophone Literature</td>
</tr>
</tbody>
</table>

French Course Descriptions:

**FREN 101G. Elementary French I**

1.0 course credit

This course focuses on the essential elements of effective communication in the French language. The student will acquire a basic competence in the four language skills (listening, speaking, reading and writing), and learn to appreciate the language as a communication system for a different culture, including its distinct thought processes and viewpoints.

**FREN 102G. Elementary French II**

1.0 course credit

Continuation of FREN 101. Practice and acquisition of increasingly complex vocabulary and sentence structure, tenses and moods, leading to greater accuracy in oral and written expression. Prerequisite: FREN 101 or placement.
FREN 201. Intermediate French  
A one-semester intermediate course designed to enable students to attain a functional level of proficiency in French. The emphasis is on the development of oral-aural skills (speaking and listening). Prerequisite: FREN 102 or placement.

FREN 210. Intermediate Grammar and Composition  
A study of the structure of the French language beyond the intermediate level. Includes continued grammar study and written and oral composition aimed toward accuracy of expression. Prerequisite: FREN 201 or its equivalent.

FREN 220. Conversation and Cinema  
The aim of this course is to develop French speaking skills through discussions of French and Francophone cinema. Prerequisites: FREN 201, its equivalent, and/or permission of the instructor. Co-requisite: FREN 210

FREN 252. Culture, Folklore, and Historical Background of the French-speaking World  
This course is an introduction to different aspects of contemporary French-speaking world and will explore a number of political issues such as urbanization, women’s rights, occupation and decolonization. French civilization will be understood through history, literature and the arts as a means of better understanding present-day France. Offered in alternate years. Prerequisite: FREN 210 & 220 or its equivalent, and/or permission of the instructor.

FREN 315. French Writing and Grammar  
The aim of this course is to provide the grammatical knowledge and necessary grounding students need to comprehend complex readings and to write advanced papers in French. Offered in alternate years. Prerequisite: FREN 210 & 220 or its equivalent, and/or permission of the instructor.

FREN 325. Business French  
The goals of this course are both linguistic and substantive. In addition to learning professional vocabulary, students will study the functioning and characteristics of the French business world. The following topics will be covered: a) business letters, résumé writing, interviews and job searching; b) overview of selected business cases; c) financial institutions; d) trade, etc. Prerequisite: FREN 210 & 220 or its equivalent, and/or permission of the instructor.

FREN 332. Perspectives in French Literature (Theatre/Prose/Poetry)  
Organized by genre (theatre, poetry, or prose) and by siècle (century), this course provides an overview of French literature and major literary trends through the study of representative works from various periods. May be repeated for credit under a different topic. Offered in alternate years. Prerequisite: FREN 210 & 220 or its equivalent, and/or permission of the instructor.

FREN 424. Francophone Literature  
Reading some of the most compelling literary representations of children growing up in Africa or Antillean milieu, we will focus on themes, motifs, symbols and other literary devices used to articulate their reflections, dilemmas, perplexities and choices. Colonialism, assimilation, identity, and the other versus the self are some of the themes to be explored in this course. Offered in alternate years. Prerequisite: FREN 210 & 220 and/or its equivalent, or permission of the instructor.
Overview of the Spanish Program:

Students will broaden their knowledge of the language and culture of the Spanish-speaking world, in order to become engaged thinkers who question their own assumptions. Students will be prepared to meet the challenges of this diverse world, think critically and communicate effectively in the twenty-first century.

Requirements for the Spanish Major

The Spanish major requires nine credits beyond the 102 level. Four of these credits must be taken at the 300 or 400 level. Topics courses may be repeated if topics differ. While not required for the major, study abroad is highly recommended.

Courses counting for the Spanish major:

Intermediate courses, required for the major UNLESS the student places at a higher level (1.0 credit each):

- SPAN 201 Intermediate Spanish I
- SPAN 202 Intermediate Spanish II

Advanced Grammar and Composition courses, ONE of which is required for the major (1.0 credit each):

- SPAN 245 Advanced Grammar and Composition
- SPAN 246 Advanced Grammar and Composition for Heritage Speakers

200-level electives (1.0 credit each):

- SPAN 210 Spanish Conversation
- SPAN 230 Topics: Spanish for the Professions
- SPAN 240 Topics: Linguistic Aspects of Spanish

Upper-level electives (1.0 credit each):

- SPAN 310 Introduction to Literary Analysis
- SPAN 324 Spanish American Literature
- SPAN 325 Peninsular Spanish Literature
- SPAN 326 Topics in Spanish Language
- SPAN 334 Survey: History and Culture of Latin America
- SPAN 335 Survey: History and Culture of Spain
- SPAN 336 Special Topics in Hispanophone History and Culture
- SPAN 466 Topics in Literature

Requirements for the Spanish Minor

The Spanish minor requires five credits beyond the 102 level. Topics courses may be repeated if topics differ. While not required for the minor, study abroad is highly recommended.

Courses counting for the Spanish minor:

Intermediate courses, required for the minor UNLESS the student places at a higher level (1.0 credit each):

- SPAN 201 Intermediate Spanish I
- SPAN 202 Intermediate Spanish II

Advanced Grammar and Composition courses, ONE of which is required for the minor (1.0 credit each):

- SPAN 245 Advanced Grammar and Composition
- SPAN 246 Advanced Grammar and Composition for Heritage Speakers
200-level electives (1.0 credit each):
SPAN 210 Spanish Conversation
SPAN 230 Topics: Spanish for the Professions
SPAN 240 Topics: Linguistic Aspects of Spanish

Upper-level electives (1.0 credit each):
SPAN 310 Introduction to Literary Analysis
SPAN 324 Spanish American Literature
SPAN 325 Peninsular Spanish Literature
SPAN 326 Topics in Spanish Language
SPAN 334 Survey: History and Culture of Latin America
SPAN 335 Survey: History and Culture of Spain
SPAN 336 Special Topics in Hispanophone History and Culture
SPAN 466 Topics in Literature

Sequence of Spanish courses:
1. 201 and 202 must be taken in sequence. Students NEED NOT take these courses if they place at a higher level.
2. 202 is a prerequisite for ALL OTHER 200-level courses UNLESS the student places at a higher level.
3. All majors must take EITHER Spanish 245 OR 246 as a prerequisite for ALL 300- and 400-level courses.
4. All LITERATURE courses beyond the 310 level require the completion of Spanish 310 or the permission of the instructor. Spanish 310 is generally offered in the spring semester only, so students should plan accordingly. First-year students should consult with an MLLC professor before enrolling in Spanish 310.
5. Students may take 300- or 400-level HISTORY AND CULTURE courses before they have completed Spanish 310.

Spanish Course Descriptions:

SPAN 101G. Elementary Spanish I 1.0 course credit
This course focuses on the essential elements of effective communication in the Spanish language. The student will acquire a basic competence in the four language skills (listening, speaking, reading and writing), and learn to appreciate the language as a communication system for a different culture, including its distinct thought processes and viewpoints.

SPAN 102G. Elementary Spanish II 1.0 course credit
Continuation of SPAN 101. Practice and acquisition of increasingly complex vocabulary and sentence structure, tenses and moods, leading to greater accuracy in oral and written expression. Prerequisite: SPAN 101 or placement.

SPAN 201. Intermediate Spanish I 1.0 course credit
Emphasis on the spoken and written language aimed toward accurate oral and written expression. Includes intensive review of grammar as well as readings and discussions of Hispanic culture. Prerequisite: SPAN 202 or placement.

SPAN 202. Intermediate Spanish II 1.0 course credit
A continuation and expansion of SPAN 201. Emphasis on further development and refinement of the four language skills: listening, speaking, reading, and writing. Includes intensive review of grammar as well as readings and discussions of Hispanic literature, culture, and history. Prerequisite: SPAN 201, equivalent, and/or permission of the instructor.
SPAN 210. Spanish Conversation 1.0 course credit
This course helps students attain a functional level of oral proficiency in Spanish. Emphasis is placed on developing students’ skills in listening and speaking. Prerequisites: SPAN 202, its equivalent, and/or permission of the instructor. Open only to non-heritage speakers.

SPAN 230. Topics: Spanish for the Professions 1.0 course credit
This course provides students with a basic foundation and knowledge of Spanish and Spanish-speaking cultures as applied and in relation to different professional fields. Possible topics include but are not limited to: Spanish for Business, Spanish for the Health Professions, Translation and Interpretation, etc. Prerequisites: SPAN 202, its equivalent, and/or permission of the instructor. May be repeated for credit with a different topic.

SPAN 240. Topics: Linguistic Aspects of Spanish 1.0 course credit
This course introduces students to important linguistic aspects and topics of the Spanish language. Possible topics include but are not limited to: History of the Language, Dialectology, Teaching Methodology and Second Language Acquisition, Spanish Syntax, Spanish Phonetics and Phonology, Social Linguistics, etc. Prerequisites: SPAN 202, its equivalent, and/or permission of the instructor. May be repeated for credit with a different topic.

SPAN 245. Advanced Grammar and Composition 1.0 course credit
Combines an intensive study of grammar with complementary writing projects designed to build and refine oral and written skills. Prerequisite: SPAN 202, its equivalent and/or permission of the instructor.

SPAN 246. Advanced Grammar and Composition for Heritage Speakers 1.0 course credit
This course aims to increase the linguistic competency and cultural knowledge of Heritage Speakers of Spanish. If you grew up around Spanish, either in your home or in your community, and you are able to understand casual conversation and communicate, then you are a heritage learner and you would definitely benefit from this course. This course is designed to address the needs of Spanish Heritage Learners who can communicate in Spanish but need to develop and/or improve their grammar, reading and writing skills. Another important goal in the course is to explore and foster an appreciation of Latino culture and heritage. With a dual focus on language and culture, the class will explore issues regarding Latinos and Spanish in the U.S. The course is taught in Spanish. Prerequisite: SPAN 202, its equivalent, and/or permission of the instructor.

SPAN 310. Introduction to Literary Analysis 1.0 course credit
A study of the genres of poetry, narrative, drama and essay. Introduction to literary analysis, using representative works of literature in Spanish. Prerequisite: SPAN 245 or SPAN 246, their equivalents, and/or permission of the instructor.

SPAN 324. Spanish American Literature 1.0 course credit
An overview of Latin American literature with special emphasis on contemporary literature. Prerequisite: SPAN 310 or permission of the instructor.

SPAN 325. Peninsular Spanish Literature 1.0 course credit
A study of the trajectory of Peninsular Spanish literature from the first literary expressions in the vernacular, Mozarabic poetry, and the Cantar de Mio Cid, through post-Franco literature, and up to the literature of the twenty-first century, including poetry, prose, drama, and film. Particular attention will be paid to the many cross-cultural elements (Arab, Jewish, French, New World, and others) that have influenced Spanish literature across the centuries. Prerequisite: SPAN 310 and/or permission of the instructor.
SPAN 326. Topics in Spanish  
A close study of a selected topic related to the Spanish language. Previous topics have included Business Spanish, Focus on the Caribbean, and Translation. Prerequisite: SPAN 245 or SPAN 246, their equivalents, and/or permission of the instructor. May be repeated for credit with a different topic.

SPAN 334. Survey: History and Culture of Latin America  
A study of the history and culture of Latin America from the pre-Columbian period to the present, including a focus on regional identities and cultures. Prerequisite: SPAN 245 or SPAN 246, their equivalents, and/or permission of the instructor.

SPAN 335. Survey: History and Culture of Spain  
A study of the history and culture of Spain from early life on the Iberian peninsula through the 21st century, including a focus on regional identities and cultures. Prerequisite: SPAN 245 or SPAN 246, their equivalents, and/or permission of the instructor.

SPAN 336. Special Topics in Hispanophone History and Culture  
An in-depth focus on a particular area of culture in the Hispanophone world. Topic may center on a geographic region or country (e.g., the Caribbean), on specific cultural attribute(s) (e.g., music, art and literature of the Andean Nations; twentieth-century Spanish film), or other selected area of study. Prerequisite: SPAN 245 or SPAN 246, their equivalents, and/or permission of the instructor. May be repeated for credit with a different topic.

SPAN 466. Topics in Literature  
A study of a particular topic in Hispanophone literature. Topics may focus on a time period, a genre, or a region, or some integration of or selection from these categories. Possible topics include the literature of the Siglo de Oro, a study of the Quijote, a study of Hispanophone poetry, Transoceanic Hispanophone Literature of the 19th Century, the Literature of Revolution and Civil War, etc. Prerequisite: SPAN 310 or permission of the instructor.

Chinese Course Descriptions:

CHNS 101G. Elementary Chinese I  
This course focuses on the essential elements of effective communication in the Mandarin Chinese language. The student will acquire a basic competence in the four language skills (listening, speaking, reading and writing), and learn to appreciate the language as a communication system for a different culture, including its distinct thought processes and viewpoints.

CHNS 102G. Elementary Chinese II  
Continuation of CHNS 101. Practice and acquisition of increasingly complex vocabulary and sentence structure, tenses, and moods, leading to greater accuracy in oral and written expression. Prerequisite: CHNS 101 or placement.

Japanese Course Descriptions:

JAPN 101G. Elementary Japanese I  
This course focuses on the essential elements of effective communication in Japanese language. The student will acquire a basic competence in the four language skills (listening, speaking, reading and writing), and learn to appreciate the language as a communication system for a different culture, including its distinct thought processes and viewpoints.
JAPN 102G. Elementary Japanese II 1.0 course credit
Continuation of JAPN 101G. Practice and acquisition of increasingly complex vocabulary and sentence structure, tenses and moods, leading to greater accuracy in oral and written expression. Prerequisite: JAPN 101G or placement.

Portuguese Course Descriptions:

PORT 101G. Elementary Portuguese I 1.0 course credit
This course is a practical introduction to the Portuguese language for students that already have a strong background in Spanish, either as somebody that grew up speaking Spanish or somebody with at least 4 years of High School Spanish or equivalent experience living in a Spanish- or Portuguese-speaking country. The student will be introduced to some basic communicative functions, vocabulary and structures of the Portuguese language. The course emphasizes the skills of listening, speaking, reading, writing and cultural awareness so that the student will learn how to understand, speak, read and write Portuguese, as well as learn about the cultures of the Portuguese-speaking world. Students will acquire the language through a range of activities including reading, oral practices, small and large group work and listening comprehension activities.

PORT 102G. Elementary Portuguese II 1.0 course credit
This course is continuation of Portuguese 101. It is a practical introduction to the Portuguese language for students that already have strong background in Spanish, either as somebody that grew up speaking Spanish or equivalent experience living in a Spanish- or Portuguese-speaking country. The student will be introduced to more complex communicative functions, vocabulary and structures of the Portuguese language. The course emphasizes the skills of listening, speaking, reading, writing and cultural awareness so that the student will learn how to understand, speak, read and write Portuguese, as well as learn about the cultures of the Portuguese-speaking world. Prerequisite: PORT 101 or placement.

Modern Languages, Literatures, and Cultures Course Descriptions:

MLLC 220. Individual Study 0.25 to 1.0 course credit
Students arrange appropriate sophomore-level independent study projects with individual instructors in their major language.

MLLC 320. Individual Study 0.25 to 1.0 course credit
Students arrange appropriate junior-level independent study projects with individual instructors in their major language.

MLLC 420. Individual Study 0.25 to 1.0 course credit
Students arrange appropriate senior-level independent study projects with individual instructors in their major language.

MLLC 494. Internship in Modern Languages, Literatures, and Cultures 1.0 course credit
This course is an internship in Modern Languages, Literatures, and Cultures. Interns may work in a variety of settings, including such areas as business, health, government, law, public relations, education, physical education, journalism, community development and translation. Internships must be arranged, approved and monitored by an MLLC faculty member.
Requirements for the Music Major:

**General Major:**
The program for the general music major includes MUSI 121, 122, 211, 221, 222, and 420; at least one course chosen from MUSI 301, 302, and 304; four courses chosen from MUSI 313, 314, 315, 316, and 317; enrollment in applied lessons each semester the student is on campus (in the student’s major instrument or voice; only study in the declared major applied area will be counted toward the major GPA); enrollment in a Music Department ensemble during each semester the student is on campus (only one ensemble per semester will count toward the major GPA; that ensemble must involve the major applied area, except for pianists and guitarists); attendance at campus concerts, recitals, and music convocations, to be factored into the major applied grade each semester at professor’s discretion.

Music majors are required to demonstrate competence at the keyboard by passing all components of the piano proficiency exam by the end of the sophomore year. Declared music majors, or those contemplating the music major, must enroll in piano until passing the piano proficiency exam. Completing piano proficiency is a prerequisite for admission into 300 and 400 level music courses. Exceptions to this policy may be granted by the department chair in unusual circumstances.

If the music major’s advisor is not a music faculty member, it is strongly urged that the student find an advisor in the music department by the end of the freshman year.

Students intending to declare a major in music should do so by the end of the freshman year (with approval from and in consultation with the music faculty). Music majors must declare a major applied area at this time.

Sequential courses must be taken and passed in sequence. Exceptions may be granted by the Department chair.

Major requirements (except for ensembles) may not be audited.

The culminating experience for music majors is an independent study (as part of the MUSI 420 course) in the senior year, consisting of an in-depth investigation of a topic chosen by the student in conjunction with a member of the music faculty. The topic must be approved by the music faculty.
**Performance Emphasis:**
Music majors who concentrate in performance present a half recital before the end of the junior year, and a full recital before the end of the senior year. All requirements for the general major apply.

**Juries:**
All students (regardless of major) enrolled in applied or group lessons will take a jury exam at the end of each semester. Exemptions from this requirement may be given at the discretion of the applied professor. Consult the department for specific jury requirements.

**Sophomore Evaluation:**
In the sophomore evaluation, held at the end of the sophomore year, the music faculty evaluates a music major’s progress. Students are advised on strengths and weaknesses in music courses, ensembles, applied lessons, and piano proficiency. GPA and timely progress toward completing major requirements are also considered. In a successful evaluation, the music faculty will advise appropriate steps to address any perceived weak points and encourage the student to continue in the major.

**Requirements for the Music Minor:**
The minor in music is designed for those students who wish to develop both their performance skills and their general understanding of music. The minor requires two courses (taken in sequence) chosen from MUSI 121, 122, 221, or 222; MUSI 211; one course chosen from MUSI 105 or 203; four semesters of applied music (including two semesters of piano if not the major applied instrument); and enrollment in four semesters of Music Department ensembles. In addition, attendance at campus concerts and recitals is expected each semester.

**Teacher Licensure:**
The music major for students seeking initial K-12 teacher licensure will include: MUSI 121, 122, 211, 221, and 222; three courses selected from MUSI 252, 253, 254, and 255; two courses selected from MUSI 313, 314, 315, 315, 316 and 317; MUSI 301 and 304; successful completion of the student teaching clinical experience (MCTE 475) will be used in lieu of MUSI 420; enrollment in applied lessons each semester the student is on campus (in the student’s major instrument or voice; only study in the declared major applied area will be counted toward the major GPA); enrollment in a Music Department ensemble each semester the student is on campus; presentation of a half-recital during the junior year; and all other requirements for the general music major. In addition, students seeking teacher licensure must complete the approved sequence of professional education coursework outlined in the Educational Studies section of this catalog to be eligible for entitlement.

**Recital Procedures:**
A pre-recital hearing will take place three weeks before any student recital. All recital repertoire must be performed at the hearing. Following the pre-recital hearing, the music faculty will either allow the recital to go forward, require a postponement, or cancel the recital. The music faculty reserves the right to declare any degree recital unsatisfactory. In such an event, the recital must be presented again (for the music faculty only), within one month of the original performance date, and at a satisfactory level. Failure to do so will result in a grade of F in the major applied area for the semester.
Applied Music:

Performance instruction is available by audition or by consent of the instructor and consists of one half-hour weekly lesson with at least one hour of daily practice for one-quarter course credit per semester. With instructor’s consent, music majors or other advanced students in special circumstances may study for one-half course credit per semester, requiring a one-hour weekly lesson and at least two hours of daily practice.

Lessons carry a $200.00 fee per semester for all students. Students enrolled in multiple lessons pay only a single $200.00 fee for the semester.

(Odd-numbered courses [such as 145] carry one-quarter course credit per term; even-numbered courses [such as 146] carry one-half course credit.)

145 Piano
145–2 Beginning Class Piano for Majors/Minors
145–3 Advanced Class Piano for Majors/Minors
146 Piano
151 Voice
152 Voice
153 Guitar/Electric Bass
154 Guitar/Electric Bass
155 Strings
156 Strings
161 Woodwinds
162 Woodwinds
165 Brass
166 Brass
171 Percussion
172 Percussion

Ensembles:

The following ensembles are open to all students by audition or by permission of the instructor. Each carries one-quarter course credit per semester. A student will not be allowed to participate in an ensemble without registering for the ensemble. The student may choose to take an ensemble for credit, in which case a grade will be assigned and the course will apply toward GPA calculation and course credit toward degree, or for audit, in which case no course credit toward GPA or graduation will be assigned, but a grade of AU for completion or NAU for non-completion will be entered into the student’s official transcript. AU grades will be accepted as meeting ensemble requirements for music majors and minors.

131 Jazz Band
134 Vocal Chamber Music
181 Chorale
182 Chamber Orchestra
184 Concert Choir
185 Monmouth Winds
186 Monmouth College Pipe Band
187 Percussion Ensemble
189 Fighting Scots Marching Band (Fall)/Concert Band (Spring)

Students may also pursue an Arts Management Minor. Please see page 26 for details.
Course Descriptions:

MUSI 101G. Introduction to Music 1.0 course credit
A study of musical materials, principles of organization, and historical styles. Designed to develop an understanding of music. This course does not count toward the music major.

MUSI 105G. History of American Music 1.0 course credit
A survey of music in North America (primarily the United States) from the colonial era to the present day. Emphasizes works, styles, and artists from a variety of musical traditions. Designed to develop an understanding and appreciation of the broad range of musical styles found in the United States and the equally broad range of cultural traditions from which they emerged. Offered subject to staffing availability. This course does not count toward the music major.

MUSI 111. Fundamentals of Music 0.5 course credit
An investigation into the basic theoretical foundations of music. Topics covered will be music as science and language, tonal and rhythmic aspects of music, and basic music listening and writing skills. This course does not count toward the music major. Some prior knowledge of music is assumed.

MUSI 121. Theory of Music I 1.0 course credit
An investigation into the basic theoretical foundations of music—melody, harmony, rhythm, tone color, and form—through the study of music from various stylistic periods and the development of composition and analysis. This course includes two hours a week of aural skills lab. Prerequisite: MUSI 111 or by permission.

MUSI 122. Theory of Music II 1.0 course credit
Continuation of MUSI 121 at the elementary level. This course includes two hours a week of aural skills lab. Prerequisite: MUSI 121 or by permission.

MUSI 195. Applied Composition 0.25 course credit
An independent study exploring the principles and practice of musical composition. May be repeated for credit. Prerequisite: Successful completion of MUSI 122.

MUSI 203G. Evolution of Jazz 1.0 course credit
A study of the origin and development of jazz and its components. Designed to develop an understanding of jazz as it relates to American society and other styles of music. Offered subject to staffing availability. This course does not count toward the music major.

MUSI 211G. History and Literature of Music 1.0 course credit
A study of the development and evolution of Western art music through time. Emphasizes works, styles, and formal and theoretical considerations. Includes an introduction to bibliographic materials and procedures for research in music. Prerequisite: MUSI 122 or by permission.

MUSI 221. Theory of Music III 1.0 course credit
Continuation of MUSI 122 at the intermediate level. This course includes two hours a week of aural skills lab. Prerequisite: MUSI 122 or by permission.

MUSI 222. Theory of Music IV 1.0 course credit
Continuation of MUSI 221 at the advanced level. This course includes two hours a week of aural skills lab. Prerequisite: MUSI 221 or by permission.
MUSI 250. Special Topics 0.5 to 1.0 course credit

MUSI 252. String Techniques 0.25 course credit
A study of the techniques of playing the violin, viola, cello, and double bass for students preparing to teach music at the elementary or secondary level. Prerequisite: MUSI 222 or by permission. Offered in alternate years.

MUSI 253. Woodwind Techniques 0.25 course credit
A study of the techniques of playing the flute, oboe, clarinet, saxophone, and bassoon for students preparing to teach music at the elementary or secondary level. Prerequisite: MUSI 222 or by permission. Offered in alternate years.

MUSI 254. Brass Techniques 0.25 course credit
A study of the techniques of playing the trumpet, trombone, horn, euphonium, and tuba for students preparing to teach music at the elementary or secondary level. Prerequisite: MUSI 222 or by permission. Offered in alternate years.

MUSI 255. Percussion Techniques 0.25 course credit
A study of the techniques of playing snare drum, timpani, mallet instruments, drum set, and auxiliary percussion instruments for students preparing to teach music at the elementary or secondary level. Prerequisite: MUSI 222 or by permission. Offered in alternate years.

MUSI 256G. Vocal Diction and Literature 0.5 course credit
Designed to introduce the International Phonetic Alphabet to music students as a means of learning correct pronunciation in commonly used languages in vocal music: Italian, German, French, Latin, and Spanish. Students will apply their knowledge of IPA through performance of vocal literature in each language. Prerequisite: By permission of the instructor. Offered in alternate years.

MUSI 301. Introduction to Conducting 1.0 course credit
An introduction to the principles of conducting that includes interpretive study of choral and instrumental scores. May include conducting campus music groups and keyboard exercises. Prerequisites: Passed Piano Proficiency, MUSI 222, and MUSI 211, or by permission. Offered in alternate years.

MUSI 302. Form and Analysis 1.0 course credit
An examination of the significant formal structures in Western tonal music through various analytical techniques. Prerequisites: Passed Piano Proficiency, MUSI 222, MUSI 211, or by permission. Offered in alternate years.

MUSI 304. Orchestration and Arranging 1.0 course credit
An exploration of the properties of musical instruments and voices and their combination in ensembles. Students analyze characteristic uses of instruments in standard literature and arrange music for a variety of performing groups, using computer techniques in this process. Prerequisites: Passed Piano Proficiency, MUSI 222, and MUSI 211, or by permission. Offered in alternate years.

MUSI 313. Renaissance Music 0.5 course credit
A study of works, styles and composers from the Renaissance in Western Europe in the 15th and 16th centuries. Students will read primary and secondary source material as well as study representative scores and recordings. Includes a research component. Prerequisites: Passed Piano Proficiency, MUSI 222, and MUSI 211, or by permission.
MUSI 314. Baroque Music 0.5 course credit
A study of works, styles and composers from the Baroque period in Western Europe in the 17th and 18th centuries. Students will read primary and secondary source material as well as study representative scores and recordings. Includes a research component. Prerequisites: Passed Piano Proficiency, MUSI 222, and MUSI 211, or by permission.

MUSI 315. Classical Music 0.5 course credit
A study of works, styles and composers from the Classical period in Western Europe in the 18th and early 19th centuries. Students will read primary and secondary source material as well as study representative scores and recordings. Includes a research component. Prerequisites: Passed Piano Proficiency, MUSI 222, and MUSI 211, or by permission.

MUSI 316. Nineteenth Century Music 0.5 course credit
A study of works, styles and composers from the Classical period in Western Europe (mainly) in the 19th century. Students will read primary and secondary source material as well as study representative scores and recordings. Includes a research component. Prerequisites: Passed Piano Proficiency, MUSI 222, and MUSI 211, or by permission.

MUSI 317. 20th/21st Century Music 0.5 course credit
A study of works, styles and composers from 20th/21st Century Art Music in the Western world. Students will read primary and secondary source material as well as study representative scores and recordings. Includes a research component. Prerequisites: Passed Piano Proficiency, MUSI 222, and MUSI 211, or by permission.

MUSI 420. Senior Research Seminar 1.0 course credit
Advanced study of bibliographic materials and procedures for research in music, culminating in individual study of a topic of special interest directed by a member of the music faculty. Prerequisites: Passed Piano Proficiency, MUSI 222, MUSI 211, and two 300-level music history courses, or by permission of the instructor.
Overview of the Program:

The Nineteenth-Century Studies minor is an interdisciplinary program designed to help students understand people, events, ideas, and cultural artifacts of the period from 1789–1914 (the long nineteenth century). Students will take courses in an array of disciplines to synthesize an understanding of the nineteenth century and determine larger patterns of meaning but also question how different disciplines construct and value knowledge.

Over the course of the program students will:

1. Develop a fundamental understanding of human experience during the period from at least three disciplinary perspectives;
2. Integrate concepts across program courses to better understand core issues, ideas, events, and cultural artifacts of the period;
3. Understand how disciplines construct knowledge similarly and differently.

Requirements for the Nineteenth-Century Studies Minor:

The minor requires 4.5 approved courses in at least three academic disciplines (see approved list of courses below).

• One of the courses will be an upper division, interdisciplinary capstone course. This course will be identified during the registration period and taught as a special topics course within a major.
• Students may count no more than two courses from one discipline for the minor; students may negotiate with the program coordinator to count multi-disciplinary courses into one of a number of possible disciplines.
• For a course to count towards the minor, at least 60 percent of course material must relate directly to the nineteenth century. The Nineteenth-Century Studies Steering Committee (overseen by the Curriculum Committee) may approve exceptions to this rule.
Required Courses for the Nineteenth-Century Studies Minor:

At least three disciplines should be represented, with a maximum of two courses per discipline. Multi-disciplinary courses may count in several disciplines.

Approved Courses *(refer to departmental listings for course descriptions)*:

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<tr>
<th>Department</th>
<th>Course Code</th>
<th>Course Title</th>
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<td>Anthropology</td>
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<td>Special Topics in Anthropology</td>
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<tr>
<td>Art</td>
<td>ARTD 350*</td>
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<td>English</td>
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<td>ENGL 221</td>
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<td>ENGL 349*</td>
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<td>Philosophy</td>
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<tr>
<td>Theatre</td>
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<td>The Modern Theatre</td>
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*when topic is appropriate*
OVERVIEW OF THE PROGRAM:

The Peace, Ethics, and Social Justice minor is an interdisciplinary program that will examine the causes and contexts of violence and war, especially issues of systemic violence and social injustice. Students will take an array of courses from various disciplines to meet the following goals:

1. To examine the causes and contexts of violence and war, especially issues of systemic violence and social injustice.
2. To explore ethical frameworks as conceptual background for helping students to understand peace and social justice. Students will examine conceptual, social, cultural frameworks in which beliefs and values are held. Students will develop ethical empathy through understanding a variety of perspectives for decisions about how to live, treat others, and organize society.
3. To value the creativity of moral imagination needed to inspire political change. Through the arts—music, dance, poetry, the visual arts and humanities—the program inspires a “revolution in consciousness” (bell hooks).
4. To examine dispositions, practices, and activities for pursuing peace and justice at personal, communal and global levels, this can include the planet and non-human animals.

A MINOR IN PEACE, ETHICS AND SOCIAL JUSTICE WILL INCLUDE THE FOLLOWING:

Five courses are required:
1. Peace with Justice—An introduction to peace and justice studies (PESJ 218)
2. Senior Project—a project or thesis directed by a faculty member in PESJ (PESJ 401)
3. Three electives—at least one of which is taken in the Humanities and at least one in the Social Sciences.

ELECTIVES FOR THE PEACE, ETHICS AND SOCIAL JUSTICE MINOR:

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<th>Humanities</th>
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<td>HIST 130 The European Union</td>
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<td>PHIL 310 Environmental Ethics</td>
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<tr>
<td>POLS 270 Introduction to International Relations</td>
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<td>PHIL 340 Africana Philosophy</td>
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<td>SOCI 247 Race and Ethnicity</td>
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<tr>
<td>SOCI 355 Social Movements</td>
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</tbody>
</table>
Courses:

**PESJ 218. Peace with Justice** 1.0 course credit
This course is an introduction to the interdisciplinary field of peace and justice studies. Peace is not the mere absence of war but includes the redress of the kinds of structural violence (imperialism, racism, sexism, economic disparities, environmental degradation, etc.) that lead to conflict. Students will study a problem related to violence or injustice, analyze that problem critically, and engage in moral imagination as they develop strategies to address the problem.

**PESJ 401. Senior Project** 1.0 course credit
The student thoroughly examines a topic in peace and justice studies and composes an extended essay involving in-depth research and analysis and/or synthesis under the individualized direction of a faculty member, or in a seminar. The project culminates in a public presentation of the student’s work.
Overview of the Program:

The Department of Philosophy and Religious Studies encompasses two disciplines that share a commitment to pursuing the fundamental questions of human existence and to examining the various ways in which the traditions of philosophy and religion have answered these questions.

The philosophy program is designed to encourage students to think creatively and critically, to analyze important texts and issues in the history of philosophy, and to bring challenges and contemporary perspectives to that tradition. The term “philosophy” means “love of wisdom,” and courses in philosophy range from considerations of how we should live to the nature of human knowing.

The academic study of religion is an exciting approach to a liberal arts education. It is inherently interdisciplinary, drawing upon the insights of history, sociology, politics, philosophy, and literature, among others. The program is designed to provide opportunities for students to approach religious traditions in a variety of ways, including an exploration of scriptures, rituals, beliefs, theology, ethics, etc. Students will learn to understand religious traditions in historical and cultural contexts, think about them comparatively, and read and write about them analytically.

Required Courses for the Philosophy Major (9 - 9.25 courses):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PHIL 201</td>
<td>Logic</td>
</tr>
<tr>
<td>PHIL/RELG 207</td>
<td>Ethics</td>
</tr>
<tr>
<td>PHIL 205</td>
<td>Classical and Medieval Philosophy</td>
</tr>
<tr>
<td>PHIL 307</td>
<td>Modern Philosophy</td>
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<tr>
<td>PHIL 311</td>
<td>Contemporary Philosophy</td>
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</tbody>
</table>

Two of the following three courses from the history of Philosophy sequence:

One of three Senior Capstone Options:
1. Senior Thesis (Phil 450 and Phil 452)
2. Senior Project (Phil 452 and, in most cases, Phil 450)
3. An additional elective in philosophy supplemented with independent research (Phil 450)

Four elective courses in Philosophy.

Required Courses for the Philosophy Minor (5 courses):

Two courses from the history of Philosophy sequence. Three elective courses in Philosophy.

Required Courses for the Religious Studies Major (9 - 9.25 courses):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>RELG 100</td>
<td>Introduction to World Religions</td>
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<tr>
<td>RELG 101</td>
<td>Introduction to the Hebrew Bible (Old Testament)</td>
</tr>
<tr>
<td>RELG 108</td>
<td>Introduction to the New Testament</td>
</tr>
<tr>
<td>RELG 210</td>
<td>Judaism and Islam</td>
</tr>
<tr>
<td>RELG 300</td>
<td>Philosophy and Religions of Asia</td>
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</tbody>
</table>
Two of the following courses (or other designated courses) in theology/philosophy:
RELG 113  Topics in the History of Christian Thought
RELG 207  Ethics: Philosophical and Religious
RELG 213  Philosophy of Religion
RELG 313  Modern Christian Theology

Three elective courses in Religious Studies.

One of three Senior Capstone Options, each of which culminates in a public presentation of the student's work:
1.  Senior Thesis (RELG 450 and RELG 452)
2.  Senior Project (RELG 452 and, in most cases RELG 450)
3.  An additional elective in religious studies supplemented with independent research (RELG 450)

Required Courses for the Religious Studies Minor (5 courses):

RELG 100  Introduction to World Religions

One of the following courses (or other designated courses) in Sacred Scripture:
RELG 101  Introduction to the Hebrew Bible (Old Testament)
RELG 108  Introduction to New Testament

One of the following courses (or other designated courses) in theology/philosophy:
RELG 113  Christian Faith and Theology
RELG 207  Ethics: Philosophical and Religious
RELG 213  Philosophy of Religion
RELG 313  Modern Christian Theology

Two elective courses in Religious Studies.

Required Courses for the Philosophy and Religious Studies Minor (5 courses):

The joint minor consists of five elective courses, with at least two courses in each discipline, and at least one course above the 200 level. The set of five courses must be approved by the department chair when the minor is declared. The minor is not available to Philosophy or Religious Studies majors and acts as an alternative to both majors and both minors.

Pre-Seminary Program:

Seminaries are looking for proven leaders who are intellectually supple and can thrive in multicultural settings. Regardless of major, a liberal arts education is the best preparation for future leadership in religious communities. There are some basic skills and knowledge sets that students looking toward careers in religious leadership should possess. The following are course and co-curricular recommendations for pre-seminary students (alterations can and should be made for students seeking theological training outside of a Christian context).

Course Recommendations:
RELG 100  Introduction to World Religions
RELG 101  Introduction to Hebrew Bible (Old Testament)
RELG 108  Introduction to New Testament
RELG 113  Christian Faith and Theology
Greek I and II OR Latin I and II, in consultation with the Department

Co-curricular involvement:
Participation in the Lux Program for Church and Religious Leadership
An international experience
An internship or volunteer experience in a religious community
Participation in service projects and trips
### Philosophy Course Descriptions:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIl 101</td>
<td>Introduction to Philosophy</td>
<td>1.0</td>
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<td></td>
<td>How do we know what we know? Who are we? What is real? Do people have free will? Is there absolute knowledge or only contingent knowledge? Many issues that we deal with in daily life are ultimately philosophical issues. The word philosophy is from the Greek for “love of wisdom,” but what is wisdom? Reading a selection of texts from the history of Western philosophy and from world philosophy, the class will consider these and other questions, while we work to perfect the art of “slow reading” and to value open-ended questions as much as or more than certain answers. Prerequisites: None.</td>
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<tr>
<td>PHIl 201</td>
<td>Critical Thinking: Introduction to Logic</td>
<td>1.0</td>
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<td>This course will be an introduction to the art of reasoning. We will practice analyzing arguments in advertising, the media, in selections from philosophical and literary texts, and in our own conversations as we explore deductive reasoning, inductive reasoning, and fallacies. Prerequisites: None.</td>
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<tr>
<td>PHIl 205</td>
<td>Classical and Medieval Philosophy</td>
<td>1.0</td>
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<td>This course will offer a survey of some of the primary texts of ancient Greek and medieval philosophy in their cultural contexts. After considering Greek philosophy, we will trace some of its impact on the development of medieval philosophy. We will study the influence of the Arab-Muslim scholarship of medieval Spain both for its role in preserving, translating, and expanding on Greek texts and for its foundational role in the development of European culture. Prerequisites: None</td>
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<tr>
<td>PHIl 207</td>
<td>Ethics: Philosophical and Religious</td>
<td>1.0</td>
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<td>(Cross-listed as RELG 207) This course will examine some of the moral problems we face in our lives and will consider a variety of ways of thinking about how to understand them as well as how we talk about them in dialogue. Beginning with an overview of some of the main theoretical approaches in ethical thought in the Western philosophical tradition, the class will then consider specific issues, which may include: sexual ethics, violence and peace, economic justice, environmental ethics, business ethics, race, gender, etc. Prerequisites: None.</td>
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<tr>
<td>PHIl 211</td>
<td>Philosophy of Education</td>
<td>1.0</td>
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<td>(Cross-listed as EDSt 235) An introduction to some of the philosophical foundations of education in order to consider the purposes of education for student, teacher, family, and society and some strategies for reaching educational goals. Students will consider how those philosophical foundations apply to educational practices of students and teachers and will ask what constitutes effective teaching and learning for both students and teachers. The class will explore how philosophies of education both shape and reflect societal values and will examine how those philosophies of education, put into practice, shape students and teachers, either to support and/or to challenge societal norms. This course is designed for students entering the teaching profession. Prerequisite: Sophomore standing or above, or permission of the instructor.</td>
<td></td>
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<tr>
<td>PHIl 213</td>
<td>Philosophy of Religion</td>
<td>1.0</td>
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<tr>
<td></td>
<td>(Cross-listed as RELG 213) Can the existence of God be proven? How do we make philosophical sense of an event described as a miracle? Why does God permit the existence of evil in the world? How do we understand the fact of religious pluralism? These and other topics are explored in this introduction to the basic problems and issues that constitute philosophy of religion. This is a discussion-centered course that encourages meaningful debate between theists and atheists. Prerequisites: None.</td>
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</table>
PHIL 215. Philosophy of Art  1.0 course credit
An examination of perennial questions concerning beauty in works of art and nature, the attribution of value, the relation of aesthetic judgment and imagination to cognition and moral duty, and the impact of these matters on inquiries in related disciplines (i.e., linguistics, psychoanalysis, and religious studies). This course fulfills the Beauty and Meaning in Works of Art requirement. Prerequisite: Sophomore standing or above or permission of the instructor.

PHIL 217. Peace: Philosophical and Religious Approaches  1.0 course credit
(Cross-listed as RELG 217) This course examines a topic, movement or figure pertaining to philosophical and religious approaches to issues of peace and justice. Examples might include: Martin Luther King Jr., the philosophy of nonviolence, religious conceptions of peace, etc. Prerequisites: None.

PHIL 218. Peace with Justice  1.0 course credit
(Cross-listed as RELG 218) This course is an introduction to the interdisciplinary field of peace and justice studies. Peace is not the mere absence of war but includes the redress of the kinds of structural violence (imperialism, racism, sexism, economic disparities, environmental degradation, etc.) that lead to conflict. Students will study a problem related to violence or injustice, analyze that problem critically, and engage in moral imagination as they develop strategies to address the problem. Prerequisites: None.

PHIL 225. Philosophy and Feminism  1.0 course credit
(Cross-listed as WoSt 225) This course will offer an introduction to some of the questions that shape feminist philosophy. What connections are there between feminist philosophy and feminist writing in other disciplines and feminist movements inside and outside the academy? The class will assume the importance of diverse women's voices. Reading theoretical, literary, and experimental texts which challenge the distinction between theory and literature, the class will focus on how an awareness of the intersections of race, class, sexuality, gender, ability, and ethnicity is vital for disciplinary and interdisciplinary study in feminist philosophy. This course is required for the Women's Studies Minor. Prerequisites: WOST 201 for WOST 225 students. For Phil 225 students, sophomore standing or above or permission of the instructor.

PHIL 250. Special Topics  1.0 course credit

PHIL 300. Philosophy and Religions of Asia  1.0 course credit
(Cross-listed as RELG 300) An introduction to the origins, histories, thought, practices, and developments of the great religions and philosophies of Asia. The course will study some of the following: Hinduism, Buddhism, Confucianism, Shintoism, Taoism, Zoroastrianism, Jainism, and Sikhism. Eastern philosophies will be explored in religious and cultural contexts. May be repeated for credit with permission of the instructor. Prerequisites: Junior or Senior standing or permission of the instructor.

PHIL 307. Modern Philosophy  1.0 course credit
This course will trace the development of European modernity, from its beginnings in the Renaissance through the Reformation and Scientific Revolution and into the eighteenth and nineteenth centuries. We will look especially at how the rise of modernity, as expressed by the Rationalists, the Empiricists and through the Kantian turn, shaped European views of nature, science, mind, body, spirit/faith, and the nature of human beings. The emphasis will be on understanding modern philosophical works in their historical context. Recognizing that how we conceptualize ourselves and our world is shaped by our cultural moments, we will also consider challenges to modern European conceptions of people and our planet. This course is designed for students with some experience in philosophy and assumes some familiarity with the discipline. Prior completion of Phil 101, Phil 201, Phil 205, or Phil 207 is highly recommended. Prerequisites: Sophomore standing or above or permission of the instructor.
PHIL 310. Environmental Ethics 1.0 course credit
(Cross-listed as RELG 310) An examination of ecological problems caused by human activities and possible solutions, starting with a rethinking of the relationship between human beings and nature. From different perspectives the course will investigate various interrelated issues ranging from ethical to metaphysical, including: Do we have an obligation to natural objects? If there should be an environmental ethic, what kind of ethic should it be? Students will have opportunities to develop and express their own views on these issues. This course is intended primarily for students in their sophomore, junior, and senior years. Prerequisites: Sophomore standing or above or permission of the instructor.

PHIL 311. Contemporary Philosophy 1.0 course credit
This course will explore some of the directions philosophy has taken from late modernity to the present. Starting with a review of the eighteenth-century philosopher, Immanuel Kant, we will outline the defining features of modernity and some of the cracks in those foundations. Although quintessentially modern, Kant also paved the way for contemporary critiques of modernity on one hand and for contemporary attempts to defend and maintain modernity on the other. We will briefly consider the divergent paths contemporary philosophy has taken since Kant—the so-called Analytic and Continental paths—and we'll ask ourselves if the two are really as separate as they sometimes seem. Finally, we'll ask ourselves if there is a way to move from modernity's self-assurance that the world can be understood with absolute certainty to contemporary views that the world may be beyond our grasp and that different cultures (broadly defined) have different foundations for understanding in a world of contingencies. This course is designed for students with some experience in philosophy and assumes some familiarity with the discipline. Prior completion of Phil 101, Phil 201, Phil 205, Phil 207, or Phil 307 is highly recommended. Prerequisites: Sophomore standing or above or permission of the instructor.

PHIL 316. Existentialism 1.0 course credit
(Cross listed as RELG 316) An overview of issues and claims associated with existentialism, a cultural phenomenon touching upon and influenced by diverse fields of interests. The course necessarily is interdisciplinary, examining existential influences on literature and religious thought, as well as philosophy. Readings are from a number of contributors to the tradition, including Kierkegaard, Dostoevsky, Nietzsche, Heidegger, Tillich, Sartre, Camus. Prerequisites: Sophomore standing or above or permission of the instructor.

PHIL 320. Individualized Study 1.0 course credit
Directed research and writing in an area of special interest to the student. May be repeated for credit. Prerequisite: Permission of the instructor.

PHIL 340. Africana Philosophy 1.0 course credit
(Cross-listed as RELG 340) This course will study a small selection of the vast literature on the philosophies of Africa and the African diaspora. After an examination of some of the framing philosophical questions and the relationship of Africana thought to the terribly destructive and culture-interrupting twin episodes of European colonization of the continent and the Atlantic slave trade, the class will explore three strands in African thought: sagacity, an Akan perspective on morality and ubuntu. Three main texts, Brand’s Map to the Door of No Return, Krog’s Country of My Skull, and Williams’ Losing My Cool, will frame the remaining major sections of the course. The first will be an exploration of diasporic consciousness framed by and in resistance to the castles in West Africa that are the door of no return about which Brand writes. The second is an examination of the Truth and Reconciliation Commissions in the wake of apartheid in South Africa and the ubuntu philosophy that framed them. And, finally, we will read Thomas Williams’ memoir exploring what it means to be Black in the contemporary United States. His text provides a context to discuss a variety of African-American philosophical thinking, from the 19th century to the present. Prerequisites: Sophomore standing or above or permission of the instructor.
PHIL 350. Topics in the History of Philosophy 1.0 course credit
This course will examine a particular figure, period, or theme in the history of philosophy, in a more focused manner than a survey course will allow. Emphasis will be placed on the significance of these ideas for contemporary debates and perspectives. Prerequisite: Sophomore standing or higher or permission of the instructor.

PHIL 411. Political Philosophy from Plato to the Present 1.0 course credit
(Cross-listed as POLS 411) A historical survey and philosophical analysis of political theory from ancient Greece to the present. Includes works by Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx, and Mill. Prerequisite: None.

PHIL 450. Senior Research 0.25 to 1.0 course credit
Research semester, during which the students conduct research in preparation for their senior theses in philosophy. By the end of this semester, students will have read broadly in the relevant scholarship to generate and then focus a topic for the senior thesis.

PHIL 452. Senior Project 0.25 to 1.0 course credit
The student thoroughly examines a topic in philosophy and composes an extended essay involving in-depth research and analysis and/or synthesis under the individualized direction of a faculty member, or in a seminar. The thesis option culminates in a public presentation of the student's work.

Religious Studies Course Descriptions:

RELG 100. Introduction to World Religions 1.0 course credit
This course offers a brief introduction to the world’s major religious traditions, including the Indian traditions of Hinduism and Buddhism, the Chinese religions of Confucianism and Taoism, and the “religions of Abraham”—Judaism, Christianity, and Islam. The course will also encourage students to reflect on the category of “religion” in general and to consider the complexities of comparing traditions. Prerequisites: None.

RELG 101. Introduction to the Hebrew Bible (Old Testament) 1.0 course credit
A study of the text of the Hebrew Bible in its historical and cultural context. The story of Israel is traced from its formation as a people through the rise of the monarchy, exile, and return. The complex web of traditions that shaped Israel’s identity is analyzed, and the historical, literary, and theological dimensions of the texts are explored. Prerequisites: None.

RELG 108. Introduction to the New Testament 1.0 course credit
A study of first-century Christian literature in its historical and cultural contexts. The course will focus on the historical Jesus, Paul’s epistles, and the Jewish framework of early Christian faith and practice in Hellenic-Roman culture. Prerequisites: None.

RELG 113. Christian Faith and Theology 1.0 course credit
This course is an introduction to some of the basic concepts and key figures in the development of the Christian faith and Christian Theology. Students will learn about how doctrines like the Trinity or Original sin were developed and will study various perspectives on these doctrines from the two-thousand year history of the faith. Prerequisites: None.

RELG 207. Ethics: Philosophical and Religious 1.0 course credit
(Cross-listed as PHIL 207) This course will examine some of the moral problems we face in our lives and will consider a variety of ways of thinking about how to understand them as well as how to talk about them in dialogue. Beginning with an overview of some of the main theoretical approaches in ethical thought in the Western philosophical tradition, the class will then consider specific issues, which may include: sexual ethics, violence and peace, economic justice, environmental ethics, business ethics, race, gender, etc. Prerequisites: None.
RELG 210. Judaism and Islam  1.0 course credit
A study of the origins, history, rituals, sacred writings, beliefs, practices, and modern developments among Jews and Muslims. Special attention is given to understanding similarities and differences between Judaism, Christianity, and Islam as monotheistic traditions which all trace their roots to Abraham. Prerequisites: None.

RELG 213. Philosophy of Religion  1.0 course credit
(Cross-listed as PHIL 213) Can the existence of God be proven? How do we make philosophical sense of an event described as a miracle? Why does God permit the existence of evil in the world? How do we understand the fact of religious pluralism? These and other topics are explored in this introduction to the basic problems and issues that constitute philosophy of religion. This is a discussion-centered course that encourages meaningful debate between theists and atheists. Prerequisites: None.

RELG 217. Peace: Philosophical and Religious Approaches  1.0 course credit
(Cross-listed as PHIL 217) This course examines a topic, movement or figure pertaining to philosophical and religious approaches to issues of peace and justice. Examples might include: Martin Luther King Jr., the philosophy of nonviolence, religious conceptions of peace, etc. Prerequisites: None.

RELG 218. Peace with Justice  1.0 course credit
(Cross-listed as PHIL 218) This course is an introduction to the interdisciplinary field of peace and justice studies. Peace is not the mere absence of war but includes the redress of the kinds of structural violence (imperialism, racism, sexism, economic disparities, environmental degradation, etc.) that lead to conflict. Students will study a problem related to violence or injustice, analyze that problem critically, and engage in moral imagination as they develop strategies to address the problem. Prerequisites: None.

RELG 220. Women and Religion  1.0 course credit
This course explores the religious lives of women across cultures and religious traditions. Course readings include: writings by women religious leaders and lay participants as well as essays about women in a variety of religious contexts. Attention is paid to the uniqueness and diversity of women’s experience within religious traditions, including the experience of oppression but also of empowerment. Prerequisites: None.

RELG 244. Religion and Politics  1.0 course credit
(Cross-listed as POLS 244) The “secularization” thesis prevailed among the social scientists during the 1950s and 1960s. This thesis assumed that under the influence of industrialization, urbanization, and modernization, religion will become less important in the public and the private spheres. The emergence of highly politicized religious movements have posed a severe challenge to the secularization thesis. In this course, we will explore the relationship between religion and politics by examining contemporary movements such as the Christian Right in the U.S., Hindu fundamentalism in India, and political Islam in the Middle East and South Asia. Prerequisites: None.

RELG 250. Special Topics  1.0 course credit

RELG 260. Cultures of the Middle East  1.0 course credit
(Cross-listed as ANTH 260) Provides background information about historical developments in the regions, reviews the role of Islam, and examines contemporary everyday/popular cultures. Prerequisites: None.
RELG 300. Philosophy and Religions of Asia  
(Cross-listed as PHIL 300) An introduction to the origins, histories, thought, practices, and developments of the great religions and philosophies of Asia. The course will study some of the following: Hinduism, Buddhism, Confucianism, Shintoism, Taoism, Zoroastrianism, Jainism, and Sikhism. Eastern philosophies will be explored in religious and cultural contexts. May be repeated for credit with permission of the instructor. Prerequisites: Junior or Senior standing or permission of the instructor.

RELG 310. Environmental Ethics  
(Cross-listed as PHIL 310) An examination of ecological problems caused by human activities and possible solutions, starting with a rethinking of the relationship between human beings and nature. From different perspectives the course will investigate various interrelated issues ranging from ethical to metaphysical, including: Do we have an obligation to natural objects? If there should be an environmental ethic, what kind of ethic should it be? Students will have opportunities to develop and express their own views on these issues. This course is intended primarily for students in their sophomore, junior, and senior years. Prerequisites: Sophomore standing or above or permission of the instructor.

RELG 312. Religion in America  
(Cross-listed as HIST 312) The story of American religious history is an important narrative about our country’s identity. Recent work in the field has focused on what has been left out of the old stories and how we might better account for the experiences of women, of minorities, and of those groups who challenge the dominate theologies and practices. This course covers the colonial period through to contemporary developments, including secularization, New Age movements and the flourishing of the world’s religious traditions within an American context. Course topics will vary from year to year. Possible topics include: Christianity in America, African-American religious history, new religious movements and utopian experiments, women in American religious history or the world’s religions in America. May be repeated for credit with permission of the instructor. Prerequisites: Sophomore standing or above or permission of the instructor.

RELG 313. Modern Christian Theology  
A more intensive study of Christian Theology after the Enlightenment. The course may focus on a particular time period, a particular thinker or school of thought, or a particular theme. Students may repeat this course for credit by permission of the instructor. Prerequisites: none, but Junior standing and/or completion of RELG 113 or RELG 213 is recommended.

RELG 316. Existentialism  
(Cross-listed as PHIL 316.) An overview of issues and claims associated with existentialism, a cultural phenomenon touching upon and influenced by diverse fields of interests. The course necessarily is interdisciplinary, examining existential influences on literature and religious thought, as well as philosophy. Readings are from a number of contributors to the tradition, including Kierkegaard, Dostoevsky, Nietzsche, Heidegger, Tillich, Sartre, Camus. Prerequisites: Sophomore standing or above or permission of the instructor.

RELG 320. Individualized Study  
Directed research and writing in an area of special interest to the student. May be repeated for credit. Prerequisites: Permission of the instructor.

RELG 340. Africana Philosophy  
(Cross-listed as PHIL 340) This course will study a small selection of the vast literature on the philosophies of Africa and the African diaspora. After an examination of some of the framing philosophical questions and the relationship of Africana thought to the terribly destructive and culture-interrupting twin episodes of European colonization of the continent and the Atlantic
slave trade, the class will explore three strands in African thought: sagacity, an Akan perspective on morality and *ubuntu*. Three main texts, Brand’s *Map to the Door of No Return*, Krog’s *Country of My Skull*, and Williams’ *Losing My Cool*, will frame the remaining major sections of the course. The first will be an exploration of diasporic consciousness framed by and in resistance to the castles in West Africa that are the door of no return about which Brand writes. The second is an examination of the Truth and Reconciliation Commissions in the wake of apartheid in South Africa and the *ubuntu* philosophy that framed them. And, finally, we will read Thomas Williams’ memoir exploring what it means to be Black in the contemporary United States. His text provides a context to discuss a variety of African-American philosophical thinking, from the 19th century to the present. Prerequisites: Sophomore standing or above or permission of the instructor.

**RELG 350. Topics in Religious Studies**  
1.0 course credit

This course will examine a topic, figure, period or theme in Religious Studies in a more focused manner than a survey course will allow. Emphasis will be placed on the significance of these ideas for contemporary debates and perspectives. Prerequisites: Sophomore standing or higher or permission of the instructor.

**RELG 450. Senior Research**  
0.25 to 1.0 course credit

Research semester, during which the students conduct research in preparation for their senior theses in religious studies. By the end of this semester, students will have read broadly in the relevant scholarship to generate and then focus a topic for the senior thesis.

**RELG 452. Senior Project**  
0.25 to 1.0 course credit

The student thoroughly examines a topic in religious studies and composes an extended essay involving in-depth research and analysis and/or synthesis under the individualized direction of a faculty member, or in a seminar. The thesis option culminates in a public presentation of the student’s work.
Overview of the Program:

Physics is the study of the fundamental laws and forces that govern how the universe works. Students will learn both the process of discovery that physicists use and the fundamental laws of the physical universe.

Physics Major:

Students who complete a physics major will be prepared for exciting futures in a wide range of fields where quantitative problem solving skills are valuable, including physics, engineering, interdisciplinary sciences, and anywhere that the quantitative understanding of complex systems is important. People educated in physics are found in a diverse set of fields that range from pure science to engineering, to finance, to teaching, to medicine, business and industry, and beyond.

Physics Minor:

Students who are interested in enhancing their scientific and quantitative skills can earn a physics minor. Students in the other physical and biological sciences, mathematics, computer science, and other quantitative disciplines like economics and finance may find a physics minor particularly appealing. Students with interests in business in technology fields may also find a physics minor very interesting. The Physics Minor requires five courses: PHYS 130, PHYS 132, two courses numbered above 200 and one course numbered above 300. PHYS 134 or PHYS 190 may be substituted for one of the 200 level courses. Substitution of an appropriate 200 level course for the 300 level course is possible with permission of the department.

Physics and Dual-Degree Program in Engineering and Atmospheric Science:

Students interested in Monmouth College’s Dual-Degree Engineering or Atmospheric Science may major in Physics as their Monmouth College Program. Dual-Degree students may complete their Monmouth College Physics degree in three or four years. Students will choose elective courses in Physics as per their interests in engineering. Contact the Dual-Degree Engineering/Atmospheric Science coordinator for detailed requirements for each participating program.
Required Core Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PHYS 130G</td>
<td>Introductory Physics I with Lab</td>
</tr>
<tr>
<td>PHYS 132G</td>
<td>Introductory Physics II with Lab</td>
</tr>
<tr>
<td>PHYS 134</td>
<td>Introductory Physics III with Lab</td>
</tr>
<tr>
<td>PHYS 208</td>
<td>Classical Mechanics</td>
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<tr>
<td>PHYS 303</td>
<td>Electricity and Magnetism</td>
</tr>
<tr>
<td>PHYS 310</td>
<td>Quantum Mechanics</td>
</tr>
<tr>
<td>PHYS 350</td>
<td>Science Seminar (4 semesters)</td>
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<tr>
<td>PHYS 315L</td>
<td>Advanced Laboratory</td>
</tr>
<tr>
<td>PHYS 420</td>
<td>Senior Research</td>
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<tr>
<td>PHYS 280</td>
<td>Introduction to Modern Physics</td>
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</tbody>
</table>

Plus two elective courses selected from the elective offerings by the department. **Courses from other departments** (e.g. Mathematics and Computer Science, Biology, Chemistry, Biochemistry) may be substituted for the elective courses with permission of the department.

Recommended Physics Electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 190</td>
<td>Digital Electronics</td>
</tr>
<tr>
<td>PHYS 209</td>
<td>Statics</td>
</tr>
<tr>
<td>PHYS 210</td>
<td>Circuit Analysis</td>
</tr>
<tr>
<td>PHYS 211</td>
<td>Analog Electronics</td>
</tr>
<tr>
<td>PHYS 212</td>
<td>Optics</td>
</tr>
<tr>
<td>PHYS 214</td>
<td>Computational Methods</td>
</tr>
<tr>
<td>PHYS 288</td>
<td>Special Topics</td>
</tr>
<tr>
<td>PHYS 311</td>
<td>Mathematical Methods for Physicists</td>
</tr>
<tr>
<td>PHYS 312</td>
<td>Quantum Mechanics II</td>
</tr>
<tr>
<td>PHYS 325</td>
<td>Solid State Physics</td>
</tr>
<tr>
<td>PHYS 335</td>
<td>Nuclear Physics</td>
</tr>
<tr>
<td>PHYS 356</td>
<td>Statistical Physics</td>
</tr>
<tr>
<td>PHYS 401</td>
<td>Independent Study</td>
</tr>
</tbody>
</table>

1 Recommended for students interested in Electrical Engineering.
2 Recommended for students interested in Civil or Mechanical Engineering.
3 Recommended for all students.
4 Dual-Degree students may take only two semesters of Science Seminar to complete their degree in three years. Consult with the Dual-Degree coordinator.
5 Dual-Degree students consult with the Dual-Degree coordinator.

Course Descriptions:

**PHYS 103G. Astronomy**  
1.0 course credit

An introduction to the study of our universe—its structures and their origin and evolution. Topics include: the earth, the moon, planets and stars and how they affect our lives. Simple laboratory experiments and telescopic observation are part of the course.

**PHYS 130G. Introductory Physics I (with lab)**  
1.0 course credit

An introduction to topics in classical mechanics, including kinematics, Newton’s laws, work-energy principles, momentum and impulse, and rotational motion. Some differential calculus is used. Co-requisite: MATH 151 or permission of the instructor.
PHYS 132G. Introductory Physics II (with lab) 1.0 course credit
Continuation of Physics 130. Topics include: electricity, magnetism, and simple circuit analysis. Differential and integral calculus used freely. Co-requisite: MATH 152 or permission of the instructor.

PHYS 134. Introductory Physics III (with lab) 1.0 course credit
Continuation of PHYS 132. Topics include: physical, waves, oscillating motion, optics, special relativity, and introductory quantum physics. Prerequisite: Physics 132 or permission of the instructor.

PHYS 190. Digital Electronics 1.0 course credit
An introduction to digital circuit design, both combinational and sequential, and their application in constructing digital instruments. May include microprocessor and elementary assembly language. There is a strong laboratory component to this course. Offered in rotation as needed.

PHYS 208. Classical Mechanics 1.0 course credit
An introduction to the study of particles and systems under the action of various types of forces. Includes harmonic oscillator, central force and Lagrangian formulation. This course makes elegant use of mathematical techniques in solving physical problems. Prerequisites: MATH 254 and PHYS 132 or permission of the instructor.

PHYS 209. Statics 1.0 course credit
An introduction to analysis of forces acting on particles and rigid bodies. Topics include: statics of particles, rigid bodies and equivalent systems of forces, equilibrium of rigid bodies, distributed forces, analysis of structures, forces in cables, beams, friction, and moments of inertia. Prerequisite: PHYS 130 or permission of the instructor. Offered in rotation as needed.

PHYS 210. Circuit Analysis (with lab) 1.0 course credit
Introduction to the techniques of analyzing resistive, capacitive, and inductive circuits. Topics include: Kirchoff’s rules, Thevenin’s theorem, node-voltage method, mesh-current method, and properties of RL, RC, and RLC circuits. Prerequisite: PHYS 132 or permission of the instructor. Offered in rotation as needed.

PHYS 211. Analog Electronics (with lab) 1.0 course credit
Topics include: high and low pass filters, differentiators, integrators, detailed study of transistor circuits, operational amplifiers, comparators, Schmitt triggers, and oscillator circuits. There is a strong laboratory component to this course. Prerequisite: PHYS 132 or permission of the instructor. Offered in rotation as needed.

PHYS 212. Optics (with lab) 1.0 course credit
A study of geometrical and physical optics. Topics include: optical instruments, interference, diffraction, dispersion, and topics in modern optics. Prerequisites: MATH 254 and PHYS 132 or permission of the instructor. Offered in rotation as needed.

PHYS 214. Computational Methods for the Natural Sciences 1.0 course credit
An introduction to the practice of solving problems in the natural sciences using computers. Topics include: the use of numerical differentiation and integration, numerical solutions to differential equations, numerical simulation, and approximation techniques to solve common and interesting problems in the natural sciences. Prerequisites: PHYS 132, COMP 160, or permission of the instructor. MATH 323 encouraged. Offered in rotation as needed.

PHYS 288. Special Topics 0 to 1.0 course credit
PHYS 267. Introduction to the Dynamics of the Atmosphere 1.0 course credit
Topics include: Survey of the properties of the atmosphere, (including the composition and motion of the atmosphere, some atmospheric chemistry, the carbon and hydrologic cycles), atmospheric thermodynamics, radiative transfer, cloud microphysics, and weather systems. Prerequisite: Physics I (Physics 130). Co-requisite: Physics II (PHYS 132) or permission of the instructor.

PHYS 280. Introduction to Modern Physics 1.0 course credit
An introduction to the physics of the twentieth and twenty-first centuries. Topics may include: special relativity, introductory quantum theory, introductory atomic physics, nuclear physics, condensed matter physics and particle physics. Prerequisite: PHYS 134 or permission of the instructor.

PHYS 303. Electricity and Magnetism 1.0 course credit
A detailed introduction to the principles of electrodynamics. Topics include: electrostatics and magnetostatics, both in vacuum and matter, and the development of Maxwell's equations to study electromagnetic fields. Prerequisites: MATH 254 and PHYS 132.

PHYS 310. Quantum Mechanics 1.0 course credit
An introduction to concepts of modern quantum mechanics, including an historical introduction, a review of related classical mechanics techniques and the required mathematical concepts. Topics include: postulates of quantum mechanics, matrix formulation, one-dimensional potentials, and the Heisenberg uncertainty principle. Prerequisites: MATH 254 and PHYS 208 or permission of the instructor.

PHYS 312. Quantum Mechanics II 1.0 course credit
Further development of the mathematical methods of quantum mechanics. Three-dimensional potential problems are considered in greater detail. Topics include: the hydrogen atom, angular momentum and spin, perturbations, and introductory relativistic quantum mechanics. Prerequisite: PHYS 310 or permission of the instructor. Offered in rotation as needed.

PHYS 315L. Advanced Laboratory 0.5 course credit
An introduction to advanced laboratory techniques and data analysis in physics, as well as a selection of the classic experiments in modern physics. Experiments may be in optics, atomic physics, solid state physics, and nuclear physics. Prerequisite: PHYS 132 or permission of the instructor.

PHYS 325. Solid-State Physics (with lab) 1.0 course credit
An introduction to solid-state physics, including crystal structure and the thermal, dielectric, and magnetic properties of solids. Topics include: band theory and semiconductors, phonons, and superconductivity. Prerequisite: PHYS 310 or permission of the instructor. Offered in rotation as needed.

PHYS 335. Introduction to Nuclear Physics (with lab) 1.0 course credit
An introduction to the physics of the nucleus. Topics include: the study of nuclear properties, models of the nucleon-nucleon interaction, models of the nucleus, scattering theory, radioactive decay and radiation. Includes laboratory. Prerequisite: Junior standing or permission of the instructor. Offered in rotation as needed.

PHYS 350. Science Seminar 0 course credit
An introduction to the literature of the physical sciences providing the student with the opportunity to prepare and present reports. Required of juniors and seniors majoring in chemistry and physics. Other students are invited to participate. Credit/No Credit.
PHYS 356. Statistical Physics 1.0 course credit
An introduction to thermodynamics and statistical mechanics. Topics include: entropy and temperature, Boltzmann distribution, chemical potential and the Gibbs distribution, and Fermi and Bose gases. Prerequisite: PHYS 134 or permission of the instructor. Offered in rotation as needed.

PHYS 401. Independent Study 0 to 1.0 course credit
Special topics in physics. Prerequisites: Permission of the instructor.

PHYS 420. Senior Research 1.0 course credit
An individual project in theoretical or experimental physics chosen by the student in consultation with the physics faculty. Prerequisites: Junior standing or permission of the chair.
Overview of the Program:

The Department of Political Economy and Commerce offers programs in both Business Administration and Economics. The department offers the opportunity to take advanced course credits in management, finance, marketing, international business, and public policy.

The department’s focus, and hence its name, is a general approach to economic and commercial activity. The department emphasizes the study of business as concrete social and historical phenomena. An emphasis is also placed on the relationship between commercial activity and the social context which it creates and which influences it, and on the consequences of commercial and economic development in the modern world.

The department curriculum focuses upon how society is organized to produce goods and services. It is through this broader, more historical approach that the student gains a realistic perspective of modern business and the competitive global environment. The student gains the values, the principles, and the insight to weigh short-term versus longer-term profit, to weigh technical versus fundamental analyses.

Business majors are required to take course credits in finance, accounting, quantitative analysis, marketing, and management. Economics majors study the major areas of economic theory and econometrics. Yet, rather than the simple acquisition of technical skills, majors are also required to take course credits which place these issues in a historical and institutional context; thus, the student learns to understand why the issues and techniques are important.

Requirements for the Economics Major:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSI 201</td>
<td>Data Analysis</td>
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<td>BUSI 205</td>
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<td>ECON 200</td>
<td>Principles of Economics</td>
</tr>
<tr>
<td>BUSI 218</td>
<td>Business Writing</td>
</tr>
<tr>
<td>ECON 300</td>
<td>Intermediate Price Theory</td>
</tr>
<tr>
<td>ECON 301</td>
<td>Intermediate Macroeconomics</td>
</tr>
<tr>
<td>ECON 371</td>
<td>Introduction to Econometrics</td>
</tr>
<tr>
<td>ECON 401</td>
<td>Public Policy</td>
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</tbody>
</table>

Three ECON course credits at the 300 or 400 level.

Students planning on graduate study in economics are encouraged to gain mastery of calculus.

Requirements for the Economics Minor:

<table>
<thead>
<tr>
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<td>ECON 301</td>
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</tr>
</tbody>
</table>

Two ECON course credits at the 300 or 400 level.
### Economics Course Credit Descriptions:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 120</td>
<td>Contemporary Economic Problems</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>Interpretation and analysis of recent economic events, problems, and policy issues based upon economic principles.</td>
<td></td>
</tr>
<tr>
<td>ECON 200</td>
<td>Principles of Economics</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>Basic principles and processes in micro- and macro-economics are surveyed; production, market structures, consumption patterns, role of competition and prices; determinants of national income, employment, inflation, and exchange values and role of monetary and fiscal policy.</td>
<td></td>
</tr>
<tr>
<td>ECON 250</td>
<td>Special Topics</td>
<td>0.5 to 1.0</td>
</tr>
<tr>
<td>ECON 300</td>
<td>Intermediate Price Theory</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>A rigorous analysis of the modern micro-economic theory of the behavior of the firm and the individual. Prerequisite: ECON 200, BUSI 201, and BUSI 205. May be repeated.</td>
<td></td>
</tr>
<tr>
<td>ECON 301</td>
<td>Intermediate Macroeconomics</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>A detailed examination of the elements that determine the level of national income. Includes analysis of government fiscal and monetary policies. Prerequisite: ECON 200, BUSI 201 and BUSI 205.</td>
<td></td>
</tr>
<tr>
<td>ECON 310</td>
<td>Regulation and Legislation</td>
<td>1.0</td>
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<tr>
<td></td>
<td>Analyzes the forces leading to government regulation, the consequences of such regulation, detailed examination of several regulated industries and environmental policies. Prerequisite: ECON 200.</td>
<td></td>
</tr>
<tr>
<td>ECON 311</td>
<td>Labor, Unions, and Industrialization</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>An introduction to the institutional aspects of the American labor force and its organization, wage and employment theory, the economic role of collective bargaining, and the basic ingredients of public policy toward labor organizations. Prerequisite: ECON 200.</td>
<td></td>
</tr>
<tr>
<td>ECON 320</td>
<td>Industrial Organization</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>Analysis of the firm and market structure, conduct, and performance. How market structure affects the conduct of firms, and how both structure and conduct affects firm and market performance. Special emphasis is placed on the relevance of this body of knowledge to the individual business. Prerequisite: ECON 200.</td>
<td></td>
</tr>
<tr>
<td>ECON 331</td>
<td>Political Economy of Development</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>A study of contemporary theories of the development of industrial societies which stresses the relationships among various social institutions within the society and among different nations. Prerequisites: ECON 200 and junior standing or permission of the instructor.</td>
<td></td>
</tr>
<tr>
<td>ECON 336</td>
<td>Money and Banking</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>An analysis of money, banking and central banking with a concentration on policy implementation by the Federal Reserve System. National and international impacts will be examined. Prerequisite: ECON 200.</td>
<td></td>
</tr>
<tr>
<td>ECON 340</td>
<td>Economics and Law</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>Micro-economic examination of the social consequences of alternative legal rules including property rights, contract rights, tort liability rules and criminal law. Prerequisite: ECON 200.</td>
<td></td>
</tr>
<tr>
<td>ECON 350</td>
<td>Special Topics in Economics</td>
<td>0.5 to 1.0</td>
</tr>
<tr>
<td></td>
<td>May be repeated for credit. Prerequisite: ECON 200.</td>
<td></td>
</tr>
<tr>
<td>ECON 351</td>
<td>Comparative Economic Systems</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>An analysis of the significant similarities and differences in the development, structure, operation, and policies of market-directed, controlled, and mixed economies—with special attention to significant characteristics in economies evolving in non-Western societies. Prerequisite: ECON 200.</td>
<td></td>
</tr>
</tbody>
</table>
ECON 356. Investments and Portfolio Analysis  
An introduction to security markets, security instruments, and speculation opportunities with an emphasis in practical investing. Emphasizes portfolio management. Cross-listed as BUSI 356. Prerequisite: BUSI 306.

ECON 360. International Trade and Finance  
An analysis of the forces affecting, as well as the theory and policy of, international trade and finance. The international monetary system, balance of payments, tariff policies, trade practices, and trade organizations will be emphasized—as well as consequences for individual firms, multinational corporations, and government-owned firms. Prerequisite: ECON 200.

ECON 361. History of Economic Thought  
An examination of major contributions to thought and their significance for modern theory. Prerequisite: ECON 200.

ECON 370. Public Finance  
An examination of the theory and practice of government expenditure, revenue, and debt; the problems of integrating these into a meaningful fiscal policy; and their effect on the distribution of income. Prerequisite: ECON 200.

ECON 371. Introduction to Econometrics  
Single equation linear statistical models, estimation and hypothesis testing; serial correlation, heteroscedasticity; errors in variables; introduction to simultaneous equation models. Emphasis on interpretation and application of econometric models and methods. Prerequisite: BUSI 201 and BUSI 205. Offered in alternate years.

ECON 380. Environmental Economics  
Micro-economic analysis of environmental issues. Examines the environmental consequences of alternative forms of resource ownership and allocation methods. Prerequisites: ECON 200.

ECON 390. Independent Readings  
Economic readings selected on an individual basis supervised by a mentoring faculty member. Prerequisite: Permission of the instructor.

ECON 400. Internship  
An off-campus experience working in a professional environment under the supervision of a mentor. Prerequisite: Permission of the instructor.

ECON 401. Public Policy  
A capstone study for senior majors in which students choose a topic of inquiry, formulate hypotheses, review the literature, and empirically test their hypotheses and update the literature. Prerequisites: ECON 300 and ECON 301 or permission of the instructor.

ECON 402. Selective Seminars in Economics  
Topics include: regional and urban economics, economic development, mathematical economics, and advanced monetary policy. May be repeated for credit.

ECON 410. Political Economy and Commerce Honors I  
Participation in a joint student/faculty discussion of contemporary accounting management or economic policy issues using political economy methodology and analysis. To be taken in the spring semester of junior year. Prerequisite: Permission of the instructor.

ECON 412. Political Economy and Commerce Honors III  
Leadership and presentation in joint student/faculty discussion of contemporary management or economic policy issues using political economy methodology and analysis. To be taken in the spring semester of senior year.

ECON 420. Independent Study  
May be repeated for credit.
Requirements for the Business Administration Major:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 203</td>
<td>Financial Accounting</td>
</tr>
<tr>
<td>BUSI 201</td>
<td>Data Analysis</td>
</tr>
<tr>
<td>BUSI 105</td>
<td>Introduction to Commerce</td>
</tr>
<tr>
<td>BUSI 205</td>
<td>Business Math and Statistics</td>
</tr>
<tr>
<td>BUSI 218</td>
<td>Business Writing</td>
</tr>
<tr>
<td>BUSI 305</td>
<td>Administration and Organization</td>
</tr>
<tr>
<td>BUSI 306</td>
<td>Business Finance</td>
</tr>
<tr>
<td>BUSI 307</td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td>ECON 200</td>
<td>Principles of Economics</td>
</tr>
</tbody>
</table>

One of the following three course credits:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSI 405</td>
<td>Strategy and Structure</td>
</tr>
<tr>
<td>BUSI 406</td>
<td>Entrepreneurship</td>
</tr>
<tr>
<td>BUSI 409</td>
<td>International Business Strategy</td>
</tr>
</tbody>
</table>

One of the following two course credits:

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</tr>
</thead>
<tbody>
<tr>
<td>ECON 300</td>
<td>Intermediate Price Theory</td>
</tr>
<tr>
<td>ECON 301</td>
<td>Intermediate Macroeconomics</td>
</tr>
</tbody>
</table>

Also required are three additional 300+ level course credits from the offerings in business administration, accounting, and economics (accounting 204 is also accepted as one of the elective courses). Students are encouraged, but not required, to enroll in advanced writing or communication course credits. Students planning to gain an MBA are encouraged to enroll in Calculus. A student must earn at least a grade of C− in all prerequisites before taking a required course credit.

Requirements for the Business Administration Minor:

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
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<tbody>
<tr>
<td>ACCT 203</td>
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<td>BUSI 201</td>
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<td>BUSI 105</td>
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<tr>
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<td>Principles of Economics</td>
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Two of the following three course credits:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSI 305</td>
<td>Administration and Organization</td>
</tr>
<tr>
<td>BUSI 306</td>
<td>Business Finance</td>
</tr>
<tr>
<td>BUSI 307</td>
<td>Principles of Marketing</td>
</tr>
</tbody>
</table>

Plus one additional 300 level business course credit.

Business Course Descriptions:

**BUSI 105. Introduction to Commerce**  
1.0 course credit
Modern commercial institutions and business methods are examined. Analysis includes both domestic and global economic, social and political considerations. U.S. economic history is also examined. May include case study of a specific industry over time.

**BUSI 201 Business Problem Solving**  
1.0 course credit
Manipulation and analysis of data using spreadsheets.

**BUSI 205. Business Math and Statistics**  
1.0 course credit
Application of quantitative and statistical skills that are used in business analysis in management, marketing, finance and economics. Special emphasis on analysis utilizing spreadsheets. A foundation course credit that prepares students for advanced classes. Prerequisite BUSI 120.
BUSI 218. Business Writing  
Fundamentals of business writing and application to professional business writing tasks. Assignments replicate typical business cases and situations, including a report compiling, interpreting and documenting research. Prerequisites: BUSI 105 and ECoN 200.

BUSI 250. Special Topics  
May be repeated.

BUSI 290. International Business Practicum  
A practical experience which combines the study of international business and cultural differences that impact commerce. The course credit will include both on-campus instruction and site visitations of business, governmental, other commercial institutions and cultural sites outside the United States. Prerequisites: BUSI 105, sophomore standing, and permission of the instructor(s).

BUSI 295. Business in Context  
The study of contemporary issues, industries or firms related to a common theme. The theme, issue, industry, or firm will vary from semester to semester depending upon the knowledge, expertise and interest of the instructor. Emphasis on applying economic, marketing, financial, management, accounting, and legal analysis to the operation of the issues under examination. Possible industries include: professional sports, beverages, movies, music, communication, computer technology, health care, higher education, and automobiles. Prerequisites: BUSI 105, ECoN 200, or permission of the instructor.

BUSI 305. Administration and Organization  
An examination of the modern enterprise from the perspective of its internal operations and the theory and practice of management. Prerequisites: BUSI 105, and ECoN 200 or permission of the instructor.

BUSI 306. Business Finance  
An introduction to the principles of financing business, integrated with a study of institutional finance. Covers current topics of managerial finance, including capital management, the management of working capital, capital budgeting, the acquisition of funds, and stock and bond valuation. Prerequisites: BUSI 201, BUSI 205, ACCT 203 and ECoN 200.

BUSI 307. Principles of Marketing  
A basic study of the ways in which businesses determine consumers’ needs and direct the flow of goods and services. Case analyses are used to develop students’ problem-solving abilities. Prerequisites: BUSI 105 and ECoN 200.

BUSI 315. Negotiations  
The theory and practice of negotiations as they are practiced in a variety of settings. Relevant to a broad spectrum of negotiation problems encountered in business, professional and personal matters. Opportunity to develop bargaining skills experientially to understand negotiation in an analytical framework. Emphasis on simulations, role playing and cases. Prerequisite: Junior or senior standing.

BUSI 322. Legal Environment of Business  
An introduction to the history, structure, and procedure of the American legal system and the legal environment of business. Prerequisite: Sophomore standing.

BUSI 325. Introduction to Entrepreneurship  
A survey of the principles of entrepreneurship. A study of business formation from idea to commercial viability. Students work together in teams to create business comprehensive plans for new business ventures. Prerequisites: BUSI 305 or permission of the instructor.
BUSI 335. Human Resources 1.0 course credit  
A survey course in human resource management. Focus on strategic link between employment systems and organizational goals and core competencies. Utilizes action oriented models to develop and implement performance management practices in job design, hiring performance evaluation, compensation, retention, and termination. Managerial skill building in employee relations in emphasized in areas of feedback and conflict management. Exposure to a variety of HRM techniques with an emphasis on practical implementation. Prerequisite: BUSI 305 or permission of the instructor.

BUSI 345. Globalization and International Management 1.0 course credit  
Overview of current international business practices and customs in context of the major political and economic systems of the world. Prerequisite: BUSI 105 and ECON 200.

BUSI 350. Special Topics in Business Administration 0.5 to 1.0 course credit  
May be repeated for credit.

BUSI 356. Investments and Portfolio Analysis 1.0 course credit  
An introduction to security markets, security instruments, and speculation opportunities with an emphasis in practical investing. Emphasizes portfolio management. Prerequisite: BUSI 306.

BUSI 357. Marketing Management 1.0 course credit  
A study of the role marketing managers play in meeting management’s objectives. Integrated promotional programs are examined along with the most widely utilized marketing tools. Prerequisites: BUSI 307 and BUSI 367.

BUSI 365. Midwest Entrepreneurs 1.0 course credit  
A study of the activities, plans and strategy of local and alumni entrepreneurs. The course features numerous guest speakers. Students write numerous papers, reports and blog posts about the speakers and entrepreneurial ventures. Prerequisites: BUSI 305 and junior standing; or consent of the instructor.

BUSI 367. Advertising 1.0 course credit  
Examines alternative communication techniques between organizations and external consistencies. Students explore how and why organizations plan, manage and monitor their marketing communications. Topics include: advertising planning, media alternatives, the creative process, and brand promotion. Marketing concepts are applied to understand contemporary, successful integrated marketing communications. Student teams compete via a simulated advertising competition. Prerequisite: BUSI 307.

BUSI 375. Leadership and Politics in Organizations 1.0 course credit  
A study of the relationship among leadership, politics, and authority in the creation, organization, and administration of the enterprise. Prerequisite: Junior standing.

BUSI 382. Commercial Law 1.0 course credit  
Study of business law tailored for the CPA. Includes the common law of contracts, an introduction to the Uniform Commercial Code, agency law and negotiable instruments law. Prerequisite: Junior standing or consent of the instructor.

BUSI 385. Database Management 1.0 course credit  
An introduction to database management using Microsoft Office Access. Utilizes learning by doing hands-on projects under the direction and supervision of a faculty mentor. Prerequisite: Business 201 or consent of the instructor.
BUSI 400. Internship 0.5 to 1.5 course credit
An off-campus experience working in a professional managerial environment under the supervision of a mentor. Prerequisites: Senior Standing, BUSI 305 and BUSI 306 or 307; or permission of the instructor.

BUSI 405. Strategy and Structure 1.0 course credit
A study of the modern enterprise which focuses on the formulation and implementation of its strategy with particular attention to the relationship between the strategy and the larger society in which the enterprise operates. Prerequisites: Senior standing, BUSI 305, 306, 307, and ECON 300 or 301; or permission of the instructor.

BUSI 406. Entrepreneurial Business Strategy 1.0 course credit
A hands-on capstone experience designed to apply and integrate accounting, management, marketing, and finance using simulations or business plan formation.

BUSI 409. International Business Strategy 1.0 course credit
A study of the modern business enterprise in a global context. Focuses on the formulation and implementation of business strategy with a particular emphasis on the relationship between the strategy and the international environment within which the business operates. Emphasis on a synthesis of management, economics, accounting, marketing, and finance in the global context of the multi-national firm. Prerequisites: BUSI 305, 306, 307 and 345 and senior standing, or permission of the instructor.

BUSI 410. Political Economy and Commerce Honors I 0.25 course credit
Participation in a joint student/faculty discussion of contemporary accounting management or economic policy issues using political economy methodology and analysis. To be taken in the spring semester of junior year. Prerequisite: Permission of the instructor.

BUSI 411. Political Economy and Commerce Honors II 0.25 course credit
Research on contemporary accounting management or economic policy issue using political economy methodology and analysis. To be taken in the fall semester of senior year. Prerequisite: Permission of the instructor.

BUSI 412. Political Economy and Commerce Honors III 0.25 course credit
Leadership and presentation in joint student/faculty discussion of contemporary management or economic policy issues using political economy methodology and analysis. To be taken in the spring semester of senior year. Prerequisite: Permission of the instructor.

BUSI 420. Independent Study. 0.5 to 1.0 course credit
May be repeated for credit.
Overview of the Program:

The objectives of the Department of Political Science are to:

- Foster well-informed, critical thinking about politics and public policy (as well as things related to politics such as human nature, society, economics, etc.),
- Promote life-long interest in politics,
- Teach essential facts about political institutions and behavior,
- Foster practical experience in politics and government,
- Produce students with superior writing and speaking ability, and
- Adequately prepare those students who wish to go on to graduate or law school.

You need to take 10 courses for a Major in Political Science

The following five courses are required for the Political Science Major:

- POLS 103 American Politics
- POLS 200 Introduction to Comparative Politics
- POLS 270 Introduction to International Relations
- POLS 411 Political Philosophy from Plato to the Present
- POLS 415 Senior Seminar

You need at least one course from the following:

- POLS 295 The Politics of Criminal Justice
- POLS 333 U.S. Foreign Policy
- POLS 375 Environmental Politics
- POLS 397 States and Markets

Plus 4 additional courses from Political Science

Required Courses for the Political Science Minor (five courses):

Two courses must be taken out of the following four fields: American Politics, Comparative Politics, International Relations, and Political Theory. At least 4 of the 5 courses must be taken at Monmouth College campuses and two of these courses must be at or above 300 level.

Course Descriptions:

POLS 100. Visions of Justice 1.0 course credit
Examines different philosophical, literary, and technological visions of a just society from Plato’s Republic to the present. Includes discussion of freedom, equality, revolution, and “the good life.”

POLS 103. American Politics 1.0 course credit
A study of the constitutional foundations, political processes, and institutions of American government on the national, state, and local level. Also focuses on current and perennial issues in domestic and foreign policy.
POL 120. Film and Politics 1.0 course credit
Film and visual images can help us understand contemporary politics. The film industry is often influenced by larger political forces and it has been used by governments to propagate particular ideologies. Films, documentaries and television programs often shape the public’s perception of politics. The course will examine both the politics of movie making and politics in the movies. Each time the course is taught it will focus on themes such as the American presidency, elections and campaigns, law and order, war and terrorism, race, class and gender, civil rights and social justice.

POL 200. Introduction to Comparative Politics 1.0 course credit
Examines diverse forms of national politics, including industrialized democracies, communist regimes, and developing nations. Also examines the basic conceptual and methodological tools of comparative political inquiry.

POL 202. Modern Japan 1.0 course credit
A study of the social, economic, and political development of modern Japan, emphasizing Japanese responses to problems posed by contacts with the West.

POL 210. Public Opinion 1.0 course credit
This course tours the vast literature on American public opinion, considering our roles as citizens with a special emphasis on the place of communication in democracy. It covers the meaning and measurement of opinion, why opinions matter (if in fact they do), why people come to hold particular opinions, and why they change from time to time. It also addresses whether citizens are ultimately capable of self-government and how well government represents the needs and desires of its citizens.

POL 227. Political Geography 1.0 course credit
This course provides an introduction to the idea that there is a definite geographical perspective which should be accounted for within the study of political behavior. Political Geography may be broadly defined as the study of spatial organization and of the variation within political phenomena (institutions, processes and behaviors) which is spatially dependent. We will focus upon diverse questions such as the impact of territory and natural resources on the conduct of International Relations (Geopolitics); the institutions and processes available to accommodate intra-national regional diversity (federalism, etc.); the political representation of territory via electoral systems and the redistricting process; and the impact of residential segregation processes on the structuring of voting choices, to give but a few examples.

POL 244. Religion and Politics 1.0 course credit
(Cross-listed as RELG 244) The “secularization” thesis prevailed among the social scientists during the 1950s and 1960s. This thesis assumed that under the influence of industrialization, urbanization, and modernization, religion will become less important in the public and the private spheres. The emergence of highly politicized religious movements have posed a severe challenge to the secularization thesis. In this course, we will explore the relationship between religion and politics by examining contemporary movements such as the Christian Right in the U.S. Hindu fundamentalism in India and political Islam in the Middle East and South Asia.

POL 245. The Politics of Developing Nations 1.0 course credit
A study of selected developing nations and the problems posed by rapid political and economic development. Topics include: leadership strategies, the impact of modernization on traditional cultures, and the role of political ideology.

POL 250. Special Topics 0.5 to 1.0 course credit

POL 270G. Introduction to International Relations 1.0 course credit
A study of global and regional relationships, including state and non-state actors. Explores the influence of nationalism, economic rivalry, power politics, and international organizations on global behavior. Also explores the nature and causes of war.
POLS 287. Political Psychology 1.0 course credit
How do people make decisions about politics? This course investigates the intersection of psychology and political behavior in leaders and especially the general public, including decision-making, socialization, public opinion and voting, collective violence, media effects, info processing and persuasion, personality and biology, identity and group processes, emotions and cognition, values and more.

POLS 295. The Politics of Criminal Justice 1.0 course credit
This course explores the central concepts, institutions, policies, and controversies of criminal justice in the United States. Included are components on police work, courts, corrections, and the formulation of criminal justice policy. Students will be encouraged to develop a “nuts and bolts” familiarity with day-to-day practices of criminal justice in the U.S., a philosophical understanding of criminal justice as an ideal, and the critical skills needed to make a meaningful comparison between the ideal and current practices.

POLS 310. Issues Seminar 1.0 course credit
Provides an up-to-date look at emerging local, state, national, and international issues as well as emerging scholarly perspectives in political science. Joins attentiveness to the latest “news” with current analytical tools of the profession. Includes organization of at least one debate open to the campus. This course could be repeated for credit.

POLS 311. Parties and Elections 1.0 course credit
A study of American parties and elections as well as the problems faced by candidates for public office. Students are expected to participate in current political campaigns. Offered in election years.

POLS 320. The United States Congress 1.0 course credit
This course will broadly examine the legislative branch of the United States government. Topics will include: congressional elections, the legislative process, committees, inter-branch negotiations, and spatial theories of voting. The roles of Congress in our political system are twofold: to represent the interests and concerns of the citizenry; and to make law and policy for the nation—to “govern.” In addition to describing how Congress goes about these roles, we want to analyze them. How does representation affect governance? How has Congress developed over time? What is its relationship to other branches of government, especially to the presidency? How does the organization of Congress shape the behavior of its members? The answers to these questions, and more, will be discovered in this course.

POLS 321. The American Presidency 1.0 course credit
This course takes a detailed look at various aspects of the American presidency. It examines, among other things, the history of the presidency, the extent of presidential powers relative to presidential responsibilities, the relation of the president to congress, the performance of presidents relative to public expectations, and the future of the presidency. It also focuses on the living history of the presidency through close attention to current events.

POLS 333. U.S. Foreign Policy 1.0 course credit
Introduces students to the history of American foreign policy as well as key issues, concepts, and debates in the field. Includes examination of the policy-making process and key figures who have made their mark on U.S. foreign policy. Pays special attention to the transition from the Cold War era to that of the “new world order.”

POLS 351. Constitutional Law: Institutional Powers and Restraints 1.0 course credit
This class will develop an understanding of the case law related to the powers of the judiciary, legislature, and president. There is also an extensive look at the relationship between these branches and between the national government and the states.
POL S 352. Civil Liberties 1.0 course credit
Introduction to the philosophical bases and historical development of constitutional civil liberties. Substantial emphasis is placed on the Supreme Court’s interpretation of the Bill of Rights. Investigation of cases dealing with the First Amendment and the right to privacy is especially prevalent.

POL S 366. International Organizations 1.0 course credit
This course examines the role of international organizations in world politics. It begins with a historical perspective, looking at the evolution of international organizations from the end of the nineteenth century to the present. It then looks at various theoretical approaches to international organizations. The course closes with case studies of the United Nations and the International Monetary Fund.

POL S 375. Environmental Politics 1.0 course credit
An analysis of environmental politics and policy on the national and international levels. Features an emphasis on case studies.

POL S 395. Constitutional Issues 1.0 course credit
A study of current constitutional issues in light of constitutional history, philosophical principles, and our ever-changing sociopolitical context.

POL S 397. States and Markets 1.0 course credit
Through an integration of perspectives and most recent research from the four main areas of political science—comparative politics, international relations, American politics and political philosophy—this course will examine the shifting relationship between political authority and the economy. Open to juniors and seniors.

POL S 409. The Supreme Court 1.0 course credit
This course is intended to provide insight into the workings of the United States Supreme Court. We will cover subjects that include, but are not limited to: how justices are chosen to sit upon the court; the reasons why the Supreme Court makes the decisions it does; and the impact of the Supreme Court on the political and legal landscape in the United States.

POL S 411. Political Philosophy from Plato to the Present 1.0 course credit
(Cross-listed as PHIL 411) A historical survey and philosophical analysis of political philosophy from ancient Greece to the present. Includes works by Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx, and Mill.

POL S 414. American Political Thought 1.0 course credit
Examines ideas, themes, and debates at the center of American political discourse as it has evolved since colonial times. Students will be asked to apply the course material to contemporary politics and society.

POL S 415. Senior Seminar 1.0 course credit
Concentrated study of an issue in political science. Students work on research projects that deal in depth with substantive and methodological problems associated with the subject area. Prerequisite: Senior standing.

POL S 420. Independent Study or Internship 0.5 to 1.0 course credit
Includes selected readings, research, written reports, conferences, and/or work with government officials as arranged with the instructor. Prerequisite: Junior standing.
PSYCHOLOGY

Marsha M. Dopheide  
Professor, Chair

Tara P. McCoy  
Assistant Professor

Joan M. Wertz  
Professor

Kristin K. Larson  
Professor

Kateryna M. Sylaska  
Assistant Professor

Overview of the Program:

Students majoring in Psychology will learn to understand the biological, developmental, and social determinants of human and animal behavior. Psychology majors succeed in a variety of occupations including counseling, marketing and sales, management, human resources, community outreach, and social work. Our program will provide you the tools necessary to succeed in your future career by providing intellectual and practical engagement through internships, participation in conferences, travel, and research opportunities. The Psychology major requires a total of 9.5 course credits. Courses are divided into four categories: Required Courses, Foundational Courses, Advanced Courses, and Electives.

Required Courses for the Psychology Major (4.5 course credits required):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 101G</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>Research Methods I: Statistical Analysis</td>
</tr>
<tr>
<td>PSYC 202</td>
<td>Research Methods II: Design and Communication</td>
</tr>
<tr>
<td>PSYC 415</td>
<td>Readings in Psychology (0.5 course credit)</td>
</tr>
<tr>
<td>PSYC 420</td>
<td>Research Seminar</td>
</tr>
</tbody>
</table>

Foundational Courses for the Psychology Major (3.0 course credits required, including at least one from Group A and at least one from Group B):

Group A: Biological and Behavioral Processes

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 216</td>
<td>Learning and Memory</td>
</tr>
<tr>
<td>PSYC 236</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>PSYC 239</td>
<td>Health Psychology</td>
</tr>
<tr>
<td>PSYC 243</td>
<td>Mind, Brain, and Behavior</td>
</tr>
</tbody>
</table>

Group B: Social Processes

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 221</td>
<td>Lifespan Development</td>
</tr>
<tr>
<td>PSYC 233</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>PSYC 240</td>
<td>Personality</td>
</tr>
</tbody>
</table>

Other Foundational Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 237</td>
<td>Industrial/Organizational Psychology</td>
</tr>
<tr>
<td>PSYC 250</td>
<td>Special Topics</td>
</tr>
<tr>
<td>PSYC 251</td>
<td>Research Practicum</td>
</tr>
<tr>
<td>PSYC 287</td>
<td>Political Psychology</td>
</tr>
<tr>
<td>PSYC 290</td>
<td>Cross-Cultural Psychology Practicum (0.5 course)</td>
</tr>
</tbody>
</table>
## Advanced Courses for the Psychology Major

*Must choose 2.0 course credits from the following list:*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 302</td>
<td>Advanced Experimental Psychology</td>
</tr>
<tr>
<td>PSYC 303</td>
<td>Drugs and Behavior</td>
</tr>
<tr>
<td>PSYC 304</td>
<td>Cognitive Neuroscience</td>
</tr>
<tr>
<td>PSYC 318</td>
<td>Biopsychology</td>
</tr>
<tr>
<td>PSYC 321</td>
<td>Cultural Psychology</td>
</tr>
<tr>
<td>PSYC 322</td>
<td>Parent-Child Relations</td>
</tr>
<tr>
<td>PSYC 323</td>
<td>Psychology of Gender</td>
</tr>
<tr>
<td>PSYC 345</td>
<td>Animal Behavior</td>
</tr>
<tr>
<td>PSYC 355</td>
<td>Theories of Counseling</td>
</tr>
</tbody>
</table>

## Electives

*The following courses may be taken but are not required for the major:*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 350</td>
<td>Special Topics in Psychology</td>
</tr>
<tr>
<td>PSYC 351</td>
<td>Independent Study</td>
</tr>
<tr>
<td>PSYC 352</td>
<td>Internship in Psychology</td>
</tr>
<tr>
<td>PSYC 455</td>
<td>Advanced Counseling Seminar</td>
</tr>
</tbody>
</table>

## Required Courses for the Psychology Minor (5.0 course credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 101G</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>PSYC 202</td>
<td>Research Methods II: Design and Communication</td>
</tr>
</tbody>
</table>

One Foundational Course from Group A: Biological and Behavioral Processes

One Foundational Course from Group B: Social Processes

One Advanced Course

## Course Descriptions:

**PSYC 101G. Introduction to Psychology** 1.0 course credit

An examination of the scientific study of psychology. Lectures emphasize current concepts in the biological roots of behavior, learning and memory, perception, social behavior, psychopathology, and applied psychology. Laboratories stress the application of quantitative interpretations of data and the scientific method to the study of human behavior. Not open to students who have completed PSYC 102. Offered every semester.

**PSYC 201. Research Methods I: Statistical Analysis** 1.0 course credit

An introduction to the scientific method as applied in the social and behavioral sciences. Topics include: descriptive and inferential statistics, the design and analysis of experiments, and the drawing of logical conclusions from behavioral data. Includes laboratory. Prerequisite: PSYC 101 or 102 and sophomore standing. Offered every semester.

**PSYC 202. Research Methods II: Design and Communication** 1.0 course credit

An introduction to the methods involved in behavioral research. Includes the logic, preparation, and design of controlled experiments. Emphasis is placed on the interpretation of data and the communication of results. Experience is gained in literature search and writing reports using appropriate style and format. Includes laboratory. Prerequisites: PSYC 101 or 102, and sophomore standing. Offered every semester.
PSYC 216. Learning and Memory 1.0 course credit
This course provides an in-depth overview of the historical and current theories of learning and memory. Specifically, we will discuss the key concepts and principles of classical and operant conditioning as well as various aspects of the different types of memory. The class will also include a brief introduction to the growing importance of neuroscience in the understanding of learning and memory processes. Information obtained in this course will enable you to more thoroughly appreciate the role of learning and memory in shaping so many aspects of our behavior and identity.

PSYC 221. Lifespan Development 1.0 course credit
An exploration of physical, social, emotional and intellectual development through the lifespan. Particular emphasis is given to child, adolescent and late adult development. Course content includes theory, research, and practical applications. Prerequisite: PSYC 101 or 102.

PSYC 233. Social Psychology 1.0 course credit
A study of how other people influence the perceptions and behaviors of the individual. These influences are studied through all aspects of the human experience, including attitudes and attitude change, the formation of the self-concept, emotional experience, prejudice, group dynamics, and social norms and values. Prerequisite: PSYC 101 or 102. Offered in alternate years or more often.

PSYC 236. Abnormal Psychology 1.0 course credit
A study of the origins, symptoms, and classification of mental illness, including the study of anxiety disorders, mood disorders, and schizophrenia. Includes comparisons among the various biological and psychological approaches to therapy, and critical analysis of the influence of politics and culture in diagnosis. Prerequisite: PSYC 101 or 102.

PSYC 237. Industrial/Organizational Psychology 1.0 course credit
An overview of the psychology of work and human organization. Topics include: learning, motivation, attitudes, group dynamics, and leadership as they apply to work in organizations. Prerequisite: PSYC 101 or 102. Offered in alternate years.

PSYC 239. Health Psychology 1.0 course credit
An exploration of the psychological influences on how people stay healthy, why they become ill, and how they respond when they do become ill. Topics include: the links between stress and immune system function and disease, psychological factors that mediate reactions to stress, and behaviors that endanger health. Prerequisite: PSYC 101 or 102. Offered in alternate years or more often.

PSYC 240. Personality 1.0 course credit
A theory-oriented exploration of human differences and similarities. Covers psychodynamic, humanistic, and behavioristic models. Topics include: the role of the family, cross-cultural variables, and the immediate social-environment in shaping personality. Prerequisite: PSYC 101 or 102. Offered in alternate years.

PSYC 243. Mind, Brain, and Behavior 1.0 course credit
A first exposure to the relationship between the brain and behavior. Topics include: neuronal communication, perception, cognition, learning and memory, and the biological basis of consciousness. Prerequisite: PSYC 101 or 102. Offered in the fall semester.

PSYC 250. Special Topics 0.5 to 1.0 course credit
A study of a subject of special interest. Topics previously offered include: humanistic psychology, drugs and behavior, the psychology of language, and the application of psychology to community issues. Prerequisite: PSYC 101 or 102 and permission of the instructor. May be repeated for credit.
PSYC 251. Research Practicum  
0.25 to 1.0 course credit
Faculty supervised participation in a research project. The student will work on a research project under the direction of a faculty member. Prerequisite: Permission of the instructor. May be repeated for credit.

PSYC 287. Political Psychology  
1.0 course credit
Political Psychology is one of the oldest and newest approaches to the study of politics. How does the political mind work? What motivates political behavior and influences political judgment? This topical course introduces emotion and cognition, morality, group centroidism and prejudice, socialization and biology, personality, media effects, and aggression, with effects on electoral choice and participation, political identification and perception, public policy attitudes, and even political violence. In doing so, we begin to uncover the psychological underpinnings of democracy. (Cross-listed with POLS 287)

PSYC 290. Cross-Cultural Psychology Practicum  
0.25 to 0.5 course credit
A practical experience which combines the study of Psychology and inquiry into cultural differences that impact human behavior and experience. The course will include on-campus meetings prior to departure and site visitations to educational institutions, businesses, governmental offices, and other commercial institutions or cultural sites in that target country.

PSYC 302. Advanced Experimental Psychology  
1.0 course credit
Students will investigate a major subject area in psychology. Students will engage in an in-depth experience in the methodology of studying psychology. Course topics will alternate with topics such as: social psychology, cognitive psychology, and learning and motivation. Includes laboratory. Prerequisites: PSYC 201 and 202. May be repeated for credit with permission of the instructor. Offered occasionally.

PSYC 303. Drugs and Behavior  
1.0 course credit
An exploration of the psychological, social, and biological factors involved in drug use, drug abuse, and treatment and prevention of substance use disorders. Topics include: legal drugs such as alcohol and nicotine, and illegal drugs such as amphetamines, cocaine, opiates, and marijuana. Prerequisite: PSYC 239 or 243. Offered in alternate years.

PSYC 304. Cognitive Neuroscience  
1.0 course credit
Provides a deeper understanding of the neural basis of behavior and mental activity. Topics include the cellular and molecular basis of cognition, gross and functional anatomy of cognition, methods of cognitive neuroscience, and processes such as selective attention, language, emotion, and learning and memory. Prerequisite: PSYC 239 or 243. Offered annually.

PSYC 318. Biopsychology  
1.0 course credit
This course emphasizes understanding the function of the brain and its relation to behavior. Topics include: the biochemistry of neural conduction and synaptic transmission, neuropsychology, brain disorders, the biochemistry of learning and memory, and mechanisms of action of psychoactive drugs. Prerequisites: PSYC 239 or 243, or BIOL 150 and permission of the instructor. Offered annually.

PSYC 321. Cultural Psychology  
1.0 course credit
This course will expose students to issues of gender, race, and enculturation as they relate to psychology. Topics include: culture's influence on research, health, development, social behavior, communication, emotion, and abnormality. The focus of these topics will include global and regional cultures. Prerequisite: PSYC 221 or 233 or 240. Offered each year.
PSYC 322. Parent-Child Relations 1.0 course credit
An exploration of the changing nature and dynamics of parent-child relationships. Implications for parenting strategies and parent education are included. Prerequisite: PSYC 221 or 233. Offered each year.

PSYC 323. Psychology of Gender 1.0 course credit
This course will examine the psychology of gender by studying how gender impacts our thoughts and behavior, and how it is involved in family, work, relationships, and mental health. Theoretical approaches, empirical research, and cultural influences will be examined. Prerequisite: PSYC 221 or 233 or 240. Offered in alternate years.

PSYC 345. Animal Behavior 1.0 course credit
(Cross-listed as BIOL 345) A study of the diverse and fascinating range of animal behavior. How do we explain that in various animals we can observe infanticide, competition, and polygamy, but also cooperation, altruism, and monogamy? Using an evolutionary approach, this course will examine both the proximate mechanisms and ultimate reasons that explain the great variety of animal behavior as elucidated by animal behaviorists through ingenious experimentation and patient observation. Prerequisite: At least one 200 level BIOL or PSYC course. Offered in alternate years.

PSYC 350. Special Topics in Psychology 0.5 to 1.0 course credit
A seminar on selected topics in psychology permitting in-depth analysis of an important psychological problem or phenomenon. Prerequisite: PSYC 202 or permission of the instructor. May be repeated for credit.

PSYC 351. Independent Study 0.25 to 1.0 course credit
Directed individual study in an advanced area of psychology. The student selects a topic in consultation with a member of the faculty. Prerequisite: Junior standing or permission of the instructor. May be repeated for credit.

PSYC 352. Internship in Psychology 0.25 to 1.0 course credit
An experience designed to allow students in Psychology to apply the concepts and ideas developed during study in the major to a particular workplace or setting. Prerequisites: Junior standing and prior approval of the department. May be repeated for credit.

PSYC 355. Theories of Counseling 1.0 course credit
A survey of major theories and practices in counseling and psychotherapy. Topics include: cognitive, affective and behavioral models, directive and nondirective approaches, the ethics of intervention, evaluation of research in counseling and psychotherapy, and an introduction to counseling skills. Prerequisite: PSYC 221 or 236 or 240. Offered annually.

PSYC 415. Readings in Psychology 0.5 course credit
An investigation of selected readings in advanced psychology topics from a variety of psychology approaches. Course topics will alternate. Some examples are: history and systems, psychology and health, perception, phenomenology, and cross-cultural psychology. Prerequisites: PSYC 201, 202, and junior standing. Offered every semester.

PSYC 420. Research Seminar 1.0 course credit
The development and completion of a major research project during the senior year. The students will read and critique their own and other research literature, and conduct and report their research project. The senior comprehensive examination is administered. Prerequisites: PSYC 201, 202, senior standing, and permission of the instructor. Offered every semester.
PSYC 455. Advanced Counseling Seminar 1.0 course credit
A seminar focusing on the analysis and application of the major theories and practices in counseling and psychotherapy. Topics include: empirical support for approaches, listening skills practice and ethics. Prerequisites: PSYC 355. Offered in alternate years.
SOCIOMETRY AND ANTHROPOLOGY

Judi Kessler  
Professor, Chair
Jonathan Coley  
Assistant Professor
Megan Hinrichsen  
Assistant Professor
Wendel Hunigan  
Lecturer
Petra Kuppinger  
Professor

Requirements for the Sociology and Anthropology Major:

A major in Sociology/Anthropology requires 9.5 courses in the department (including MATH 106):

- SOCI 101 or SOCI 102 or ANTH 103
- SOAN 301 Theories of Culture and Society
- SOAN 302 Methods of Social Research (Prerequisites MATH 106, minimum grade of C–)
- SOAN 410 Research Preparation
- SOAN 420 Senior Research

Five additional courses, at least four of which must be above the 100 level. Of these five courses, a minimum of two must be taken in both Sociology (SOCI) and Anthropology (ANTH).

The departmental requirements allow for considerable flexibility to meet individual students’ needs. For example, for those students interested in pursuing a career in which field experience at the undergraduate level is recommended, an internship (SOAN 310) with an appropriate agency should be considered. Also, SOAN 420 (Research Seminar) can be specifically tailored to serve an individual student’s academic and career interests. Additionally, an off-campus study program such as the ACM (Associated Colleges of the Midwest) Urban Studies Program is recommended for all majors.

Requirements for the Sociology and Anthropology Minor:

A minor in Sociology and Anthropology requires five courses in the department:

- SOCI 101 or SOCI 102 or ANTH 103
- SOAN 301 Theories of Culture and Society
- SOAN 302 Methods of Social Research

Two additional courses at the 200 or 300 level. Of these two courses, one must be taken in Sociology (SOCI) and one in Anthropology (ANTH).

(This minor is not available to Sociology and Anthropology majors.)

Requirements for the Sociology Minor:

A minor in Sociology requires five courses in the department:

- SOCI 101 or SOCI 102
- SOAN 301 Theories of Culture and Society
- SOAN 302 Methods of Social Research

Two additional Sociology courses at the 200 or 300 level.

(This minor is not available to Sociology and Anthropology majors.)

Requirements for the Anthropology Minor:

A minor in Anthropology requires five courses in the department:

- ANTH 103 Introduction to Anthropology
- SOAN 301 Theories of Culture and Society
- SOAN 302 Methods of Social Research

Two additional Anthropology courses at the 200 or 300 level.

(This minor is not available to Sociology and Anthropology majors.)
Requirements for the Human Services Concentration:

A major in Sociology/Anthropology with a Human Services Concentration requires 9.5 courses in the department and 4 courses outside the department. Requirements in the department include:

- SOCI 101 or SOCI 102 or ANTH 103
- SOCI 280 Introduction to Human Services in the United States
- SOCI 247 Race and Ethnicity
- SOCI 251 Criminology or SOCI 327 Sociology of Medicine or ANTH 288 Medical Anthropology
- ANTH 362 Gender in Cross-Cultural Perspective or ANTH 364 Cities in Cross-Cultural Perspective or ANTH 368 Childhood in Cross-Cultural Perspective
- SOAN 301 Theories of Culture and Society
- SOAN 302 Methods of Social Research
- SOAN 310 Internship
- SOAN 410 Research Preparation
- SOAN 420 Senior Research

Requirements outside the department include:

- MATH 106 Statistics; (as a prerequisite to SOCI 302)
- PSYC 101 Introduction to Psychology or PSYC 102 Principles of Psychology as Applied to Learning
- PSYC 355 Theories of Counseling
- PSYC 236 Abnormal Psychology or PSYC 240 Personality Psychology or PSYC 221 Lifespan Development; (as a prerequisite for PSYC 355)

Requirements for the Human Services Minor:

A minor in Human Services requires six courses in the department and one course outside the department. Requirements in the department include:

- SOCI 101 or SOCI 102 or ANTH 103
- SOCI 280 Introduction to Human Services in the United States
- SOCI 247 Race and Ethnicity
- SOAN 301 Theories of Culture and Society
- SOAN 302 Methods of Social Research (Psychology majors may substitute PSYC 202 for SOAN 302)
- SOCI 251 Criminology or SOCI 327 Sociology of Medicine or ANTH 288 Medical Anthropology
- PSYC 101 Introduction to Psychology

(not available to Sociology and Anthropology Majors)

Course Prerequisites:

SOCI 101 or SOCI 102 or ANTH 103 are prerequisites for all 200 and 300 level course. If students have not fulfilled this prerequisite for a 200 or 300 level course, they may ask for the permission of the instructor to join such a course.
**Course Descriptions:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>A review of basic concepts, theories, and principles used in analyzing human behavior in social contexts.</td>
<td></td>
</tr>
<tr>
<td>SOCI 102</td>
<td>Social Problems</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>An introductory survey of selected contemporary social problems using some of the major concepts of sociology.</td>
<td></td>
</tr>
<tr>
<td>ANTH 103</td>
<td>Introduction to Anthropology</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>A broad introduction to the anthropological study of human diversity. It will familiarize students with central concepts of cultural anthropology. The course also introduces examples of different cultures.</td>
<td></td>
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<tr>
<td>ANTH 220</td>
<td>Anthropology of Food</td>
<td>1.0</td>
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<tr>
<td></td>
<td>An examination of food and food practices in their larger material and cultural contexts. The course takes a broad cultural, social and economic perspective on what people eat, including engagement with such basic questions of who eats what and why, and how specific food and food consumption patterns define different cultures. It includes a practical component.</td>
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<tr>
<td>SOCI 230</td>
<td>Marriage and the Family</td>
<td>1.0</td>
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<tr>
<td></td>
<td>An examination of the institutions of marriage and the family, with primary focus on the American family. Topics include mate selection, interpersonal communication, changing gender roles, family pluralism, family violence, and divorce in the contemporary American family. Questions under discussion include what a family is in general, why it takes certain forms in particular societies, and how sociological forces have shaped the American family.</td>
<td></td>
</tr>
<tr>
<td>SOCI 247</td>
<td>Race and Ethnicity</td>
<td>1.0</td>
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<tr>
<td></td>
<td>A study of racial and ethnic identity and how their interaction with gender, class, and other identities creates oppressions and social structures of inequality, both historically and currently.</td>
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<tr>
<td>SOCI/ANTH 250</td>
<td>Special Studies in Sociology/Anthropology</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>An examination of selected problems and issues from a sociological or anthropological perspective. May be repeated for credit.</td>
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</tr>
<tr>
<td>SOCI 251</td>
<td>Criminology</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>An analysis of the social bases of law, the application of law, types of crime, theories of crime, and societal responses to crime.</td>
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<tr>
<td>ANTH 260</td>
<td>Cultures of the Middle East</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>This course examines cultures and societies in the Middle East. The course introduces Islam as a religion and discusses a broad range of every day cultural contexts in the region.</td>
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<tr>
<td>ANTH 270</td>
<td>Medical Anthropology</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>An introductory analysis of the social and cultural factors that impact health, health behaviors, and medical systems. As a professional and academic field, medical anthropology provides conceptual and analytical tools for a comprehensive understanding of health, illness, and healing.</td>
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</tr>
<tr>
<td>ANTH 271</td>
<td>Cultures of Latin America</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>Provides an anthropological framework for understanding contemporary Latin America through analysis of the region’s historical and cultural contexts and exploration of current trends such as urbanization, globalization, and social movements.</td>
<td></td>
</tr>
</tbody>
</table>
SOCI 280. Introduction to Human Services in the United States 1.0 course credit
An introduction to the basic concepts and principles, and the history and future of human services in the United States. An overview of the major social issues in the United States, the impact they have on the individual and the community, and policy responses.

ANTH 288. Cultures of Illinois (Spring 2018) 1.0 course credit
Explores cultures and society in Illinois, moving back and forth between urban and rural locations. Includes an examination of local histories and cultural and social transformation and readings of fictional accounts of rural and urban lives. Also includes classic studies of Chicago neighborhoods and neighborhood lives, and analysis of contemporary communities and the recent transformations they have experienced.

ANTH 288. Anthropology of Waste and Garbage (1/2 semester) 0.5 course credit
An examination of the “hidden” existence of waste and garbage in contemporary globalized consumer societies and cultures, exploring such diverse questions as the history of garbage, the organization of waste removal, the use and meaning of garbage across different contemporary societies, ideas about reducing, re-using, and recycling waste, waste and environmental justice, and contemporary plans and projects that aim to resolve aspects of the current waste crisis.

SOCI 288. Sociology of Religion (Fall 2017) 1.0 course credit
An analysis of religion as a social phenomenon. Topics include theories of religion, the prevalence of religious belief and practice, social inequalities in religious life, and the relationship between religion and social change.

SOAN 301. Theories of Culture and Society 1.0 course credit
An overview of contemporary and classical theories of society and culture. The review of theoretical orientations of the past will help to set up a theoretical framework for analyzing contemporary social and cultural dynamics and events. Reading both theoretical texts and case studies, students will be introduced to the abstract realm of theorizing and the concrete application of diverse theories.

SOAN 302. Methods of Social Research 1.0 course credit
An overview of the methods sociologists and anthropologists use to empirically study social phenomena. Both qualitative and quantitative approaches are considered. Includes a two-hour laboratory session to accommodate hands-on research. Prerequisites: MATH 106 or permission of the instructor.

SOAN 310. Internship in Sociology/Anthropology 1.0 course credit
An experience designed to allow students in Sociology/Anthropology to apply the concepts and ideas developed during study in the disciplines to a particular workplace or setting. Prerequisites: At least junior standing, and prior approval of the department. May be repeated for credit with departmental approval.

SOCI/ANTH 320. Independent Study 1.0 course credit
Independent study in an area of sociology or anthropology directed by a member of the department. May be repeated for credit.

SOCI 344. Sociology of Work 1.0 course credit
An overview of the nature and structure of work and the workplace: how work was accomplished in the past, the social organization of work today, and changes anticipated in the workplace of the twenty-first century. Thematic emphases include: class, gender, race and ethnicity, technology, and the global economy.

SOCI 345. Social Inequality 1.0 course credit
An examination of social stratification, which concerns the unequal distribution of wealth, income, status, and power. Considers how life chances of individuals vary by social class, gender,
race and ethnicity. Explores the relationship between globalization, global disparities in wealth, and inequality within the United States.

SOCI 355. Social Movements 1.0 course credit
An analysis of relatively non-institutionalized forms of group behavior with primary emphasis on social protest. Substantive focus typically includes the U.S. civil rights movement and the feminist movement.

ANTH 362. Gender in Cross-Cultural Perspective 1.0 course credit
An exploration of themes and questions of gender as defined and experienced in different cultural contexts. Central to the course is the analysis of the cultural construction of gender.

ANTH 364. Cities in Cross-Cultural Perspective 1.0 course credit
A new analytical experience of spaces that might seem familiar, illustrating how cities, streets and other urban spaces are made and remade within larger national and global political, economic, and cultural contexts.

ANTH 368. Childhood in Cross-Cultural Perspective 1.0 course credit
An exploration of the lives of children in different cultural contexts: how children are socialized in different cultures, how they learn specific cultural and social forms and practices, and how social factors and dynamics such as gender, class, race and religions shape childhood experiences.

SOCI 388. Immigration and Immigrant Communities 1.0 course credit
A study of the history, including patterns and trends, of migration to the United States, including an examination, through theory and data, of the factors that “push” people out of their home countries and “pull” them to the United States. Topics include migrant groups’ settlement, conflict, and integration, and case studies of the experiences of selected immigrant groups.

SOAN 410. Senior Research Preparation 0.5 course credit
Preparation for the senior research project in Sociology/Anthropology. Includes broad and targeted reading in relevant scholarship and generation of a focused topic for senior research, under the guidance of the project supervisor.

SOAN 420. Research Seminar 1.0 course credit
A seminar in which each participant conducts a research project involving a review of the literature, research design, data collection and analysis, and written and oral presentations of the findings. The project is the culminating experience of the major program in Sociology/Anthropology. Prerequisite: SOAN 410.

SOAN 410 and 420 must be taken sequentially and in the same academic year.
Overview of the Theatre Major:

If indeed “all the world’s a stage,” the Theatre major offers many ways to successfully “make an entrance.” The major includes the skills necessary to produce excellent theatre (acting, directing, design, management, history, and dramaturgy) along with experiences relevant to life-long learning (creativity, working in a collaborative environment, achieving self-expression, increasing self-confidence). Theatre is both a profession and an art; whether it is graduate study or using theatre in other endeavors (including teaching, public relations, media, law), Theatre majors will offer creative solutions to life’s challenges.

Requirements for the Theatre major: (12 course credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>THEA 119</td>
<td>Theatre Practicum (taken each semester as a declared Theatre major – 2 course credits maximum)</td>
</tr>
<tr>
<td>THEA 175</td>
<td>Beginning Acting</td>
</tr>
<tr>
<td>THEA 181</td>
<td>Drafting for Design</td>
</tr>
<tr>
<td>THEA 182</td>
<td>Design Process and procedure</td>
</tr>
<tr>
<td>THEA 272</td>
<td>Classical Theatre</td>
</tr>
<tr>
<td>THEA 273</td>
<td>Modern Theatre</td>
</tr>
<tr>
<td>THEA 275</td>
<td>Script Analysis and Dramatic Literature</td>
</tr>
<tr>
<td>THEA 278</td>
<td>Theatre Collaboration</td>
</tr>
<tr>
<td>THEA 281</td>
<td>Design Theory</td>
</tr>
<tr>
<td>THEA 282</td>
<td>Design Studio I</td>
</tr>
<tr>
<td>THEA 370</td>
<td>Voice, Movement and Modern Styles or THEA 371 Period Styles in Acting: Greek to Restoration</td>
</tr>
<tr>
<td>THEA 372</td>
<td>Career Management</td>
</tr>
<tr>
<td>THEA 377</td>
<td>Principles of Directing</td>
</tr>
<tr>
<td>THEA 490</td>
<td>Independent Study or THEA 497 Internship in Theatre Arts</td>
</tr>
</tbody>
</table>

A passing evaluation on the Senior Portfolio.

Requirements for the Theatre Minor—Performance Emphasis: (5.5 courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 173</td>
<td>Intro to Technical Theatre</td>
</tr>
<tr>
<td>THEA 175</td>
<td>Beginning Acting</td>
</tr>
<tr>
<td>THEA 272</td>
<td>Classical Theatre or THEA 273 – Modern Theatre</td>
</tr>
<tr>
<td>THEA 275</td>
<td>Script Analysis and Dramatic Literature</td>
</tr>
<tr>
<td>THEA 282</td>
<td>Design Studio I</td>
</tr>
<tr>
<td>THEA 278</td>
<td>Theatre Collaboration</td>
</tr>
<tr>
<td>THEA 370</td>
<td>Voice, Movement and Modern Styles or THEA 371 Period Styles of Acting</td>
</tr>
</tbody>
</table>

Requirements for the Theatre Minor—Technical Theatre Emphasis: (5.5 courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 175</td>
<td>Beginning Acting</td>
</tr>
<tr>
<td>THEA 181</td>
<td>Drafting for Design</td>
</tr>
<tr>
<td>THEA 182</td>
<td>Design Process &amp; Preparation</td>
</tr>
<tr>
<td>THEA 272</td>
<td>Classical Theatre or THEA 273 – Modern Theatre</td>
</tr>
<tr>
<td>THEA 275</td>
<td>Script Analysis and Dramatic Literature</td>
</tr>
<tr>
<td>THEA 278</td>
<td>Theatre Collaboration</td>
</tr>
<tr>
<td>THEA 282</td>
<td>Design Studio I</td>
</tr>
</tbody>
</table>

Students may also pursue an Arts Management Minor. Please see page 29 for details.
Course Descriptions:

THEA 119G. Theatre Practicum  0.25 course credit
Staff-supervised participation in acting or technical theatre. Prerequisite: Permission of the instructor. May repeat 8 times.

THEA 171G. Intro to Theatre  0.5 course credit
A course designed to give the beginning student a critical platform on which to base his or her own evaluation of plays. Selected reading of play scripts, and general criticism is supplemented by planned viewing experiences in live and recorded theatre. Offered each year.

THEA 173G. Intro to Technical Theatre  1.0 course credit
A study of the basic elements of technical theatre, including stagecraft, lighting, sound, properties, and run crew. Includes laboratory. Offered each year.

THEA 175. Beginning Acting  1.0 course credit
An introduction to the art and history of stage acting combined with practical exercises and performances of short scenes and monologues. Specifically, this course introduces students to the craft of acting in a hands-on manner, specifically emphasizing Stanislavsky's Method and other theories supporting the performance of realistic, psychologically motivated texts. Throughout the course, we will address topics such as ensemble-building, improvisation, voice, physical movement, script/character analysis, solo and duet acting methods, and analysis of performances and dramatic texts.

THEA 181G. Drafting for Design  0.5 course credit
An introduction to the fundamental elements of 2-D and 3-D drafting. Both scenery and lighting design will be explored using the industry standard Vectorworks. Prerequisite: None.

THEA 182. Design Process & Preparation  0.5 course credit
An introduction to the common elements and principles of Scenery, Costume, and Lighting design. Prerequisite: THEA 181.

THEA 271. Children's Theatre/Creative Drama  1.0 course credit
A hybrid course that introduces the theories and practices of using theatre and drama, as an educational and social tool, as well as creating theatre for and with youth. Readings in history, theory and production are combined with practical exercises in Creative Dramatics and Children's Theatre performance techniques. Includes opportunities to create and utilize techniques in both performance and the learning environment.

THEA 272. Classical Theatre  1.0 course credit
A survey of Theatre from the ancient Greeks to the Restoration, emphasizing the evolution of dramatic literature, production elements, theatre architecture, and audience composition.

THEA 273. Modern Theatre  1.0 course credit
A survey of Theatre from the Restoration to modern times emphasizing the evolution of dramatic literature, production elements, theatre architecture, and audience composition.

THEA 275. Dramatic Lit & Script Analysis  1.0 course credit
A study of the major theory and techniques of play analysis from the perspective of the director, designer, scholar, critic and actor. Readings and analysis of numerous plays, historical research, and exercises intended to reveal a play's textual, creative and contextual elements.

THEA 278. Theatre Collaboration  0.5 course credit
Open to sophomore, junior and senior Theatre majors and minors, or by permission of the instructor. May be repeated once for credit.

THEA 281. Design Theory  1.0 course credit
The course develops an understanding of and sensitivity to the major design elements such as color, line and form. Through lectures, demonstrations, studio work and critiques, students learn traditional design elements and theories.
THEA 282. Design Studio I 1.0 course credit
Students create fully realized Theatrical Designs in one area of choice (Scenery, Costumes, Lighting). Includes lecture and laboratory. Prerequisites: THEA 181, THEA 182, THEA 281 or consent of instructor.

THEA 283. Theatre in Context 0.5 course credit
An academic travel course. The course includes both on-campus meetings prior to departure and on-site lectures. May include observation, performance. Prerequisite: consent of instructor.

THEA 297. Special Topics: Theatre 0.5 to 1.0 course credit
May be repeated for credit only with a different topic.

THEA 370. Voice, Movement and Modern Styles 1.0 course credit
A study of performance techniques and modern movement based acting styles. Includes readings on performance theory, laboratory exercise, improvisation, scene study, character development, personal reflection and the attendance of productions. Techniques will be applied to modern acting styles, and the course will lead to the creation and performance of scenes and monologues. Offered every other year. Prerequisite: THEA 175 or consent of the instructor.

THEA 371. Period Styles in Acting 1.0 course credit
A study of western acting techniques ranging from Greek to Restoration. Includes readings on performance history and theory, laboratory exercise, improvisation, scene study, character development, personal reflection and the attendance of productions. The course will lead to the creation and performance of scenes and monologues. Offered every other year. Prerequisite: THEA 175 or consent of the instructor.

THEA 372. Career Management 0.5 course credit
A course in developing and managing a career in professional theatre. Prerequisite: junior status or consent of the instructor.

THEA 377. Principles of Directing 1.0 course credit
A study of the practical and theoretical elements of directing for the serious student of performance. Readings in theory and production organization are combined with practical exercises in analysis, pictorial composition, movement, and lead to the actual production of a short play. Offered every other year. Prerequisites: Junior standing, some theater experience and THEA 282, THEA 275, or consent of the instructor.

THEA 382. Design Studio II 1.0 course credit
A continuation of THEA 282. Students create fully realized Theatrical Designs in one area of choice (Scenery, Costumes, Lighting). Includes lecture and laboratory. Prerequisites: THEA 282 or consent of instructor.

THEA 397. Seminar: Theatre 0.5 to 1.0 course credit
A seminar centered on a problem or topic as announced before each offering. Designed for Juniors and Seniors. Prerequisite: Consent of the instructor. May be repeated for credit.

THEA 490. Independent Study 0.5 course credit
A faculty-directed program of individual study consisting of reading, research, or creative performance. May be repeated for credit.

THEA 497. Internship in Theatre Arts 0.5 course credit
An experience designed to allow the student to use in the field concepts and ideas developed during major study and to help prepare the student for employment. Prerequisites: Junior standing and prior approval of the department. May be repeated for credit.
WOMEN’S STUDIES

Trudi Peterson
Program Coordinator
Professor, Communication Studies

Vanessa Campagna
Assistant Professor, Theatre

Anne Mamary
Professor, Philosophy

Farhat Haq
Professor, Political Science

Christine Myers
Assistant Professor, History

Judi Kessler
Professor, Sociology

C. Hannah Schell
Professor, Religious Studies

Katarzyna Baroszynska
Assistant Professor, English

Petra Kuppinger
Professor, Anthropology

Overview of the Program:

Students within the Women’s Studies minor will carefully consider feminist theories and perspectives and examine gender inequalities and issues. The Women’s Studies minor will sharpen students’ critical awareness of how gender operates in institutional, social, and cultural contexts and in their own lives. The multidisciplinary approach emphasizes the breadth of disciplines in which feminist criticism is taken seriously.

Required Core Courses for the Women’s Studies Minor (3 courses):

- WOST 201 Introduction to Women’s Studies
- WOST/PHIL 225 Philosophy and Feminism
- WOST 401 Women, Justice, and Equality

Electives (2 courses):

Women’s Studies is a vibrant interdisciplinary minor with a wide array of elective offerings that vary annually. Students will choose electives that complement their interests and goals in conjunction with the Women’s Studies coordinator.

Approved Courses (partial listing):

- ANTH 250 Special Topics*
- ANTH 362 Gender in Cross-Cultural Perspectives
- COMM 231 Interpersonal Communication
- CLAS 210 Ancient Literature*
- CLAS 230 Classical Mythology
- CLAS 240 Ancient Society*
- ENGL 350 Special Topics*
- FREN 332 Perspectives in French Literature*
- HIST 210 Women’s History
- INTG 215 Global Perspectives: Secret Lives of Women in Literature
- PHIL 250 Special Topics*
- RELG 220 Women and Religion
- RELG 250 Women and the Bible
- SOCI 250 Special Topics in Sociology*
- SPAN 326 Topics in Spanish*

* when topic is appropriate and approved
WOST 201G. Introduction to Women’s Studies 1.0 course credit
An introduction to Western feminist thought and the study of women’s roles and status in society. This course also evaluates present knowledge about women, questions stereotypes, and reinforces the value and content of women’s everyday lives.

WOST 225. Philosophy and Feminism 1.0 course credit
(Cross-listed as PHIL 225)
This course will offer an introduction to some of the questions that shape feminist philosophy. What connections are there between feminist philosophy and feminist writing in other disciplines and feminist movements inside and outside the academy? The class will assume the importance of diverse women’s voices. Reading theoretical, literary, and experimental texts which challenge the distinction between theory and literature, the class will focus on how an awareness of the intersections of race, class, sexuality, gender, ability, and ethnicity is vital for disciplinary and interdisciplinary study in feminist philosophy. This course is required for the Women’s Studies Minor. Prerequisites: WOST 201 for WOST 225 students. For Phil 225 students, sophomore standing or above or permission of the instructor.

WOST 250. Special Topics. 1.0 course credit
Gender Studies, Masculinities, Queer Politics and Theory, and/or Transgender Studies (may be repeated for credit).

WOST 320. Independent Study 1.0 course credit
Independent study in an area of women’s studies directed by a member of the faculty. Prerequisites: WOST 201 and approval of the instructor and the Women’s Studies coordinator.

WOST 401. Women, Justice and Equality 1.0 course credit
The capstone seminar in which participants will read and discuss historical texts that have had a profound effect on the feminist struggle for equality and justice. In addition, participants will engage in individual research, chosen in consultation with the instructor, in which the research topics will provide the basis for additional readings in common. Prerequisite: WOST 201 and two additional WOST courses.
Overview of the Program:

The Honors Program at Monmouth College is intended for a select group of well-qualified students and incorporates a variety of special courses germane to a liberal education; it is designed to reinforce and extend the perspectives of the General Education curriculum. Offered in the Fall semester, the first course in the program is 110, which gives special attention to critical thinking and the perspectives provided by various branches of intellectual inquiry. This course also provides information about student opportunities for study, research and travel; public service; and leadership roles on and off campus. Mid-program, students pursue in-depth analysis of the figures, events, movements, and ideas instrumental in shaping our world by taking two HoNR 210 courses or one HoNR 210 and one HoNR 211 course. Juniors account for their service and leadership to the campus community thus far and develop their portfolio in preparation for a competitive national scholarship or graduate program pertinent to their achievements and future goals. Senior Honors students enroll in an independent study course, the outcome of which is a substantial interdisciplinary project or paper accomplished under the guidance of mentors from more than one academic field.

Application and Admission:

A small number of exceptionally qualified students are invited into the Honors Program upon admission to the college. Students who visit campus for the Monmouth College Fellows and Scholarship Competition will automatically be reviewed for the Honors Program based on their high school ACT/SAT scores and ranking, as well as their Competition application and interview. Qualifying candidates will be invited into the Honors Program prior to the start of the academic year.

Honors students are also selected for the program in the Fall semester of their first year at Monmouth. Instructors of first- and second-year students in Introduction to Liberal Arts and foundation courses of General Education are invited to nominate candidates for the program. With or without nomination, however, any first-year student interested in the program—or any sophomore or sophomore transfer student—may solicit a confidential letter of recommendation from a faculty member familiar with his or her academic performance. Typically, nominating letters and solicited letters of recommendation will address the student’s preparation in terms of intellectual capacity, written and oral abilities, and class participation. The letter may further provide a faculty member’s estimate of the applicant’s independence, initiative, and creativity. Applicants may request more than one letter of recommendation.

Applicants are also asked to submit a formal essay, of 400 to 500 words, in which they review their expectations of the program and their motivations for applying. Along with the essay, applicants should also submit a recent sample of their writing (e.g., an Introduction to Liberal Arts paper). At the time of review, the Honors Committee may also review applicants’ high school records and ACT/SAT scores. All application material should be submitted to the coordinator of the Honors Program.
Requirements:
To be recognized as an Honors graduate of Monmouth College, a student must have at least 4 course credits in the Honors Program, attain at least a grade of B− in each course, and graduate with a 3.5 cumulative GPA.

Substitution for General Education Required Courses:
For any student enrolled in the Honors Program but who subsequently fails to complete it, the Registrar will evaluate the student transcript upon student notification of discontinuance from Honors, and apprise the student of whether their Honors courses may substitute for any General Education requirements for graduation.

Course Descriptions:
Courses are reserved initially for Honors students. If space is available, others may enroll with permission of the instructor.

HONR 110. Honors I:  1.0 course credit
A critical examination, organized from a comparative and interdisciplinary perspective, of texts and issues related to the various means by which we understand and appreciate life. HONR 110 also provides an introduction to the Honors Program and to a variety of curricular and co-curricular opportunities available at Monmouth College. As a seminar style course, the goal here is to provide student enrichment, and to strengthen the skills required for intellectual discourse. Written and oral means of communication will also further be developed. Offered in the Fall semester.

HONR 210. Selected Topics  1.0 course credit each
A critical examination of a seminal figure, event, movement, or idea recognized as significant in shaping our collective history. Either two HONR 210 courses are required (Ideally, one science themed, the other art/humanities/social science themed) or one HONR 210 course and one HONR 211 course are required.

Substitutions are allowed with prior approval. Offered in the Spring semester. Examples of recent 210 course offerings are below:

Global Climate Change
The Earth System includes the interactions between the atmosphere, hydrosphere, biosphere, cryosphere, and lithosphere. Additionally, these interactions occur across a spectrum of time scales, from days to millennia. As humans continue to alter the Earth, we will need an understanding of how the Earth's physical, chemical, and biological systems interact. What were the driving factors responsible for past climate change, and what role will they play in our future? How do we predict the effects of human actions on the Earth System? In this course, we will take an interdisciplinary view of the changes to the Earth to understand past, present and future climate changes and their environmental consequences.

Evil
This course engages the theme of evil and our responses to evil. Course material will include: an introduction to what philosophers of religion call “the problem of evil” (how can we simultaneously believe in an all-powerful, benevolent deity, given the existence of evil in the world?); how different religious traditions have addressed the problem of suffering; the Western tradition of belief in an Anti-Christ as the source of evil; and contemporary discussions that encourage broadening our understanding of what counts as evil so as to include experiences of physical pain, helplessness, poverty, and torture. The course includes literature as well as scholarship from the fields of religious studies, history, philosophy, politics, and education.
Globalization
One of the most significant trends of the second half of the twentieth century has been a dramatic increase in circulation of people, commodities, and cultural products in the world. This phenomenon, generally referred to as “globalization,” has posed a serious challenge to social scientists. This is so because the new social and political formations wrought by globalization break down familiar expectations that human societies can be understood in terms of specific geographic and cultural regions. In this context of complex flows and unexpected linkages of people, capital, resources, and political relationships, how are we to define meaningful analytical and interpretive boundaries? This course will examine globalization by first introducing students to the major issues discussed by recent scholarship on globalization. For the second half of the course, we will focus on a particular region—South Asia—in order to challenge the premise that globalization is a twentieth-century phenomenon. Globalization in South Asia began not with the introduction of McDonald’s and global capital investment, nor with the nineteenth-century dominance of the British raj. It began with the earlier encounters between India and the Arab and European world. The impact of this globalization process will be examined closely. In doing so, we will come to a general understanding of the impact of globalization on regions, peoples, and cultures.

The Human Dialogue
A course organized around the theme of dialogue as a principle for interpreting the human condition. The human sciences most commonly focus on either the individual self (e.g., psychology) or the social structures within which people live (e.g., sociology). By contrast, a dialogical approach centers attention on the interaction between individuals as a generative force which can account for outcomes of both self and social structure. Topics covered while examining the dialogical principle will include: dialogue as a pragmatic of communication and conversation, dialogue as a philosophical concept, dialogue as a basis for ethics, and dialogue as the progenitor of the self. Students will read and discuss critical texts, reflect on dialogical experience in journals, analyze communicative interactions, and pursue an individual project.

The ideas of modern physics have profoundly changed our view of the universe and our role in it. The application of those ideas has had and will continue to have tremendous technological, social, and ethical consequences. This course will focus on the conceptual understanding of quantum theory, cosmology, theories of chaos, and on the philosophical and practical consequences of those ideas. Particular attention will be paid to the historical development of these ideas and to the experimental data that support them. The consequences of a world view that includes quantum physics, modern cosmology, and new understandings of complexity will be discussed and analyzed in detail. This discussion may include topics dealing with ethical dilemmas and questions that arise because of both the world view and the practical and technological results of those ideas.

The Mississippi River
Rivers are not merely moving bodies of water: They build, nurture, and destroy environments, and, by extension, cultures and civilizations. Metaphorical and literal journeys along and crossings of rivers figure prominently in stories of many cultures. Mythology, poetry, literature, art, religion, philosophy, and the sciences would all be much poorer without the inspiration provided by rivers. The course will begin with a description of the geophysical forces that formed the Mississippi River and how these in turn have affected its use by humans in the pre-Columbian, colonial, and modern
eras. The River has also inspired many explorers, writers, artists, and musicians whose works we will examine. It connects the Midwest to other parts of the country and world via intentional commerce and transport of goods and ideas. It also connects through less intentional side effects of fertilizer, herbicide, and pesticide application. Flood control and navigational improvement efforts have led to many alterations of the river’s flow with consequences for species diversity and ecosystem stability. A broad array of readings and field trips to local museums and the river itself will be part of the curriculum. The course will culminate with a group or individual project.

**Words That Changed the World**
The United States was founded on words: arguments for independence, assertions of societal privileges, promises of individual rights, mutual agreements of responsibility, demands for justice. Some words encapsulate high idealism. Others are relentless disclosures of wrongs. In this class we will read and discuss those words. Drawing from history, sociology, political science, and rhetoric, we will analyze pivotal American documents to understand dreams and realities, rights and wrongs, the national and the global, argument and counterargument. The final project will ask you to examine and explain a foundational American document as part of your path to becoming an educated member of society.

**HONR 211. Immersion Experience**  
0.5 or 1.0 course credit  
This course provides an opportunity for Honors students to apply the concepts and ideas developed during study in their own major to a particular workplace or setting. Experiences that may be considered for HONR 211 include student teaching, internships, shadowing, semesters abroad, and research. Requires prior approval of the Honors Program Coordinator.

**HONR 310. Honors: Scholarship, Service, and Leadership**  
0 course credit  
Involves the student's assessment of academic, service, and leadership experiences/achievements at Monmouth College, and completion of at least one post-baccalaureate scholarship application or graduate school application, including a personal essay and résumé. Offered in the fall and spring semesters.

**HONR 410. Honors II: Capstone**  
1.0 course credit  
The capstone course is an independent study whose outcome is a substantial, interdisciplinary paper or project undertaken with the guidance of the Honors coordinator and at least two faculty mentors in different academic fields. Prerequisite: Junior or senior standing. Offered in the fall and spring semesters.
OFF-CAMPUS PROGRAMS

James Godde, Coordinator
Professor, Biology

Kristin Larson, Coordinator
Professor, Psychology

Overview of the Program:

Monmouth College considers off-campus study, including both international and domestic experiences, to be an opportunity for students to enhance their liberal arts education. Such study may serve as a significant complement to the major or to the General Education curriculum and to the mission of the college. Monmouth College makes programs available to its students which are intellectually challenging, aesthetically inspiring, and diverse in setting. The off-campus experience enables students to explore different perspectives on the human condition in a global community.

The college takes seriously its obligation to provide quality programs, which are only approved after careful review by the faculty. While some programs require proficiency in a foreign language, most do not. Students may use their Monmouth College financial aid only for approved programs. Students interested in participating in non-approved programs or in any summer study program must consult the Registrar’s Office for transferability of semester hours. While most of these programs cost about the same as study on campus, except for travel expenses and incidentals, some may be slightly more expensive.

For each program, students have the potential to earn a full-semester worth of credit (usually 4 credits). For some programs, the course grades are transferred in and calculated as part of the GPA, while others transfer as just credit.

Eligibility: Juniors and seniors, in good academic standing, with approval of the Dean of Students, and at least a 2.5 GPA, are eligible to study off-campus. In rare circumstances based on their academic program plan sophomores may be approved for/participate in off-campus study. Additional requirements that are specific to programs are listed below in the program descriptions.

Applications for these programs are competitive and students must make application to the Off-Campus Studies Subcommittee. Due dates are announced every year by the Coordinator(s) of Off-Campus Study. Students are encouraged to consult with campus representatives for specific programs early in the application process. Further details are available from the Coordinators of the Off-Campus Study Programs, Prof. James Godde (jgodde@monmouthcollege.edu) and Prof. Kristin Larson (klarson@monmouthcollege.edu).

Monmouth College-run Program

Merida, Yucatan

Monmouth College organizes a program of study in Merida, Yucatan, Mexico, taught by a Resident Director from the college as well as visiting faculty from partner institutions. Students will be able to take Spanish language courses along with History and Culture courses related to Mexico, and specifically related to the region of the Yucatán Peninsula, an area very diverse in customs and history. The region is home to several famous Mayan archaeological zones (Chichen Itza, Ek Balam, Tulum, etc.) and many internationally renowned beach resorts that contrast with the plethora of traditional Mayan villages. The Yucatán Peninsula is thus an excellent area
for students to study and do research on local food systems, regional and national health care systems, the archaeological ruins of ancient Mayan civilization, and the effects of globalization on traditional indigenous communities, to just name a few possible research areas. The program will be based in the town of Mérida where take courses offered by the Monmouth faculty director, local professors and experts from varying fields. The students will also participate in hands-on internships in the fields of health care, education, ecology, economics, biology, psychology, literature, among others. The heart of the program is the immersive experience in the classroom and the community that will dramatically improve student’s Spanish, even if it isn't their specialty. Courses are offered in both English and Spanish. Two semesters of college Spanish is recommended as a prerequisite. All students are also required to take at least one Spanish language course during the semester at the appropriate language level. Language courses are taught in Spanish at the beginning through advanced level. Housing is in the form of home stays with local families. This program includes educational excursions to other areas outside of the Yucatan. Possible locations include but are not limited to trips to Cuba, the state of Chiapas, visiting several towns and sites on the Caribbean-Mexican coast, and potentially doing weekend home stays in Mayan villages.

**Semester:** Spring

**Eligibility:** Students must have passed SPAN 101 and/or 102 or the equivalent

### ACM Programs

#### Amsterdam: Sciences, Global Health, & Interdisciplinary Studies at VU Amsterdam

This program offers over 300 courses at VU Amsterdam, all taught in English, and an independent study project guided by the ACM faculty director. It is a great opportunity for science majors and those wanting interdisciplinary studies, such as entrepreneurship, digital humanities, biopsychology, and transnational law and society. Students will also study the Dutch language or the Dutch culture as part of their semester. The semester includes excursions to museums and nearby cities and other social activities. Free time can be spent cycling along canals and visiting open air markets. Students live in student apartments.

**Semester:** Fall

**Enrollment:** 25-30 students

#### Botswana: Development in Southern Africa

Located at the University of Botswana in Gaborone, this interdisciplinary program gives students the opportunity to experience the breadth of Botswana society and to study its culture, language, politics, and socioeconomic structures. Courses include: a program director’s course, taught by a visiting faculty member from an ACM college in their own area of academic expertise, a Setswana language course, taught by professors from the African Languages department, an elective at the University of Botswana chosen from a menu of options (taught by University of Botswana faculty), and an independent study project. The program will be enriched by several field trips. Students will live in international graduate student housing.

**Semester:** Spring

**Enrollment:** 20-25 students
Brazil: Culture, Community, & Language at PUC-Rio

The fall semester ACM Brazil: Culture, Community, and Language at PUC-Rio program, a partnership with Pontifícia Universidade Católica do Rio de Janeiro (PUC-Rio), is designed for students with minimal to advanced levels of experience with and knowledge of Portuguese language and Brazilian culture, society, and history. The program is open to students from any academic major and there is no language prerequisite. Except for the required Portuguese language course, all classes are conducted in English.

The core of the program is the curriculum, volunteer community service options, and academic and student support at PUC-Rio, one of Brazil’s top private universities. An ACM Visiting Faculty Director accompanies the student group, teaching one course in English with content related to Brazil. The program runs in Term 2 of the PUC-Rio calendar, with university classes beginning in August and ending in December.

Semester: Fall
Enrollment: Varies

Brazil: Semester Exchange Programs

This program offers students an opportunity to study for a semester at Universidade de Brasília (UnB) or the Universidade Federal de Juiz de Fora (UFJF), one of Brazil’s best-regarded universities. A wide variety of subject areas in the arts, humanities, sciences, environmental students and social sciences, as well as intensive Portuguese language, are offered. One option of this program focuses on environmental studies with an interdisciplinary, cross-cultural context. With the program’s global perspective, students can explore the interaction among environmental, agricultural, social, economic, and political forces, and the different solutions to environmental issues that may emerge in other regions and cultures.

Semester: Fall or Spring
Enrollment: 12 students
Eligibility: Two years of Spanish or introductory Portuguese and a willingness to take intensive, intermediate Portuguese prior to the start of the Brazil semester, or demonstrated proficiency in Portuguese and taking a class in Portuguese for foreigners at the Brazilian host university

Chicago Program: Arts, Entrepreneurship and Social Justice

The Chicago Program is a 15-week semester in the city of Chicago in which students choose one of three distinctive curricular concentrations, focusing intensely on the particular subject that interests them: Arts, Entrepreneurship, or Social Justice. Students in all three concentrations will participate in four curricular components: the core course, a seminar, the internship, and an independent study project. Descriptions of the concentrations are as follows:

Arts:

The Arts concentration is a semester of urban art immersion during which students explore. Attending a wide range of cultural events, students meet and work with local artists and arts professionals in part-time internships, on independent study projects and in two courses: the core seminar, Negotiating Chicago’s Art World, and an elective studio-based special topics workshop. Possible internship placements include, but are not limited to: museums and galleries, artists’
studios, theatre and dance companies, recording studios and popular music venues, literary organizations and publications, film and video production companies, architecture firms, arts education and community outreach organizations, and graphic and interior designers. Not limited to arts majors, the program benefits all students who have strong career interests or graduate school aspirations in the arts and humanities.

Semester: Fall or Spring
Enrollment: 30 students in the fall semester; 20 students in the spring semester

**Entrepreneurship:**

The Entrepreneurship concentration is part of the ACM Chicago Program offerings. Students will participate in three or four courses within the program. The first course is the Chicago core course (emphasizing immersion in the city) with students from the other ACM Chicago concentrations. The second course is a seminar in Business, Entrepreneurship, and Society which features Chicago entrepreneurs, business leaders, governmental authorities, and readings that ask for academic reflection. The third course is a substantive internship with an established Chicago business, a non-profit organization, or start-up company. Students who have a four-semester-hour internship will elect to participate in an independent study project or another seminar course. Students will be asked to consider the organizational, psychological, and sociological aspects of business in Chicago. The program benefits all students who wish to explore the intersections between liberal arts education and the economic, social, and strategic forces involved in the dynamic process of change and innovation central to the world of entrepreneurship and business.

Semester: Fall or Spring
Enrollment: 20 students

**Social Justice:**

Chicago is a quintessential American city that was founded on economic exchange, grew with America’s westward expansion, became the hub of Midwest economic and political power, and continues to illustrate the best and worst of American society. The Social Justice concentration immerses students in the life of Chicago while exploring both the historical and current forces that define urban life. Through supervised internships, seminars, a core course, and independent study, students experience the dynamics of a modern city while learning academic concepts to frame those experiences. Possible internship placements include: legal, criminal justice, community and social justice organizations, historical and cultural institutions, educational, public relations, media, political and philanthropic institutes, along with a host of other possible placements. Foremost, the Social Justice concentration develops the skills necessary for effective leadership in civic and political life by exposing students to effective models of action in light of the realities of urban America.

Semester: Fall or Spring
Enrollment: 40-50 students (fall semester); 25-35 students (spring semester)

**Costa Rica: Community Engagement in Public Health, Education, & the Environment**

Studies in Latin American Culture and Society, is an interdisciplinary program for students seeking a comprehensive understanding of life in Latin America and wishing to develop fluency in Spanish. This program, which focuses on the humanities and social sciences, is designed to take full advantage of its Costa Rican setting. Language study is stressed as the key
to understanding the culture. Course work in language, literature, geography, anthropology, politics, and culture enables students to develop insights which are reinforced by field trips and two weeks of field work in rural areas. In San José and its environs, students live with families.

Semester: Fall
Enrollment: 25-30 students
Eligibility: At least two years of college-level Spanish or the equivalent

**Costa Rica: Field Research in the Environment, Social Sciences & Humanities**

The Tropical Field Research Program is designed for advanced work in all disciplines. Costa Rica supports an extraordinary variety of plant and animal life and provides rich research opportunities for students of tropical biology and ecology. An equally broad range of research topics is available for students of anthropology, archaeology, economics, geography, geology, history, political science, literature, fine arts, and sociology. Students prepare for their research during a month-long orientation which includes intensive language training and a review.

Semester: Spring
Enrollment: 25 to 27 students
Eligibility: Prior course work in the discipline in which they propose to do research, plus at least one year of college Spanish (two years are strongly recommended)

**Florence: Arts, Humanities, & Culture**

The Florence Program provides an excellent opportunity to study Renaissance painting, sculpture, architecture, history, and literature for students interested in art, history, Romance languages and the humanities. Italian language instruction, a studio art course, and courses providing a broad perspective on Italian contributions to world civilization facilitate the study of Florentine artistic and cultural heritage. Visits to museums and galleries, short field trips to other cities throughout Italy, and discussions with local scholars supplement this course work. Staying with Italian host families enriches participants’ awareness of modern Italian life as well as the academic study of Italian Renaissance culture.

Semester: Fall
Enrollment: 25-30 students

**India: Culture, Traditions, & Globalization**

The Indian subcontinent provides a rich and complex background for the study of a non-Western civilization. The India program participants live with Indian host families in Pune, a city that is both traditional and highly industrialized. This offers students an excellent opportunity to observe the interaction of tradition and modernity that characterizes contemporary India. While there, students enroll at Tilak Maharashtra Vidyapeeth for an academic session, where they have language instruction, choose four other courses, and complete independent study projects. Additionally, students enjoy field trips, which can include nearby cultural sites such as the Ajanta and Ellora caves. A variety of extracurricular activities, such as dance, yoga, weaving, and batik, can be arranged.

Semester: Spring
Enrollment: 20 students
India: Development Studies & Hindi Language

Designed to provide students with insight into Indian culture and society through a wide-ranging exploration of issues related to economic reforms, social economic status, education, public health, industrialization and overall development. Students will take classes in Pune focused on Indian culture, development issues in India and Hindi language. Students will also spend time in the city of Jaipur, engaged in a practicum with a non-governmental organization. This program also includes home stays and program-sponsored overnight excursions.

Semester: Spring
Enrollment: 20 students

Japan Study

Students study at Waseda University’s School of International Liberal Studies in Tokyo after a brief orientation providing intensive language practice and cultural discussions. In addition to required language study, electives may be chosen from a wide range of Asian studies courses taught in English. A family living experience in Tokyo provides an informal education in Japanese culture and is in many ways the dominant feature of the program, offering total immersion in the Japanese way of life. The program is recommended for a full year of study, although a term or semester option is also available. The full academic-year program includes a month-long cultural practicum or internship in another region of Japan, usually in February or March. Administered by Earlham College, Japan Study is recognized by both ACM and GLCA.

Semester: Full-year: Early September to late June
Fall: Early September to late December
Eligibility: Juniors and seniors with a minimum GPA of 3.0. No Japanese language study required for acceptance, but at least one semester or term of Japanese must be completed before departure.

Jordan Program

Operated in partnership with AMIDEAST, the program is designed to provide students with the distinctive opportunity to study the complex issues which dominate the region, such as the Arab-Israeli conflict, contemporary Islamic thought, ethnic and minority relations, Jordan’s experience during the Arab Spring, and much more. The program begins in late August, with a week-long orientation once the students arrive in the capital city of Amman. Students then begin their class work, where they have the opportunity to choose elective classes from a wide range of coursework in areas such as anthropology, Islamic art, economics, political science, religion, and sociology, along with a class relevant to the region that is taught by the visiting ACM faculty member. All students will take Arabic language coursework, where they are placed in classes appropriate to their level of proficiency (prior study of Arabic is not required). ACM students will also engage in an independent study project of their choosing, under the supervision of the visiting ACM faculty member.

Semester: Fall
Enrollment: 20 students
London and Florence: Arts in Context

The London and Florence Program compares the artistic achievements of two historically prominent cities. Participants study the historical and political context of art, architecture, literature, and theatre as well as Italian language. Visits to museums, galleries, and theatres, short trips to other areas of England and Italy, and discussions with local scholars supplement this coursework. Students spend eight weeks in each city and enjoy a week-long mid-semester break. An optional intensive course in Italian language is offered every January in Florence (three semester hours). In addition, a pilot program running from January through March based in Florence is available for a small number of students, particularly those from colleges with term calendars.

Semester: Spring
Enrollment: 50 students (25 begin in London, 25 in Florence)

Newberry Seminar Research in the Humanities

Students in the Newberry Seminar do advanced independent research in one of the world’s great research libraries. They join ACM and GLCA faculty members in close reading and discussion centered on a common theme, and then write a major paper on a topic of their choice, using the Newberry Library’s rich collections of primary documents. The fall seminar runs for a full semester; the spring seminars are month-long. Students live in Chicago apartments and take advantage of the city’s rich resources. The Newberry Seminar is for students looking for an academic challenge, and a chance to do independent work, and for those possibly considering graduate school. The seminar is administered by ACM and recognized by the Great Lakes Colleges Association, Inc.

Semester: Fall
Enrollment: 15-25 students

Oak Ridge Science Semester

The Oak Ridge Science Semester is designed to enable qualified undergraduates to study and conduct research in a prestigious and challenging scientific environment. As members of a research team working at the frontiers of knowledge, participants engage in long-range investigations using the facilities of the Oak Ridge National Laboratory (ORNL) near Knoxville, Tennessee. The majority of a student’s time is spent in research with an adviser specializing in biology, engineering, mathematics, or the physical or social sciences. Students also participate in an interdisciplinary seminar designed to broaden their exposure to developments in their major field and related disciplines. In addition, each student chooses an elective from a variety of advanced courses. The academic program is enriched in informal ways by guest speakers, departmental colloquia, and the special interests and expertise of the ORNL staff. Administered by Denison University, the Oak Ridge Science Semester is recognized by both ACM and GLCA.

Semester: Fall
Enrollment: 20 students
Eligibility: Students in biology, chemistry, physics, mathematics, or social sciences
Shanghai: Perspectives on Contemporary China

The ACM Shanghai program is designed for students with interests in anthropology, economics, environmental studies, geography, international relations, politics, sociology, and urban studies in the context of China’s rapid urbanization and economic rise. The program is offered each Fall semester, and is based at East China Normal University (ECNU), a highly-regarded university with a total enrollment of 28,000 students (including approximately 5,000 international students).

Classes include Chinese language, an independent study project, and elective courses taught in English that are offered through the Global Curriculum at ECNU (including a course taught by the ACM visiting faculty director).

During the semester-long program, students are housed in one of four international student residence halls at ECNU. The International Students Office organizes extra-curricular activities, cultural events, and day trips that ACM students are encouraged to join. The office also organizes a three-day trip every term to another province, such as Nanjing in nearby Jiangsu Province.

Semester: Fall
Enrollment: 20 students

Tanzania: Ecology and Human Origins

The Tanzania program offers undergraduates a unique opportunity to conduct field work in some of the world’s greatest paleoanthropological and ecological sites. Students divide their time between the University of Dar es Salaam and the Northern Region of Tanzania. At the university, they take courses in intensive Swahili, human evolution and the ecology of the Maasai Ecosystem while developing a field project. For the next six weeks, students live in field.

Semester: Fall: Late July to mid-December
Enrollment: 20 students

Akita International University

Students study at Akita International University (AIU) after a brief orientation providing an overview to life in Japan and study at a Japanese university. In addition to required language study, 3-4 electives may be chosen from a wide range of Asian studies and business courses taught in English each term. AIU requires all short-term international students to live in on-campus housing. This provides easy access to student clubs and circles, campus events, and over 200 community interaction opportunities per year.

Semester: Fall, Spring or full-year
Eligibility: No Japanese language study required for acceptance, but at least one semester or term of Japanese is recommended before departure

American College of Thessaloniki

American College of Thessaloniki (ACT) is a private, nonprofit institution fully accredited by the New England Association of Schools and Colleges. ACT offers a wide range of courses in business, computer science, mathematics, English, fine arts, modern Greek, history,
international relations, philosophy, social sciences, psychology, science, and physical education. All courses are taught in English, except for instruction in modern Greek. While no prior knowledge of modern Greek is required to apply, Monmouth College students are expected to study modern Greek at ACT.

ACT provides off-campus accommodations in safe residential areas near downtown, and provides a basic bus service to and from campus once per day.

Semester: Fall or Spring

Central College Program

**Granada, Spain**

Monmouth College participates in an arrangement with Central College in a program of study at the University of Granada (founded 1531), in Granada, Spain. Classes are held at the University’s Center for Modern Languages, where students from all over the world (including Spanish students majoring in foreign languages) study language, literature, and translation. The program offers Monmouth College students several different opportunities to study Spanish language and literature, as well as the possibility of studying business and economics, art, geography, history, music, and sociology, among other disciplines. Students are placed at the appropriate level of language study by a test administered by the University of Granada and by an evaluation by the on-site director of Central’s Granada program. Students are then offered class options appropriate to their language ability from one of five different levels of Spanish, and at the superior level may study in a variety of disciplines at the university. All courses are taught in Spanish by Spanish professors at the University of Granada. The on-site director is a native of Spain and has taught in the United States. The program has been operated since 1968. It offers home stays, participation in community service programs, cultural activities in Granada (flamenco dancing programs, dance lessons, excursions to the opera and to museums) and educational excursions to other areas of Spain.

Semester: Fall or Spring

Eligibility: Although students who have never studied Spanish are eligible, Monmouth recommends it especially for students who have passed SPAN 101 and/or 102 or the equivalent

International Student Exchange Program

Monmouth College is an institutional member of the International Student Exchange Program (ISEP), the world’s largest network for international education, consisting of 230 member institutions in the United States and more than thirty countries. Since 1979, ISEP has made it possible for nearly 20,000 students to study in another country. Through ISEP, students in all Monmouth College majors can study for a semester in English-language countries like Australia, New Zealand, and the United Kingdom. With appropriate language skills they can also study at universities in France and Switzerland (French), Austria, Germany, and Switzerland (German), and Argentina, Chile, Costa Rica, and Mexico (Spanish). Students studying in non-English language countries like Bulgaria, Japan, and Finland are required by Monmouth College to study the local language.

Semester: Fall or Spring
Irish-American Scholars Program

The Irish-American Scholars Program is sponsored by the Association of Catholic Colleges and Universities, the Association of Presbyterian Colleges and Universities, and the United Methodist Church-Related Colleges and Universities; in cooperation with Queens University Belfast, the University of Ulster, St. Mary’s University College, Stranmillis University College and Belfast Metropolitan College; in association with STUDY USA of Northern Ireland. One goal of the program is “to replace division with unity in a common goal of international business success.” Graduates of the program are better qualified to contribute in an international market place and to explore new Northern Ireland/United States partnerships and commercial opportunities.

Semester: Fall
Eligibility: Juniors and seniors with a minimum GPA of 3.2

Washington Semester Program

Students who have demonstrated exceptional academic ability are selected as candidates for this program at American University in Washington, D.C. The Washington Semester Program is designed to bring superior students into contact with source materials and government institutions in the nation’s capital. In addition to regular study and a research project, students participate in the Washington Semester Seminar, a course consisting of a series of informal meetings with members of Congress and government officials.

Semester: Fall or Spring
PRE-PROFESSIONAL PROGRAMS AND ADVISING

**Actuarial Science:**
Monmouth College offers a series of courses designed to prepare students with a strong analytical background necessary for a career as an actuary. Upon completion of these courses, students should be well prepared for the first and second actuarial exams.

Monmouth College students who want to work in the actuarial science field usually double major in Economics and Mathematics, or major in Mathematics and minor in Economics or major in Economics and minor in Mathematics.

Actuarial skills are in great demand throughout the financial sector, particularly in investment, insurance and pensions. Actuaries are also increasingly employed in risk management for large companies. There are many areas where actuaries work, including Consultancies, Investment, Insurance and Pensions. Campus Representative: Professor Marjorie Bond, Department of Mathematics.

**Architecture:**
Monmouth College is affiliated with Washington University of St. Louis in a joint program of the study of architecture. The program has several potential tracks. Students interested in pursuing a degree in architecture should consult the Monmouth College campus representative who will explain the requirements and the degree options. Campus Representative: Professor Stacy Lotz, Department of Art.

**Atmospheric Science:**
Monmouth College has an affiliation with Creighton University. Students who participate in this 3-2 program will attend Monmouth College for three (3) years and complete the major requirements for physics as well as the usual general education requirements and several additional elective requirements. By completing the Physics major requirements along with the added electives, a student will go directly from the Monmouth College undergraduate program into a Master's program in Atmospheric Science at Creighton University, assuming a sufficient GPA and satisfactory completion of the application process. Please see program coordinator Professor Chris Fasano, Department of Physics for details.

**Engineering:**
Monmouth College is affiliated with Case Western Reserve University, Washington University in St. Louis, and the University of Southern California in joint five-year programs of engineering education. The plan calls for three years at Monmouth followed by two years of engineering work at one of these institutions. Acceptance by the affiliated institution is guaranteed if a student maintains his/her GPA at Monmouth as determined by each specific program. Upon completion of the first year at engineering school, the student receives a degree from Monmouth. Upon completion of the second year, the student receives a degree from the engineering school. Campus Representative: Professor Chris Fasano, Department of Physics.

**Nursing:**
Monmouth College has an affiliated program with the Rush University College of Nursing. After earning an undergraduate degree from Monmouth, qualified students can gain entry to the Generalist Entry Master's Program. The goal of this program is to prepare students to be leaders in the clinical setting. This program consists of six trimesters with the last term spent in clinical immersion experience. More information on the Rush program can be found at http://www.rushu.rush.edu/nursing/nursing-masters-for-non-nurses. Campus Representative: Professor Laura Moore, Department of Chemistry.
**Occupational Therapy:**
Students interested in occupational therapy normally major in psychology, biopsychology, or biology. However, students from any major will be prepared for graduate school provided that the necessary prerequisite courses are completed. Graduate course requirements and academic standards vary, so students should become familiar with the specific requirements of the graduate schools to which they intend to apply. Information pertaining to these requirements can be found at [http://www.aota.org](http://www.aota.org). Campus Representative: Professor Marsha Dopheide, Department of Psychology.

**Reserve Officers’ Training Corps (ROTC):**
The ROTC program offers a variety of opportunities for qualified students to obtain commissions as officers in the United States Army. Commissions are earned while the students obtain their B.A. degrees in the academic discipline of their choice (a student does not major in military science). Many students earn their degrees with federal ROTC scholarship assistance and receive financial aid from ROTC. The opportunities to obtain a commission include a four-year program, a modified four-year program, and a two-year program.

Monmouth College partners with the Military Science Department at Western Illinois University to provide our students this opportunity. More detail on the program requirements can be found on the WIU, Department of Military Science web page.

**Dentistry:**
Dental schools accept applicants without regard to their undergraduate major. Students can, therefore, choose to major in any field, although most students major in biology, biochemistry or chemistry. Course requirements and academic standards vary, so students should become familiar with the specific requirements of the schools to which they plan to apply. Information for specific dental schools and a description of the application process can be found at the American Dental Association website: [www.ada.org/en/education-careers/dental-schools-and-programs](http://www.ada.org/en/education-careers/dental-schools-and-programs). Predental students should speak with a member of the pre-health careers committee sometime in their first year to help plan a schedule of courses that will satisfy requirements for dental school and prepare them for the DAT. Campus Representative: Professor Laura Moore, Department of Chemistry.

**Law:**
Students should prepare for a career in law by acquiring the ability to think, write, and speak clearly. They should also cultivate a genuine concern for human institutions and values. Though law schools require no particular undergraduate major or course of study, courses in constitutional law, business law, and criminology are available at Monmouth College. Students may also gain experience in law-related internships for college credit. Campus Representative: Professor Farhat Haq, Department of Political Science.

**Medicine:**
Medical schools accept applicants without regard to their undergraduate major. Students can, therefore, choose to major in any field, although most students major in biochemistry. Course requirements vary among medical schools, so students should become familiar with the specific requirements of the schools to which they plan to apply. The members of the College Health Careers Committee are available to help with academic planning and to suggest research/internship/shadowing opportunities that will add to the medical school application. Campus Representative: Professor Laura Moore, Department of Chemistry.

**Pharmacy:**
Requirements for pharmacy schools are highly variable. All require a minimum of 1.5 years of biology, 2 years of chemistry, and a year of physics. Most also require economics and
psychology classes. Because of these requirements, pharmacy students typically major in chemistry, biochemistry or biology. Students can check the Pharmacy College Application Service (PharmCAS) (www.pharmcas.org/school-directory/#/) for specific requirements of individual schools. Students interested in pharmacy should meet with a member of the Health Careers Committee in their first year to plan a schedule that is compatible with their intended major and pharmacy school prerequisites. Campus Representative: Professor Laura Moore, Department of Chemistry.

**Physical Therapy:**
Students can prepare for graduate work in physical therapy with an undergraduate major in any field as long as the necessary prerequisite courses are taken. Course requirements for physical therapy schools typically include at least 3 semesters of biology, 2 semesters of chemistry and 2 semesters of physics. Other course requirements vary, so students should become familiar with the specific requirements of the schools to which they plan to apply. The members of the College Health Careers Committee are available to help with academic planning. Information on the requirements for particular schools and a description of the application process can be found at: www.ptcas.org. Campus Representative: Professor Laura Moore, Department of Chemistry.

**Seminary:**
Seminaries are looking for proven leaders who are intellectually supple and can thrive in multicultural settings. Regardless of major, a liberal art education is the best preparation for future leadership in religious communities. There are some basic skills and knowledge sets that students looking toward careers in religious leadership should possess. For courses and co-curricular recommendations, see page 129. Campus Representative: Professor Daniel Ott, Department of Philosophy and Religious Studies.

**Social Service:**
Entry-level jobs in social service agencies are open to all majors although professional advancement often requires a graduate degree. The Psychology, Sociology-Anthropology, and Sociology-Anthropology/Human Services majors prepare students well for graduate programs in the social service area; for example, masters in social work (MSW) and counseling programs. Students should be aware of increasing opportunities for those who combine such a major program with a working knowledge of Spanish. Campus Representative: Professor Judi Kessler, Department of Sociology and Anthropology.

**Veterinary Medicine:**
Veterinary schools accept applicants without regard to their undergraduate major. Students can, therefore, choose to major in any field, although most students major in biology. Course requirements and academic standards vary, so students should become familiar with the specific requirements of the schools to which they plan to apply. The members of the College Health Careers Committee are available to help with academic planning. Campus Representative: Professor Kevin Baldwin, Department of Biology.
ADMISSION POLICY

Monmouth College admits students of any race, color, religion, sex, national or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to Monmouth students. Monmouth College does not discriminate on the basis of race, religion, color, sex, national origin, ancestry, disability, age, military service, marital status, sexual orientation or other factors as prohibited by law in administration of its educational programs, admissions policies, scholarships and loans, athletics and other school-administered programs.

Each applicant for admission is evaluated on his or her individual merits. The college seeks to develop a comprehensive understanding of each applicant’s abilities and potential, rather than make decisions on the basis of single test scores or other isolated credentials. Scholastic record, rigor of curriculum, standardized test scores, recommendations, writing samples and personal qualities—such as motivation, goals, maturity, and character—are all considered.

Monmouth College seeks students from a variety of backgrounds with strong academic preparation who can contribute to and benefit from the College’s many scholastic and extracurricular programs.

The most important factors in the admissions decision are the academic record (including courses taken and grades attained) and standardized test scores. Other factors which are considered include leadership potential, extracurricular and service-related activities, special talents, relationship with the College, demonstrated interest and the ability to contribute positively to the campus community. Recommendations are not required for initial review but will be included in the application file if submitted.

A student’s high school/secondary school academic record is a primary factor in every admissions decision. In general, students should have taken a selection of college preparatory or higher-level courses throughout their high school career. The most promising candidates for admission will have demonstrated solid achievement in five or more academic subjects each year. Minimum preparation should include:

1. English – 4 units
2. Math – 3 units preferred, 4 recommended
3. Science – 3 or more units, including at least one lab science
4. Social Studies – 3 units preferred, 4 recommended (students completing high school in the U.S. must have U.S. History)
5. Foreign Language – 2 units

Applicants who lack particular courses are not disqualified from admission to the college and will be considered on an individual basis. Applicants who have not been enrolled in school for a year or more should provide a statement describing their activities since last enrolled.

Monmouth College reviews applications on a rolling basis. Applicants will be notified of a decision on a rolling basis as their completed application is reviewed. Some applicants will be asked to submit new information to support their applications for admission, usually first-semester senior year grades and/or new SAT or ACT scores and/or recommendations and/or a personal statement. Applicants who are asked to submit additional information will be reviewed upon receipt of that information.

All offers of admission are contingent upon satisfactory completion of senior year courses and a continuing record of good character. Monmouth reserves the right to rescind admission for unsatisfactory academic performance or social behavior anytime up to the date of enrollment. Students must possess a high school diploma, GED, or equivalent by the start of their intended term of entry.
Special students are those who are not candidates for the degree. Permission to register as a special student must be obtained from the Office of Admission before the beginning of the semester. Should a special student decide to become a degree candidate, the regular admission procedure must be completed.

Part-time students are those who register for fewer than 3 course credits. An applicant who wishes to enroll as a part-time student or take only an independent study course must first obtain permission to register as a part-time student from the Office of Admission.

Students who have previously attended Monmouth College and wish to reenter are required to submit a written request to the Office of Admission indicating the date and reason of initial withdrawal from the college, accomplishments during the interim period, and the term for which the student is seeking readmission. Transcripts of all college credit completed since withdrawal from Monmouth College are also required. Final approval must be granted by the Office of Admission prior to beginning the registration process.
TUITION AND FEES

TUITION, ROOM, AND BOARD

Standard Charges Per Semester:
- Tuition .............................................................. $18,200.00
- Room (Standard Double-Occupancy) ........................................ $2,430.00
- Board (Standard Plan—The Edinburgh) ...................................... $1,880.00

Total Annual Charge:
Tuition, Standard Double-Occupancy Room, and Standard Board Plan ............. $45,020.00

PAYMENT

Payment of Student Accounts:
Tuition, room, and board charges are billed by semester. Payment is due two weeks prior to the beginning of each semester. Other fees and charges are assessed as they are incurred and billed monthly with payment due by the 20th of the month in which the statement is received.

Payment options include cash, check, or money order to Monmouth College. Payment may be made via credit card (VISA, MasterCard, Discover, or American Express) incurring a service fee and paid through Web Adviser using the MC student log in and password.

Students who wish to distribute payment over several months may make payment plan arrangements using the Nelnet Business Solutions (NBS) Tuition Payment Plan. Information is available on-line by connecting to: www.monmouthcollege.edu/business-office/payment.htm. Scroll down and select “NBS Tuition Payment Plan.” There is a $50.00 annual enrollment fee.

Prior Indebtedness:
Payment of all current financial obligations to the college is a prerequisite to registration (course selection) for the following semester.

Payment of all current financial obligations is a prerequisite to receiving the degree. Failure to meet such obligations will prevent participation in Commencement activities and the issuing of transcripts.

Other Policies:
Students who have outside scholarships or loans not already credited to their accounts by the day of registration must have written confirmation from the source of the aid if the scholarship or loan is to be considered in computing the net amount due.

Students receiving the Illinois Monetary Award Program Grant (MAP) who are enrolled in fewer than 3.75 course credits may receive a lesser award from the state than the amount shown on the financial assistance award letter.

TUITION

The normal course load for a full-time student is 4 course credits per semester. A student enrolled for 3 or more course credits is classified as a full-time student. Tuition per semester is based on a student’s registered course load as of the last day to add a course (see 2017–2018 Academic Calendar).

Tuition includes use of the library, laboratories, student center, cultural activities, co-curricular programs, admission to athletic contests, and most other campus events. Tuition is required whenever a student is enrolled for course work through Monmouth College whether the course work is on or off campus.
ROOM AND BOARD

Where space permits, double rooms are made available for single occupancy at an extra charge. Students selecting a “double-single” room will be billed at the Double Room, Single-Occupancy charge.

All unmarried students are required to live and take board on campus, except that residents of the immediate area may receive permission to commute to the college when they continue to live with their parents.

Students enrolled in internships, independent study, student teaching, or other off-campus programs within 30 miles of Monmouth must reside on campus and take board in the college dining room. Box meals will be provided or other appropriate arrangements made for meals that cannot be taken on campus.

Room Options (per semester):

<table>
<thead>
<tr>
<th>Residence Hall/Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>McMichael Residence Hall, Double</td>
<td>$2,480.00</td>
</tr>
<tr>
<td>Bowers Residence Hall, Double</td>
<td>$2,905.00</td>
</tr>
<tr>
<td>Pattee Residence Hall/Peterson Residence Hall, Double</td>
<td>$2,905.00</td>
</tr>
<tr>
<td>Alpha Xi Delta House, Double</td>
<td>$2,905.00</td>
</tr>
<tr>
<td>Pi Beta Phi</td>
<td>$2,905.00</td>
</tr>
<tr>
<td>Founders Village (Quad Occupancy</td>
<td>$2,905.00</td>
</tr>
<tr>
<td></td>
<td>apartments, based on eligibility)*</td>
</tr>
<tr>
<td>All Others</td>
<td>$2,430.00</td>
</tr>
</tbody>
</table>

* includes parking permit

Additional Charges for Private Rooms (per semester):

<table>
<thead>
<tr>
<th>Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double Room, Single</td>
<td>$440.00</td>
</tr>
<tr>
<td>Single Room, Single</td>
<td>$115.00</td>
</tr>
<tr>
<td>Private Bath</td>
<td>$190.00</td>
</tr>
</tbody>
</table>

Board Plan Options (per semester):

Traditional Plans

<table>
<thead>
<tr>
<th>Plan</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Edinburgh</td>
<td>$1,880.00</td>
</tr>
<tr>
<td>The Haddington</td>
<td>$1,880.00</td>
</tr>
<tr>
<td>The Aberdeen</td>
<td>$1,880.00</td>
</tr>
<tr>
<td>The Perth Plan for Commuters Only</td>
<td>$460.00</td>
</tr>
</tbody>
</table>

OFF-CAMPUS STUDY

Student should contact the Business Office regarding off-campus study costs. Additionally, the student must check with the Office of Student Financial Planning to determine financial assistance for a particular off-campus study program. Not all financial aid is continued for off-campus study programs. All expenses associated with off-campus study, such as travel, trip cancellation, clothing and designated meals will be borne by the student.

OTHER FEES

Part-Time Tuition (per course credit) ................................. $4,530.00

Tuition for students taking fewer than 3 course credits will be charged at $4,530.00 per course credit.

Audit (per course credit) .................................................. $2,260.00

Full-time students may audit a course without charge. Part-time students or persons not otherwise enrolled will be charged the audit fee.

Music Lessons ............................................................... $220.00

Lessons will carry a $220.00 fee per semester for all students. Students enrolled in multiple lessons pay one $220.00 fee for the semester.

Late Payment Fee .......................................................... $75.00
Tuition, room and board charges are billed by semester. Statements are updated each month and available online. Payment for these semester charges are due two weeks prior to the start of classes each semester. A late payment fee of $75.00 will be assessed if payment in full or alternative arrangements are not made by the due date.

**Course Change** ............................................................... $15.00
Students who change their course registration after the first week of classes will be charged this add/drop fee.

**Orientation Fee** ............................................................. $195.00
An orientation fee of $195.00 is charged to all new students enrolled in the fall semester. This fee includes orientation meals, program materials, events and a lifetime transcript fee. All new students in the fall semester are expected to participate in orientation activities. The orientation fee for new transfer students is $145.00. An orientation fee of $50 is charged to all new and transfer students enrolled in the spring semester.

**Room Cancellation**
Resident students who do not return for the fall semester must cancel their room assignment by written notice to the Student Life Office no later than July 1 in order to receive a refund of the $200.00 student deposit. Students who do not return for the spring semester must notify the Student Life Office by January 2 to receive the deposit refund.

**Teacher Candidate Credential File**
Single copy .................................................................$5.00

**Room Telephone**
An active telephone jack is provided at no additional charge in each residence hall living unit. Students must provide their own telephone. Long distance telephone service is available only by the purchase of pre-paid long distance calling cards.

**Replacement of Lost Key or Card**
Outside key to building ......................................................$55.00
Room key ........................................................................$30.00
Other key ........................................................................$30.00
ID or meal card .................................................................$25.00

The security of residence halls and the integrity of the identification system demand cooperation and responsibility from all members of the community in safeguarding keys and ID cards. The charges above are to encourage due care of keys and cards, to maintain room and building security, and to prevent loss of ID cards. Students are charged for keys not returned by the last day of each semester. Students who return keys after the last day of each semester will receive a refund of one half of the initial key charge. The ID card is used to access all student residence halls with the exception of student houses.

**Motor Vehicle Charges**
Student Parking Permit ......................................................$100.00 per semester
Non-Registered Vehicle Fine* ...........................................$100.00
Parking/Other Violation Fine ...............................................$25.00
Parking on College Lawns Fine ..........................................$50.00

*In addition, violator will be required to register the vehicle.

City ordinance prohibits all student overnight parking on City streets within several blocks of the College. Students will need to purchase a parking permit in order to park in off-street College spaces. Commuter students may obtain a free registration decal for daytime parking on City streets.

A parking permit allows students the opportunity to utilize campus parking facilities when a space is
available. It does not guarantee a parking space will always be available in a specific lot. If no parking permits are available at the time of the request, a student will be placed on a wait list until a permit can be assigned. All students must register their vehicle and properly display a registration decal or parking permit at all times.

(Further information is available in the Monmouth College Parking Rules and Regulations.)

**Returned Check Fee** .......................................................... $30.00

This fee is charged to a person cashing a check which is returned to the college due to insufficient funds in the account to cover the amount of the check.

**Summer Session**

- Tuition (per course credit) ................................................ $3,630.00
- Room (per week) ........................................................... $90.00

Board is not available during the summer. Students who withdraw during the first two days of summer classes receive a 75% tuition refund. After the second day of classes, tuition is not refunded.

**Charges for Supplies or Damage**

Charges for art, laboratory, or other supplies, lost library or athletic items or for damage to college property are billed immediately or at the end of the semester. Damage charges include the estimated cost of replacement parts or material, labor for repair or replacement, and overhead expenses associated with the repair or replacement.

**REFUNDS**

A refund is the amount of money that the college will credit to a student account and/or to a financial aid program account when the student leaves school before completing a period of enrollment. No refund of tuition is made to a student who simply drops a course. Refunds may or may not result in a student account credit that would lead to an eventual disbursement of cash to a student. Students who withdraw from the college are subject to adjustments in their financial aid. Students are cautioned that withdrawal from the college may result in a larger balance due from the student and that such balance will be due and payable at the time of withdrawal. Once a student has withdrawn from the college, refunds will be computed and credited by the College Business Office within thirty days of notification of withdrawal. No separate refund request is necessary. All refunds will be by check and mailed to the address on record. No refund will be made for amounts less than $5.00.

**Attribution**

Student loans, scholarships, and grants will first be reviewed and attributed to the appropriate academic session. For example, the Federal Direct Program loans (Stafford, PLUS, etc.) are considered to be made in proportionate amounts corresponding to the number of academic sessions covered by the loan (typically two semesters). Any portion of such loans attributable to a session that the student did not attend must be returned to the appropriate program account. The student’s account will be adjusted accordingly.

**Refund Policy**

When a student withdraws from all classes during a semester, it is the College’s responsibility to determine the student’s withdrawal date for the purposes of the return of Title IV (federal) financial aid and the refund/cancellation of charges and non-federal financial assistance.

**Withdrawal Refund of Institutional Charges Policy**

When any student (new or returning) withdraws from all coursework during a semester, it is the College’s responsibility to determine the student’s withdrawal date for the purposes of calculating the proration and refund of institutional charges billed by the college.

The college has elected to use the same formula used to calculate the Return of Title IV (Federal) Financial Assistance when calculating the percentage of institutional charges incurred by a student.
A) Any student who withdraws prior to the last day to add or drop a course without a fee (typically the end of the first week of classes) in any semester, is not considered to have been enrolled for that semester and is therefore entitled to a 100% refund of tuition, room and meal charges for the semester. (The official date for each semester is outlined in the College Calendar online.)

B) Any student, who withdraws from all coursework after 60% of the semester has passed, is no longer entitled to any refund or cancellation of charges billed by the college.

C) Any student who remains enrolled beyond the last day to add or drop a course without a fee (typically the end of the first week of classes), but withdraws prior to completing 60% of the semester is entitled to a partial refund of that semester’s direct costs (for tuition, room, and board). Indirect costs such as parking permits, insurance, books, class fees, etc. will not be refunded and will be incurred at 100%.

<table>
<thead>
<tr>
<th>If Student Withdraws:</th>
<th>Percentage of Direct Charges Incurred by any student of Student Account</th>
<th>Percentage of Direct Charges Refunded/Reversed off</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) By the last day to add or drop a course without a fee (typically the first week of classes)</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>B) After 60% of the semester has passed</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>C) In the period of time between A and B outlined above</td>
<td>% equal to the amount of the term which has passed</td>
<td>% equal to the amount of the semester remaining</td>
</tr>
</tbody>
</table>

Example:

Student withdraws in the fourth week of class, when 30% of the semester has passed.

Student withdraws in the seventh week of class, when 45% of the semester has passed.

Official Withdrawal

For a student to be considered officially withdrawn, he/she must notify the college in writing or orally of his/her intent to withdraw by contacting the Office of Student Life. The withdrawal date is the date that the student notifies the Office of Student Life of his/her intent to withdraw and/or begins the withdrawal process by completing a withdrawal form.

Unofficial Withdrawal

If a student ceases attendance without providing official notification to the College, the withdrawal date will be the mid-point of the semester, except that the College may use as the withdrawal date the student’s last date of attendance at an academically-related activity, as documented by the College.
Special Circumstances
If the College determines that a student did not provide official notification because of illness, accident, grievous personal loss, or other such circumstances beyond the student’s control, the Dean of Students may determine a withdrawal date related to that circumstance.

Return of Title IV (Federal) Aid Policy
When any student (new or returning) withdraws from all coursework during a semester, (either officially or unofficially), and the student has received any Title IV federal funds (excluding Federal Work Study wages), the federal government requires the college review the student’s eligibility for those funds. The college will utilize the federally mandated formula to determine the level of federal funding which has been “earned” and which the student is entitled to keep at the time of withdrawal from the college. This review and recalculation of aid eligibility is officially referred to as “Return of Title IV Aid.”

Any student who withdraws prior to the last day to add or drop a course without a fee (typically the end of the first week of classes) in any semester is not considered to have been enrolled for that semester and will have all federal aid returned and all direct charges (for tuition, room and board) reversed by the college.

Any student, who has completed 60 percent of the semester, is considered to have “earned” all of his/her financial aid. No refund of institutional charges, nor Return of Title IV federal funding is required.

Any student who remains enrolled beyond the last day to add or drop a course without a fee (typically the end of the first week of classes) but withdraws from all coursework prior to completion of 60 percent of the semester, will have their institutional direct charges, as well as, their federal financial aid pro-rated at a percentage equal to the percent of the semester which has passed. Federal guidelines provide the college with appropriate parameters with which to calculate the appropriate percentage. If the student is owed a disbursement, the funds will be made directly to the student’s account.

If Title IV funds were disbursed to a student’s account in excess of the calculated “earned” amount, then funds must be returned to the federal government by the college and/or the student and will done within 45 days of the date of the determination of student’s withdrawal. The Financial Aid Office will notify a student with instructions on how to proceed if the student is required to return funds to the government.

To determine the date used for the Return of Title IV funds, the college will first determine if it is an official or unofficial withdrawal.

Official Withdrawal. For a student to be considered officially withdrawn, he/she must notify the college in writing or orally of his/her intent to withdraw by contacting the Office of Student Affairs. The withdrawal date is the date that the student notifies the Office of Student Affairs of his/her intent to withdraw and/or begins the withdrawal process by completing a withdrawal form.

Unofficial Withdrawal. If a student ceases attendance without providing official notification to the College, the withdrawal date will be the last day of an academically-related activity, as documented by the College or if past the 60% point, then the midpoint will be used.

Funds that are returned to the federal government are used to reduce the outstanding balances in individual federal programs. Financial aid returned by the student/parent or the college will be allocated in the following order:

1. Federal Unsubsidized Direct Loans
2. Federal Subsidized Direct Loans
3. Federal Perkins Loans
4. Federal Direct Parent (PLUS) Loans
5. Federal Pell Grants  
6. Federal Academic Competitiveness Grants  
7. National SMART Grants  
8. Federal SEOG Grants  
9. Federal TEACH Grants  
10. Iraq Afghanistan Service Grants

In some cases, a student may be eligible for a post-withdrawal disbursement if, prior to withdrawing, the student “earned” more federal financial aid than was disbursed at the time. If a student is eligible for a post-withdrawal disbursement for Title IV funds, it will be processed for the student and any subsequent refund due the student will be processed within 14 days per the Credit Balance Refund Policy.

If a post-withdrawal disbursement included loan funds, the college will obtain the student’s permission before disbursing the loan. A notice will be sent to the student and the student must be respond in writing within 14 days. Students may elect to decline some or all of the loan funds so the student does not incur additional debt.

The college may automatically use all or a portion of the post-withdrawal disbursement in the form of grant funds to cover the tuition and fees incurred by the student. However, the college will obtain permission from the student to use post-withdrawal grant disbursement for all other charges incurred by the student.

Refund of Funds from the Illinois Student Assistance Commission Monetary Award Program (MAP)

Per the rules of the Illinois Student Assistance Commission, if an IL MAP Grant recipient withdraws after the end of the second week of the semester, the student may receive a MAP grant payment for costs incurred up to the semester award provided the college’s tuition refund policy indicates that the student has incurred charges in the amount of the claim.

Refund of Institutional Financial Aid

Institutional financial aid may consist of Monmouth Grant, Monmouth Scholarships and Monmouth Loans. The refund/cancellation of institutional financial aid follows the pro-rata policy for the cancellation of institutional charges.

When a student withdraws prior to completing 60% of a semester, a pro-rated portion of his/her institutional financial aid will be returned to the program(s) from which the student received funds. After completing 60% of the semester, there is no cancellation of financial aid.

A student who withdraws prior to the last day to add or drop a course without a fee (typically the end of the first week of classes) is not considered to have been enrolled for that semester and therefore 100% of the student’s institutional aid will be cancelled.

Refund of Private Scholarships, Grants and Loans

Unless otherwise requested by the donor of a private scholarship or grant award, the funds will be retained to cover the costs incurred by the student. Excess funds will be returned to the donor. Private/alternative loans will be the last item retained to cover the costs incurred by the student. This will ensure a student has as little loan indebtedness as possible. Excess loan proceeds will be returned to the lender.

Loan Exit Interview Required

Students who borrow through either the Perkins Loan and/or the Direct Loan program are required to complete an exit interview online to ensure that they fully understand their commitments and obligations under these federally-funded programs. It is required that a student be informed of their rights and their responsibilities as a borrower through a federal program.
Appeal Process

An appeal process exists for students or parents who believe that individual circumstances warrant exception from published College charges and refund policies. Persons wishing to appeal for special consideration should address such an appeal in writing to the Vice President for Finance and Business at Monmouth College.

EFFECTIVE DATE

The policy above is effective July 1, 2017.

RIGHT TO CHANGE CHARGES

Charges are established on an annual basis, and the College makes every effort not to change them during the year. However, the College reserves the right to change any and all of the above charges.
FACULTY

FULL- AND PART-TIME FACULTY

Armendariz, Ramses (2015), Assistant Professor, Department of Political Economy and Commerce, 2015–. B.A. ITAM Mexico City 2007; Ph.D., University of Minnesota, 2015.

Audette, Andre (2017), Assistant Professor, Department of Political Science, 2017–. B.A., University of St. Thomas, 2011; M.A., 2013; Ph.D., 2016, University of Notre Dame.

Badang, Germain (2012), Assistant Professor, Department of Modern Foreign Languages, 2013–. B.A., University of Yaounde (Cameroon), 1992; M.A., Ohio State University, 2001 and 2004; Ph.D., Ohio State University, 2013.

Bair, Sherry (2016), Assistant Professor, Department of Educational Studies, 2016–. B.S. University of Dubuque, 1977; M.A. Truman State University, 1984; Ph.D. University of Missouri-Columbia, 1989.

Baldwin, Kevin (1999), Professor, Department of Biology, 2014–. B.A., University of California, Berkeley, 1986; Ph.D., University of Florida, 1999.


Bartoszynska, Katarzyna (2015), Assistant Professor, Department of English, 2015–. B.A., Reed College 2004; M.A., 2005; Ph.D., 2011; University of Chicago.

Baugh, Brian (2005), Professor, Department of Art, 2017–. BFA, University of Montevallo, 1999; MFA, University of Florida, 2002.


Bond, Marjorie E. (1996), Professor, Department of Mathematics and Computer Science, 2008–. B.S., 1990; M.A., 1992, University of New Mexico; Ph.D., Kansas State University, 1996.


Buel, Rebecca (2014), Lecturer, Department of Communication Studies, 2014–. A.A., Moorpark College, 2004; B.A., University of California Los Angeles, 2006; M.A., University of Northern Iowa, 2008.

Campagna, Vanessa (2014), Assistant Professor, Department of Theatre, 2014–. B.A., University of St. Mary (Kansas), 2008; M.A., University of Missouri, 2012; Ph.D., University of Missouri, 2015.

Coley, Jonathan (2016), Assistant Professor, Department of Sociology and Anthropology, 2016–. B.A., Samford University, 2010; M.A., 2013; Ph.D., 2015, Vanderbilt University.

Connell, Michael (1992), Professor, Department of Political Economy and Commerce, 2002–. B.S., 1976; M.S., 1982; J.D., Ph.D., 1986; University of Illinois.

Cramer, Kenneth (1993), Professor, Department of Biology, 2002–. B.S., University of Missouri, 1979; M.S., University of Oklahoma, 1983; Ph.D., Utah State University, 1988.

de Farias, Amy (2005), Professor, Department of History, 2016–. B.S., Manchester College; M.A., Indiana University; Ph.D., Pontificia Universidade Catolica do Brasil.

Dopheide, Marsha (2005), Professor, Department of Psychology, 2017–. B.S., 2000; M.S., 2003; Western Illinois University; Ph.D., 2007, University of Missouri.

Eary, Joanne (2005), Associate Professor, Department of Mathematics and Computer Science, 2017–. B.S., Oklahoma City University; M.S., Oklahoma State University.

Eaton, Tara (2015), Lecturer, Department of Kinesiology, 2015–. A.A., Southeastern Community College, 2006; B.S., 2008; M.S., 2010; Southern Illinois University Edwardsville.

Engstrom, Eric (2015), Associate Professor, Department of Biology, 2015–. B.A., Reed College, 1993; Ph.D., Stanford University, 2002.

Erwin, Zachary (2013), Assistant Professor, Department of Modern Foreign Languages, 2013–. B.A., Emory University, 2000; M.A., Duke University, 2007; Ph.D., Duke University, 2010.

Fasano, Christopher (1998), Martha S. Pattee Professor of Science, Department of Physics, 2007–. B.S., University of Notre Dame, 1983; M.S., University of Chicago, 1987; Ph.D., University of Chicago, 1989.

Foster, J. Robert (1999), Lecturer, Department of Kinesiology, 1999–. B.S., Eastern Illinois University, 1997.


Gaster, Timothy P. (2010), Associate Professor, Department of Modern Foreign Languages, 2017–. B.A., The Ohio State University, 1992; M.A. 2002; Ph.D. 2010, University of Illinois-Chicago.

Gersich, Frank (1998), Associate Dean of Academic Affairs and Teaching and Learning Resources Coordinator, 2008–. Professor, Department of Accounting, 2002–. B.S.B.A., 1978; M.S., 1979; University of North Dakota; Ed.D., Northern Illinois University, 1993.


Godde, James (2001), Michael McGrath Professor of Biology, Department of Biology, 2014–. B.S., 1989, Western Illinois University; Ph.D., University of Illinois, 1993.

Haq, Farhat (1987), Professor, Department of Political Science, 1999–. B.A., State University of New York at Fredonia, 1980; M.A., 1983; Ph.D., 1987; Cornell University.

Hawthorne, Hayley (2016), Assistant Professor, Department of Communication Studies, 2016–. B.A., San Diego State University, 2004; M.A., San Francisco State University, 2009; Ph.D., University of Missouri-Columbia, 2014.

Hawthorne, Joshua (2016), Assistant Professor, Department of Communication Studies, 2016–. B.A., University of Illinois, 2010; M.A., 2013; Ph.D., 2016, University of Missouri-Columbia.


Hinck, Robert (2017), Assistant Professor, Department of Communication Studies, 2017–. B.A., Ford School of Public Policy, University of Michigan, 2011; M.A., Central Michigan University, 2013; Ph.D., Texas A&M University, 2017.

Hinrichsen, Megan (2016), Assistant Professor, Department of Sociology and Anthropology, 2016–. B.A., 2008, University of Pennsylvania; M.A., 2010; Ph.D., 2015, Southern Methodist University.
Hunigan, Wendel (2008), Lecturer, Department of Sociology and Anthropology, 2008–. B.S., Western Illinois University, 1968; M.A., Illinois State University, 1971.

Johnson, Janell (2012), Instructor, Department of Music, 2012–. B.A., Carthage College, 2004; M.M., Butler University, 2011.

Johnson, Robin (2004), Lecturer, Department of Political Science, 2004–. B.A., Monmouth College, 1980; M.P.A., Western Illinois University.


Kessler, Judi (2001), Professor, Department of Sociology and Anthropology, 2013–. B.A., California State University at Los Angeles, 1993; M.A., 1995; Ph.D., 1999; University of California at Santa Barbara.

Kumar, Ashwani (2009), Associate Professor, Department of Physics, 2017–. B.S., Government College for Men 1997; M.S., Panjab University 1999; Ph.D., Florida State University, 2009.


La Prad, Tamara (2016), Assistant Professor, Department of Educational Studies, 2016–. B.A., Michigan State University, 1989; M.A., University of Virginia, 1996; Ph.D., Western Illinois University, 2017.


Mamary, Anne (2004), Professor, Department of Philosophy and Religious Studies, 2013–. A.B., Bryn Mawr College; M.A., 1986; Ph.D., 1995; State University of New York-Binghamton.

Mayfield, James Logan (2007), Associate Professor, Department of Mathematics and Computer Science, 2013–. B.A., DePauw University, 2003; Ph.D., University of Cincinnati, 2012.

McCoy, Tara (2017), Assistant Professor, Department of Psychology, 2017–. B.A., Metropolitan State, 2012; M.A., 2014; Ph.D., 2017, University of California, Riverside.


Moore, Annie (2010), Lecturer, Department of Modern Foreign Languages, 2010–. B.A., 1997; M.A., 2008; Western Illinois University.


Myers, Christine (2012), Assistant Professor, Department of History, 2014–. B.A., Cornell College, 1995; M.A., Central Michigan University and University of Strathclyde (Scotland), 1997; Ph.D., University of Strathclyde, 2000.

Nelson, Michael (2017), Assistant Professor, Department of Political Science, 2017–. B.A., University of California, San Diego, 1997; M.A., 2001; Ph.D., 2008, University of California, Berkeley.
Ott, Daniel (2011), Associate Professor, Department of Philosophy and Religious Studies, 2016–. B.Music, West Virginia University, 1993; M.Div., Louisville Presbyterian Theological Seminary, 1996; Ph.D., Claremont Graduate University, 2006.


Peterson, Judy (1998), Professor, Department of Accounting, 2008–. B.A., Gustavus Adolphus College, 1979; M.B.A., Mankato State University, 1980.

Peterson, Trudi (1998), Professor, Department of Communication, 2010–. B.S., 1990; M.S., 1994; Central Michigan University; Ph.D., Bowling Green State University, 1998.


Prinsell, Michael (2015), Assistant Professor, Department of Chemistry, 2015–. B.A., Colgate University, 2008; M.A., 2010; Ph.D., 2014; University of Rochester.


Richards, Trevor (2017), Assistant Professor, Department of Mathematics and Computer Science, 2017–. B.S., 2006; M.S., 2009; Ph.D., 2013; University of Florida.


Rothbardt, Julie (2012), Assistant Professor, Department of Political Economy and Commerce, 2014–. B.A., Washington & Jefferson College; M.B.A., University of Iowa; D.B.A., Saint Ambrose University.

Rowe, Bradley (2015), Assistant Professor, Department of Educational Studies, 2015–. B.A., Wright State University, 2004; M.S., University of Dayton, 2006; M.A., 2010; Ph.D., 2012; Ohio State University.


Schaefer, Keith (2013), Assistant Professor, Department of Modern Foreign Languages, 2013–. B.A.T., University of Illinois, Urbana-Champaign, 2002; M.A., University of Delaware, 2004.


Schumm, Sean M. (2011), Associate Professor, Department of Kinesiology, 2017–. B.S., Bradley University, 1997; M.S., Appalachian State University, 2006; Ph.D., Ohio University, 2011.

Shimmin, Kari (1999), Lecturer, Department of Kinesiology, 1999–. B.A., Monmouth College, 1997; M.S., Western Illinois University, 2000.

Simmons, Michelle Holschuh (2015), Assistant Professor, Department of Educational Studies, 2015–. B.A., College of St. Benedict, 1993; M.A.T., Minnesota State University, 1995; M.A., 2000; Ph.D., 2007, University of Iowa.

Simmons, Robert (2014), Assistant Professor, Department of Classics, 2014–. B.A., St. John's University, 1993; M.A.T., Minnesota State University, 1995; Ph.D., University of Iowa, 2006.


Sostarecz, Michael (2006), Associate Professor, Department of Mathematics and Computer Science, 2012–. B.S., 1999; Ph.D., 2004; The Pennsylvania State University.


Sylaska, Kateryna (2017), Assistant Professor, Department of Psychology, 2017–. B.S., Northern Arizona University, 2008; M.A., North Arizona University, 2011; M.A., 2013; Ph.D., 2016, University of New Hampshire.


Tibbetts, Timothy (2001), Professor, Department of Biology, 2006–. B.A., Lawrence University, 1989; M.S., Colorado State, 1994; Ph.D., Michigan State, 2000.

Tucker, Marta M. (1983), Professor, Department of Mathematics and Computer Science, 1996–. B.S., Illinois State University, 1971; M.S., Bradley University, 1983.

Utterback, Robert (2017), Assistant Professor, Department of Mathematics and Computer Science, 2017–. B.S., Truman State University, 2012; Ph.D., Washington University, 2017.


Vivian, Jessica (2014), Lecturer, Department of Political Economy and Commerce, 2014–. B.A., University of Texas at Austin, 1982; M.R.P., 1988; Ph.D., 1993; Cornell University.

Walters-Kramer, Lori (2013), Assistant Professor, Department of Communication Studies, 2013–. B.S., University of Wisconsin, Oshkosh, 1990; M.A., Central Michigan University, 1993; Ph.D., Bowling Green State University, 2001.

Watson, Craig (1986), Professor, Department of English, 1995–. B.A., University of Illinois, 1972; M.A., California State University (San Francisco), 1975; Ph.D., University of Michigan, 1980.


Willhardt, Mark (2000), Professor, Department of English, 2009–. B.A., Macalester College, 1987; M.A., 1989; Ph.D., 1993; Rutgers University.


Witzig, Fred (2009), Associate Professor, Department of History, 2014–. B.A., California State University, 1999; M.A., Indiana University, 2001; Ph.D., Indiana University, 2008.

Wright, David (2013), Assistant Professor, Department of English, 2013–. B.A., Millikin.

Wunderlich, Janis (2017), Associate Professor, Department of Art, 2017–. B.F.A., Brigham Young University, 1992; M.F.A., The Ohio State University, 1994.

Zank, Ronald (2017), Assistant Professor, Department of Theatre, 2017–. B.A., University of Nebraska-Lincoln, 1988; M.A., University of Nebraska-Omaha, 2006; Ph.D., University of Missouri, 2016.
PROFESSORS EMERITI

Ambrose, Rajkumar, Professor of Physics, 1986–2012.
Betts, James, Professor of Music, 1989–2017.
Blum, Harlow B., Professor of Art, 1959–1999.
Bruce, Mary Barnes, Professor of English, 1985–2014.
Buban, Steven, Professor of Sociology and Anthropology, 1977–2016.
Holm, Susan Fleming, Professor of Spanish, 1985–2011.
McGaun, Lee, Professor of Communication Studies, 1986–2017
Meeker, Cheryl, Professor of Art, 1986–2014.
Nieman, George C., Professor of Chemistry, 1979–2002.
Suda, David, Professor of Humanities, 1984–2011.
ADMINISTRATION


ACADEMIC AFFAIRS

Timmerman, David M. (2010), Dean of the Faculty, 2010–. B.A., University of California, Los Angeles; M.Div., Denver Seminary; Ph.D., Purdue University.


Cramer, Kenneth (1993), Associate Dean of Academic Integrity and Dishonesty, Professor, Department of Biology, 2002–. B.S., University of Missouri, 1979; M.S., University of Oklahoma, 1983; Ph.D., Utah State University, 1988.


Gersich, Frank (1998), Associate Dean of Academic Affairs and Teaching and Learning Resources Coordinator, 2008–; Professor, Department of Accounting, 2002–. B.S.B.A., 1978; M.S., 1979; University of North Dakota; Ed.D., Northern Illinois University, 1993.


Williams, Kamilah (2016), Director of Academic Support Programs and Student Disability Services, 2016–. B.A. St. Ambrose University, 2003; M.B.A. Ashford University, 2008; M.A.Ed. Ashford University, 2013.
ADMISSION


Hubacek, Stacy (2017), Associate Regional Director of Admission, 2017–. B.A., Aurora University, 2007.

Meyer, Brandon (2013), Regional Director of Admission, 2011–. B.S. University of Dayton; M.S., Western Illinois University, 2013.


Pitts, Peter (1993), Senior Regional Director of Admission, 1993–. B.A., Wartburg College, 1974; M.A., University of Iowa, 1977.


Strong, Jessica (2014), Assistant Director of Admission, 2014–. B.A. Butler University, 2013.


COMMUNICATIONS AND MARKETING


Nolan, Dan (1999), Sports Information Director, 1999–.

Rankin, Jeffrey (1992), College Editor and Historian, 1992–. B.A., St. Lawrence University, 1979.

Renwick, Emily (2017), Director of Social and Digital Media, 2017–. B.A., St. Ambrose University, 2014.
DEVELOPMENT AND COLLEGE RELATIONS


Harrod, Mollie (2016), Associate Director of the 1853 Society, 2016–. B.A. Monmouth College, 2007; M.A. North Park University, 2015.


Markley, Abbie (2016), Associate Director of the Monmouth Fund, 2016–. B.S., Western Illinois University, 2013.


Winbigler, Jan (2014), Associate Development Officer, 2014–.

FINANCE AND BUSINESS


Moore, Mindy (2013), Student Accounts Manager, 2014–.

Tharp, Holly (2017), Western Illinois University, 2006; M.E., McKendree University, 2013.

INSTITUTIONAL RESEARCH AND ANALYTICS

STUDENT LIFE


Davis, Andrew (2015), Director of Campus Safety and Security, 2015–.


Fry, James (2013), Associate Director of Residence Life/Hall Director, 2017–. B.A., Monmouth College.

Hawkinson-Dorow, Jessica (2017), Associate Chaplain & Director of the Lux Summer Theological Institute for Youth, 2017–. B.A., Macalester College, 2008; M.Div., Princeton Theological Seminary.


Kinkaid, Stephanie (2007), Title IX Coordinator, 2016–. B.S., Illinois State University, 1991; M.S., Western Illinois University, 2017.


Ogorzalek, Karen (1990), Associate Dean of Students, 1996–. Associate Dean of Students/Director of Campus Events, 1990–. B.S., Eastern Connecticut State University, 1988; M.A., Framingham State College, 1990.


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Nancy Speer Engquist ’74; Consultant, Illinois State University; Berlin, Maryland.

Christine Beiermann Farr ’90; Macomb, Illinois.

William J. Goldsborough ’65; Private Investor; Glen Ellyn, Illinois.

Kevin Goodwin ’80; CEO, Signostics, Ltd.; Kirkland, Washington.

Augustin “Gus” Hart ’68; President, Western Illinois Bancshares, Inc.; Oquawka, Illinois.

Mahendran Jawaharlal ’86; COO, Campus Management Corporation; Boca Raton, Florida.
F. Austin Jones; Senior Executive Vice President, Chief Financial Officer & Chief Trust Officer, Grinnell State Bank; Grinnell, Iowa.

Rev. Robert “Cam” McConnell ’72; Pastor, First Presbyterian Church; Manhattan, Kansas.

Michael B. McCulley, Esq. ’70; Ret. Asst. General Counsel, Johnson & Johnson; New Brunswick, New Jersey.

Alex McGehee ’81; President, Anchor Lumber Do-It Center and Builders First Choice; Silvis, Illinois.

Gary Melvin; Owner, Rural King Distributing; Mattoon, Illinois.

Gail S. Owen ’74; Retired Regional Superintendent of Schools for Mason, Tazewell and Woodford Counties; Pekin, Illinois.

J. Hunter Peacock; Retired Treasurer, Ahlstrom Capital Corporation; Windsor Locks, Connecticut.

Anthony J. Perzigian ’66; Board of Trustees Chair Advisor, Quality Assurance and Academic Affairs, Future University in Egypt; Cincinnati, Ohio.

Dennis Plummer ’73; President Retired, American Seeds, Inc.; St. Louis, Missouri.

Anita Ridge ’88; Associate Vice Chancellor for Advancement, University of Illinois; Chicago, Illinois.

Susan Romaine; Owner, Walker Romaine Gallery and Studio Romaine; Delray Beach, Florida.

John Scotillo ’72; Associate Judge Retired, Circuit Court of Cook City.; Barrington, Illinois.

Carlos F. Smith ’90; CEO/Medical Director, Smith Centers for Foot and Ankle Care; Chicago, Illinois.

Sherman Smith; President and CEO, Chambers Group; Santa Ana, California.

Dwight Tierney ’69; Retired Senior Vice President, Madison Square Garden; New York, New York.

George Trotter, III; Retired Lt. Colonel, US Air Force Reserve; Corona, California.


Jean P. Witty ’88; Teacher, Glenbrook North High School; Northbrook, Illinois.

ALUMNI BOARD REPRESENTATIVES

Mary Corrigan ’82; Attorney and Partner of Counsel, Howard Howard Attorneys; Peoria, Illinois.

Craig Dahlquist ’78; Sr. Associate AD for Finance & Admin., Bradley University; Peoria, Illinois.

Jerri Picha ’75; Facilities Manager, Blue Cross Blue Shield of Illinois; Warrenville, Illinois.

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Juanita Winbigler Reinhard ’42; Arlington Heights, Illinois.
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William M. Simpson ’65; Retired President, John Wood Community College; Everett, Washington.
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Sandra E. Wolf ’64; President, Sandra E. Wolf Associates; Austin, Texas.

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Bruce Haywood (1980–94)

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Rev. Jackson B. McMichael (1878–97)
Rev. Samuel R. Lyons (1898–1901)
Rev. Thomas H. McMichael (1903–36)
Rev. James H. Grier (1936–52)
Rev. Robert W. Gibson (1952–64)
G. Duncan Wimpress Jr. (1964–70)
Richard D. Stine (1970–74)
DeBow Freed (1974–79)
Bruce Haywood (1980–94)
Sue A. Huseman (1994–97)
Mauri Ditzler (2005-2014)
Fall 2017

Academic Calendar
2017-2018

Monday  August 21  Academic Orientation
Tuesday  August 22  Classes Begin

Monday  August 28  Last Day to Add a Course for a Full Semester, 1st or 2nd Half Semester and Last Day to Drop a Course WITHOUT A FEE

Monday  September 4  Labor Day – Classes in Session
Friday  September 15  Last Day to Drop from a 1st Half Semester Course WITH A FEE

Monday  September 25  Early Warning Grades DUE at 10:00 am

Tuesday  October 10  Last Day of 1st Half Semester courses
Wednesday  October 11  EXAM DAY for 1st Half Semester Courses - No Full Semester Classes will Meet
Fall Break Begins at End of Day
Monday  October 16  Classes Resume
First Day of 2nd Half Semester Courses
Friday  October 20  Last Day to Drop a Full-Semester course WITH A FEE
FINAL GRADES DUE for 1st Half Semester Courses
Last Day to Add a Course for the 2nd Half Semester
Wednesday  October 25  Mentoring Day – Classes Cancelled in Afternoon

Monday  November 6  Registration for Spring 2018 re-opens
Friday  November 10  Last Day to Drop from a 2nd Half Semester course WITH A FEE
Tuesday  November 21  Thanksgiving Break Begins at End of Day (WThF)
Monday  November 27  Classes Resume

Wednesday  December 6  Last Day of Classes
Thursday  December 7  Reading Day
Friday  December 8  Final Examinations
Saturday  December 9  Final Examinations
Monday  December 11  Final Examinations
Tuesday  December 12  Final Examinations
Wednesday  December 13  Final Examinations
Tuesday  December 19  Final Examinations

FINAL EXAMINATION SCHEDULE

Friday, December 8
  8:00 am  2:00 pm TTh, 2:00 pm MTThF, MTWTh, MWThF, MWTThF
  11:30 am Multiple Section Exam
  3:00 pm  9:30 am TTh, 10:00 am MTThF, MTWTh, MWThF, MWTThF
  6:30 pm  Evening Classes – T, TTh and 8:00 am MWF

Saturday, December 9
  8:00 am  1:00 pm MWF, 1:00 MTThF, MTWTTh, MWTWTFT, MTWThF, MTWThFT
  11:30 am ENGL-110, COMM-101 and INTG-200 level Global Perspectives
  3:00 pm  3:00 pm MWF, 3:00 pm MTThF, MTWThF, MWThF, MWTWF
  6:30 pm  Evening Classes – M, MW

Monday, December 11
  8:00 am  11:00 am TTh, 11:00 am MTTThF, MTTWTh, MWThF, MWTWTFT
  11:30 am 2:00 pm MWF, 2:00 pm MW
  3:00 pm  3:30 pm TTh
  6:30 pm  9:00 am MWF, 9:00 am MTThF, MTWThF, MWThF, MTWTWTFT

Tuesday, December 12
  8:00 am  8:00 am TTh, 8:00 am MWThF, MTWTTh, MWThF, MWTWTFT
  11:30 am  11:00 MWF
  3:00 pm  12:00 pm MWF
  6:30 pm  12:30 pm TTh, 12:00 pm MWTTh, MWThF, MWTWTFT, 1:00 pm TTh

Wednesday, December 13 8:00 am 10:00 am MWF
ACADEMIC CALENDAR
2017-2018

Spring 2018

Monday January 15 Classes Begin
Martin Luther King, Jr. Day – Classes in Session
Friday January 19 Last Day to Add a Course for Full Semester, 1st or 2nd Half Semester and
Last Day to Drop a Course WITHOUT A FEE

Friday February 9 Last day to drop a 1st half semester course WITH A FEE
Monday February 19 Early Warning Grades DUE at 10:00 am

Thursday March 1 Last day of 1st Half Semester courses
Friday March 2 EXAM Day for 1st Half Semester Courses - No Full Semester Classes will Meet
Spring Break begins at the End of the Day (MTWThF)
Friday March 9 FINAL GRADES DUE for 1st Half Semester Courses
Monday March 12 Classes Resume
First Day of 2nd Half Semester Courses
Friday March 16 Last Day to Drop a Full Semester Course WITHOUT A FEE
Last Day to Add a 2nd Half Semester Course
Thursday March 29 Last Day to Drop a 2nd Half Semester Course WITH A FEE
Friday March 30 No Classes – Easter Break

Monday April 2 No Classes – Easter Break
Tuesday April 3 Classes Resume
Tuesday April 24 Scholars Day – No Classes

Wednesday May 2 Last Day of Classes
Thursday May 3 Reading Day
Friday May 4 Final Examinations
Saturday May 5 Final Examinations
Monday May 7 Final Examinations
Tuesday May 8 Final Examinations
Wednesday May 9 Final Examinations

Friday May 11 SENIOR GRADES DUE AT 10:00 AM
Sunday May 13 Commencement
Wednesday May 16 Final Grades Due at 10:00 AM

FINAL EXAMINATION SCHEDULE

Friday, May 4 8:00 am 10:00 am MWF
11:30 am 8:00 am TTh, 8:00 am MTThF, MTWTh, MWThF, MTWThF
3:00 pm ENGL-110, COMM-101 and INTG-200 level Global Perspectives
6:30 pm 12:00 pm MWF

Saturday, May 5 8:00 am 3:30 pm TTh
11:30 am 3:00 pm MWF, 3:00 pm MTThF, MTWTh, MWThF, MTWThF
3:00 pm Multiple Section Exam
6:30 pm Evening Classes – M, MW

Monday, May 7 8:00 am 1:00 pm MWF, 1:00 MTThF, MTWTh, MWThF, MTWThF
11:30 am 12:30 pm TTh, 12:00 pm MTWTh, MWThF, MTWThF, 1:00 pm TTh
3:00 pm 11:00 MWF
6:30 pm Evening Classes – T, TTh, and 8:00 am MWF

Tuesday, May 8 8:00 am 9:30 am TTh, 10:00 am MTThF, MTWTh, MWThF, MTWThF
11:30 am 2:00 pm MWF, 2:00 pm MW
3:00 pm 2:00 pm TTh, 2:00 pm MTThF, MTWTh, MWThF, MTWThF
6:30 pm 9:00 am MWF, 9:00 am MTThF, MTWTh, MWThF, MTWThF

Wednesday, May 9 8:00 am 11:00 am TTh, 11:00 am MTThF, MTWTh, MWThF, MTWThF
DIRECTORY OF COLLEGE OFFICES

On-Campus Calls:
When dialing from on-campus telephones, use only the last four digits.

Switchboard .......................................................... 309-457-2311
Monmouth College numbers can be reached by direct-dialing or by calling the college switchboard.

Academic Affairs ...................................................... 309-457-2325
For academic department information, academic standing, readmission, and faculty matters.

Admission ......................... admit@monmouthcollege.edu, 1-800-747-2687 or 309-457-2131
For most matters of concern to new and prospective students.

Athletics................................................................. 309-457-2176

Bookstore .............................................................. 309-457-2399

Business Office ....................................................... 309-457-2124
For questions about billings and student accounts.

Communications and Marketing .................................. 309-457-2321

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Student Financial Planning ................................. finaid@monmouthcollege.edu, 309-457-2129

Library................................................................. 309-457-2190

Multicultural Affairs ................................................ 309-457-2113

President’s Office ................................................... 309-457-2127

Registrar ............................................................ registrar@monmouthcollege.edu, 309-457-2326
For academic records, class schedules, courses, semester hours, and transcripts.

Stockdale Center and Campus Events .............................. 309-457-2345

Student Life
For information about rooms and residence halls .................... 309-457-2113
For information about student services ................................ 309-457-2114

Wackerle Career and Leadership Center ........................... 309-457-2115

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