

Augustana College

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Academic Catalogs

2020

Academic Catalog: 2020-21

Augustana College, Rock Island Illinois

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Augustana College Academic Catalog 2020-21

.pdf finalized and captured November 1, 2020

Updated to Veterans Affairs 1.13.21

Most current catalog is available on line

<http://www.augustana.edu/academics/catalog>



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Archived catalogs

<https://augustana.edu/academics/catalog/curriculum-organization/archived-catalogs>

Academic policies and degree requirements apply to students for the academic year under which they first enrolled, unless a policy change has been made that applies specifically to their catalog. Please find your applicable catalog below.

Additional information for students enrolled at the college during the semester transition is available on the [Semester Transition Page](#).

For current information on academic policies, students should refer to this year's [Catalog](#) page.

[2019-20](#)

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Academic calendar

<https://www.augustana.edu/academics/calendars>

Updated 11.1.20

IMPORTANT CHANGES TO FALL 2020 CALENDAR MADE ON AUGUST 29

Read below and see [registration policies page](#)

Dates subject to change or to yet be announced

[Printable PDF 2020-2021 Academic Calendar](#) only updated periodically, last updated 9.3.20

[Daily Schedule Grid 2020-2021 pdf](#)

[Daily Schedule with Exam Blocks Fall 2020](#)

[Future Calendars](#) (only available to Augustana community members)

Fall semester 2020-21

[Arches](#) Open Registration Fall 2020 & J-term 2021 for continuing students
Online Add form reopens (Go to [Arches](#))

SU 8:00 am Mon., Aug. 17 -
4:30 pm Fri. Aug. 21

Deadline for all application materials for fall semester new non-degree students

SU 4:30 p.m. Monday, Aug. 17

Welcome Week

SU Aug. 27-30

[Arches](#) open registration fall and Jterm (continuing SO, JR, SR students only)

SU 8 a.m. Sunday, Aug. 30 -
4:30 p.m. Tuesday, Sept. 1 (new date!)

New first-year and transfer students must see their first-year advisor for adding and dropping using the advisor Google request form and then the online form (all requests subject to review). DO NOT USE ARCHES.

1 8 a.m. Sunday, Aug. 30 -
4:30 p.m. Wednesday, Sept. 9

Classes begin for F71 and 14-week courses

1 7 a.m. Monday, Aug. 31

Dropping courses in [Arches](#)

1-2 Wednesday, Sept 3- Wednesday, Sept 9

Adding courses using the [online add form](#)

1-2 Wednesday, Sept 3- Wednesday, Sept 9

Add/drop deadline for F71 courses (W grade appears on transcript for each drop processed after this date)	1	4:30 p.m. Friday, Sept. 4
Last date for enrolling students to complete initial registration - see policy in the catalog	1	4:30 p.m. Friday, Sept. 4
Classes are held and campus open on Labor Day	2	Monday, Sept. 7
Drop deadline 14 week classes using Arches (W appears after this deadline)	2	4:30 pm Wednesday, Sept. 9
Add deadline 14 week classes and Jterm	2	4:30 pm Wednesday, Sept. 9 (Adding from Sept 3-9 requested using the online add form only)
Add/drop deadline for 14-week courses (W grade appears on transcript for each drop processed after this date)	2	4:30 p.m. Wednesday, Sept. 9 (Arches)
Summer term incomplete coursework due to instructors^	3	Wednesday, Sept. 16
Pass/no credit deadline for F71 courses (see P/NC policy)	3	4:30 p.m. Friday, Sept. 18 (forms available online)
Virtual Family Weekend	3	TBD
Deadline to drop F71 courses and reuse course credits. Courses that remain on the schedule after this date apply toward overload fees (see policy).	4	4:30 p.m. Wednesday, Sept. 23 (forms available online)
Summer term incomplete grades due to the Registrar	4	Wednesday, Sept. 23
All honor pledges due to FYI/LSC instructors	4	Thursday, Sept. 24

All honor pledges due from FYI/LSC instructors to the Office of the Registrar (students without pledges will be restricted from registration)	4	Friday, Sept. 25
Withdrawal deadline for F71 courses No dropping permitted after this date	5	4:30 p.m. Friday, Oct. 2 (forms available online)
Registration for J-term FY students and New Transfer Students (Process through Arches)	6	Tuesday-Thursday, Oct. 6-8
Homecoming & Alumni Weekend	6	Friday-Sunday, Oct.9-11
Registration for J-term SO, JR, SR students (Process through Arches)	7	Tuesday-Thursday, Oct. 13-15
Deadline to withdraw from 14-week courses and reuse course credits. Courses that remain on the schedule after this date apply toward overload fees. (see policy)	7	4:30 p.m. Friday, Oct. 16 (forms available online)
Deadline to submit program declaration forms for spring semester registration and advising (SO, JR, SR students)	7	4:30 p.m. Friday, Oct. 16
Business Office restrictions placed for all students	7	TBA
Last day of F71 courses	7	Friday, Oct. 16
Symposium Day (participation required, alternative day of learning)	7	Saturday, Oct. 17
First day of F72 courses	8	Monday, Oct. 19
Advisor restrictions placed on all student records	8	Tuesday, October 20

Thwednesday (classes follow a typical Thursday schedule)	8	Wednesday, Oct. 21
Add/drop deadline for F72 courses (W grade appears on transcript for each drop processed after this date)	8	4:30 p.m. Thursday, Oct. 22 (forms available online)
Registration for spring semester and Iterm - 2017 and earlier cohorts (dates/times assigned process through Arches)	9	Tuesday-Thursday, Oct. 27-29 (Arches)
Registration for spring semester and Iterm - 2018 cohort (dates/times assigned process through Arches)	10	Tuesday-Thursday, Nov. 3-5 (Arches)
Pass/no credit deadline for F72 courses (see P/NC policy)	10	4:30 p.m. Friday, Nov. 6 (forms available online)
Registration for spring semester and Iterm - 2019 cohort (dates/times assigned process through Arches)	11	Tuesday-Thursday, Nov. 10-12 (Arches)
Deadline to drop F72 courses and reuse course credits. Courses that remain on the schedule after this date apply toward overload fees (see policy).	11	4:30 p.m. Wednesday, Nov. 11 (forms available online)
Registration for FY students (Process through Arches)	12	Tuesday-Thursday, Nov. 17-19 (Arches)
Withdrawal deadline for F72 courses No dropping permitted after this date	12	4:30 p.m. Friday, Nov. 20 (forms available online)
Pass/no credit deadline for 14-week courses (see P/NC policy)	12	4:30 p.m. Friday, Nov. 20 (forms available online)
Withdrawal deadline for 14-week courses No dropping permitted after this date	12	4:30 p.m. Friday, Nov. 20 (forms available online)

*Application deadline for spring part-time non-degree student materials (application, official transcripts, letter of support, etc.)	13	Monday, Nov. 23
Thanksgiving break begins (no classes) Students move-out of halls	13	6 p.m. Wednesday, Nov. 25
Thanksgiving break ends Classes resume in week 14 in distance format only	14	7 a.m. Monday, Nov. 30
Deadline for final exam petitions	14	Noon, Monday, Nov. 30 (forms available online)
Open registration for spring semester for all students (Process through Arches)	14- E	Monday-Friday, Nov. 30 - Dec. 11 (Arches)
Deadline for all application materials for spring semester new non-degree students	14	4:30 p.m. Friday, Dec. 4
Classes end	14	6 p.m. Friday, Dec. 4
Exam week (see policies)	E	Monday-Friday, Dec. 7-11
Deadline to apply for spring graduation 2020 (Process through Arches)	E	Noon, Friday, Dec. 11
Final grades due (Go to Arches)	B	Noon, Monday, Dec. 14
Grades posted to Arches	B	Monday, Dec. 15
Graduation date for transcript	B	Friday, Dec 11, 2020
Transcripts with fall grades and graduation available	B	Thursday, Dec. 17

Winter break (no classes)	B	Saturday, Dec. 12 - Sunday, Jan. 9
College Closed	B	Thursday, Dec. 24 - Sunday, Jan. 3
<hr/>		
January term 2020-21		
Arches J-term enrollment changes for all students	B	Saturday-Wednesday, Jan. 9-13
J-term classes begin	1	7 a.m. Monday, Jan. 11 (Arches)
Pass/no credit deadline for J-term courses (see P/NC policy)	1	4:30 p.m. Friday, Jan. 13 (forms available online)
Add/drop deadline for J-term courses (W grade appears on transcript for each drop processed after this date) Deadline to reuse J-term credits for the year. Courses that remain on the schedule after this date apply toward overload fees (see policy).	1	4:30 pm, Friday, Jan. 13 (Process through Arches and online forms)
Last date for enrolling students to complete initial registration - see policy in the catalog	1	4:30 p.m. Friday, Jan. 13
Withdrawal deadline for J-term courses No dropping permitted after this date	2	4:30 p.m. Tuesday, Jan. 19 (forms available online)
Fall semester incomplete coursework due to instructors^	2	Wednesday, Jan. 13
Martin Luther King, Jr. Day (events/schedule TBD)	2	Monday, Jan. 18
Fall semester incomplete grades due to Registrar	2	Wednesday, Jan. 20
Spring registration open	2	Jan. 20-22
Classes end	4	6 p.m. Tuesday Feb. 2

J-term recess begins 4 6 p.m. Tuesday, Feb. 2

J-term break (no classes, admin. offices open) B Wednesday-Tuesday, Feb. 2-9

J-Term grades due (process through [Arches](#)) B 2 p.m. Thursday, Feb. 4

Grades posted to [Arches](#) B Friday, Feb. 5

Spring semester 2020-21

[Arches](#) spring semester enrollment changes for all students B/1 Monday-Friday, Feb. 8-16

Classes begin for S71 and 14-week courses 1 7 a.m. Wednesday, Feb. 10

Add/drop deadline for S71 courses
(W grade appears on transcript for each drop processed after this date)
(Process through [Arches](#)) 1 4:30 p.m. Monday, Feb. 15 ([Arches](#))

Last date for enrolling students to complete initial registration - see [policy](#) in the catalog 1 4:30 p.m. Friday, Feb. 12

Add/drop deadline for 14-week courses
(W grade appears on transcript for each drop processed after this date)
(Process through [Arches](#)) 2 4:30 p.m. Friday, Feb. 12 ([Arches](#))

Pass/no credit deadline for S71 courses 3 4:30 pm Friday, Feb. 26
(forms available [online](#))

J-term incomplete coursework due to instructors^ 4 Thursday, March 4

Deadline to drop S71 courses and reuse course credits. Courses that remain on the schedule after this date apply toward overload fees (see policy). 4 4:30 p.m. Friday, March 5
(forms available [online](#))

Withdrawal deadline for S71 courses No dropping permitted after this date	5	4:30 p.m. Friday, March 12 (forms available online)
Deadline to drop 14-week courses and reuse course credits. Courses that remain on the schedule after this date apply toward overload fees (see policy).	7	4:30 p.m., Friday, March 19 (forms available online)
Deadline to submit major declaration forms for fall semester registration and advising	7	4:30 p.m. Friday, March 19
Last day of S71 courses	7	Friday, March 25
First day of S72 courses	8	Monday, March 29
Add/drop deadline for S72 course (W grade appears on transcript for each drop processed after this date)	8	4:30 p.m. Wednesday, March 31 (forms available online)
Easter recess begins (no classes)	8/B	6 p.m. Thursday, April 1
No classes - campus closed	8/B	Friday, April 2
During Easter break there are no classes.	8/B	Office closed Friday, open Monday
Summer Session 2021 Registration open (Arches)	9/B	Monday, April 5
Easter recess ends/classes resume	9	7 a.m. Tuesday, April 6
Pass/no credit deadline for 14-week courses (see P/NC policy)	10	4:30 p.m. Friday, April 16 (forms available online)
Withdrawal deadline for S72 courses No dropping permitted after this date	10	4:30 p.m. Friday, April 16 (forms available online)

Registration for fall semester and J-term SO, JR, SR students (Process through Arches by assigned date/time)	11	Monday-Friday, April 19-23 (Arches)
Deadline to drop S72 courses and reuse course credits. Courses that remain on the schedule after this date apply toward overload fees. (see policy)	11	4:30 p.m. Friday, April 23 (forms available online)
Registration for Fall semester and J-term FY students (Process through Arches by assigned date/time)	12	Wednesday April 28-Friday April 30 (Arches)
Pass/no credit deadline for 14-week courses (see P/NC policy)	12	4:30 p.m. Friday, April 30 (forms available online)
Withdrawal deadline for 14-week courses No dropping permitted after this date	12	4:30 p.m. Tuesday, April 6 (forms available online)
*Application deadline for summer part-time non-degree student materials (application, official transcripts, letter of support, etc.)	13	4:30 p.m. Monday, May 3
Celebration of Learning	13	Wednesday, May 5 (tentative)
Deadline for final exam petitions	14	Noon, Monday, May 10 (forms available online)
Open Arches registration for Fall semester and J-term for all students	14-E	Monday-Friday, May 10-21
Last day of S72 courses	14	Friday, May 14
Classes end	14	6 p.m. Friday, May 14

Deadline to apply for fall semester graduation (Process through Arches)	14	Noon, Friday, May 14
Exam week (see policies)	E	Monday-Friday, May 17-21
Baccalaureate Service	SU	Sunday, May 23
Commencement ceremony	SU	Sunday, May 23
Memorial Day (college closed)	SU	Monday, May 31
Final grades due (process through Arches)	SU	Noon, Tuesday, May 25
Grades posted to Arches	SU	Wednesday, May 26
Graduation date for transcript	SU	Friday, May 21, 2021

Key:

^ Some faculty may require an earlier deadline for incomplete coursework. Extensions beyond the published deadline are only granted under rare circumstances and through prior petition by the Committee on Advanced Standing and Degrees. Forms available [online](#).

*Non-degree students must have all materials submitted for application by above deadlines (application, high school or college transcript, etc.)

F71 = Fall semester first seven week courses

F72 = Fall semester second seven week courses

S71 = Spring semester first seven week courses

S72 = Spring semester second seven week courses

B = Break Week

(some days of break there are no classes but offices are open, others the campus is closed)

E = Exam Week

SU = Summer Break

Thwednesday = classes follow a typical Thursday schedule on a Wednesday

Summer Term 2021

Start of the term (travel courses): Saturday, May 22

Memorial Day Holiday: Monday, May 31 (Campus Closed)

Start of on campus classes: Tuesday, June 1

Spring semester incomplete coursework due to instructors: Thursday, June 24^

End of on campus classes: Friday, June 25

On campus experiences grades due: Monday, June 28

Spring incomplete grade due to Registrar: Thursday, July 1

Independence Day Observed: Monday, July 5 (college closed, no classes)

Deadline to post summer term grades: Noon, Friday August 13
Deadline for part time non-degree Fall application materials: Friday, August 13*
End of term (travel courses): Friday, August 13
Graduation date for transcript: Friday, August 13
Labor Day: Monday, September 6 (college closed)

Updated by faculty 11.11.20
Faculty & Board adopted 11-21-17

Veteran Affairs payment

<https://www.augustana.edu/academics/catalog/veteran-affairs-payment>

Veteran Affairs Pending Payment Compliance

Students using either Post 9-11 GI Bill® (Ch. 33) or Veteran Readiness and Employment (Ch.31) and are awaiting pending payments from the United States Department of Veterans Affairs will not have any of the following measures taken against them:

1. Will not be prevented from enrolling/registering;
2. Will not have a late fee assessed on their billing statement;
3. Will not be required to secure alternative or additional funding while waiting for their payment;
4. Will not be denied access to any college resources that are available to all students who have paid their tuition/fees due to the college. College resources include access to classes, library, or other school facilities.

To qualify, students may be asked to provide their Certificate of Eligibility (from the VA) by the first day of class; a written request to be certified; and additional information if needed to correctly certify enrollment as described in other institutional policies.

Additional Financial Aid and Veterans Affairs policies may be found [HERE](#). Information on tuition and billing may be found on the [Schedule of Student Charges](#).

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

An overview of Augustana College

<https://www.augustana.edu/academics/catalog/overview>

2020-21

Augustana is a college of the liberal arts and sciences related to the Evangelical Lutheran Church in America. Founded in 1860 by Swedish university graduates who immigrated to the United States, Augustana has an enrollment of about 2,500 students and a faculty of more than 300. Located on 115 wooded acres in Rock Island, Illinois, the college attracts students from diverse geographic, social and ethnic backgrounds.

Mission and purpose

Augustana College, deeply rooted in the liberal arts and sciences and an inclusive expression of Lutheran higher education, is committed to offering a challenging education that develops the qualities of mind, spirit and body necessary for students to discern their life's calling of leadership and service in a diverse and changing world.

The purpose of Augustana College is to afford an opportunity for a higher education in the liberal arts that provides for the development of all dimensions of human existence, in a manner consistent with the higher education values of the Evangelical Lutheran Church in America. As a community dedicated to diversity, equity and inclusion, Augustana prizes interfaith engagement, commitment to justice, spiritual exploration, reasoned examination and vocational discernment. In carrying out this purpose, the corporation shall assure freedom of academic inquiry and expression.

The goals of Augustana College are:

- To develop in qualified students the characteristics of a liberally educated person through a program of general studies.
- To develop in each student expertise in a major field of study.
- To encourage each student to confront the fundamental spiritual issues of human life by discerning their individual and communal callings, supported by the academic study of religion and the campus ministry program.
- To supplement students' formal curricular programs with a full range of opportunities for personal growth and vocational discernment through participation in co-curricular activities.
- To encourage the personal and social growth of students through its residential life programs and extracurricular activities.
- To offer the church and local communities the benefit of its programs and staff within the context of its basic mission as an undergraduate liberal arts college.

Curriculum

Augustana's curriculum has been carefully developed over the years. Changes have been evolutionary, as the success of graduates continues to reflect strong academic programs.

In 2012, the faculty approved nine college-wide student-learning outcomes grouped within three broad categories — intellectual sophistication, interpersonal maturity and intrapersonal conviction — which reflect the range of abilities we expect from each Augustana College graduate. Every Augustana graduate should expect and be able to demonstrate high levels of competency in disciplinary knowledge, critical thinking, information literacy, quantitative literacy, collaborative leadership, intercultural competency, communication competency, creative thinking, ethical citizenship and intellectual curiosity. Our college-wide student-learning outcomes connect all aspects of an Augustana education both inside and outside of the classroom.

The college's ongoing commitment to the liberal arts is expressed in its general education requirements. Students take courses within a broad range of fields, and meet academic requirements in writing, quantitative reasoning, a foreign language, the fine arts, humanities, natural sciences and social sciences.

Each student must complete study in at least one major field within the humanities, the natural or social sciences, or in one of the pre-professional categories. As seniors, all Augustana students create and complete a Senior Inquiry capstone project, working with a faculty mentor in their major field. Athletics are incorporated in the curriculum through courses in physical education.

For more, see [Academics](#).

Augie Choice

All students have access to [Augie Choice: \\$2,000](#) to support a high-impact learning experience such as international study, an internship or research with a professor during their junior or senior year.

Teachers and students

Augustana's size and environment foster close contact between students and faculty, promoting good working relationships. Many faculty members are engaged in research, but their primary goal is teaching. All faculty members teach students at all levels, and more than 80% also serve as student advisors.

Students also are involved in the operation of the college. They are represented at meetings of the Board of Trustees and on committees that carry on the academic and administrative work of the college.

Honor Code

The [Honor Code](#) “sets the foundation and boundaries to ensure academic excellence and stability in an evolving and dynamic world.” The code cites the need for honor and integrity in carrying out the college mission of “offering a challenging education that develops mind, spirit and body,” concluding, “the Honor Code holds each individual accountable to the community of Augustana College.”

Non-Discriminatory Policy

<https://www.augustana.edu/academics/catalog/overview/non-discriminatory-policy>

2020-21

Augustana College does not discriminate on the basis of race, color, national origin, sex, gender identity, sexual orientation, religion, military service, gender expression, disability, or age in its educational programs and work environment. Laura Ford is the college's Director of Human Resources and the Chief Title IX Coordinator. Inquiries regarding the Augustana College's non-discrimination policies should be directed to Ms. Ford, who can be reached at 309-794-7452 or via email at lauraford@augustana.edu. You may find additional information on the college's non-discrimination policies, including sex discrimination, by clicking on the following links:

Additional information on the college's nondiscrimination policies, including sex discrimination, is available here:

[Inside Augustana](#)

[Title IX](#)

Accommodations for students with special needs

Campus visitors requiring special accommodation or assistance should contact the Office of Public Safety at 309-794-7279. Enrolled students who require special accommodations should meet with the Dean of Students (Room 104, Founders Hall), preferably prior to enrollment. The dean chairs the Committee for Students with Special Needs, which establishes accommodations on campus, including building modifications and curricular substitutions (i.e. foreign language and physical education substitution). The dean confers with students, faculty and staff to create appropriate and reasonable accommodations for students on a case-by-case basis.

A brochure entitled "Augustana College Building Access," available in the Dean of Students Office in Founders Hall, identifies the buildings with strobe lights, fire alarms, handicapped entrances and restrooms, Braille signage and fire refuges. The admissions office also has a wheelchair accessibility campus map available to the public. Students needing additional accommodations should confer with the Dean of Students regarding special needs and emergency evacuation procedures. When a student requiring accommodations makes a schedule change, he or she should contact the Dean of Students so the appropriate faculty can be notified.

Academic Reputation

<https://www.augustana.edu/academics/catalog/academic-reputation>

2020-21

Classified by the Carnegie Foundation as an Arts and Sciences institution, Augustana has had a chapter of the prestigious Phi Beta Kappa honor society since 1950.

Admission is selective. Students accepted to Augustana typically rank in the top quarter of their high school classes and score well above national norms on the ACT and SAT. The middle 50 percent of enrolled students for the Class of 2023 scored 23-29 on the ACT.

About a third of Augustana's graduates attend graduate school. Ninety-four percent of recent graduates were in careers, service or graduate school within six months of graduation, compared with 84 percent nationwide (National Association of Colleges and Employers). Of those who continued to graduate school, 93 percent are in one of their top two choices of schools.

More than 90 percent of the full-time faculty hold Ph.D.s or the terminal degrees in their fields. The 11-to-1 student-faculty ratio allows students to pursue their own academic careers on a personal level.

Augustana's curriculum and faculty are consistently recognized through grants for innovative projects by major foundations, including the Margaret A. Cargill Foundation, National Institutes of Health, John Deere Foundation, National Science Foundation, Barbro Osher Pro Suecia Foundation, the Teagle Foundation and the Wallenberg Foundations of Sweden.

Augustana actively promotes, underwrites and administers research projects involving both professors and students. Research work has included major projects funded by the National Institutes of Health, the National Science Foundation, the American Chemical Society's Petroleum Research Fund, Argonne National Laboratories and the American Heart Association.

For more information and data about Augustana's academic community and reputation, see the [Office of Institutional Research](#).

History

<https://www.augustana.edu/academics/catalog/history>

2020-21

Augustana College traces its origin to the Swedish universities of Uppsala and Lund, founded in 1477 and 1668 respectively. Graduates of these universities founded Augustana in 1860 in Chicago's near north side, providing leaders for the new churches being organized by Swedish immigrants and educating the youth of these new communities. The school was the first of many educational and humanitarian institutions established by the former Augustana Lutheran Church. Augustana College and Theological Seminary, as it was first known, endured many hardships during its early years. The Civil War nearly depleted the roster of students and faculty. The college and seminary moved from Chicago to Paxton, Ill., in 1863, and finally to Rock Island in 1875. The seminary became a separate institution in 1948, and in 1967 returned to the Chicago area, while the college remained in Rock Island.

Augustana has grown from a small school serving Swedish immigrants into a nationally recognized college of the liberal arts and sciences. Students come from most states and many countries, and from a wide variety of social and cultural backgrounds.

The college has always maintained a close relationship with the church — first the Augustana Lutheran Church, and, after 1962, the Lutheran Church in America. In 1988 Augustana established ties to the Evangelical Lutheran Church in America, a body of about 4 million American Lutherans formed in that year. The ELCA gives substantial support to the college and is represented on the Augustana College Board of Trustees.

The name *Augustana* derives from the origin of the Lutheran Church. The Latin name for the Augsburg Confession, the Reformation document drawn up in 1530, is *Confessio Augustana*.

[Eight presidents](#) have served Augustana since its founding in 1860. Its current president, Steven C. Bahls, was elected in 2003.

See the college's [sesquicentennial history](#) for more information.

Accreditation

<https://www.augustana.edu/academics/accreditation>

2020-21

Augustana operates under a charter granted by the General Assembly of the State of Illinois, and is certified as a degree-granting institution by the state.

Augustana College is accredited by the [Higher Learning Commission](#), 230 S. LaSalle St. Suite 7-500, Chicago, Ill., 60604; 800-621-7440. The [status of the accreditation](#) can be found at this site.

Augustana is a member of the [Annapolis Group](#). Representing more than 130 leading national liberal arts colleges across the United States, the Annapolis Group hosts Liberal Arts Success as a way to promote the value of a liberal arts education.

Additionally:

- The Augustana College Department of Chemistry is certified by the [American Chemical Society](#) (ACS).
- Augustana College is an accredited institutional member of the [National Association of Schools of Music](#). ([Music department handbook](#))
- Master of Science in Speech-Language Pathology: The master's program in speech-language pathology at Augustana College is an Applicant for Candidacy by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, Md., 20850, 800-498-2071 or 301-296-5700.

A copy of accreditation, approval, or licensing documents may be requested from the Office of Academic Affairs in Founders Hall, 309-794-7328.



Location

<https://www.augustana.edu/academics/catalog/location>

2020-21

Augustana College has been located in Rock Island, Illinois, since 1875. This historic town is just off Interstate 80, almost midway between Chicago, 165 miles to the east, and Des Moines, 176 miles to the west. Airline and bus connections are within easy reach of the campus.

Rock Island once was the home of a Native-American population estimated at 40,000: the Sac and Fox tribes under the leadership of Keokuk, Black Hawk and Wapella. In 1816, 13 years after the Louisiana Purchase, Fort Armstrong was built on the island of Rock Island in the Mississippi River. During the Civil War, the federal government established the Rock Island Arsenal on the island, and along with it, a major prison for Confederate soldiers. The first railroad bridge across the Mississippi was built at Rock Island in 1856.

Rock Island is one of several cities in the metropolitan area known as the Quad Cities. The other principal municipalities are Moline and East Moline, Illinois, and directly across the river, Davenport and Bettendorf, Iowa. The total population of the area is approximately 400,000, making the Quad Cities the largest population center between Chicago and Des Moines.

Many recreational, cultural and learning resources are available in this metropolitan center. Augustana has a strong network in the Quad Cities community, with cooperative programs in many areas. Centennial Hall on campus is host to tens of thousands annually for concerts, lectures and art exhibitions. Excellent schools, businesses, non-profit organizations, churches and community centers actively join in support of the college enterprise through internships, service-learning opportunities, student teaching and research assignments.

Student Complaints

<https://www.augustana.edu/academics/catalog/complaints>

2020-21

Students complaints are handled institutionally in a variety of ways, depending on the area, nature and severity of the complaint. Students typically bring minor complaints directly to the institutional office most directly responsible, and a complaint will be handled in accordance with the policies and procedures of that office.

If the complaint cannot be resolved at that level, the matter should be brought to the appropriate higher level administrative office within the reporting structure. See the Augustana [Offices and Services](#) to find the appropriate contact.

Additionally, the college president holds frequent open office hours where students may raise concerns. A schedule of upcoming open office hours is available from the president's office.

To file an official complaint with the college, students also may use the [Suggestion Box](#) on the college website. A complaint also may be filed by calling the Campus Conduct Hotline at [1-866-943-5787](tel:1-866-943-5787), a toll-free number available on a 24/7 basis to report complaints or concerns.

Students may report and receive assistance with unresolved complaints to the State at [Illinois Board of Higher Education](#).

A student may also file a complaint with the college's accreditor; [The Higher Learning Commission](#).

Additionally, information regarding the college's accreditation and state authorization documents are available upon request from the Dean of the College.

Austin E. Knowlton Honors Program

<https://www.augustana.edu/academics/honors-program>

First-Year Honors Program and Interdisciplinary Honors Minor

The Austin E. Knowlton Honors Program is a special academic opportunity for high-achieving students. It is a carefully planned sequence of interdisciplinary first-year honors courses plus an option for an interdisciplinary honors minor.

Students admitted into the honors program take a First-Year Honors (FYH) class each semester during the first year at Augustana. These two classes replace the First-Year Inquiry (FYI) classes required of all students.

In the honors classes, students and faculty use ideas from many different fields to address challenging topics, form new ideas and discussions, address issues using different perspectives, and solve problems in new ways.

If you are an intellectually curious, highly motivated student, First-Year Honors is a great way to start your college career. You will take part in seriously fun discussions, read thought-provoking texts, and advance your reading and writing skills in ways that will impact any major you choose.

What is First-Year Honors?

First-year honors (FYH) courses:

- Take the place of First-Year Inquiry (FYI) courses required for all students
- Develop communication and critical thinking skills
- Offer an exceptional foundation for a college education and future career
- Connect students with engaged mentors
- Involve a special sense of community

Any incoming first-year student interested in FYH visits campus and interviews with a professor. The interviews are friendly and relaxed, last about half an hour and involve discussion on what you like to read, write and think about. Find out how to apply below.

What is the Interdisciplinary Honors Minor?

The 16-credit honors minor:

- Consists of four courses plus a capstone project
- Focuses on critical analysis, reflective writing and research
- Interconnects topics from across the liberal arts
- Is team-taught by professors from different fields
- Enriches all majors, supports any career, and stands out on a résumé

Any first-year student with a B+ or higher in first-semester courses (either FYH or FYI) or transfer student with a B+ or higher in an equivalent first-semester class may apply for the interdisciplinary honors minor. Talk with your first-year or transfer advisor about how to apply.

[Browse through](#) course descriptions for the interdisciplinary honors minor beginning in 2020.

How to apply for First-Year Honors

Step 1. Tell us you're interested.

Make sure your admissions counselor knows you are interested in FYH instead of FYI. The admissions committee also may identify you as a potential honors student.

Step 2. Register for an honors interview and submit a writing sample.

All accepted first-year students are eligible to interview for FYH. For the writing sample, please tell us about a book, preferably not one assigned in a class, that has had a profound impact on your life or way of thinking. How did this book contribute to some change in your outlook? (1-2 pages, double-spaced).

Step 3. Interview on campus.

Admission to the program is competitive, and the on-campus interview is integral to the application process. Interviews are offered on a first-come, first-served basis. It's a good idea to apply as early as possible. The deadline to apply is one week before the event you plan to attend, or until registrations are full.

International students and students who live more than five hours away also have the option to [interview by phone or by Skype](#).

Interdisciplinary Honors Minor

<https://www.augustana.edu/academics/honors-program/honors-program-details>

Augustana's interdisciplinary honors minor is an opportunity for students to earn a minor in intense, interdisciplinary, connected learning. Though the minor offers no specific disciplinary or pre-professional experience—instead, it offers *many* such experiences—future graduate schools and employers will regard this minor as evidence of special academic curiosity and dedication.

Eligible students must apply and interview for this opportunity. Those who apply and are accepted for Honors study as high school students and who complete the First Year Honors sequence (FYH) are eligible, as are students who attain a B+ or higher after a semester in the First Year Inquiry (FYI) sequences and who respond to an invitation to apply and are accepted. (Equivalent transfer courses will also be considered.)

The minor consists of four 4-credit courses plus a capstone. Each of the four courses also fulfills certain learning perspectives required to graduate.

The final capstone may be tied to a student's Senior Inquiry project in the major if the capstone project is interdisciplinary and approved by the student's major department. [Honors Capstone Proposal Guidelines](#)

The program advisor is Director of Honors Programs Dr. Megan Havard-Rockwell, meganhavard-rockwell@augustana.edu

Courses

HONR-201 Nature (4 credits; PH)

From environmental studies to philosophical considerations of the cosmos, this course investigates interactions between humans and their physical surroundings. The role of humans in a complicated universe they strive to understand and a world they try to inhabit ethically is the central concern of this team-taught course.

HONR-202 Reason (4 credits; REF)

This class examines the role of reason in the history of human intellectual pursuits. The limits of sensory perception, the function of belief in the supernatural, the ability to know with certainty, and the place of religion in modern, science-driven societies are the most salient themes of this team-taught course.

HONR-301 Imagination (4 credits; PA,G)

An examination of the lives of extraordinary individuals whose vision set them apart from their communities.

HONR-302 Society (4 credits; PS,D)

This team-taught course examines the notion of common human living, exploring some or all of the following issues: ideal arrangements for human flourishing, methods for conflict reduction, governance, just distribution of resources, educational and legal systems, the interaction between dominant and marginal cultural groups, and analysis of past and future human societies.

HONR 400 Capstone (0-1 credit)

The honors capstone is the culmination of an honors student's experiences, passions and interdisciplinary line of inquiry. While the format of the capstone is open, and can include a paper, social project, creative endeavor or performance, the final result must meet the expectations of the student's designated capstone advisor, after a proposal has been approved by the HONR 400 instructor. With approval of the student's major department(s), the capstone will be tied to

Senior Inquiry. Capstone proposals undergo a review process before approval. See the link on this page for proposal requirements and deadlines.

See the [Honors Capstone Proposal Guidelines](#)

The Interdisciplinary Honors Minor is part of the [Austin E. Knowlton Honors Program](#), a sequence of interdisciplinary first-year honors courses.

HONR 400: Honors Capstone Tutorial

If you have completed, or soon will have completed, all four courses offered in the Interdisciplinary Honors Minor, you may design and complete an independent, interdisciplinary project that will complete minor requirements.

The Capstone Tutorial, HONR 400, offers you the opportunity to demonstrate that you are skilled at interdisciplinary learning, that you have imbibed the values of the liberal arts, and that you possess the intellectual maturity and judgment required to do original research and/or creative endeavor.

Working with any Augustana College professor of your choice as a mentor, you will propose and then craft an appropriately rigorous, polished, and creative product — usually, but not always, a well-researched scholarly paper. (Students sometimes write creative works such as stories or dramas, supporting the creative work with an explanation of the interdisciplinary ideas embedded or addressed.) This work should exemplify the best of your capabilities. It should be grounded in interdisciplinary scholarship dedicated to answering a thoughtfully conceived research question.

Because Honors capstones must be intensely interdisciplinary, in keeping with the program itself, and because HONR credit must be earned with new honors work, capstones must be designed for purpose. No departmental Senior Inquiry project may be submitted for HONR 400 credit. However, if any department will accept the capstone project as fulfilling major requirements, that is at the discretion of that department.

All capstone tutorials must be approved by the Honors Committee (usually a subcommittee of three, including the Honors Director) and thus must be submitted in advance of registration for the term in which you plan to take HONR 400. Your deadline for submitting a proposal is three weeks before you are scheduled to register for the relevant semester or, after a consultation with the Honors Director, another date agreed upon.

The student's obligations:

1. At least one term before you register for HONR 400, you must contact a faculty member to oversee and help propose your project. If you are unsure of your project or the professor best suited to oversee it, contact the Honors Director or a professor from any Honors courses. These people can help you identify a likely faculty tutor.

2. Also before registering for HONR 400, you and your faculty tutor must create and sign a Capstone Tutorial Proposal and Contract. The proposal and contract must include the following:

a. Investigators: Include the names of the principal investigator (you, or in the event of a joint project, your student partners) and your tutor.

b. Research question: Your description should begin with an explicit, focused question that sets forth the direction of your inquiry.

c. Project description: This section (usually about two pages) defines more specifically the problem or research question. It should be written for an audience of knowledgeable readers who may or may not be familiar with your field (in other words, the Honors Committee).

You may need to give some brief background information to explain the problem. What are the questions associated with this topic? What conversation between scholars are you entering into? What is the significance of your project to the academic disciplines that consider such questions?

Then, clarify your intentions in investigating the topics you have chosen and outline any sub-questions, hypotheses, arguments, or creative themes that will be central to your work.

Finally, describe the proposed outcome of your research: a paper of a particular length (generally at least 15 pages), a work of art, a project to be carried out on a particular schedule and documented in a particular way, etc.

d. Research methods: This section (about one page) can help you demonstrate that your work is original and interdisciplinary and based in appropriate inquiry methods. You should answer these questions:

How will answering your question necessitate drawing on the methods or materials of two or more disciplines?

How will you gather your information? This might include a list of class sessions you will audit (include with the instructor's signed permission), travel, interviews, or research intended to inform research or creative efforts (along with a method of documenting this effort), etc.

Be as specific as possible about your plans and the structure of the final product. It is best to avoid multiple efforts (e.g., a written research paper and survey of student attitudes) and it is essential to avoid scripting a project so grand that it might guide a life-long academic career.

Intellectual modesty and realism are important. Try to address or answer one valid question that can be accomplished in a few weeks' hard work, knowing that the answer to that question will contribute to your own and your audience's larger sense of a complex issue. If your research will require IRB approval, make note of your plans to do the necessary paperwork.

e. Schedule: Include a schedule of planned meetings between you and your faculty tutor, and make certain that your tutor/mentor knows how much of the project should be completed (books or articles read, subjects interviewed, data gathered) by each meeting time.

f. Bibliography: A substantial list of intellectual resources that you will draw upon to enrich the project. This list should clearly exemplify the interdisciplinarity of the project and directly pertain to the research question. These resources might include a bibliography of books and articles to be read, films to be viewed, lectures or performances to be attended, interviews to be completed, etc.

This bibliography should convey your prior experience with the research question and your determination to pursue that question with discipline; it should not be a scattered array of sources you have not yet read.

g. Presentation plan: A date and place where you will present and explain the final project. The Honors Committee has designated the spring term Celebration of Learning as the preferred forum for Honors Capstone students to present their projects.

h. Evaluation method: Include a chart, rubric, or list of criteria for evaluating the final product. This should be worked out together with your tutor.

i. Agreement: The proposal must be signed by you and your faculty tutor.

3. Because of the duration of these projects, we strongly encourage you to propose the project before the spring term of your senior year. A copy of the proposal must be submitted electronically via email to the current Director of Honors Programs for distribution to other members of the committee.

4. You must attend any advisory meetings for Capstone students.

5. You will provide the Director of Honors with both a hard and electronic copy of your project when it is completed. The Honors Committee realizes that capstones may alter in focus once work begins. It is perfectly normal for research projects to evolve — or even to change dramatically — as the researchers learn. However, we ask you to write a careful contract/proposal so that we know that you are likely to get off to a good start on a project that is interdisciplinary and neither too modest nor too grand to be accomplished in the scripted time.

The faculty tutor's responsibility:

The faculty tutor is crucial in guiding you as you pursue your independent research. The faculty tutor will:

- 1.** Give you regular and genuine support during the project. This will include lengthy written feedback on the project during weeks 5 and 7 (at least) of the Capstone term;
- 2.** Act as liaison between you and any faculty member whose course might offer you class sessions or lectures to audit;
- 3.** Assist you in finding and using other educational resources;
- 4.** Evaluate your final Capstone project.

Arriving at the final grade

The faculty tutor must submit a final grade, either to the Records Office or to the Honors director, depending upon who is listed as the teacher of record on Arches. A final grade for a zero-credit project is informational, while a grade for a

one-credit project counts toward your GPA. If the faculty tutor feels it would be helpful, the tutor can consult with the Honors director before arriving at a grade.

Last revised April 2020

Academic Policies

<https://www.augustana.edu/academics/catalog/academic-policies>

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Policy Oversight

Academic policies are set by the Augustana College faculty. The Committee on Advanced Standing and Degrees (AS&D) is responsible for overseeing academic policies and degree requirements set forth in the college catalog. The committee consists of a non-voting chair (Registrar) and five faculty members elected every two years.

Statement of AS&D Procedure

By providing numerous planning tools and opportunities for academic advising, the college makes every attempt to see that all students may graduate with a single major within four years. However, students may choose programs or opportunities that include additional requirements which may extend the degree beyond four years. The student assumes the responsibility for seeing that all requirements are complete regardless of the time required and agrees to pay all tuition and fees associated with those choices. The Committee on Advanced Standing & Degrees (AS&D) does not waive degree requirements, tuition or fees for participation in those programs.

Students who feel they have a rare and exceptional circumstance, may [petition](#) for a waiver. Waivers for degree requirements or academic policies must be made by the student in writing to the Office of the Registrar a minimum of two business days prior to a scheduled AS&D meeting. This deadline is typically the Thursday at noon of odd weeks (contact the Office of the Registrar for the meeting schedule). Waivers are granted only in rare and exceptional circumstances. Petition forms are available from the Registrar's Office [forms page](#). Students will be notified of the committee decision by email within one week of the meeting or within a week of submission of the form for matters considered by the Registrar. Students requiring a printed and signed copy of the committee decision may request one from the Registrar. All approved petition results and actions of the AS&D Committee expire one year from the date of the email notice.

Written appeals to Committee decisions may be made to the Associate Dean in the Office of Academic Affairs within 10 days of the date of the email notification by sending an appeal to academicaffairs@augustana.edu. Appeals will be considered only when it is determined that the committee did not follow faculty policy or committee protocols when a decision was rendered or if new and relevant information becomes available that was not available at the time the petition was considered.

Specific J-Term Policies, Procedures and Deadlines

STUDENT RESPONSIBILITY: *While the senior audit, program evaluation, academic support resources, as well as academic guidance from faculty and advisors are all available to every student at no additional cost, these resources are provided for use in planning only. It is the responsibility of the student to report any printed error to the Office of the Registrar within one year. The responsibility for understanding and meeting degree requirements rests entirely with the student.*

Credits

<https://www.augustana.edu/academics/catalog/credits>

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The number of academic credits assigned to a course is based on the amount of work required in the course. Courses carry from 0 to 12 credits, but most offer 4 credits. Once credit has been earned in a course, that course may not be repeated for credit unless specifically designated.

See [Definition of a Credit Hour](#) for a complete explanation.

Classification

A full-time student carries 12 or more credits per semester. Audit hours do not count toward full-time status, but are included among tuition charges. A part-time student carries fewer than 12 credits per semester.

The following classifications apply to students working toward a degree either full-time or part-time:

- A sophomore has 29 credits
- A junior has 61 credits
- A senior has 91 credits

Students not working toward a degree, such as post-baccalaureate students, are classified as special students.

Registration Course Load and Tuition Overload Policies

(Credit Reuse Policy)

Full-time tuition for the academic year covers enrollment in **34** credits (includes credits for two semesters and one January-term.) In order to be considered full-time, students must register for a minimum of 12 credits in a semester. Coursework in J-term does not count toward Fall full-time enrollment status. Students may register for a maximum of one J-term experience per J-term. J-term courses are typically 4 credits, but some study-away experiences may vary.

Students who register full-time (minimum of 12 credits) during the fall semester may register for one J-term course with no additional tuition (additional program or travel fees may apply.) Those credits in J-term are included in the **34** maximum for the year. Full-time tuition for only one semester in an academic year covers enrollment in up to **17** credits of instruction. Overload fees will be charged for students who exceed these limits. Students may not register only for J-term.

The overload credit reuse deadlines are published on the Academic Calendar for all 14-week and 7-week courses. J-term courses that remain on the schedule after the Add/Drop deadline will apply toward overload. Students who withdraw from coursework by this deadline may reuse those credits at a later time during the same academic year. Students who withdraw from a course after the overload credit reuse deadline has passed, have used the college resources to the point that they will not be able to reuse those credits. FYI-100 and MULS do not count in overload.

Tuition is charged on a per-credit basis for enrollment in fewer than 12 credits in any one semester or in more credits than the maximum covered by full-time tuition. Overload fees will be assessed and charged to the student bill during the spring semester. Some zero and .25 credit internships may be exempt from overload fees. See [Internship policy](#) for more information.

Students should consult the overload/per credit fee on the [Schedule of Student Charges](#) and consult the [Business Office](#) about payment plans. Students who wish to appeal the overload fees may complete the [appeal form](#) on the Office of the Registrar forms web page. Augustana has carefully planned the degree with a single major can be completed in four years (eight semesters) if students stay on track and plan accordingly. Appeals of institutional fees from third parties (instructors, advisors, parents, etc.) will not be considered.

Normal progress toward a degree

Students are making normal progress toward the Bachelor of Arts degree if they earn at least 29 credits after two semesters, 61 after four semesters, 91 after six semesters, and 124 after 8 semesters of enrollment.

To maintain normal progress toward the degree, students must file a Declaration of Major form after earning 61 credits. These forms are available in the Office of the Registrar. Students who fail to meet this requirement will be restricted from registration at the point when they have earned 61 credits but have not declared a program of study.

Credit Hour Policy

<https://www.augustana.edu/academics/catalog/credit-hour-policy>

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Semester Credit Hour Policy Information and Syllabus Templates

In accordance with federal policy, Augustana defines a credit hour as the amount of work represented in intended learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work per week.

Credit Hour Templates per credit hour appear at the bottom of this page.

Non-credit-bearing laboratory sections:

Most laboratory courses include the lab component within the 4-credit course. However, some laboratory sections on campus are non-credit bearing but impact the grade of the co-requisite course. Student time spent in these laboratory sections will be factored into the out-of-class student work requirement of the co-requisite lecture section.

Independent Study

Independent Study is advanced critical study or research on a specific topic under the guidance of a faculty member in a department. Students may register for course 400 in the related academic department with the permission of the faculty member and the department chair. No more than 8 credits in independent and directed studies combined may be applied toward the Bachelor of Arts degree. In one semester, no more than 1 course of independent study and 1 course of directed study may be earned in a given department.

Directed Study

Directed Study is study of a particular topic of interest under the direction of a faculty member. Students may register for courses 199, 299, 399 and 499 in departments that offer directed study. Permission is required from the department chair and the instructor. No more than 8 credits in independent and directed studies combined may be applied toward the Bachelor of Arts degree. In one semester, no more than 1 course of independent study and 1 course of directed study may be earned in a given department.

Private Study

In exceptional cases, a student who is a graduation candidate and who critically needs a course may take a desired course through private study with an instructor. The student must petition the Committee on Advanced Standing and Degrees for final approval. The student is responsible for all fees above and beyond regular tuition. For information, students should consult their advisor, a faculty member and the Dean of the College.

Music Lessons

The music department offers lessons for college credit in all orchestral and band instruments, piano, harpsichord, organ, guitar, voice, drum set, world hand drumming, conducting, composing and improvisation. Lessons are scheduled individually with the instructor.

Internships

A minimum of 40 on-site hours are required for any internship. Internships range from 0-12 credits and span varying time frames. While 40 on-site hours are required for a zero, .25 or 1 credit internship, additional credits require an

additional 35- 40 hours of student work for each unit of credit awarded. Additional hours outside of the internship site are required to complete the required reflective component for successful completion of any internship.

Credit Hour Templates

4 credit courses: students are expected to be in class 750 minutes per credit earned (3000 minutes). They are expected to be engaged in 2 hours of outside-of-class activities for every hour they are in class, so approximately 100 hours.

MWF example:

In class activities: (75 minutes x 37 class days) = 2775 minutes	46.25 hours
Required readings and class preparation	56 hours
Assignments and projects	30 hours
Tests - preparation	16 hours
Final exam period	2 hours
Total	150.25 hours

TTH example:

In class activities: (100 minutes x 28 class days) = 2800 minutes	46.67 hours
Required readings and class preparation	56 hours
Assignments and projects	30 hours
Tests - preparation	16 hours
Final exam period	2 hours
Total	150.67 hours

4 days per week (language classes):

In class activities: (55 minutes x 53 class days) = 2915 minutes	48.58 hours
Required readings and class preparations	54 hours
Assignments and projects	30 hours
Tests – preparation	16 hours
Final exam period	2 hours
Total	150.58 hours

J-term example:

In class activities: (180 minutes x 17 class days) = 3060 minutes (no additional exam period scheduled; final exams/presentation included in these class minutes)	51 hours
Required readings and class preparation	34 hours
Assignments and projects	50 hours
Tests – preparation	15 hours
Total	150 hours

In class activities: (100 minutes x 28 class days) = 2800 minutes	46.67 hours
Laboratory activities (12 lab periods x 110 minutes)	22 hours

Required readings and class preparation	50 hours
Assignments and projects	15 hours
Tests – preparation	15 hours
Final exam period	2 hours
Total	150.67 hours

2 credit class: Students are expected to be in class 750 minutes per credit earned. For a 2 credit class, this would be 1500 minutes. They are expected to be engaged in 2 hours of outside-of-class activities for every hour they are in class, so approximately 50 hours.

MWF example:

In class activities: (# minutes x # class days) = 1350-1425 minutes	23 hours
Required readings and class preparation	27 hours
Assignments and projects	15 hours
Tests – preparation	8 hours
Final exam period	2 hours
Total	75 hours

TTH example:

In class activities: (# minutes x # class days) = 1300-1400 minutes	23 hours
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Required readings and class preparation	27 hours
Assignments and projects	15 hours
Tests – preparation	8 hours
Final exam period	2 hours
Total	75 hours

1 credit class: Students are expected to be in class 750 minutes per credit earned. For a 1 credit class, this would be 750 minutes. They are expected to be engaged in 2 hours of outside-of-class activities for every hour they are in class, so approximately 25 hours.

MWF example:

In class activities: (# minutes x # class days) = 750 minutes	12.5 hours
Required readings and class preparation	12.5 hours
Assignments and projects	10 hours
Tests – preparation & exam period	2 hours
Total	37 hours

TTH example:

In class activities: (# minutes x # class days) = 750 minutes	12.5 hours
Required readings and class preparation	12.5 hours

Assignments and projects	10 hours
Tests – preparation & exam period	2 hours
Total	37 hours

Note: Individual departments are responsible for implementing, enforcing, and including in their assessment process changes to the credit hour policy which impact their course offerings. This includes retaining syllabi for all non-standard format courses and providing copies of these for review by the various accrediting bodies.

finalized by Semester Transition Working Group 2.27.19

Individual Studies & Auditors

<https://www.augustana.edu/academics/catalog/individual-studies-programs>

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Independent and Directed Study

Faculty may choose to offer IND/DIR courses for 1-2 credit per course as determined by the department (see catalog listing under each program for options.) Faculty are not required to participate as an instructor for IND/DIR courses as this coursework is taken on as an addition to their teaching load with no financial compensation from the college. Students are responsible for making arrangements and registering for the IND/DIR coursework within the published policies and deadlines.

Independent Study (IND) is advanced critical study or research on a specific topic under the guidance of a faculty member in a department. Students may register for course 400 in the related academic department with the permission of the faculty member and the department chair.

Directed Study (DIR) is study of a particular topic of interest under the direction of a faculty member. Students may register for courses 199, 299, 399 and 499 in departments that offer directed study. Permission is required from the department chair and the instructor.

No more than 8 credits in independent and directed studies combined may be applied toward the Bachelor of Arts degree. IND or DIR courses may be taken for 1 or 2 credits as determined by each department (see the departmental catalog page for the major for more information.) In one term, no more than 1 course of independent study and 1 course of directed study may be earned in a given department. Courses in IND/DIR may not replace coursework regularly offered and/or are part of the faculty-approved curriculum and may not carry Learning Perspectives or Suffix designations. Students should keep in mind that IND/DIR courses will count in the total credits allowed with full-time tuition.

Private study

In exceptional cases, a student who is a graduation candidate and who critically needs a course may petition to take a required course through private study with an instructor. Courses must carry the same credits as the regularly offered course. The student must petition the Committee on Advanced Standing and Degrees and the Dean of the College for final approval. The student is responsible for all fees above and beyond regular tuition. Private Study is charged at the per-credit rate.

Approvals will only be considered when:

- The course is not offered at a time when the student needs to take it.
- The course is required for the student to complete their major and/or degree.
- The course is not enabling early graduation.
- The student is responsible for securing a faculty member who will agree to teach the course in a Private Study arrangement*
- The student is responsible for making a petition to the Committee on Advanced Standing and Degrees with a supporting statement from the department in which the course will be offered.
- Pre-payment is required in the business office prior to enrollment

All regular academic policies, including enrollment and grading deadlines, apply for private study courses. For information, students should consult their advisor, a faculty member and the Dean of the College.

*The college is not obligated to offer this option to a student and faculty are not obligated to teach in a Private Study arrangement.

Auditors

Generally, most degree-seeking students will not want to take a course as an auditor. Audited coursework does not complete any requirements, it does not appear as completed work on the student record and students may not use financial assistance to audit a course. An audited course does not factor in the grade-point average. Audited courses do not count toward major, minor or degree requirements of any kind. Students needing to repeat a course for proficiency only (to improve grade for departmental requirements) must request prior permission from the [Committee on Advanced Standing and Degrees](#), register as an auditor and pay for the course. Non-Augustana students who wish to audit a course must apply using the [Special Student Application](#) available on the website and will pay the full tuition fees associated with the coursework. (See [Schedule of Student Charges](#) on the website for tuition and fees.)

Students who elect to audit a course will acknowledge they understand the following with choosing audit status for a course:

- they have read the college policy on auditing coursework noted above;
- change to audit status must happen prior to the start of the term;
- once enrolled in a course for audit, a student is not permitted to change that enrollment status to a credit bearing status;
- enrollment in a course for credit are not permitted to change to audit status once the term has started;
- audited courses do not serve as prerequisites for other Augustana courses;
- audited courses do not count toward full-time status or financial aid calculations, but do count toward calculating tuition credits.

Placement Examinations

<https://www.augustana.edu/academics/catalog/placement-examinations>

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Second Languages

Students who have studied a second language in high school are encouraged to use that knowledge at Augustana. They may apply it toward meeting the graduation requirement in a second language and may qualify for enrollment in advanced courses.

Students with any previous experience in a language offered at Augustana (Chinese, French, German, Greek, Japanese, Latin, Spanish, Swedish) — whether in high school or in a non-academic context — must take a placement test before registering. The World Languages, Literatures, and Cultures department conduct online placement tests prior to Summer Orientation and Registration. These departments and the students' faculty advisors then continue to provide academic advising in language study as needed.

Mathematics

Placement into mathematics courses is determined by a student's Math Index Score calculated from the high school GPA and ACT score. Incoming students can see their Math Index Score by logging in to Arches prior to their Orientation & Registration date. For more information, contact the Director of First Year Advising at [Mary Windeknecht](#).

For complete information on ALEKS courses and math placement, see the [ALEKS page](#).

Current students with further questions may contact [Diane Mueller](#).

Advanced Standing (transfer, AP and IB)

<https://www.augustana.edu/academics/catalog/advanced-standing>

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Transfer Credit

Upon admission of a transfer student, the Office of the Registrar will issue an evaluation of previous work for advanced standing delineating the number of credits transferred, unless the student is a first-year student. Additional policies for pre-enrollment credit apply for prospective first-year students, see below.

To be transferred, coursework taken at another institution need not be in the exact vein as courses offered at Augustana, but should be in an academic program and at an academic level comparable to examples from the Augustana curriculum. Stricter criteria may be applied to a course for it to fulfill a general graduation requirement or a requirement for a major. Augustana does not accept transfer work under any circumstances after an Augustana degree is awarded.

Only a summary of credits accepted from other institutions with a grade of C or higher will be noted on a student's Augustana transcript, grades will not be noted. Specific information on transfer credit is recorded in the student's permanent file and included in degree audits. By sending official scores and official transcripts to Augustana College, individuals consent to post all eligible coursework to the academic record. In accordance with legal regulations and best practice standards, coursework posted to the record may not be removed. Students are expected to release/disclose their entire academic record to Augustana when requesting work be accepted for transfer. Students are required to petition all coursework for transfer in advance of sending transcripts for evaluation. The Office of the Registrar will not do partial evaluations on transcripts where petitions are missing. Coursework approved for transfer credit after a student enrolls at Augustana is treated in the same manner. Augustana does not accept College Level Exam Program (CLEP) exams or life/work experience to be applied toward the degree.

The process for transfer work evaluation is based on the criteria set-forth in the catalog and within the published transfer initiatives/policies noted on the college website. The processes and protocols for transfer evaluation are strictly followed and adhere to industry best-practice standards established by AACRAO. The following processes are followed:

- [Official transcripts](#) should be sent to the college according to the timeline established by the [Academic Calendar](#) and the [Admissions Office](#);
- On behalf of the faculty, official transcripts are evaluated by the Office of the Registrar;

- *Equivalent*, qualifying coursework will be posted to the record using a direct equate to the Augustana course and any applicable general education designations if approved by the faculty. In some instances a semi-equate applies only some institutional requirements and designations;
- *Comparable*, qualifying coursework without a direct equate will be posted according to faculty policy, which may include applying coursework as an elective within a department that may or may not apply toward a major/minor and will not include a general education designation;
- Courses that the Office of the Registrar has determined are not faculty approved for transfer, are below college-level coursework and are neither comparable nor equivalent, will not receive credit for transfer;
- Courses not previously evaluated for transfer and with which the Office of the Registrar has no previous evaluation experience will be forwarded to the appropriate academic department chair for evaluation (students may choose to provide a syllabus and additional assignments/tests from the transfer course directly to the department chair as supporting documentation);

After enrollment with the college, transfer students (*) who have a question about how transfer coursework was applied to their record may follow these steps to obtain a further review of the coursework. Students should wait for the results of the review following each step below before pursuing the next step:

1. Contact the [Office of the Registrar](#) for a review of the transfer coursework (for credits and requirements).
2. Send a syllabus to the appropriate department chair (for credits and requirements). Do not send links to institutional webpages.
3. Appeal the transfer evaluation to the [Committee on Advanced Standing and Degrees](#) ;
4. Request a full transfer course vetting by following the General Education Designation [online guide](#) (only for request of additional General Education designations).

(*) This additional review process is only available to new transfer students after their initial enrollment with the college. After first enrollment with the college all current Augustana students are required to follow the pre-approval process prior to taking coursework elsewhere. That approval process will clearly identify how transfer coursework will be applied to the record. See below.

Semester Transition Notice Regarding Transfer Credits

During the transition to a semester calendar and curriculum, coursework will be evaluated for transfer by comparing courses taught under Augustana's trimester curriculum. For example, a course taken in Fall 2017 at another institution will be compared to Augustana courses taught under trimesters, while courses taken after June 1, 2019 will be compared to the semester curriculum. These dates for transition include AP, IB and A-Level scores. Students may petition the [Committee on Advanced Standing and Degrees](#) for an exception to the policy. This exception waiver is available only through the semester transition and expires in May 2023.

Please note there are additional Transfer Policies.

Regulations governing transfer credit for transfer students upon admission to Augustana

1. Please also see the "Pre-Enrollment Policy" noted below
2. Students seeking a degree at Augustana as a transfer student must submit for transfer evaluation an official transcript of all work attempted at other colleges and universities. Grade sheets and transcripts generally issued to students are not acceptable. Official transcripts should be sent to the Office of Admissions directly from the other institutions attended.

3. To be transferable, coursework should be completed at a regionally accredited institution. Schools in Illinois and surrounding states should be accredited by the applicable Higher Learning Commission (230 S. LaSalle St., Suite 7-500, Chicago, Ill., 60604) regional accrediting body. A directory of accredited institutions is available on-line at <https://www.hlcommission.org/Directory-of-HLC-Institutions.html>.
4. Only coursework from other colleges and universities awarded the grade of "C" (i.e., 2.00) or higher will be evaluated for transfer credit.
5. Institutions that are not regionally accredited cannot provide a reliable, third-party assurance that they meet or exceed minimum academic standards. Therefore Augustana does not routinely accept coursework from institutions who are not regionally accredited. On behalf of and along with the faculty, the Office of the Registrar may take special steps to validate credits that have been previously earned at unaccredited programs or institutions if requested by the student in advance of their enrollment.
6. **Semester credits:** Augustana credits are semester credits. In transferring courses credited in quarter hours, the conversion formula is [semester credits] = [(2/3) x (quarter credits)].
7. Repetition of courses: Once credit has been earned for a course at another institution, it cannot be earned again at Augustana. The same is true for Augustana courses. If a student earns credit for a course at Augustana, an equivalent course may not be transferred in from another institution.
8. **Pass/No Credit:** A course graded Pass/No credit is not transferable if "C-" or "D" is considered Pass under the other institution's grading system. *UPDATE! Coursework taken in spring 2020 or summer 2020 that has earned a grade of P (pass), S (satisfactory), CR (credit) or equivalent will be accepted for full credit. (faculty vote 4.7.20)*
9. **Residence requirement:** At least 60 credits (exclusive of physical education activities) must be earned at Augustana. The last 12 credits applied to the degree must be earned at Augustana.
10. **Upper-division credits:** Not more than six credits from a two-year college may be counted as upper-division credits at Augustana.
11. **Credit by examination**, including Advanced Placement, credit for experience, and correspondence coursework are transferable to the extent that Augustana standards are met.
12. **Mathematics credit:** No credit is given for work in mathematics below the level of college algebra. A Quantitative (Q) designation is not awarded for college algebra.

Regulations governing transfer credit after a student enrolls at Augustana

Enrollment is defined as the date which an individual becomes a student. The college defines a student as attending their first day of coursework at Augustana. The above policies also apply to transfer work taken after initial enrollment unless specific exceptions are noted here:

1. **Prior approval:** Transfer credit is only awarded when- approval by the Committee on Advanced Standing and Degrees has been approved prior to a course being taken. An official petition form for this purpose is available through secure Arches login or clicking [HERE](#) (network login required). Petitions must include the name of the institution in which the coursework is to be taken; titles and descriptions of courses; length of the session or term; statements of support from the student's advisor and from the chairs of the departments responsible for the degree requirement fulfilled by the course to be taken.
2. **Repetition of failed courses:** Students may not retake failed Augustana coursework at another college or university without prior approval of the Committee on Advanced Standing and Degrees. It is expected that courses retaken to fulfill general education requirements or requirements within a major or minor will be repeated at Augustana. Petitions to the committee must be supported by the student's academic advisor, the chair of the department of the student's major or minor, and, when necessary, those responsible for the degree requirement fulfilled by the course to be taken.
3. **Concurrent registration:** Full-time Augustana students (those enrolled in 12 or more credits in a semester or enrolled for one J-term course) may not concurrently carry coursework at any other institution. Students who feel they have an unusual circumstance that requires concurrent registration must request prior approval of the Committee on Advanced

Standing and Degrees. The guidelines for prior approval of transfer credit once a student has enrolled at Augustana apply also to petitions for concurrent registration. Students who wish to petition for concurrent registration should continue to attend all Augustana classes during this period. The following guidelines also apply:

- Only students who have earned 61 credits or more and have a strong academic record will be considered for concurrent registration.
- Petitions for this privilege are approved only if the committee judges that the student's valid educational objectives for an Augustana degree can be met best through concurrent registration.

Students who seek to take coursework between terms when they are not enrolled at the college (i.e. summer or J-term in not enrolled at Augustana) must seek prior approval of the coursework through the regular transfer policies and procedures. The dates of the proposed transfer course (start and end dates) may not overlap with any dates a student is enrolled full time at Augustana.

4. On-line/distance coursework: A maximum of twelve semester credits earned through on-line/distance education offered by an accredited undergraduate institution may be applied toward the Bachelor of Arts degree. Distance education coursework may not be applied toward fulfillment of the second language requirement. Distance education includes, but is not limited to, the following: on-line courses, stored media courses (e.g., video), interactive TV courses (2-way audio/2-way video), open broadcast TV courses, and correspondence courses.

5. Final Official Transcripts Required: All transfer work must be validated through an official transcript sent directly to the Office of the Registrar (mail or an approved e-service vendor.) Transcript must include the number of credits earned and a final grade. It is the responsibility of the student to verify an official transcript will be released documenting completion of the coursework and to arrange to have those transcripts sent to the college.

6. Exception for Washington Internship Institute: Continuing students may apply to take coursework for transfer through an approved arrangement between Augustana College and the Washington Internship Institute. Students must apply for the program through the Office of International and Off-Campus Programs and petition coursework approval in advance. A current list of approved courses is available in the Office of the Registrar. (Approved by Senate on 5-5-11)

Credit for Military Service

Augustana generally accepts the recommendations of the American Council on Education (ACE) for accreditation of military service training and experience if Augustana offers the equivalent coursework. One physical education credit is given for military experience of more than one year. This credit may be used to partially satisfy the physical education graduation requirement.

Clarifying language added on 5-1-19

Augustana Pre-Enrollment Earned Credit Policy for First-Year Students

First year students who earn college-level credit prior to the first term of enrollment at Augustana may transfer this credit to the college as follows:

Dual Enrollment Credit:

Students who dual enroll with a local college while in high school have no limit on those college level credits. Courses are subject to official transfer evaluation by the College Registrar, see Transcript

Policies for details on how to send your transcripts for evaluation.

Testing Credit:

A maximum of 24 credits of combined testing credit may be applied toward the degree. This includes a combination of Advanced Placement (AP), International Baccalaureate (IB), and

A-Level.

First year students who have earned more than 24 credits of testing credit have until the end of their first semester of enrollment to declare their 24 credits of testing credits. Once applied to the record these credits may not be changed and it is an irreversible decision. See below for additional policies governing pre-enrollment credit.

adopted 2.25.2020

Advanced Placement Credit

First-year students who have taken the College Board Advanced Placement Examination may be eligible for as many as 24 credits. Students who wish to have their scores considered should request that the College Board send them directly to Augustana College. Scores of 4 or 5 may result in credit. Students earning more than 24 credits should complete the necessary form in the Office of the Registrar no later than the first term of enrollment to declare the courses, up to 24 credits, that they wish to have applied to their record. Academic departments determine which scores result in credit. [See chart of departments and credits possible](#). Once declared, this is an irreversible decision. See below for additional policies governing pre-enrollment credit.

adopted 2.25.2020

Augustana does not accept College Level Exam Program (CLEP) exams or life/work experience to be applied toward the degree.

International Baccalaureate

Students who have earned the International Baccalaureate Diploma may be awarded credit for Higher Level passes with scores of five (5) or higher if approved by the department. In some academic disciplines a score of four (4) may be considered, but is subject to individual evaluation and the discretion of the academic department. No credit is awarded for Subsidiary or Standard Level examinations. The specific amount of credit and course equivalencies awarded for each Higher Level pass are determined through evaluation by the appropriate academic department. The following assessments have already been made:

Level	Test	Score	Equivalent Course (credits)
HL	Amharic	5	WLLC-200 (Amharic 4 credits elective, 2nd language fulfilled)
HL	Biology	5	Biology-elective (4 non-major elective credits)
HL	Business courses	NA	This exam not accepted for credit
HL	Chemistry	5	CHEM-132 (4 credits, PN, applied to major)

HL	Chinese B: Lit.	5	CHNS-202 (4 credits, 2nd language fulfilled, may apply to minor)
HL	Computer Science	5	CSC elective (4 credits of 100-level non-major elective)
HL	Economics	5 or 6	ECON elective (3 non-major elective credits)
HL	English A: Lit	5	ENGL elective (4 non-major elective credits)
HL	English B	NA	This exam not accepted for credit
HL	Film	5	WLLC intro to film (4 credits, PA)
HL	French B	5, 6, 7	FREN-200 elective credit
HL	Geography	5 or 6	GEOG-120 (4 credits, PS may apply to major)
HL	German B	5	GRMN-200 (4 credits, 2nd language fulfilled)
HL	Hindi	5	WLLC-200 (Hindi 4 credits elective, 2nd language fulfilled)
HL	History - Americas	5	HIST-130AP, 131AP (8 credits see AP list for limitations)
HL	History - Europe	5	HIST-115AP, 116AP (8 credits see AP list for limitations)
HL	Info Tech Global	5, 6	BUSN elective credit only
HL	Mathematics	5	MATH-160 (4 credits, Q, may apply to major)
HL	Physics	5	PHYS-211IB (4 credits, PN, may apply to major)
HL	Psychology	NA	This exam not accepted for credit
HL	Spanish B	5	SPAN-200 (4 credits, 2nd language fulfilled, may apply to major)
hl	Theatre	4, 5	THEA-100 (4 credits, PA, applies to minor not major)
HL	Visual Arts	NA	This exam not accepted for credit

Students should understand not all courses equivalencies meet graduation requirements. Once students have committed to Augustana College, they should arrange to have their official IB scores sent directly to the college from the

testing agency. For other tests not listed above, those assessments will be made by the Registrar in consultation with the appropriate department in early fall semester after scores are received.

A-Level Credits

Students who have taken the Cambridge Examinations or Cambridge International Examinations at the A-level and have earned a grade of A*, A, or B may be awarded credit if approved by the department. The specific amount of credit and course equivalencies awarded for each grade are determined through evaluation by the appropriate academic department. Students should arrange to have official scores sent directly from Cambridge Assessment to the Office of the Registrar at Augustana College for evaluation. Please note we do not take copies delivered from the student, hand-delivered copies, photo copies or pdf versions. See our policies on sending official records to the college. Scores already approved appear below.

Level	Test	Score	Equivalent Course (credits)
Advanced	Accounting	A*	ACCT-200 (4 credits)
Advanced	Business	A*	BUSN elective course (4 credits)
Advanced	Economics	A*	ECON-200 (4 credits)

Faculty adopted 4.26.18

updated 3.21.19

Credit and placement by examination

Most examinations for advanced standing are intended only to permit the exceptionally-qualified student to enter an advanced course without taking preliminary courses. In most instances, credit will not be given, but a higher level course placement allowed. Such examinations are administered at the discretion of the department involved and a \$150 fee is charged. See the Office of the Registrar for details.

International Study

Augustana regularly offers programs for both language study and multidisciplinary study in a variety of regions of the world including Augustana-approved programs and exchange programs. For a complete list of programs, visit the [international internship opportunities site](#). The quality of instruction on these sponsored and affiliated programs meets college standards and the curricula are consistent with on-campus academic programming.

The following policies apply to Augustana-approved and sponsored programs:

- Once students are selected/approved to participate on an Augustana international study program, they follow the normal college registration procedures.
- Study abroad in non-Augustana programs should be planned for the junior or senior year. Prior to leaving campus, students interested in participating in these programs must work with the Office of International and

Off-Campus Programs in filling out appropriate petitions for transferring coursework back to Augustana. Petitions are available in the Office of the Registrar and in the Office of International and Off-Campus Programs.

- Courses that meet general education requirements should have the signature of the student's advisor. Courses that meet major or minor requirements need the signatures of the advisor and the appropriate department chair.
- Submit the completed application to the Office of International and Off-Campus Programs for the signature of the International and Off-Campus Programs Coordinator.
- Petitions are forwarded to the Advanced Standing and Degrees Committee for a final decision.

Students who wish to study abroad in other non-approved programs programs will not be an Augustana student during the time they are enrolled elsewhere. Students who desire to pursue this option should consult with the Office of International and Off-Campus Programs and the Office of the Registrar before leaving the college. Students are required to notify the Dean of Students Office they are leaving the college and are required to petition to transfer these courses in advance. All transfer policies apply for this coursework.

Students returning to Augustana following a non-approved study abroad program should re-apply for admission with the Dean of Students Office.

Special Designations

Students who are away from the campus for special reasons are designated as follows:

1. Augustana students in non-resident programs. Students are registered at Augustana and have all the privileges and responsibilities of regular resident students including financial assistance, ID cards, insurance, etc. They are included in statistical report-ing as Augustana students, even though they may pay tuition at a different institution. Continuance at Augustana upon their return is contingent upon meeting academic standards comparable to those in effect at Augustana while away. Examples of non-resident programs are the Augustana international study programs, including summer language study, and Augustana internships.

2. Augustana students on leave. Students who travel individually to study in a foreign country or engage in some special educational program, take a leave of absence from Augustana and are not entitled to any student benefits or privileges contingent upon enrollment. Students who return must complete a brief readmission application. Work submitted for advanced standing or transfer credit is subject to normal review procedures for transfer work. Examples are approved programs of foreign or domestic study and international exchange programs.

Registration, Enrollment & Attendance

<https://www.augustana.edu/academics/catalog/registration>

2020-21

STUDENT RESPONSIBILITY: While the senior audit, program evaluation, academic support resources, as well as academic guidance from faculty and advisors are all available to every student at no additional cost, these resources are provided for use in planning only. It is the responsibility of the student to report any printed error to the Office of the Registrar within one year. The responsibility for understanding and meeting degree requirements rests entirely with the student.

DEADLINES: It is the responsibility of the student to check and maintain a current and accurate course schedule at all times by reviewing the official schedule on Arches. Students are expected to do this as they register for the next semester and immediately after an official enrollment change has been made within the published deadlines and according to published college policies. Students should plan ahead with registration when Arches is open or completion of [online add/drop forms](#) to obtain all required approvals prior to the deadlines. Petitions may be required for missed deadlines and approval to add/drop after deadlines are made only under rare and exceptional circumstances (fees apply.) Only Arches reflects the official enrollment with the college. All published dates and deadlines are strictly enforced to meet

compliance standards. No unregistered student will be permitted to register for the semester after day five. Academic Programs and access to Arches for unregistered students will be promptly ended after the published deadline and students must vacate campus housing immediately.

Attendance policies

Students are expected to attend classes for which they have registered, and any exceptions to this rule will be made explicit by the instructor at the first class meeting. Any individual who is attending a course section must be properly registered for the course by 4:30 pm on Friday of the first week of the semester (day two for 7-week courses and day two for J-term). No student will be permitted to register or attend the term after this deadline. Individuals not properly registered for a course should not be permitted to further attend the course and their name should be reported immediately to the Office of the Registrar. Exceptions to the section attendance policy include college-approved guests, such as prospective students who are officially scheduled through the Office of Admissions, college employees approved in advance by the instructor, other non-student guests not in regular class attendance as approved in advance by the Registrar, instructor, department chair and when necessary, the Office of Campus Security and Public Safety. These guests should be limited to attending one or two class meetings. Visits exceeding this amount require registration and tuition payment.

Deregistration for Non-Attendance

Students are expected to be on campus and attending on the first day of each term. Students not in attendance at the first class meeting are responsible for finding out on their own the instructor's policy regarding attendance. Instructors may elect to drop a registered student from their course for non-attendance on the first day of the semester.

Students who have exceptional circumstances that require late arrival on day two or day three of a semester should provide documentation of the emergency to Academic Affairs prior to the start of the term. Students who do not report to their courses by the end of the first week of the semester (day two for J-term) will not be permitted to attend for the term regardless of circumstances. Late start for J-term beyond day two is not allowed under any circumstances. Failure to report to campus and attend registered courses will result in:

- automatic deregistration of current coursework
- dining hall and library card deactivation
- the student being required to vacate campus housing
- potential additional late processing fees

Students who have been deregistered for the the semester must [reapply to the College](#) to return to student status in subsequent terms.

Religious Holiday Policy

Augustana College celebrates the importance of religious expression in the lives of our students and "offers every student the opportunity to develop a life-shaping spirituality." (See also [The Five Faith Commitments of Augustana College](#)). Consistent with our commitment to creating an academic community that welcomes and respects religious diversity, we commit ourselves to making every reasonable effort to support students in observing major religious holidays without academic or co-curricular penalty.

Students are required to notify their instructor in advance that they must miss class in order to observe a religious holiday and must make prior arrangements with the instructor to complete work missed during their absence. Final exams or other exam week requirements that may overlap with a religious holiday must be petitioned using the [Exam Week Policies](#) standards adopted by the faculty.

The Office of Campus Ministries will maintain on its website a calendar of the most important holidays in major religious traditions. While the college encourages students to celebrate any cultural customs and traditions that hold personal significance, we are not able to excuse students from class attendance or participation in course requirements for cultural observations.

Questions that arise in carrying out this policy should be addressed to the College Registrar or the Office of Academic Affairs.

Approved by Faculty Senate 12.4.08

New students

New students register on designated days in early summer or just prior to Fall Welcome Week. For students entering or returning mid-year, please consult the [advising office](#) for the registration event scheduled prior to the start of the term.

Continuing and former students

See the [Academic Calendar](#) for the current registration dates and times.

Courses numbered at the 300 and 400 level are intended primarily for students who have earned junior or senior classification, though sophomores may enroll in upper-division courses with the approval of the academic advisor. First-year students may enroll in any sequential course(s) for which they have already established qualifications.

Special Registration Arrangement

When practice facility space is at a premium, the college will institute priority registration for one rotating NCAA varsity athletic program for Spring semester. Implementation will be coordinated annually between the Office of the Registrar and the Athletic Department. Registration procedures will be communicated to the rotating players from the Office of Advising and the Office of the Registrar. Student-athletes on the designated team must adhere to all other registration policies and procedures, including required advising meetings and clearing all registration restrictions in advance of their priority registration.

Cabinet adopted February 2019

Authentication of identity and registration for summer online courses

Students will register for online summer school courses through Arches. Faculty teaching an online summer course will use Moodle as the learning platform. Students are required to authenticate their identity by logging in to Moodle by using their college-assigned username and password. Students are reminded they should never share their username and password. As a condition of continued enrollment, students have signed the [Communication and Technology Acknowledgement](#) form and have read the [Honor Code](#) and signed the Honor Pledge.

Auditors

Degree-seeking students needing to repeat a course for proficiency (to improve grade for departmental requirements) must register as an auditor and pay for the course. Audited coursework only appears on the record with "X" and

students may not use financial assistance to audit a course. An audited course does not factor in the grade-point average. Non-Augustana students who wish to audit a course must apply using the [Special Student Application](#) available on the website and will pay the full tuition fees associated with the coursework. (See [Schedule of Student Charges](#) for tuition and fees.) These additional parameters apply to audited courses:

- Once enrolled in a course for audit, a student is not permitted to change that enrollment status to a credit bearing status.
- Students enrolled in a course for credit are not permitted to change to audit status once the term has started.
- Students enrolled for an audit need not complete course assignments or tests unless their home department needs that assessment information for their prerequisite purposes.
- Audited courses do not serve as prerequisites for other Augustana courses.
- Audited courses do not count toward full-time status or financial aid calculations, but do count toward calculating tuition credits.

Enrollment restrictions

Students are not permitted to register for courses that meet during the same time block/period. In rare and unusual circumstances, when no other arrangements can be made and the student is in a hardship situation, a student may request permission to register for courses that have a small overlap in start and end times if both instructors consent. Prior permission from both instructors and the College Registrar is required.

The college may restrict students from enrollment in any coursework for future terms for a variety of reasons:

- Failure to adhere to academic or administrative policies or incomplete paperwork
- Behavioral/disciplinary reasons
- Medical/health reasons
- Outstanding financial obligations

Students will be notified in writing (hard copy and/or by email) of these restrictions in time for students to make arrangements to clear the hold in the appropriate administrative office prior to registration. While this is not an exhaustive list, some of the most common requirements for continued enrollment include:

- Final high school and/or college transcript on file
- Updated emergency contact information
- Current immunization records on file
- Signed honor pledge on file
- Signed communication agreement on file
- Completed "Alcohol Edu" online program
- Completed "Not Anymore" sexual assault awareness training
- Completed the "Diversity" on-line program
- Meeting with an academic advisor
- Financial Aid documents complete
- Tuition and fees paid
- Required service hours complete (as assigned by Dean of Students)
- Application to graduate complete (for those with senior standing or near-senior status, see email reminders)

- Student is in good academic and social standing with the college
- Student is deemed to be in good physical and mental health (as determined by the Dean of Students Office)

Approved by EPC 10.14.15

Registration Term Credit Limit Policy and Registration Surplus Requests

Students may register for up to 18 credits per semester and one 4-credit J-term experience through Arches. Students seeking to register for a surplus (more than 18 credits in a single term) are required to make a Registration Surplus Request to the Committee on Advanced Standing and Degrees (AS&D) with support of their academic advisor. Only petitions from students with a strong academic record will be considered. Students will be notified by email of the results within two business days. If approved, students are responsible for understanding and monitoring their annual credit limits and, if term surplus approvals take them over the caps noted below, they will be responsible for any overload fees incurred. Completed forms are due prior to day two of the term of anticipated enrollment surplus. [Forms are available online.](#)

edited for clarification 2.22.19

Overloads

Please see the catalog section of [Registration Course Load and Tuition Overload Policies](#) for detailed information. See also the [Schedule of Student Charges](#) for overload fees.

Change of registration

A change of registration may be made with the approval of the student's academic advisor and the instructor, and is valid only when filed and approved by the Office of the Registrar. Students must consult the [Academic Calendar](#) for all add/drop/withdrawal deadlines. Students may request an exception to these policies only under rare and exceptional circumstances beyond the student's control. To petition, see the [Academic Policy](#) section of the catalog.

Students who wish to petition a change in registration from a previous term due to clerical error must petition the change within one year of the enrollment deadline. Petitions received after this deadline will not be accepted. Late fees apply for missed deadlines (see [Schedule of Student Charges](#).)

In accordance with state regulations, students who drop any coursework after the published deadlines will have a "W" (withdrawal) grade marked on the transcript.

Anyone terminating attendance in a course without approval and without following specified procedures will receive an "F" grade in the course.

Students accused of academic dishonesty in a class will not be permitted to drop the course involved until they have either been cleared of the allegation or have the permission of both the instructor and the Dean of Students.

Student schedule

Students will have academic advising assistance available to them in the weeks prior to registration. The college requires all students seek out their academic advisor prior to registration. Arches is available 24 hours a day and displays the student schedule with a secure login. The responsibility for registering for appropriate classes for satisfactory progress toward the degree within all published enrollment deadlines and maintaining an accurate class schedule each term rests entirely with the student.

Important dates and deadlines for the term

See the [Academic Calendar](#) for exact add and drop deadlines or visit the Office of the Registrar in Founders Hall during business hours (8 a.m. - 4:30 p.m.) Students submitting add/drop forms will need their own signature as well as advisor and instructor signatures. Incomplete enrollment forms will not be processed.

For information about open courses please consult *Arches*, the [official online catalog](#) or the academic department.

After submitting enrollment permits, students should check *Arches* the same day to see that their schedules are correct. It is the responsibility of the student to check and maintain a current and accurate course schedule. If you see inconsistencies, please contact the Office of the Registrar immediately.

All drops must be processed in *Arches* or by a properly completed form and submitted by the published deadline. Instructors may drop you from the roster for failure to attend the first two class meetings and allow another student to add. However, it is the responsibility of the student to check and maintain a current and accurate course schedule.

A complete list of dates and deadlines appears on the [Academic Calendar](#).

Full-Time Status

As always, consult your academic advisor and your financial aid package before dropping courses that may impact your billing, campus housing eligibility, financial assistance and NCAA eligibility. To maintain full-time status at Augustana, you must have a minimum load of 12 credits per semester.

Special Policies Related to J-term Enrollment

January-term (J-term) is designed as a single, unique and intensive learning opportunity for our entire campus community. To meet that objective, students may only register for *ONE* J-term experience. In nearly all cases, that experience is a 4-credit course (some study away experiences have a different model in J-term). Students may not combine a J-term course registration with an internship, research or directed study experience.

A comprehensive list of J-term all academic and administrative policies and procedures for J-term may be found [HERE](#).

Withdrawal from Augustana

<https://www.augustana.edu/academics/catalog/withdrawal>

2020-21

Students who wish to withdraw from all courses during the term must take formal action to do so by contacting the Dean of Student Life, Founders Hall 104.

Federal Title IV and other aid funds are awarded and disbursed to students under the assumption that the student will attend the school for the entire period for which the funds are awarded. When a student leaves the institution before completing the semester, the student may no longer be eligible for the full amount of Title IV and other aid funds.

Students who officially withdraw from the college or stop attending during the semester without notifying the Dean of Student Life must [reapply for admission](#) for any future term.

See also [Deregistration for Non-Attendance policies](#) for administrative withdrawals.

See withdrawal policies at:

[Withdrawal - Return of Title IV Federal Student Aid \(semester\)](#)

Academic Standing Policy

<https://www.augustana.edu/academics/catalog/academic-standing>

2020-21

UPDATED COVID-19 policy updated 4.29.20: Academic Standing will not be processed at the end of Spring semester (20193SP) or Summer term (20194SU) due to the numerous challenges to student learning created by the COVID-19 disruption. Student Academic Standing will remain unchanged between the beginning of Spring (20193SP) and Fall semesters (20201FA) with one notable exception. Students who began Spring semester below Good Standing (e.g., Academic Probation or Continued Academic Probation) and complete 12 or more graded credits during Spring semester and/or a 4 credit Summer course will be individually reviewed to identify students who have achieved Good Standing. If a student returns to Good Standing after Spring semester or Summer term, their academic record will be updated, and they will begin Fall semester in Good Standing.

Student cumulative and term grade-point average (GPA) are reviewed at the end of fall and spring semester for students not enrolled in credit bearing courses during J-term, and at the end of J-term and spring semester for students enrolled in a credit bearing course during J-term to determine Academic Standing. Academic Standing classifications are defined below.

Good Standing. The C or 2.00 GPA is the mark of acceptable work and good standing.

Academic Probation (AP). Students are placed on Academic Probation under the following conditions: (1) if the term GPA is less than 2.0; (2) if the Augustana Cumulative GPA is below 2.00 but at or above the minimum required GPA for continued enrollment (see table below). Students on Academic Probation will be allowed to continue the following term provided they agree to the terms of their Academic Recovery Plan; however, students on academic probation are not permitted to participate in off-campus J-term courses or experiences.

Suspended for Academic Reasons (SAR). Students are Suspended for Academic Reasons if the Augustana Cumulative GPA is below the minimum required GPA for continued enrollment (see table below). The student is suspended for the next 15-week semester and the phrase "Suspended for Academic Reasons" is included in the student's official college permanent record, which includes the official transcript. Students suspended after Fall semester may request to participate in J-term courses or activities through the appeal process. See the Academic Standing Appeal Process to appeal a suspension for academic reasons.

Dismissed for Academic Reasons (DAR). Students who re-enroll after being suspended for academic reasons are required to obtain a semester/J-term GPA of higher than 2.00 until their cumulative Augustana GPA is at or above 2.00. Failure to achieve the higher than 2.00 GPA for any term prior to re-establishing a 2.00 cumulative GPA results in the student being Dismissed for Academic Reasons, which is permanent dismissal from the College. "Dismissed for Academic Reasons" is included in the student's official college permanent record, which includes the official transcript. See the Academic Standing Appeal Process to appeal a dismissal for academic reasons.

Continued Academic Probation. Students who re-enroll after being Suspended for Academic Reasons are placed on Continued Academic Probation and are required to obtain a semester/J-term GPA of higher than 2.00 until their cumulative Augustana GPA is at or above 2.00.

Minimum Grade-Point Averages (GPA) Required for Continued Enrollment*

Number of Credits Completed

Minimum GPA Required

0-29.99	1.500
30-60.99	1.700
61+	2.00

*Academic standing for transfer students is determined by review of the Augustana cumulative GPA and the total number of earned credits posted to the Augustana transcript. The number of credits posted to the Augustana transcript includes credits transferred to Augustana. Half-time students will be expected to maintain the appropriate cumulative GPA for the number of credits completed.

**Credits Completed is defined as receiving one of the following grades: A, B, C, D, F, FA, NC, NR or P. Grades of audit (X), withdrawal (W), academic withdrawal (AW), incomplete (I), in progress (IP), and missing (M) grades are not considered as credits completed. Course withdrawals are, however, considered in financial aid academic progress decisions (see [Financial Aid Satisfactory Academic Policy](#)) and for registration limits per term and academic year (see [Course load](#)). Academic standing decisions are postponed until Incomplete and In-Progress grades are resolved and a letter grade has been issued. Students who do not meet the criteria for continued enrollment once a grade is assigned are required to withdraw from the institution at that time. Refunds are based on the withdrawal policy. Students may not graduate with Incomplete or In-Progress grades on their record.

Readmission after Suspension. Students Suspended for Academic Reasons may apply for re-admission after demonstrating academic success at another accredited institution. To be eligible for re-admission students must: complete a minimum of six credits of pre-approved coursework; and successfully complete all attempted coursework to earn a minimum cumulative GPA of 2.50. One-credit courses are not counted toward the six credit requirement. Students may not enroll concurrently at another institution and Augustana. Instructions on how to obtain course pre-approval and how to re-apply for admission are included in the Suspended for Academic Reasons letter. All courses must be completed and grades reported to Augustana College prior to re-enrollment. Students must reapply at least three weeks before the start of the semester.

Academic Standing Appeal Process. Students Suspended for Academic Reasons or Dismissed for Academic Reasons may appeal their mandatory academic leave and request to continue their enrollment in the next 15-week semester. The appeal process, instructions, and deadline for receipt are included in the suspension or dismissal letter. Fall Academic Standing Appeals are due December 19; J-term Academic Standing Appeals are due February 3; Spring Academic Standing Appeals are due May 29. All appeals must be made in writing. Student appeals should include explanations of significant extenuating circumstances or additional information relevant to the student's academic performance and a compelling plan for academic improvement. Appeals are reviewed by a panel chaired by the Associate Dean of Student Success and Persistence and includes a second representative from the Academic Affairs Office, the Dean of Students or the Associate Dean of Students, and the Vice President of Diversity, Equity, and Inclusion. The Panel attempts to balance concern for the individual student against concerns for equity across the student body. Appeal decisions are final. When an appeal is granted, students are required to comply with the guidelines outlined by the Appeals Panel or the original mandatory academic leave will take effect.

Adopted by faculty 2019, language updated for clarity 7.11.19

Class repeats. Any class that can be repeated for credit will count toward full-time or half-time status. See the [Financial Aid Satisfactory Academic Policy](#) and the [Financial Aid Eligibility and Policies](#) for financial aid policies regarding repeat coursework.

Maximum Time Frame to Complete Degree

For information on Financial Aid satisfactory progress toward a degree see the [Financial Aid Satisfactory Academic Policy](#) page.

Exam Week & Study Week (Wk 14) Policies

<https://www.augustana.edu/academics/registrar/exam-week-policies>

2020-21

UPDATED FOR COVID-19 RESPONSE - Fall Semester 2020

The following policies for Study Week (Week 14) and Exam Week are updates and exceptions to the complete list of exam week policies that appear at the bottom of this page. These updates are in effect for Fall Semester 2020 only.

Study Week (Week 14)

No in-person instruction will be provided during Week 14 of the fall semester.

Students in standard-length, 14 week courses will spend this week studying and/or preparing their remaining assignments. Regular instructional classes will not be held during Week 14, though faculty might consider utilizing the regular class time for review sessions, additional office hours, or for student presentations. Student learning activities during Week 14 can include studying, writing papers, attending review sessions with faculty or tutors, consulting with faculty, sharing presentations, etc. Student time devoted to these learning activities should be included in the “seat time” estimation for each course. In short, Week 14 activities can include study activities, completion of work, submission of work, and/or presentation of work, but Week 14 should not involve the delivery of new material to students in the form of instructional classes led by faculty.

Courses that are scheduled for the last seven weeks of the semester (e.g., courses that begin Week 8 and conclude Week 14) may use Week 14 for instructional classes. These classes will need to be delivered remotely as no in-person instruction will happen this week.

Exam Week

- Faculty will be required to have one course-related activity take place during exam week. This might be an assignment, an exam, a blog post, a project or other assessment.
- If faculty are planning to administer a synchronous exam, they must use their scheduled blocks as noted in the schedule below.
- Faculty may not administer the final exam or collect the final assessment during the Week 14 study week.
- Faculty might use their final exam time as the deadline for materials, but faculty may use any time during exam week as the deadline for their materials. Students are encouraged to plan ahead and work ahead as they prepare for exam week.
- The deadline for materials due during exam week will be up to each individual instructor. However, the latest deadline an instructor may use for all coursework is 6:00 pm Friday, December 11, 2020, unless an earlier date/time is established by a faculty member in the updated syllabus.
- Specific questions about exam week for each course should be directed to the faculty member.

adopted by GPG and updated July 31, 2020

The final examination schedule for the following academic year is published annually during spring term.

Students traveling in groups for an Augustana-sanctioned event must have a group form submitted by the program director, coach or department supervisor by Monday of Week 13. The group/team coach/advisor/faculty member should contact [Liesl Fowler](#) for a copy of the electronic form.

Please see the final examinations schedules and policies for the appropriate year below. The schedule for the following academic year will be available annually in April. Please be careful in consulting the correct academic year; see future year schedules at bottom of the page if available.

Exam Week Schedules 2020-21

The exam week schedules are based upon the start time for each instructional "block." See the instructional blocks below.

Fall Semester 2020 - [click here for Exam Blocks Fall 2020](#)

	9-11 a.m.	Noon-2 p.m.	3-5 p.m.	6-8 p.m.
Monday	I Block	A Block	D Block	Evening/multi-section
Tuesday	F Block	B Block	First-Year Language	K Block evening classes
Wednesday	G Block	Calculus courses	Multi-section	J Block evening classes
Thursday	C Block	Multi-section	Multi-section	Multi-section
Friday	E Block	H Block	No exams	No exams

January Term 2021

Any J-term final exams, papers, projects and/or final presentations will take place at the end of J-term in one of the final class meeting times for the course. Consult your syllabus and instructor for more information.

Spring Semester 2021 -[click here for Exam Blocks Spring 2021](#)

	9-11 a.m.	Noon-2 p.m.	3-5 p.m.	6-8 p.m.
Monday	D Block	E Block	H Block	Evening/multi-section
Tuesday	I Block	A Block	First-Year Language	K Block evening classes
Wednesday	F Block	Multi-section	Multi-section	J Block evening classes
Thursday	G Block	Calculus courses	Multi-section	Multi-section
Friday	C Block	B Block	No exams	No exams

The following policy statements apply for exam week.

1. Final Exam Week: The fifteenth week of each term is set aside for final examinations. The term "final examination" here means the last examination of the term, either comprehensive or unit examination.

2. Unit Exams: During the last week of classes no final examination may be given. A unit exam may be given only if it is in addition to the regularly scheduled final exam. The Dean of the College must approve exceptions. Papers/presentations may be due during the last week of classes with or without an additional final exam/assignment.

3. Change of Exams/Presentations: No final examination/presentation may be changed from its scheduled period except with the approval of the College Registrar. Travel arrangements, vacations, employment plans and convenience will not be viewed as sufficient reasons to change an examination/presentation. The following are examples of reasons that are *not approved*: family events, transportation home or on vacation, flight times (regardless of booking date or destination), start dates for internships, job or graduate school interviews, summer coursework, employment, legal proceedings or jury duty, non-emergency or elective medical procedures and appointments, special events, etc. Students who make travel arrangements for any reason that conflicts with exams will be expected to adjust their travel plans, even if there are additional financial consequences for the student. *Final exams at Augustana should be considered a priority over other plans.* The deadline to [submit a petition](#) requesting to change a scheduled exam is the Monday of week 14 each term. Requests after this deadline will not be considered.

4. Take home examinations: Take home finals may be assigned with the final examination period as the due date.

5. Major assignments: Major assignments due during Exam Week in a class with no final exam must be assigned with a due date of the class's final examination period or 6:00 p.m. on Friday of exam week. Exceptions include assignments, such as art projects for public display, that have special scheduling needs.

6. Rescheduling Exams: A student may petition the instructor and the College Registrar to reschedule an examination if they are scheduled to have three examinations/presentations in one day. First-Year Foreign Language, Calculus or evening course examinations may not be the one rescheduled. A student desiring to reschedule an examination/presentation for a reason other than as stated here in #5 may petition the Office of the Registrar. A decision will be made by the College Registrar who may consult with the faculty member(s). Students scheduled for three or more final examinations/presentations in one day because of a multiple section examination [may petition the College Registrar](#) to be released from that final. Such students must be given the option of a make-up examination (or other suitable arrangement) by the instructor of the department giving the multiple section final examination (see multi section exams in #9 below.) No final exams will be rescheduled to take place outside of exam week (i.e. week 14.). The only exception is in the case of an emergency when an incomplete is assigned, and the exam would be taken at a later time following the conclusion of the term. For the purposes of rescheduling an exam for three exams in one day, a music jury may not be considered one of the three exams and music juries must be scheduled so they do not conflict with other exams/presentations.

7. Schedule Rotation: The final examination schedule will be rotated each semester and each year.

8. First-Year Second Language and Calculus: Rooms for these examinations will be available three weeks prior to the end of the term.

9. Multi-Section Exams: The periods from 3:00-5:00 p.m. Wednesday and from 6:00-8:00 p.m. Monday, Tuesday and Thursday are reserved for the scheduling of common final examinations for courses with multiple sections. Instructors or departments may request a multi-section exam by completing the [on-line request form](#) prior to the start of the semester. Requests made after the semester begins will not be considered. Faculty will receive a confirmation email when the multi-section exam date/time/location has been scheduled. All final exam date/time/locations should be published on the course syllabus and adhere to the final examination policies of the college noted here as well as meet the policies in the [Faculty Handbook](#). Students scheduled for three or more final examinations in one day because of a multiple-section examination may petition the College Registrar to be released from that final. Such students must be given the option of a make-up examination (or other suitable arrangement) by the instructor of the department giving the multiple-section final examination.

10. Hourly Periods: Sections meeting during hourly periods, including labs, should consult their instructor regarding the time of their final exam. Some hourly-period courses will have their final exam at the scheduled time of the closest corresponding period (i.e. an 8:30 a.m. hourly class meeting on Tuesdays corresponds with 8:30 class, both beginning at 8:30 a.m.) or meet the guidelines for module course exams below.

11. Module Courses: Courses that meet for fewer than 14 weeks may, upon the discretion of the instructor, give a final examination during the 14-week semester or at the conclusion of the course. This alternate final exam time will be listed in the syllabus, or the exam will be given according to the published annual schedule.

12. Senior Inquiry & Independent/Directed Study: Finals Week presentations that fall outside the scope of regular courses should be scheduled at a time that does not conflict with students' other scheduled final examinations/presentations and on a day when students do not have two or more other examinations/presentations already scheduled.

13. Evening Classes: Courses that regularly meet in the evening will give their final exam on Wednesday of exam week from 6:00 - 8:00 pm.

14. End of the Semester: The Faculty Handbook notes that "the Committee on Advanced Standing and Degrees and the Faculty have determined the end of the semester to be 6:00 p.m. on Friday of exam week, or the last meeting day of J-term, unless an earlier date is specified in the instructor's syllabus." If the course meets a non-standard length, the end of the term is defined as the last day of the course as defined in Arches.

**Instructors who violate these rules should be reported to the Office of the Dean of the College.
The Dean of the College shall confer with the instructor and take appropriate action.**

Make-up Examinations - If a student is absent at the giving of an examination, permission to make it up is at the discretion of the instructor. Appeals may be made by following the normal procedures for appealing a grade.

Approved by EPC
Adopted by faculty 3-28-18

Grading system

<https://www.augustana.edu/academics/catalog/grading>

2020-21

Updated for COVID-19 fall semester response 7.24.20

NOTE: *While the senior audit, program evaluation, academic support resources, as well as academic guidance from faculty and advisors are all available to every student at no additional cost, these resources are provided for use in planning only. It is the responsibility of the student to report any printed error to the Office of the Registrar within one year. The responsibility for understanding and meeting degree requirements rests entirely with the student.*

To be eligible for graduation, the final grade-point average must be at least 2.00 (a) in all Augustana coursework applicable to the degree and (b) in all Augustana coursework applicable to the major or minor inclusive of required supporting courses, but exclusive of recommended supporting courses. To ascertain a grade-point average, the number of quality points earned is divided by the sum of credits attempted in which quality points may be earned.

Faculty will assign their own grading scale/rubric for assignments and exams in their courses. Faculty may assign final grades on the following scale.

Quality points are given for each credit as follows:

A+, A 4.00

A- 3.67

B+ 3.33

B 3.00

B- 2.67

C+ 2.33

C 2.00

C- 1.67

D 1.00

F, FA 0.00

Calculating Grade Point Average

Students who wish to calculate a grade point average other than what is printed on the transcript or program evaluation should use the above figures to calculate this for themselves.

1. Multiply the **point** value of the letter **grade** (see scale above) by the number of credit hours. The result is the **quality points** earned.
2. Total the credit hours for the term (or the list of courses for consideration). These are **total credits**.
3. Total the **quality points**.
4. Divide the total **quality points** by the **total credit** hours. The result is the **G.P.A.**

Grades used by Augustana are:

A+, A, A- Excellent

B+, B, B- Good

C+, C, C- Fair

D Poor

F Below passing; failure without privilege of re-examination. Course may be repeated for credit. Subsequent grade does not replace prior grade of F. Students may not retake failed Augustana courses at another college or university without prior approval of the Committee on Advanced Standing and Degrees. Courses retaken to fulfill general education requirements or requirements within a major or minor should be repeated at Augustana. Petitions to the committee must be supported by the student's academic advisor, the chair of the student's major or minor department, and, when necessary, those responsible for the degree requirement fulfilled by the course to be taken. All "F" grades count in the [maximum credits allowed with full time tuition](#). An "F" grade may impact your ability to take further courses within these limits or may create an overload where [additional fees apply](#). Registration to repeat a failed course at Augustana does not require prior approval, but does require an [online add form](#).

X Audit (no credit)

FA Failure to Attend; given to a student who never attended any class meetings. Same policies for "F" grade apply.

P Passing; Awarded for a Pass-No Credit course or Passing a non-credit bearing internship, lab or other registered educational experience. Also may appear as CR grade for some passing coursework for internal degree audit sorting purposes.

NC No credit where Pass-No Credit option was requested. See Pass-No Credit option, below. Course may be repeated for credit. Course may be repeated for credit at Augustana, no prior permission required. Add form required to register.

I Incomplete; passing, but with certain required work still unfinished, about which prior arrangement has been made. See Incomplete Grades, below.

W Authorized withdrawal after the fifth week of classes. All "W" grades count in the [maximum credits allowed with full time tuition](#). A "W" grade may impact your ability to take further courses within these limits or may create an overload where [additional fees apply](#). Depending on the point in the semester and the student's continued attendance, the grade may be noted as AW.

NR Not Recommended; for Education students only. A student receiving an NR grade in Student Teaching will not be recommended for certification but will receive college credit for the experience.

M Missing Grades are recorded when a faculty member does not meet the grading deadline. Faculty are expected to resolve the missing grades immediately through Arches. Students should contact their instructor with questions.

Pass-no credit grading

Pass-No Credit is available to students with permission of the advisor within the following guidelines:

- Students are reminded that only students who carry 12 or more credits with letter grades are eligible for [Dean's List](#).
- Once a P/NC form is submitted they are final and irreversible. Students may not change back to letter grades once a course grading status has changed to P/NC status.
- The Pass-No Credit (P/NC) option is available for approximately the first 40% of a course for 7-week courses and through week 12 for 14-week courses. After the deadline has passed, students may no longer elect to take a course P/NC nor reverse a status of a course for which a form was previously submitted. See the [Academic Calendar](#) for exact dates. **UPDATE!** See the [Academic Calendar](#) for the new updated P/NC deadline for fall and spring 2020-21 only.
- Students registering for a J-term course must make this change by the add deadline.
- A student may use the Pass-No Credit option to the point where it does not exceed 10 percent of the total credit hours completed or in progress. Courses which are mandatory Pass-No Credit (internships, field experiences, etc.) will not be counted in the 10-percent figure.
- A student may elect to register for more than one Pass-No Credit course in a given term. Students may not move all courses for a semester to P/NC status.
- General Education Core Requirements may not be taken Pass-No credit, with the exception of one HEPE activity course. If taken Pass-No Credit the coursework will not be applied for General Education requirements. Students will not be able to petition to reverse this action after the deadline.
- Courses required for a major or minor may be taken Pass-No Credit only by permission of the appropriate department chair.
- Instructors will turn in letter grades for all students. In cases where students have elected the Pass-No Credit option, the grade will be converted for A, A-, B+, B, B-, C+ and C grades into P; and C-, D and F grades into NC. This rule will not apply to courses which are mandatory Pass-No Credit which will be graded by instructors as P or NC. Grades that are converted to P will appear as a CR grade.
- Neither P (or CR) nor NC grades will be used in computing Augustana grade-point averages, but these courses do impact the number of credits earned. Students should be aware that Augustana cannot control the use made by other colleges and graduate and professional schools of Pass (P) and No-Credit (NC) grades that appear on the transcripts of Augustana students.

- **NOTE!** Due to state licensure regulations, students in the teacher education program will be required to obtain permission for the EDUC department prior to requesting the P/NC option for any coursework.
- Students may exercise the Pass-No Credit option until the posted P/NC deadline. See the [Academic Calendar](#) for exact dates.

The appropriate form is available [online](#) or in the Office of the Registrar.

For the complete policy and deadlines, please see the current [Academic Calendar](#) and the Pass/No Credit registration agreement available in the Office of the Registrar.

Incomplete grades

An incomplete grade (I) may be given only for a valid reason and upon written stipulations sent via email to the student's Augustana email account from the instructor and copied to the Registrar. Students may not graduate with an I on their record.

The deadline for completion of all work is set by the instructor and can be no later than 30 calendar days following the date final grades are due. An extension beyond the 30-day period may be granted only by the Committee on Advanced Standing and Degrees with a written statement of support from the instructor. This extension would normally be for at most an additional 30-day period, unless a longer period is granted by the committee because of some unusual circumstance such as serious illness. See the [Academic Calendar](#) for exact dates.

Unless the student has petitioned the committee for such an extension, the instructor will assign a grade no later than one week following the 30-day period. If the Office of the Registrar does not receive a grade or a petition within 37 days from the date grades were due at the end of the semester, a grade of F will be recorded for the incomplete. Students who do not complete the work for a course may not withdraw from the course once a grade of "I" is assigned. A final grade must be posted.

*Seniors who are candidates for graduation may not graduate with grades of "I" on the record when that coursework is needed to complete degree requirements. Senior students needing to arrange for a grade of "I" should plan to apply to graduate during a future semester. These students will be responsible for the fees associated with ordering a duplicate diploma.

Course Repeat Policy

A student may repeat a course at Augustana under any of the following circumstances:

- 1) The course listing in the Courses and Programs of Study section of the catalog is followed by the "+" symbol. [Example: 400 Independent Study (1+)];
- 2) The final course grade was "F" (failure). Students may not retake failed Augustana courses at another college or university without prior approval of the Committee on Advanced Standing and Degrees; or
- 3) Where the earned passing grade is not sufficient to prove a **required** proficiency in order for the student to continue in the major, the student may petition the Committee on Advanced Standing and Degrees to repeat the course. All petitions must include signed statements of support from the department chair in the student's primary major and the academic advisor. Students who repeat a course where a passing grade was earned previously may not count the additional repeated credits toward graduation. (Students may only count earned credits toward the total credits needed for graduation for a course one time, unless a course meets the guidelines set forth in item #1, above.)

Courses retaken to fulfill general education requirements or requirements within a major or minor should be repeated at Augustana. Petitions to the committee must be supported by the student's academic advisor, the chair of the student's major or minor department, and, when necessary, those responsible for the degree requirement fulfilled by the course to be taken. Subsequent grade does not replace prior grade; both the original grade and new grade factor into the grade-point average.

Approved by Faculty Senate 12.2.10

Sequenced course requirements and Waiving Into Higher Level Courses

Augustana courses that are sequenced require successful completion of the previous course to continue in the sequence. Successful completion is defined by a minimum of a passing grade or in some cases a higher grade may be required, when noted in the course description. In particular, this applies to the first year foreign language courses. In some cases, students may start at an advanced or intermediate level based on one of the following:

- Official placement test administered and recorded by the college
- Transfer coursework (or dual enrollment credit) equivalent
- Advanced Placement (AP), International Baccalaureate (IB) and A-Level scores that meet with college policy standards.

Once these credits have been applied to the student record, they may not be waived or removed. In addition, once a student enrolls in a course, successful completion is required (as designated on the course) to continue in the next course in the sequence.

Students will not be awarded general education requirements or waiver for requirements for courses they skip due to the above circumstances (i.e. if a student waives beyond a course with a Learning Perspective (LP) or suffix designation into a more advanced course that does not carry that LP/suffix, the student will be required to fulfill the "skipped" LP/suffix with a different course.)

The first year FYI sequence is an exception to this policy. Students may continue in FYI-102 with a failing grade, but must repeat courses until they have successfully completed all courses in the sequence to meet the graduation requirement.

Students who do not meet the minimum grade required to continue in the sequence should see the policy on repeating courses above.

AS&D/EPC November 2013

Performance alerts (Starfish)

During the term, faculty are asked to provide feedback to the advising office on each student whose classroom performance is less than satisfactory. Students and advisors are informed of reported difficulties routinely throughout the term. These reports are not part of the permanent record and are used only for advising, academic, social and medical counseling. Students who receive a Starfish flag will also be provided ways to connect with campus resources. Students should consult their Starfish record, Moodle account and work with their advisor to find appropriate campus resources for assistance.

Grade Reports and Grade Appeals

Grade reports are made available to students and advisors in Arches after the conclusion of each term. Grades for seven-week courses will post to the record at the end of the term with all other grades for the term. Students who wish to have an official grade report should use Arches to make an official, legal [transcript request](#).

Students who suspect an error in reporting a grade, or who have a question or complaint about a grade, should first contact the instructor. Please be aware most faculty will not discuss grades with students over email. If it is necessary to carry the inquiry beyond the faculty member, the department chair, the division chair, and then the Associate Dean of the College should be consulted. **Grade appeals or reporting errors in grade must be made by the conclusion of the following semester's grading deadline.** This includes reporting clerical errors or requests for withdrawals. Requests made after that deadline will not be considered.

Complaints of Bias or Discrimination

For complaints regarding alleged discrimination or harassment, the College's [Policy Against Discrimination & Harassment](#) and [Policy Against Sex Discrimination, including Sexual Harassment and Sexual Misconduct, and Other Interpersonal Misconduct](#) are followed. Students who have complaints of discrimination on the basis of sex or gender, should contact a Title IX Coordinator. For all other complaints of discrimination or harassment, students should talk to the Dean of Students, Director of Human Resources, or the appropriate Associate Dean. The [Bias Response Team](#) also receives complaints related to bias of all types. Academic freedom, as described in the [Faculty Handbook](#), is protected in the complaint resolution process.

Academic Complaints

Generally, students who have a complaint about a course or instructor outside of the policies described above should first contact the instructor of the course. If it is necessary to carry the inquiry further, the department chair, the division chair, and then the appropriate Associate Dean of the College should be consulted. Academic freedom, as described in the [Faculty Handbook](#), is protected in the complaint resolution process.

Transfer Student Policies

<https://www.augustana.edu/academics/catalog/transfer-policies>

2020-21

Transfer Students Coursework

This content has been developed to help new students transferring to Augustana. If you are a current student seeking information about transfer policies visit our [Transferring Coursework Page](#).

Some of these policies have been modified for students who enrolled during the semester transition. See your program evaluation in Arches and your advisor for the most current information regarding requirements for your cohort. Additional information about how to

Students who transfer to Augustana fulfill, with one exception, the same requirements as students who begin their college study at Augustana. The exception is the sequence of courses designed for first-year students. Transfer students do not complete the FYI/FYH sequence. However, they are expected to complete all other requirements of the college either through transfer coursework or while enrolled at the college. These requirements include:

1. FYI-101 or equivalent college-writing or Composition I transfer course;
2. LSC-300, a course specifically designed for transfer students at Augustana;
3. 60 credits earned at Augustana, and the last 12 in residence at the college;
4. 40 credits at the 300-400 level;
5. Minimum competency through coursework or testing in a second language;
6. Minimum competency through coursework or testing in quantitative reasoning;

7. One course in Reasoned Examination of Faith at the 200 level;
8. One course in each of the six Learning Perspectives;
9. One 4-credit global perspective course and one 4-credit diversity course; and
10. Two credits of physical activity courses (PEA) or a comparable transfer course.

Semester Transition Notice Regarding Transfer Credits

During the transition to a semester calendar and curriculum, coursework will be evaluated for transfer by comparing courses taught under Augustana's trimester curriculum. For example, a course taken in Fall 2017 at another institution will be compared to Augustana courses taught under trimesters, while courses taken after June 1, 2019 will be compared to the semester curriculum. Students may petition the [Committee on Advanced Standing and Degrees](#) for an exception to the policy. This exception waiver is available only through the semester transition and expires in May 2023.

Students who wish to enroll at the college as a first-year student, but also wish to transfer in AP, IB or A-Level scores or community college credit must adhere to the [Pre-Enrollment Credit Policy](#).

Students are required to send their final transcripts (from their most recent high school and/or college experience) to Augustana as a condition of continued enrollment. Please see [Transcript Policies](#) for further information about the parameters for sending your transcripts to Augustana and how transcripts are accepted.

Special Transfer Agreement for Students with an Associate of Arts Degree

Under the Augustana community college transfer agreement, Augustana will consider the six Learning Perspective (LP) requirements fulfilled when a student has earned an Associate of Arts degree from an institution already vetted and approved by the college faculty, found below. On a case-by-case basis, Academic Affairs and the Registrar's Office shall be permitted to extend the agreement to students earning an AA from other community colleges when their curricula similarly reflect the broad range of general education requirements at Augustana College. Qualifying students are required to obtain an Associate of Arts degree and achieve a minimum of 33 credits of transferable coursework (a grade of C or better.) Individual credits for all transfer students are evaluated on a case-by-case basis. Requirements not fulfilled by this agreement include:

- FYI-101 or college-writing or equivalent;
- Suffixes (Q, D, G);
- LSC-300;
- Reasoned Examination of Faith;
- Health and Physical Education (PEA) activity requirement;
- Second Language; and
- 300-400 level requirement

However, the qualifying transfer work may meet some of these requirements:

- FYI-101 or college-writing or equivalent;
- Health and Physical Education (PEA) activity requirement;
- Second Language; or
- 300-400 level requirement

Approved institutions:

[Black Hawk College](#)
[College of DuPage](#)
[Eastern Iowa Community Colleges \(Clinton, Scott and Muscatine\)](#)
[Harper College](#)
[Kirkwood College](#)
[McHenry College](#)
[Oakton College](#)

Please see the degree requirements for a complete list of the coursework required for a [Bachelor of Arts Degree](#).

This agreement is not extended for students with an Associate of Science (AS) or Associate of Applied Science (AAS) degrees.

Policy adopted as academic pilot by Faculty Senate January 30, 2014
Adopted as permanent policy by faculty Spring 2019

Academic Records

<https://www.augustana.edu/academics/catalog/academic-records>

2020-21

NOTE: While the senior audit, program evaluation, academic support resources, as well as academic guidance from faculty and advisors are all available to every student at no additional cost, these resources are provided for use in planning only. It is the responsibility of the student to report any printed error to the Office of the Registrar within two semesters. The responsibility for understanding and meeting degree requirements rests entirely with the student.

Release of Records Policy

In accordance with the Family Educational Rights and Privacy Act (FERPA) the release of an educational record to any third party requires an original written signature included in the request or a secure login authentication through a college-provided Arches account. Privacy waiver forms are available [online](#) and must be completed by the student. Completed waivers do not grant access to request a transcript, each transcript request must be made individually by the student. No direct access is granted to any third parties to student records in online systems, including Arches, Moodle and Starfish. The college does not accept electronic or proxy signatures. Students are strongly discouraged from sharing their login information with anyone at any time.

Final High School and College Transcripts Required for Enrollment

All degree-seeking students are required to provide the college a final, official copy of their high school (8th semester transcripts) and college transcripts from all other institutions attended as a condition of continued enrollment. Students who do not meet this requirement will be restricted from registering for future terms starting with their second term of enrollment. For details about how to submit an official transcript to the college visit our [transcript page](#).

Academic Permanent Record

The Office of the Registrar maintains each student's official academic record. Official records (including transcripts and diplomas) may be withheld if the student has any outstanding financial obligation to the college. By sending official scores and official transcripts to Augustana College, individuals consent to post all eligible coursework to the academic record. In accordance with legal regulations and best practice standards, coursework posted to the record may not be removed.

When students transfer coursework to Augustana, that work is evaluated and recorded on the academic permanent record. Copies of the academic record are made available via Arches after the transfer courses are posted. The

applicability of transfer credit to a major or minor is determined by the appropriate department or program chair in consultation with the student.

Obtaining Documents and Data Originating from Another Agency or Institution

In accordance with national record release standards, we do not release documents that have become the property of Augustana College through a legal release to a third party (Augustana.) In addition, the college does not release or verify other pieces of personal information such as visa numbers, social security numbers, passport numbers, health conditions, etc. We are not the official, legal custodian of record for any data that was not assigned by the institution or for documents that did not originate at Augustana College and therefore do not have the legal authority to release them. This includes documents such as high school records and transcripts, ACT/SAT scores, AP/IB/A-Level scores or degree information and college transcripts from other institutions. These records are the property of the college and are for our internal college purposes only. Please contact the originating agency, organization or institution that produced the original records to obtain a legal copy.

NOTE! Augustana cannot certify, verify or validate documents as "original" - "authentic" - "verified" - "certified" (etc.) with the college seal and official signatures unless they originate at the college. This includes copies of diplomas, transcript or other documents previously released to the student or a third party. Students who require an additional certified or notarized diploma, transcript or other official Augustana document, should [contact us](#) to order one.

Augustana Placement Scores and Examinations

The college uses several internal methods to determine placement in some of our courses that require it. Some of these scores are based on Index Scores calculated from high school grades and/or ACT/SAT information. Other scores are based on placement testing administered internally or externally based on the subject area. The college does not provide placement exam scores or index scores used for internal purposes to external agencies, institutions or organizations. While the college will not share or release this data, students may see some of these scores in Arches and may self-report that data as they feel appropriate.

Degree Progress Evaluation

The Office of the Registrar provides support and assistance in the degree audit. However, it is ultimately the responsibility of each student to meet degree requirements. Students and advisors may monitor their progress on an unofficial transcript or through the Program Evaluation on [Arches](#). Advisors are available to assist the student in this responsibility.

Certification of Major or Minor

Upon declaring a major or minor, a student should track their own progress in Arches on their program evaluation. During a student's final semester at Augustana, the Registrar may provide a complimentary audit to students who have applied to graduate as a courtesy. However, it is the student's responsibility to check to see that the program of study and any additional majors and/or minors are listed correctly on their record, and report any concerns to the Office of the Registrar at least one semester prior to graduation.

Application for Graduation

Students must apply for graduation at least one semester in advance and will be restricted from graduation starting in the fall of their senior year if they have not done so. It is strongly recommended that rising senior students complete an Application to Graduate in the summer prior to their senior year. The graduation application should be completed online in Arches. Only students who apply to graduate on this timeline will receive a courtesy audit of outstanding degree requirements and information about commencement.

The Augustana Degree

Augustana College awards the Bachelor of Arts degree upon completion of the degree requirements. Augustana confers degrees three times per year following fall semester, spring semester and summer term. Degrees are not conferred following J-term. Individuals may not earn more than one Bachelor of Arts degree. See below for students wishing to return to take courses for additional majors and/or minors.

Individuals who require proof of a degree should use the National Student Clearinghouse for these services or request an official transcript through Arches be sent following the awarding of a degree.

Finalizing the Academic Record

The college confers degrees at the conclusion of Fall semester, Spring semester and Summer term. All final grades and [official transcripts](#) for transfer work must be received by the [degree conferral date](#). According to college auditor policy and federal reporting requirements, a very brief grace period is allowed to receive the final work. This grace period deadline will not be extended under any circumstances. If you have questions about the grace period, contact the [Office of the Registrar](#). Students who do not meet this deadline will be removed from the graduation candidate list for that semester and must apply for a future term of graduation in Arches.

Once the degree is conferred at the date of graduation, the academic record is considered complete and final. No further changes will be made unless there is a documented clerical error. It is the responsibility of the student to notify the Office of the Registrar of a clerical error within 30 days of the graduation date. See additional [policies on enrollment](#) and [grade change requests](#).

If readmitted to the college after the degree is posted, a student may return to campus and take additional Augustana coursework towards additional majors or minors or towards teacher certification as a non-degree student. The student is responsible for tracking this additional coursework and notifying the academic department and the Office of the Registrar prior to the conclusion of the semester that work toward additional majors/minors is complete. If notification is not made in writing (via official Augustana email) within 30 days, no further major/minors will be added to the student record. Course repeats are not permitted after a degree is awarded (see course repeat policy.) No transfer work will be accepted after the degree is conferred.

The Educational Record

Under the Family Educational Rights and Privacy Act (FERPA) a student has the right to request to view the educational record.

Individuals who wish to **view** their record must:

- Make a request in writing to the Office of the Registrar with the printed name as it appears in the Augustana records and a written signature.
- The request must contain the student identification number (or social security number), the date of birth and dates of attendance.
- The request must include current email address, phone number and mailing address.
- An appointment to view the record will be scheduled no sooner than seven days from the date of the request.
- Appointments will be no more than two-hours in length and will take place within business hours.
- Students are not permitted to bring a phone or camera with them to the appointment.
- Requests expire within 60 days.
- Those who do not respond to a request to make an appointment or fail to report to their appointment must make a new request.

Individuals who are unable to view the record may request a **copy** of their educational record. In these cases the individual must:

- Make a request in writing to the Office of the Registrar with the printed name as it appears in the Augustana records and a written signature.
- The request must include proof of why the individual is unable to appear in-person to inspect their records.
- The request must contain the student identification number (or social security number), the date of birth and dates of attendance.
- The request must include current email address, phone number and mailing address.
- Pay a copy fee of \$1 per page (payable in advance of mailing).
- The individual must pay a flat fee of \$10.00 for postage (payable in advance of mailing).
- Requests will be fulfilled within ten business days of the payment.
- Unpaid requests expire within 60 days. Those who do not pay fees within this timeline must make a new request.

Under The Family Educational Rights and Privacy Act (FERPA), an eligible student has the right to request that "inaccurate or misleading information" in his or her education records be amended. Individuals who seek to amend their educational record must:

- Make an amendment request in writing to the Office of the Registrar with the printed name as it appears in the Augustana records and a written signature (or an email from the Augustana email account if the individual is a current student).
- The request must contain the student identification number (or social security number), the date of birth and dates of attendance.
- The request must include current email address, phone number and mailing address
- A complete statement that addresses which specific sections are "inaccurate or misleading" in the eyes of the student. Please read below about the guidelines for amendment procedures from FERPA.

The individual will receive written response of the decision, by email, within 45 days of the date the request was received. If the college decides not to amend the record, the student may make a request for a hearing. These are the amendment hearing guidelines:

- Request for a hearing must be made in writing (or an email from the Augustana email account if the individual is a current student) within 10 days of the date of the notice of the decision not to amend.
- The hearing will take place within 45 days of the request for a hearing on the Augustana campus during business hours.
- The committee will consist of three college officials (as selected by the Registrar) and one currently enrolled student in good standing and appointed by the Student Government Association.
- The individual may appear in person to speak at the hearing or submit a statement to be read at the hearing in lieu of appearing.
- The individual may present relevant materials or statements in advance or bring them to the hearing.
- The committee will make a decision and notify the individual within 45 days of the hearing.

"If, as a result of the hearing, the school still decides not to amend the record, the eligible student has the right to insert a statement in the record setting forth his or her views. That statement must remain with the contested part of the eligible student's record for as long as the record is maintained." (Taken directly from the Family Educational Rights and Privacy Act, General Guidance for Students [Department of Education](#)).

FERPA guidelines for amendment requests: "FERPA amendment procedure may be used to challenge facts that are inaccurately recorded, it may not be used to challenge a grade, an opinion, or a substantive decision made by a school about an eligible student. FERPA was intended to require only that schools conform to fair record-keeping practices and not to override the accepted standards and procedures for making academic assessments, disciplinary rulings, or placement determinations. Thus, while FERPA affords eligible students the right to seek to amend education records which contain inaccurate information, this right cannot be used to challenge a grade or an individual's opinion, or a substantive decision made by a school about a student. Additionally, if FERPA's amendment procedures are not applicable to an eligible student's request for amendment of education records, the school is not required under FERPA to hold a hearing on the matter." (Taken directly from the Family Educational Rights and Privacy Act, General Guidance for Students [Department of Education](#)).

NOTE: Augustana does not provide copies of transcripts from high schools, colleges, Advanced Placement or International Baccalaureate that are property of the college and part of the education record. Students needing those records must obtain copies from the originating institution or organization. See policy above.

updated by L. Fowler 9-1-15

Policy on the Awarding of Posthumous Degrees

The achievements and contributions of Augustana students are formally recognized at graduation. In case of the untimely death of a student who has made substantial progress toward a degree, it is important that the college acknowledge the work of this individual. Upon written request from a family member, the Committee on Advanced Standing and Degrees may recommend conferral of the posthumous degree under the following policy requirements:

- The student should have had senior status (91 earned credits or more) at the time of his/her death.
- The student should have been in good academic and social standing at the college at the time of his/her death.
- The student should have been enrolled for coursework at the college at the time of his/her death.
- As with other candidates for graduation, the posthumous degree will be recommended to the Faculty by the Committee on Advanced Standing and Degrees. The Faculty recommendation will then be passed to the Board of Trustees for approval.
- The student's name will appear in the graduation program. The student's family will decide if the name will be read and the degree is to be conferred during the graduation ceremony or in a private ceremony.
- The degree will be marked as awarded posthumously for the academic record and a diploma noting the Bachelor of Arts will be available to the family.

In instances where the student had not reached senior status at the time of his/her death, a certificate of achievement will be presented to the family.

Release of Record of Deceased Student

Following the death of a student, the College will release the educational records of the individual student under the following condition(s):

- The student has submitted a signed *Authorization to Release Educational Records* form which designated the person(s) eligible to request and/or receive educational records. Authorized person must submit a signed request for records which can be mailed, faxed, or hand-delivered to the Office of the Registrar.
- The student has officially designated the person(s) as an emergency contact. This information is held in the student's e-record on the EMER screen. Authorized person must submit a signed request for records which can be mailed, faxed, or hand-delivered to the Office of the Registrar.
- In response to a legal subpoena.

Reaffirmed by AS&D 12-3-12

Scholastic Recognition

<https://www.augustana.edu/academics/catalog/scholastic-recognition>

2020-21

Graduation Honors

Graduating seniors who have earned at least 60 credits at Augustana and whose overall and Augustana grade-point averages meet the following minimum standards are eligible for graduation honors:

3.9000 *summa cum laude*

3.7500 *magna cum laude*

3.5000 *cum laude*.

Students qualify for honors on the basis of their grade-point averages for the semester they graduate. Honors for the Commencement ceremony and printed program will be printed based on the overall gpa after the term prior to the graduation term. Graduation for the permanent record and diploma are based on the final grades in the term in which the student graduates. Honors are withheld from students found guilty of violations of college policies regarding academic honesty, such as cheating or plagiarism. Grade point averages *are not* rounded up to meet the honors standards noted above. Graduation honors are recorded on the student's permanent academic record following graduation processing.

Class Honors

Recognition of class honors occurs during the annual Honors Convocation in May.

Phi Beta Kappa

Phi Beta Kappa, Zeta Chapter of Illinois, was established at Augustana in 1950.

Dean's Honor List

Following Fall and Spring semesters, students who earn a grade-point average of 3.50 or above for that semester are included on the Dean's Honor List for that semester, subject to the following criteria:

1. All work is completed by the end of the semester with final grades posted (no incomplete (I), in-progress (IP) or E grades on record).
2. Twelve hours of credit are graded on the plus-minus grade scale during the term (see [Grading System](#)). Courses taken Pass-No Credit or Pass-Credit-Fail or Audit count neither toward the student's grade-point average nor toward inclusion on this list.

The Dean's List is published following the 30-day incomplete deadline after the conclusion of each semester. The Fall list will be published in early February and the Spring list will be published in late summer.

The college does not have a Dean's List for J-term. J-term grades appear on the student record as an individual term grade point average. While J-term grades are not calculated in with any other semester, they are calculated into the cumulative grade point average. In some cases, J-term grades may be counted with the fall grades to calculate academic standing for students who are on academic warning to determine their eligibility to remain enrolled at the college. For more information see [Academic Standing](#).

Class Rank

Augustana College does not calculate class rank.

Graduation Recognition

The college recognizes honors at Commencement in the program. The college does not provide students cords or stoles for honors.

Academic Standards

NOTE: While the senior audit, program evaluation as well as academic guidance from advisors are all available to every student at no additional cost, these resources are provided for use in planning only. It is the responsibility of the student to report any printed error to the Office of the Registrar within two semesters. The responsibility for understanding and meeting degree requirements rests entirely with the student.

A student whose grade-point average is lower than a C (2.00) may not continue the following semester without approval by the college. The minimum grade-point average with which a student will be allowed to continue varies depending on the number of credits earned. A student whose grade-point average is below 2.00 but who has been allowed to continue attendance is considered to be on academic probation. Specific academic standards are presented in this catalog and in the online student handbook, [Inside Augustana](#).

Eligibility for Extra-curricular Activities

Participation in extra-curricular activities at Augustana reflects two basic principles:

1. All extra-curricular activities in an educational institution should recognize the priority of academic work.
2. Although appropriate rules for eligibility have a proper place in the program of a college, these rules should be designed to allow maximum opportunity for participants to structure every aspect of their college lives in as free and responsible a way as possible.

To be eligible for extra-curricular activities, a student must be enrolled in at least 12 credits unless he or she is a senior registered only for sufficient credits to graduate at the end of that semester. (Students should keep in mind that registering for fewer than 12 credits can jeopardize financial aid and athletic eligibility.)

Students who are on academic probation are ineligible for the following:

Activities. Editorial and management positions for The Observer and WAUG; chair, co-chair and director of major all-campus events and organizations; Student Government Association officers, representatives and executive board members; participation in debate and drama.

Committee memberships. Committee on Advanced Standing and Degrees, Educational Policies Committee, Student Judiciary and Student Policy Committee.

Greek and social groups. Participation in the new member period and service fraternities and sororities. (Once a student is active, membership in these groups does not require a 2.00 grade-point average.)

There is no grade-point average requirement for participation in extra-curricular activities other than those listed above. However, individual organizations or groups may establish their own requirements for membership.

A student need not be enrolled full-time in order to be eligible for participation in credit activities such as band, choir, orchestra and theatre. However, because of policies created by the American Forensic Association which governs participation in academic debate, only full-time students may engage in debate.

Eligibility for Athletics, Intramural and Club Activities

To participate in **intramural or club sports**, a student must be registered for at least 12 credits unless he or she is a senior graduating at the end of the semester. (Registering for fewer than 12 credits can jeopardize financial aid and athletic eligibility.) Students on academic probation may participate in intramural athletics.

In addition, to remain eligible for a club sport, a first-year student must maintain a 1.50 cumulative grade-point average; a sophomore must maintain a 1.75 cumulative grade-point average; and a junior or senior a 2.00 cumulative grade-point average.

To participate in **intercollegiate athletics** a student must be enrolled in 12 credits or more. Eligibility is retained during a student's 8th semester provided the number of credits carried will enable the student to graduate at the end of the semester. (However, students who register for fewer than 12 credits may jeopardize their financial aid.) Except for first semester, a first-year student must have passed 12 credits of the previous semester's work in which he or she was enrolled as a full-time student.

In addition, to remain eligible, a first-year student must maintain a 1.50 cumulative grade-point average, a sophomore must maintain a 1.75 cumulative grade-point average, and a junior or senior, a 2.00 cumulative grade-point average. To compete in the next season of a sport an athlete must have completed 24 credits for the second season, 48 credits for the third season and 72 credits for the fourth season. **Athletes adding or dropping classes should be aware of the impact this might have on eligibility.**

Augustana College adheres to the philosophy of and is governed by the regulations of both the NCAA and the College Conference of Illinois and Wisconsin.

Academic Resources

<https://www.augustana.edu/academics/registrar/catalog/academic-resources>

2020-21

NOTE: While the senior audit, program evaluation, academic support resources, as well as academic guidance from faculty and advisors are all available to every student at no additional cost, these resources are provided for use in planning only. It is the responsibility of the student to report any printed error to the Office of the Registrar within two semesters. The responsibility for understanding and meeting degree requirements rests entirely with the student.

A variety of academic resources are available to students to ensure their success at Augustana and after graduation. Assistance is available to help students set and reach academic goals, identify and participate in experiences outside the classroom that enrich and expand the curriculum, and integrate skills development and learning across all aspects of the Augustana experience.

Orientation and Registration

During the summer prior to their first year at Augustana, students and their parents or guardians are invited to spend a day on campus for Orientation and Registration. They will learn about living and learning at Augustana and students will register for their fall courses.

Incoming students can get started preparing for Orientation & Registration as soon as they receive their Orientation and Registration packet in the mail.

Welcome Week

Welcome Week begins on move-in day in late summer. This event helps new students adjust to college life and meet fellow students. Special activities and programs provide a comprehensive introduction to the campus, faculty and community.

Small groups of new students are accompanied through many of the Welcome Week events by upper-class students and faculty members. Auditions for band, choir and orchestra also are held at this time.

First-Year Students

The Director of First-Year Advising assigns a faculty advisor and peer mentor to each first-year student. Advisors and peer mentors assist first-year students in their academic and social transition to college life. Advisors play a key role in helping students learn policies and procedures, choose classes each term, and understand the campus culture. Peer Mentors teach students about campus resources and help them make connections to the people and values of campus.

During their first year, students enroll in either the First-Year Inquiry (FYI) or First-Year Honors (FYH) sequence during Fall and Spring semesters

First-year students might also may enroll in courses within the six Learning Perspectives: the Arts, Human Existence and Values, Individuals and Society, Literature and Texts, the Natural World, and the Past. Students may also choose courses which offer a global or human diversity perspective.

Other choices include physical education activity classes and classes to complete the equivalent of at least one year of college-level second language study. Most first-year students will take three 4-credits courses and one or two 1-credit courses the first semester (a total of 13-14 credits.)

Transfer Students

Each transfer student is assigned to an advisor and peer mentor who will assist students in their transition to Augustana. All transfer students are required to take LSC-300 during their first semester on campus. Students transferring more than 60 credits toward their degree will declare their major and be assigned a major advisor early in their first semester. Students transferring fewer than 60 credits will work with their transfer advisor until they declare a major.

Reading/Writing Center

The Reading/Writing Center offers all Augustana students assistance with reading and writing strategies. Faculty and peer tutors recommend reading strategies to increase comprehension, retention and vocabulary. Students can consult the Center staff on all stages of the writing process for any class. Assistance is also available for writing personal statements, application letters, as well as in preparing for reading or writing portions of graduate and professional school admissions tests.

Additional assistance is offered to nontraditional students and those for whom English is not a first language. Students may make an appointment by using [Starfish](#) or may drop in as needed. The Reading/Writing Center is located on the fourth floor of The Gerber Center. For additional information please see the [Reading/Writing Center page](#).

Students with Disabilities

Augustana College is committed to providing an inclusive environment for all students. Students with documented disabilities should contact [Kam Williams](#), Director of Disability Services, to determine the most appropriate accommodations. We provide reasonable accommodations in accordance with the American with Disabilities Act.

To initiate this process:

1. Complete the [Request for Special Accommodation](#).
2. Along with the form, submit one form of documentation of your disability(s). We will accept an IEP, 504 Plan, or a note from a medical professional.

Please feel free to send information through email to [Kam Williams](#) or by mail to Kam Williams, 639 38th St., Rock Island, Ill., 61201.

We will review your request and the supporting documentation. If your request is approved, we will provide you with an email outlining your accommodations. You will need to present this email to each of your professors so that they can provide the appropriate accommodation. It is important to speak with your professors early in the term, ideally in the first week or at least seven days in advance of needing the accommodations. Therefore, it is important that you submit your documentation early.

For additional questions or concerns, email [Kam Williams](#) or call 309-794-7145.

Updated 3/1/16 lmd

Academic opportunities

<https://www.augustana.edu/academics/catalog/academic-opportunities>

2020-21

Special academic opportunities include faculty- student research projects, international study, summer language programs, exchange programs with foreign universities, internships and more.

Students interested in such experiences should contact the Augustana [Careers, Opportunities, Research and Explorations](#) (CORE) offices.

Many fieldwork experiences and individual studies also are available through academic departments. College-wide, academic resources and opportunities are described here.

NOTE: While the senior audit, program evaluation, academic support resources, as well as academic guidance from faculty and advisors are all available to every student at no additional cost, these resources are provided for use in planning only. It is the responsibility of the student to report any printed error to the Office of the Registrar within three terms. The responsibility for understanding and meeting degree requirements rests entirely with the student.

CORE: Careers, Opportunities, Research and Exploration

Augustana Careers, Opportunities, Research, and Exploration (CORE) is designed to build a more active and robust community of alumni, parents, and employers; lead students through vocational discernment, skill development for employment and appropriate internships; and integrate a student's professional development with academic advising and academic enrichment opportunities such as international and off-campus programs, undergraduate research and service learning. CORE's comprehensive approach will better position Augustana graduates to pursue meaningful careers that honor their aspirations and investment in their education.

Offices and functions in Augustana CORE include:

[Advising](#)

[Augie Choice](#): The Augie Choice program provides individual junior or senior students up to \$2,000 to support a high-impact learning experience in an area such as faculty-student research, internships and international study. This one-time funding can apply to a wide variety of expenses related to these experiences, such as airfare and travel fees, a stipend for an otherwise unpaid summer internship or materials needed for a project. For more information and specific policies, see the Augustana CORE office or [Augie Choice](#).

[Careers and professional development](#): The staff helps students link their exploration and accomplishments in college to meaningful lives of professional achievement and contribution. From the first year to beyond graduation, the staff helps students with career advising, internships and job search, interviews, resumes and graduate school preparation. The office also works to create a community of alumni, parents and friends to expand career opportunities and potential sources of useful career-related information.

[Internships](#): Internships combine classroom theory with a structured, supervised work experience. CORE helps students in all aspects of internships, from helping with site placement to providing a supervised work experience. To register an internship, meet with your Career Coach in CORE, which can be done through Handshake.

[Study abroad](#): Augustana College offers an array of domestic and international study opportunities. These experiences are designed to be a part of a general liberal arts education and are not limited to regional language or cultural specialists. Programs range from two weeks to a full semester in many different locations. International and Off-Campus Programs provides support and information about Augustana and non-Augustana study-abroad programs. Students should check with the financial assistance office regarding eligibility for financial assistance for international study programs approved by Augustana.

Note: Participation in international study programs is on a select basis, and is available to a limited number of students. By nature these programs allow students a large degree of independence with less supervision than on campus. The college may therefore deny participation to students with a history of disciplinary issues or needs that cannot be adequately accommodated abroad.

Types of international and off-campus programs include:

- Academic Spring or Fall Semester Programs
- J-Term Programs
- Summer Internship Program
- Fall Internship Program
- Short-term programs
- Summer Language Programs
- International Exchange Programs

[Entrepreneurial Center \(EDGE\)](#): The Entrepreneurial Center connects students with community organizations in need of communications, marketing and creative services, including web design. The students gain real experience to enhance their portfolios and résumés. Businesses and not-for-profit organizations gain a low-cost resource for their marketing needs.

[Undergraduate Research](#)

[Upper Mississippi Center](#): The Upper Mississippi Studies Center uses Augustana's resources to help communities solve sustainability challenges facing urban and rural working landscapes of the Upper Mississippi River. The center creates unique learning opportunities for students to acquire a collective set of knowledge, skills, and attitudes necessary to solve 21st century sustainability challenges.

Special teaching and learning facilities

Augustana maintains a number of on- and off-campus facilities that support specialized research and learning opportunities for our students and the community.

Augustana Teaching Museum of Art

The Augustana Teaching Museum of Art serves the college and community through art collection, preservation and exhibition. It provides a valuable component to an Augustana liberal arts education through study, teaching and research using original art.

Center for Speech, Language, and Hearing

The Center for Speech, Language, and Hearing is the on-campus internship site for undergraduate students majoring in Communication Sciences and Disorders. Faculty and student interns provide assessment and intervention services to people with a variety of speech, language, and hearing disorders. The center offers both speech and audiology services. Located in Augustana's Brodahl Building, 851 34th St., Rock Island.

Environmental Field Stations

Augustana College owns and manages ecologically significant habitats divided among three field stations in northern Illinois. The mission of the college field stations is to promote the understanding and protection of Illinois native ecosystems through field-based education, research and other scholarly activities.

The 420-acre Green Wing Environmental Laboratory south of Dixon in Lee County is a mosaic of forests, wetlands and grassland remnants, with permanent buildings to house students and faculty during summer classes and field research. It is owned by the Illinois Audubon Society but the college has retained 15 acres and buildings for student and faculty use.

Encompassing 80 acres of upland forests and two high quality hill prairies, the Collinson Ecological Preserve in Milan was purchased from The Nature Conservancy in 1992 with a gift from the Collinson Stone Company. In 2007, the hill prairies were formally dedicated as the Josua Lindahl Hill Prairies Nature Preserve by the Illinois Nature Preserves Commission.

The 98-acre Beling Ecological Preserve was a gift to the college from the Earl Beling family in 1998. Located on the north shore of the Rock River at the junction of Rock Island and Moline, this wetlands preserve includes tiny William Carr Island.

Fryxell Geology Museum

The museum, named after Dr. Fritiof Fryxell, has become one of the largest and finest collections of rocks, minerals and fossils in the Midwest. Begun in the late 1880s with a modest natural history collection, the museum now boasts over 1,500 rock, mineral, and fossil specimens. The museum is free and open to the public. Museum staff also host free school field trips for K-12 students.

John Deere Planetarium

The John Deere Planetarium and Carl Gamble Observatory are used for various classes as well as community programs. Featuring a Celestron C14 computer-driven 14-inch reflector telescope, the observatory is open to the public for special occasions such as the annual open houses for viewing Comet Hyakutake, Comet Hale-Bop and lunar eclipses. In December the planetarium is open to the community for the annual Season of Light program.

Student research grants and fellowships

Augustana College offers funding for students to do independent research, summer research fellowships, faculty-student projects, undertake special projects and participate in professional conferences. These funds are available to students in all disciplines, including the arts and humanities. Deadlines vary.

Freistat Grant opportunities

The William F. Freistat Center provides funding for student-faculty research fellowships; student in-country language and cultural enhancement grants; student on-site intensive language study grants; student fellowships in public health, peace, and justice hosted at Baylor College of Medicine's Center for Globalization; and student awards to present papers at undergraduate and professional conferences. Support is for student research and work connected to the various

initiatives encouraged by the Freistat Center, including peace studies and research about and/or carried out in Africa, Asia, Europe and Latin America.

For more information visit the [Freistat Grant Center](#).

National fellowships and external scholarships

External scholarships and fellowships are available to current students and students that will allow you to pursue graduate study, research at some of the world's finest universities, and explore the world. Each scholarship or fellowship opportunity has different application and eligibility requirements and deadlines. Most disciplines and concentrations are represented. They are all highly competitive, and require careful preparation and consultation with faculty mentors.

The Fellowship Research Guide provides expanded information for awards from Carnegie, Jack Kent, Rhodes, Ford Foundation, Fulbright, Mitchell, Boren, Gilman, Udall, Barry M. Goldwater, Marshall, Mellon, National Science, and National Security Education to name just a few.

Symposium Days

Once per term, Augustana devotes a full day to an alternative approach for learning and opens its doors to the entire community. [Symposium Days](#) include invited speakers, alumni, advising sessions and opportunities to practice the liberal arts and be involved with our community.

Fall Symposium has a rotating theme connected to Augie Reads; Winter Symposium's theme is Social Justice; Spring Symposium is Celebration of Learning featuring original research and scholarship by Augustana's students and faculty.

Degree Requirements

<https://www.augustana.edu/academics/catalog/degree-requirements>

General Policies

2020-21

Students are subject to all degree requirements in place at the time they first enrolled, including all major, minor and general education requirements for the degree.

With some exceptions, if degree requirements are changed, students have the option of graduating under the requirements in effect when they first enrolled at Augustana or under a more recent, active catalog. Students should see their department chair to determine which set of major/minor requirements will apply to their degree based on changes to the major/minor during their time of enrollment with the college.

Students who wish to adopt a new catalog will be subject to all major, minor and general education requirements of the new catalog and must sign a form in the Office of the Registrar at least one semester prior to graduation. Exceptions to this option include changes made by the full faculty that may specify a student's requirements to adhere to a particular catalog, set of newly adopted college-wide requirements or if changes are made to accommodate changes in college resources.

However, students who interrupt their attendance for more than two consecutive semesters (excluding the summer term) are subject to all requirements in effect when they re-enroll. These students also may be required to complete additional coursework in their major or minor if the department or program chair determines that previously completed work does not fulfill a current requirement. If an academic program (major/minor) is no longer active in the new catalog, a student cannot complete that program if readmitted.

Changes in requirements for majors and minors are effective for the new catalog on the first day of classes in the fall semester after the faculty adopts them.

Exceptions to degree requirements or policies are made by the [Committee on Advanced Standing and Degrees](#) when circumstances warrant. Students who wish to file a petition with this committee may obtain counsel and the proper form from the Office of the Registrar.

The major area advisor and the registrar provide assistance and information to students regarding requirements and progress toward the degree. An audit of progress toward the degree is called the program evaluation and is available on Arches.

NOTE: While the senior audit, program evaluation, academic support resources, as well as academic guidance from faculty and advisors are all available to every student at no additional cost, these resources are provided for use in planning only. It is the responsibility of the student to report any printed error to the Office of the Registrar within two semesters. The responsibility for understanding and meeting degree requirements rests entirely with the student.

Augustana Core Requirements

<https://www.augustana.edu/academics/catalog/curriculum-organization/core-requirements>

2020-21

During their first two semesters, students enroll in either the first-year inquiry sequence (FYI-101/102) or in the honors program (FYH.)

These courses are designed to help students develop as active, critical learners and to develop skills that provide the foundation for further study at Augustana. Students must complete a single sequence. Although FYI/FYH courses are taught by faculty from many different disciplines, all faculty frame their courses around a central question.

In the fall course, students will actively engage topics and methods that are the hall marks of a liberal art education, and will develop skills that define independent thought. The spring course addresses the questions "How is difference constructed and what differences matter?" by making new connections across multiple fields and engaging in scholarly research and writing.

Honors students will have a specialized first-year curriculum prepared by the honors faculty and program directors. (See [Honors Program.](#))

Before completion of the sophomore year, students also will select one course from a menu of classes that examine religious traditions through a Reasoned Examination of Faith.

To assure that students receive a well-rounded education in the liberal arts, the Core also engages students in perspectives on the past, the arts, individuals and society, literature and texts, the natural world, and human values and existence. These learning perspectives (LPs) examine how knowledge in a variety of areas is discovered or created.

Students also will fulfill certain skills requirements. These include second language competency, two physical education activity courses, and courses that focus on quantitative reasoning, multicultural awareness and global diversity issues.

NOTE: While the senior audit, program evaluation, academic support resources, as well as academic guidance from faculty and advisors are all available to every student at no additional cost, these resources are provided for use in planning only. It is the responsibility of the student to report any printed error to the Office of the Registrar within two semesters. The responsibility for understanding and meeting degree requirements rests entirely with the student.

Bachelor of Arts

<https://www.augustana.edu/academics/catalog/curriculum-organization/bachelor-of-arts>

2020-21

Degree Requirements for 2020-21 Academic Year

Trimester Transition Students: Students enrolling prior to the 2019-20 academic year and who remain continually enrolled will follow [their catalog year requirements](#) for their year of initial enrollment. Most of the requirements for students in the transition have had some modification which can be found in the [semester transition page](#) or by consulting with the student's academic department. If a student leaves the college for more than two semesters or more than three trimesters, they are required to follow all of the current degree and major requirements in place for the catalog under which they reenroll.

NOTE: While the senior audit, program evaluation, academic support resources, as well as academic guidance from faculty and advisors are all available to every student at no additional cost, these resources are provided for use in planning only. It is the responsibility of the student to report any printed error to the Office of the Registrar within two semesters. The responsibility for understanding and meeting degree requirements rests entirely with the student.

The college years develop the foundations of curiosity, analysis and communication which allow learning to take place. Augustana builds on this fundamental education by offering coursework in a wide variety of disciplines and encouraging thoughtful synthesis of information and new perspectives through careful study in these disciplines.

Graduation requirements for the Bachelor of Arts reflect the desire that Augustana graduates have both range and focus in their studies, as well as freedom to make academic choices according to their interests. The degree prepares students for a wide variety of graduate, business and professional opportunities. The Augustana Bachelor of Arts Degree is designed so student can complete a single major in four years or the equivalent of eight semesters.

Transfer students have a modified set of the requirements noted below. See the [Transfer Policies](#) section of the catalog for details.

Requirements for the Bachelor of Arts degree include:

I. **Credits.** At least 124 credits of college work as defined by Augustana, subject to the following conditions:

A. Residency requirements:

1. At least 60 credits (excluding physical education activities) must be earned at Augustana College.
2. The last 12 credits applied to the degree must be earned at Augustana.

B. At least 40 credits must be in 300- or 400-level courses. No more than 4 credits of MULS, MUEN, and MUCH courses may count toward this requirement.

C. No more than 40 credits with the same subject code designation may be applied to the degree-required minimum of 124. Students who exceed the 40 credit maximum will need to exceed the required 124 credits minimum by the equivalent amount. Courses listed under more than one course code are counted toward the limit under each code. Internship credits are exempt from these limits.

D. No more than 3 credits may be from physical education activities (PEA.)

E. No more than 8 credits may be from participation in music ensembles.

F. No more than 12 credits may be from participation in internships.

G. No more than 8 credits of IND/DIR courses.

II. **Grade-point Average.** The final grade-point average must be at least 2.00:

A. for all Augustana coursework.

B. for all Augustana coursework in the major - major coursework that is counted in the grade point average includes all work that may count toward the degree such as required supporting courses taken outside of the department and additional elective courses within the department that a student chooses to take beyond what is required. Students may choose a minor and the minor must also have a 2.0 gpa.

III. Major. A major of at least 24 credits must be completed, including at least 8 credits in 300- and 400-level courses taken at Augustana. Major requirements are given in the [Courses and Programs of Study](#) section of this catalog.

IV. General Education Core Requirements. Any General Education Core Requirement taken Pass/No Credit will not fulfill the General Core Requirement, with the exception of one HEPE activity course. General education requirements consist of the following components:

A. First-Year Inquiry Program. 8 credits. The core program begins in the first year with FYI or FYH courses, which count toward a student's general studies requirements rather than the academic major or minor program of study. All students must complete a single first-year sequence. The goals and objectives of the first year liberal studies sequence are specifically designed to address themes and reading unique to each term of study and cannot be substituted or waived based on participation in other programs, coursework or experiences other than those outlined in the above degree requirements. The first-year sequence includes:

1. Fall term: FYI 101 First Year Inquiry (4 credits) or FYH, with a 1 cr. FYI-100 advising course,
2. Spring term: FYI 102 (4 credits) or FYH

B. Reasoned Examination of Faith. 4 credits.

1. Students must take one Reasoned Examination of Faith course - REF courses are 200-level courses with numbering up to and including RELG 214. No other courses will fulfill this requirement.

2. Students may not take more than one Reasoned Examination of Faith course to count toward degree requirements.

3. Completion of FYI-101 or FYH-101 is a prerequisite for the Reasoned Examination of Faith requirement.

4. Students must complete this requirement before the end of the sophomore year.

5. Successful completion of the Honors Minor fulfills the Reasoned Examination of Faith requirement.

C. Learning Perspective Distribution Requirements. 24 credits.

1. Students must take one course in each of the six Learning Perspectives (see below) for a total of six courses.

2. A maximum of two courses with the same subject code may count toward satisfying the total Learning Perspective distribution requirement.

3. A course which is cross-listed under more than one subject code will *not* count as the second area of study if either of its listings is from the same area as the first course in that Learning Perspective.

The six Learning Perspective distribution categories are as follows:

i. Perspectives on the Past (PP): Courses that examine the ideas, institutions, achievements and events of the past, both in relation to one another and in relation to the present.

ii. Perspectives on the Natural World (PN): Courses that examine how theories, mathematical systems and natural laws are inferred, tested and applied to a range of phenomena, and how they are related to current technical and values-based issues.

iii. *Perspectives on Individuals and Society (PS)*: Courses that examine human behavior, the values and social structures that humans generate, and how each affects the other.

iv. *Perspectives on Literature and Texts (PL)*: Courses that examine the creative, expressive and rhetorical functions of language in the production and interpretations of text and the tradition they represent.

v. *Perspectives on the Arts (PA)*: Courses that examine the inspirations, processes, tools and critical/historical contexts relating to the creation of artistic products or performances; may include the opportunity to directly engage in the creative process.

vi. *Perspectives on Human Existence and Values (PH)*: Courses that consider those broad questions of human existence that have been given religious, philosophical or literary expression of enduring importance, but inevitably take on different meanings for individuals whose values and cultural traditions differ.

D. Skills Requirements.

1. Physical Education. Two HEPE courses noted as activity courses (PEA).

2. Second Language. 0-8 credits.

i. Students must demonstrate mastery of English and competence in a second language. Mastery of English will be evident via completion of a Bachelor of Arts degree at Augustana. Competence in a second language can be demonstrated via one of the following ways:

a. Four years of a single second language in high school. Completion of the same language through a full year of graded coursework in Language IV (equivalent of eight semesters) fulfills the requirement. Grades of P, CR, or other "pass" grades for high school coursework is not accepted to complete this requirement. Please see the college policy on [Pass/No credit Grading](#).

b. Satisfactory performance on a competency test. Tests are administered online prior to confirming the registration date. Students with fewer than eight semesters of a second language who place beyond 102 will be required to retake the exam on campus.

c. Successful completion of the 102 or 201 course in any language at Augustana. Students placing into 101 or 102 must successfully complete the prior coursework at Augustana with a passing grade in order to continue with the next course in the sequence. See the policy on [sequenced courses](#).

d. Equivalent (one year) at another college or university. The college does not accept online coursework to fulfill the second language requirement.

ii. Students who can verify that they are unable to produce a domestic secondary school transcript showing completion of four years of a second language, should see the information in (a) and (b) below to determine eligibility to complete the second language proficiency requirement as noted below. If it is determined by the Registrar that the student qualifies, the college offers these options in addition to those offered above:

a. Provide verified documentation in a language other than English, e.g. through secondary school transcripts.

b. Provide a verified letter of support from appropriate verified sources. (See the [Registrar's webpage](#) for more information).

iii. Students who have completed the second language requirement through criteria above, but who desire to continue language study, may continue in the language for credit in placement of 102, 201 or higher as determined by the placement exam. Any student who has any high school or college language experience is required to take a placement exam in that language before they can study that language further at Augustana.

E. Suffix Requirements.

1. *Quantitative Reasoning*. One 4-credit course (designated by the Q suffix) that features quantitative skills. Q courses can also fulfill other learning perspective distribution requirements and/or major requirements. Satisfactory performance on a competency exam can satisfy this requirement

2.. *Diversity/Global Perspectives*. 8 credits.

a. One 4-credit course (designated by the G suffix) which focuses on the global and social identities of groups outside of the United States.

b. One 4-credit course (designated by the D suffix) which focuses on cultural and social identities of groups within the United States.

c. G and D courses can also fulfill other learning perspective distribution requirements or major requirements.

d. G and D requirements cannot be met in a first-year inquiry or honors course.

F. Senior Inquiry: Every student will complete a college-approved senior inquiry experience. If a student has more than one major, they may be required to complete multiple senior inquiry experiences based on requirements of their majors.

V. Application for Graduation. The application form must be filed electronically with the Office of the Registrar at least one semester before the semester of graduation. However, students with senior, or near-senior, standing who do not apply will be restricted from registration in advance of this date to assure proper planning and assist with a timely graduation. Students who complete their requirements between official conferral dates are not required to enroll during the term of graduation, but must be applied by all published deadlines in order to keep their program active for graduation. Degrees are conferred three times per year following fall semester, spring semester and summer term. Graduation is not processed after J-term. Reminders of this process and deadlines are sent to rising seniors annually in July prior to their senior year. Restrictions for May graduation will be placed the prior September each year.

NOTE: *The audit and reviews are provided only as planning aids. It is the responsibility of the student to report any printed error to the Office of the Registrar. The responsibility for understanding and meeting degree requirements rests entirely with the student.*

Master of Science in Speech Language Pathology

<https://www.augustana.edu/academics/catalog/curriculum-organization/master-of-science>

2020-21

NOTE: While the senior audit, program evaluation, academic support resources, as well as academic guidance from faculty and advisors are all available to every student at no additional cost, these resources are provided for use in planning only. It is the responsibility of the student to report any printed error to the Office of the Registrar within two semesters. The responsibility for understanding and meeting degree requirements rests entirely with the student.

The Master of Science in Speech-Language Pathology program seeks to develop in every student an appreciation of the importance of communication in a person's sense of being and self-worth, and of the need to treat all individuals with dignity and respect. Students complete a rigorous program of study that includes coursework, clinical experiences, service learning, research, and opportunities for positions of ethical leadership and service in the community.

Students participate in departmental experiences that draw upon and further develop the habits of open-mindedness, reflective inquiry, critical thinking, and independence that are central to the liberal arts.

To prepare students who are eligible for certification by the American Speech-Language-Hearing Association, academic and clinical faculty provide intentional and individualized teaching, mentoring, and advising that foster a firm knowledge base, an emerging clinical competence, strong written and oral communication skills, and respectful interactions. Through study in the Master of Science in Speech-Language Pathology program, students improve the quality of life for others and through this service, lead committed lives.

Requirements for the Master of Science in Speech-Language Pathology beginning in the 2020-21 academic year degree include:

I. **Credits.** At least 84 credits of graduate college work as defined by Augustana, subject to the following conditions:

A. Residency requirements:

1. At least 42 credits must be earned at Augustana College.
2. The last 8 credits applied to the degree must be earned at Augustana.

II. **Grade-point Average.** The final grade-point average must be at least 3.00:

A. for all Augustana coursework.

B. for all Augustana coursework in the graduate program—graduate coursework that is counted in the grade point average includes all work that may count toward the degree such as required supporting courses taken outside the department and additional elective courses within the department that a student chooses to take beyond what is required.

III. **Program.** The program of at least 84 credits must be completed. Graduate program requirements are given in the Courses and Programs of Study section of this catalog.

IV. **Application for Graduation.** The application form must be filed electronically with the Office of the Registrar at least one semester before the semester of graduation. Students who complete their requirements between official conferral dates are not required to enroll during the term of graduation, but must be applied by all published deadlines to keep their program active for graduation. Degrees are conferred three times per year following fall semester, spring semester, and summer term. Graduation is not processed after J-term. Reminders of this process and deadlines are sent to graduate students annually in July prior to their second year. Restrictions for May graduation will be placed the prior September each year.

NOTE: *The audit and reviews are provided only as planning aids. It is the responsibility of the student to report any printed error to the Office of the Registrar and CSD department. The responsibility for understanding and meeting degree requirements rests entirely with the student.*

Separated Student Policies

<https://www.augustana.edu/academics/catalog/curriculum-organization/separated-students>

2020-21

Graduation Requirement Substitutions for Separated Students

Students who have not completed their Augustana degree and interrupted their studies for at least two years (6 trimesters or 4 semesters, excluding summer) or more may be considered a *separated student* and may qualify for a substitution of some of the requirements. Qualifying students* must meet these requirements:

- not earned a bachelor's degree from Augustana or another institution
- interrupted their studies at Augustana for two or more academic years (6 trimesters or 4 semesters, excluding summer)
- students participating in a coordinated degree program with Augustana and another institution may not be considered a Separated Student.
- need up to 12 credits to complete the degree
- will have completed 60 or more credits in residence at Augustana at the completion of their degree
- will have completed the final 12 credits in residence at Augustana, unless an exception is granted

- will meet all of the degree requirements in effect at the time of re-enrollment, including general education coursework and grade point requirements for the major/minor. See the [current catalog](#) for those requirements.
- must have a minimum of a 2.000 grade point average overall and within the major
- must be preapproved as a separated student by the Registrar (form required) The following exceptions may be approved for qualifying students:

A. Other Learning Perspective (LP)/Suffix coursework or other General Education Requirements. Qualifying students may complete up to four (4) courses with a learning perspective in one of three ways:

- 1) successful completion of applicable Augustana learning perspective coursework;
- 2) petition the Committee on Advanced Standing and Degrees (AS&D) to transfer up to three (3) preapproved courses with the necessary learning perspectives to Augustana from another institution; or
- 3) petition AS&D for approval to complete a portion of required coursework at Augustana through private study arrangement (maximum of one 4-credit course of private study).

B. Coursework to complete the major. Students are required to meet all requirements for the major (or minor) as outlined in the catalog. Substitutions and transfer work must be approved in advance and in-writing by the department chair and must be completed within one year (12 months) of the approval.

Procedures for pre-approval as a separated student and completion of requirements

Steps for completing requirements through *regularly scheduled Augustana coursework*:

- 1) Reapply for acceptance by returning the [Special Student Application](#) and be certified, in writing, by the Registrar as a qualifying Separated Student.
- 2) If readmitted, the student must clear all existing financial and/or personal obligations to the college.
- 3) Register for coursework as instructed following admission.
- 4) Complete required coursework. If prior approval is granted by the faculty member, the requirements may be met in a distance arrangement (e-mail, Moodle, phone, blog, Skype, etc.)

Steps for completing requirements through up to four (4) courses, not to exceed sixteen (16) credits, of **transfer work from another institution**:

- 1) Petition AS&D for a special substitution of graduation requirements.
- 2) If approved, the student must reapply for acceptance to the college by returning the [Special Student Application](#). (Individuals must be an active student in order to apply for graduation.)
- 3) If readmitted, the student must clear all existing financial and/or personal obligations to the college prior to graduation
- 4) Obtain preapproval for individual coursework, not to exceed 16 credits (4 courses), by [paper petition](#) available on line (or from the Office of the Registrar.) Students are encouraged to consult the list of courses already equated to Augustana coursework on the [transfer site](#).
- 5) Complete preapproved coursework as arranged by the institution.

6) Upon completion of coursework, the student must arrange to have the official transcripts sent directly to Augustana College, Office of the Registrar. Official transcripts must be received no later than one day prior to the date of graduation for the term of intended graduation or graduation will be delayed by a minimum of one term. Students who have more than 16 credits to complete should return to Augustana to take remaining coursework.

Steps for completing requirements through **private study at Augustana College**:

- 1) Petition AS&D for a special substitution of graduation requirements.
- 2) If approved, the student must reapply for acceptance to the Dean of Students Office by returning the [Special Student Application](#).
- 3) If readmitted, the student must clear all existing financial and/or personal obligations to the college.
- 4) Arrange for the private study work with the instructors in advance of the term. Instructors must send an e-mail acknowledgement to the student and copy the Registrar.
- 5) Pay the full tuition in advance of registration in the business office.
- 6) Register in the Office of the Registrar with receipt of tuition payment.
- 7) Complete required coursework. If prior approval is granted by the faculty member, the requirements may be met in a distance arrangement (e-mail, Moodle, phone, blog, Skype, etc.)

NOTE: Students will not be permitted to enroll in more than one private study course per term. Each private study course requires a separate petition process and prepayment.

Completion of the degree

In all cases, application to graduate must be made through Arches at least one semester prior to the semester of graduation. At this point, an audit of the degree requirements (and any exceptions) will be made by the Office of the Registrar, and the student will be notified by e-mail of any outstanding requirements. All outstanding grades from Augustana or transfer coursework must be posted to the student record one day prior to the graduation date for that term. Please visit the [Academic Calendar](#) for exact dates.

Additional Requirements and Policy information

Academic Policies. Unless noted here, qualifying students must adhere to all policies set forth in the Augustana Catalog and the Student handbook at the time of re-enrollment or at the time of intended graduation if not re-enrolling.

Credits limitations. For any combination of arrangements in A, B, and/or C above, the total number of transfer credits that may be applied in the final 24 credits toward the degree may not exceed sixteen (16) credits or four courses.

Expiration of Qualification. Qualified and approved separated individuals have one calendar year from the approval date to complete the degree requirements before the agreement expires. If the degree requirements are not met within a calendar year, the individual must reapply for approval. All new degree requirements in place at the time of re-approval must be met.

Coursework applied toward the degree may be either:

- 1) Augustana coursework;
- 2) Credits that meet the [requirements for transfer coursework](#) as defined in the college catalog; or
- 3) Advanced Placement (AP), International Baccalaureate (IB) or A-Level Exam scores that meet the [minimum scores required](#). Augustana does not accept College Level Exam Program (CLEP) exams or life/work experience to be applied toward the degree.

***Non-qualifying students** have two options for completing their degree:

- 1) Apply to return to Augustana to complete degree requirements in residence as defined by the [current catalog](#), or
- 2) Pursue graduation requirements for degree completion at another institution.

updated on 3-11-20

Senate approved 5-1-14

Academic Divisions and Departments

<https://www.augustana.edu/academics/catalog/curriculum-organization/departments>

2020-21

Fine and Performing Arts

- Art
- Art History
- Communication Sciences and Disorders
- Communication Studies
- Music
- Theatre Arts

History, Philosophy, and Religion

- History
- Philosophy
- Religion

Language and Literature

- Classics
- English
- World Languages, Literatures, and Cultures

Business and Education

- Accounting
- Business Administration
- Economics
- Education
- Health and Physical Education

Natural Sciences

- Biology
- Chemistry
- Geography
- Geology
- Mathematics and Computer Science
- Physics and Astronomy

Social Science

- Political Science
- Psychology
- Sociology and Anthropology

Pre-Professional Studies

<https://www.augustana.edu/academics/catalog/curriculum-organization/pre-professional>

2020-21

Pre-professional studies are programs for students interested in particular professional fields and preparing for application to professional schools. Unlike the departmental and interdisciplinary majors, these programs are not majors. Therefore, a student working on one of these programs and intending to graduate from Augustana will also complete a major (see [Curriculum Organization](#)). Additional information about these programs and the names of advisors are given in the [Courses and Programs of Study](#) section of this catalog.

Students should seek information and advice from the program advisor in the first year of study. Augustana offers pre-professional programs and some advising in the following areas:

- [Dentistry](#)
- [Law](#)
- [Library Science](#)
- [Nursing](#)
- [Occupational Therapy](#)
- [Optometry](#)
- [Pharmacy](#)
- [Physician Assistant](#)
- [Physical Therapy](#)
- [Veterinary Medicine](#)

Coordinated Degree Programs

<https://www.augustana.edu/academics/catalog/curriculum-organization/coordinated-degree>

2020-21

Augustana College offers the opportunity for exceptional students to apply to coordinated degree programs with other institutions. A coordinated degree program is a program where some of the coursework is taken at Augustana, and some of the coursework is transferred back to Augustana at a later time to complete the BA degree. Students wishing to participate will generally spend three years at Augustana before attending another institution to begin study in another degree program. Students wishing to pursue this kind of program have two options:

- 1) Transfer Augustana credits at any point in their Augustana experience to another institution and complete their bachelor of arts program at that institution. Students will not receive a degree from Augustana College.
- 2) Participate in a coordinated program with the assistance of an Augustana faculty advisor within a participating department (signed agreement required.)

Additional information about these programs and the names of advisors are given in the [Courses and Programs of Study](#) section of this catalog. Specific information and advice should be sought from the program advisor early in the first year of study. Augustana offers coordinated degree programs in the following areas:

- [Engineering](#)
- [Environmental Management & Forestry](#)
- [Landscape Architecture](#)
- [Occupational Therapy](#)
- [Optometry](#)
- [Veterinary Medicine](#)

The following standards apply for students wishing to earn a Bachelor of Arts degree from Augustana. Prior to enrollment in a coordinated degree program at a receiving institution, a qualifying student must:

Requirements of the Augustana Bachelor of Arts Degree. Student is responsible for:

- Completing a minimum of eight (8) semesters of full-time enrollment at Augustana.
- Completing a minimum of 90 credits at Augustana (transfer and AP work cannot be included.)
- Seeing that all General Education coursework is complete prior to enrollment at the receiving institution.

- Seeing that all transfer coursework from the receiving institution meets all requirements of the Augustana transfer policy (see catalog.)
- Communicating with the Augustana faculty advisor for particular advising needs.
- Applying to graduate within all published deadlines (see Academic Calendar.)
- Arranging to have official transcripts sent directly to the Office of the Registrar before the intended date of graduation.
- Adhering to all other degree requirements set-forth in the Augustana Catalog
- Submitting a completed Coordinated Degree Program Agreement before enrollment at the receiving institution.

Coordinated Degree Program Agreement forms may be found on the [Office of the Registrar forms page](#).

Augustana also cooperates with Trinity School of Nursing so that students will complete the bachelor of arts degree at Augustana and then continue their studies in the Trinity School of Nursing. Please see the [Nursing Program page](#) for more information.

Baccalaureate Degree Program

<https://www.augustana.edu/academics/catalog/curriculum-organization>

2019-20

Augustana College offers the Bachelor of Arts degree. Requirements for the degree are listed in the [Degree Requirements](#) section of this catalog. For additional information, contact the Office of the Registrar.

The Bachelor of Arts degree requires study in courses representing a broad base of knowledge as well as coursework focused in a specific area. Electives may be taken according to an individual student's interests or needs. The intent of the Liberal Arts Core Curriculum is to introduce students to college discourse and help them develop skills for their active participation in an academic community. The Liberal Arts Core Curriculum begins in the first year with FYI/FYH courses, which count toward a student's general studies requirements rather than the academic major or minor.

For the well-prepared student whose high school background includes four years of study in a foreign language, approximately 40 percent of the credits required for the Bachelor of Arts degree are in general education distribution and course requirements, one-third are elective, and one-third are in the student's selected major. Students may earn minors in areas of study which complement or supplement the major. Credits which apply to minors are typically included in the elective credits and general education distribution credits.

The flexibility of Augustana's graduation requirements permits students earning the liberal arts degree to build the foundation of special coursework necessary for application to graduate and professional schools, or for beginning a career upon completion of the baccalaureate degree.

Majors, Minors, Departments and Programs of Study

Departments are groupings of faculty and disciplines that ascribe to a similar content area or pedagogy. A department may consist of a variety of programs of study (majors and minors). In addition, Augustana has several programs of study which have no "home" department because they are by design interdisciplinary. Descriptions of the organizational areas of the curriculum appear below. The Classification for Instructional Program (CIP) Codes for each of our programs is reviewed every five years by the Office of Institutional Research and the Office of the Registrar. The [current CIP codes](#) reflect the IPEDS 2010 code table. Augustana will update their CIP codes to the new 2020 codes during fall semester 2020.

Majors

Graduation with a Bachelor of Arts degree requires completion of a major. There are two types of majors — departmental and interdisciplinary—and many options within these. A major must be completed with a grade-point average of 2.00 or better in all Augustana courses. All courses listed in the catalog as required courses for the major, including those outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. At least 12 credits applicable to the major must be in 300- and 400-level courses taken at Augustana. Applicable courses may not be taken Pass-No Credit unless approved by the appropriate department chair. The completion of a major is recorded on the student's permanent academic record and transcript.

Departments offer majors consisting of a minimum of 24 credits, often with options, and may offer a major for secondary school teaching. While the general requirements for the baccalaureate degree provide breadth of study in several disciplines, the major provides depth of study and advanced work in one area. A list of our programs and their specific requirements for each major are listed in the [Courses and Programs of Study](#) section of this catalog.

Areas of Study

Augustana offers a broad selection of coursework in areas of study where no major or minor is awarded, but complementary coursework is offered. These courses often provide students the opportunity for exploration within disciplines they hope to pursue in their graduate studies or potential career paths following completion of their degree program at Augustana.

Contract Majors

The purpose of the Contract Major (CM) is to allow highly motivated students to follow a course of study outside the boundaries of established majors. In offering the option of a CM, the faculty of Augustana College encourages students to be creative in constructing their learning experiences. The CM allows students to draw upon the wealth of coursework offered at the College to develop a major that corresponds to their particular interests and goals. In addition, this program allows students to create a course of study outside department and interdisciplinary majors.

Students must be in good standing, with an overall grade-point average of 3.30 or above at the time of application. Contract majors consist of a minimum of 28 credits and are represented by at least three different academic disciplines.

See the Contract Major section of the catalog for the proposal process and requirements. A [CM checklist](#) and [senior inquiry form](#) is available on line.

Minors

Students pursuing a degree and who have declared an academic major may elect to add a minor (or minors) to their degree pursuits under their major program of study if their schedule allows. A broad selection of minors is available to complement or supplement work in a major. A minor also may be used to study an area which holds a special interest for the student. The minor must be completed with a grade-point average of 2.00 or better in all applicable Augustana courses. All courses listed in the catalog as required courses for the minor, including those outside of the department or with a different subject coding, are considered part of the minor and will count in the grade point average. At least 6 credits applicable to the minor must be 300- and 400- level courses taken at Augustana. Applicable courses may not be taken Pass-No Credit unless specific approval is granted by the advisor. The completion of a minor is recorded on the student's permanent academic record and transcript.

Most departments offer minors consisting of 17 to 24 credits for students who wish to concentrate in a second area. For a list of minors and their specific requirements see the [Courses and Programs of Study](#) section of this catalog.

Experiential Minors

A student pursuing an Augustana experiential minor must meet all of the requirements of a minor noted above. These programs will demonstrate an academic value consistent with the mission, values and programs at Augustana. These experiential minors are tied to the college-wide Student Learning Outcomes, respond to actual or potential demand and in instances where they are not tied to a major or other program, should have some sort of application process or entrance standards. Like other minors, experiential minors, are not stand-alone programs and cannot be pursued alone. These programs must be attached to a Bachelor of Arts degree.

Experiential minors are distinct from disciplinary and interdisciplinary majors and minors in that they:

- Are focused on outcomes-based problem solving skills and/or use of specific practical knowledge that may meet future educational or career goals.
- Include a substantial experiential and/or experiential learning component beyond the borders of the classroom and/or campus.

Participation and completion requirements

- At least 75 percent of the credits applied to the program requirements must be taken at Augustana.
- Students must have declared an academic major before they can pursue an experiential minor and must complete the requirements for a degree to earn the experiential minor (unless enrolled in an approved one-year, international exchange program.)
- Include a reflective paper or culminating experience or project.

Experiential Minor proposals will:

- Include a clear statement of the purpose of the program and the anticipated benefits to the department(s), college, and students.
- Identify target audience(s) and evidence of long term or short term need as appropriate.
- Identify an academic team of faculty members or a department to house the program, provide administrative oversight and assure continuity.
- Reflect consultation with appropriate colleagues to assure that this program will not impinge on the quality and availability of regular programs and opportunities for degree-seeking students. The proposal should be endorsed by all affected departments.
- Establish the availability of resources needed to support the program, including the availability of qualified staff to teach the courses and supervise other activities.
- Define standards of minimum success for students and point to how the quality of student experiences outside the classroom will be measured.
- Propose arrangements for ongoing advising for students enrolled in the program.
- Draw from courses regularly offered at the college and generally available to the student body, and that, whenever possible, apply toward requirements for graduation.

Assessment and review

Because experiential minor programs are new at Augustana, there is a particular need to monitor developments and provide for adaptation based on experience. Accordingly, approval of experiential programs will be contingent on an

understanding that the programs will be submitted for renewal after a trial period of five years. The renewal process could lead to permanent approval of the program, extension of the trial period, a request for modifications, or other actions.

The renewal process would consider, among other things:

- Evidence that the program meets the learning goals of the program.
- Evidence that the program is operating with sufficient interest from the students and sufficient support from the faculty, administration, and other stakeholders.
- Evidence that the program has not had an adverse impact on other aspects of the college curriculum and has had a beneficial impact in terms of recruitment or post-graduate outcomes.

Experiential Minor Programs

[Aging Studies](#)

[Entrepreneurial Studies](#)

[Entertainment and Media Studies](#)

[Food Studies](#)

[Inter-religious Leadership](#)

[Non-profit Leadership Development](#)

[American Cultural Exploration](#)

Adopted by full faculty 12-7-17

STEM Programs for International Students

In alignment with our mission, Augustana College encourages every student to pursue a major that helps develop their gifts, skills and talents toward a career and/or graduate school path meaningful to them.

With this in mind, some international students who are interested in STEM majors (science, technology, engineering, math) and wish to extend their OPT beyond one-year post-graduation, may wish to consider a STEM field which can help facilitate this. The chart of [SEVIS-approved](#) Augustana STEM majors linked below is provided as a courtesy and was collected as of the date noted above. It is the responsibility of every student to verify this information for themselves with SEVIS.

Augustana makes no guarantee that pursuing or completing a Bachelor of Arts degree with one of these majors will qualify any student to extend their stay in the United States following graduation. The sole responsibility for verification of this information with the [Department of Homeland Security](#) lies entirely with the student.

The CIP code information provided by SEVIS in consultation with the Department of Education has been adapted for the qualifying Augustana programs and may be found [HERE](#). A complete list of all Augustana programs of study and their CIP codes is linked above.

updated 9.14.20

NOTE: While the senior audit, program evaluation, academic support resources, as well as academic guidance from faculty and advisors are all available to every student at no additional cost, these resources are provided for use in

planning only. It is the responsibility of the student to report any printed error to the Office of the Registrar within two semesters. The responsibility for understanding and meeting degree requirements rests entirely with the student.

Courses and areas of study

<https://www.augustana.edu/academics/catalog/courses>

2019-2020 IN PROGRESS

Finalized 3-1-2020

NOTE: *While the senior audit, program evaluation, academic support resources, as well as academic guidance from faculty and advisors are all available to every student at no additional cost, these resources are provided for use in planning only. It is the responsibility of the student to report any printed error to the Office of the Registrar within three terms. The responsibility for understanding and meeting degree requirements rests entirely with the student.*

Augustana College offers a wide variety of courses in the traditional liberal arts and in several areas of pre-professional and special studies. Nearly 90 majors and related academic programs are available.

Minors in most fields allow students to pursue secondary interests or to augment their major studies. These options, plus opportunities for individual studies, result in much flexibility in the planning of each student's program of study, and choices can be made according to individual needs and interests. Students are encouraged to consult often with their academic advisors.

The Master Schedule of Courses is published annually by the Office of the Registrar. In addition, some classes are offered during summer school. ([See Summer Programs.](#)) Any course that has not been taught in three consecutive years and is not on a regular departmental rotation frequency of at least once every four years, is removed from the course catalog.

Numbering and symbols

- 100-level courses are beginning courses open to first-year students.
- 200-level courses are sophomore-level courses, some of which are open to first-year students.
- 300- and 400-level courses are upper-division courses intended primarily for juniors and seniors. Students may enroll in sequential courses for which they qualify, and in advanced courses with the approval of the academic advisor.
- (4) — the number of credits.
- + — the course may be repeated for credit, e.g. (4+).
- Hyphenation (e.g. 101-102-103) indicates that the courses must be taken in sequence.
- Suffix designations applicable to particular courses appear after the course number.

Credits and credit maximums

Augustana credits are semester credits.

Course load. Full-time tuition for one semester in an academic year covers enrollment in 12-17 credits of instruction. Full-time tuition for fall semester and J-term in an academic year covers enrollment in up to 17 credits (e.g. 13+4 will not result in an overload charge). Full-time tuition for the entire academic year (fall semester, J-term, and spring semester) covers enrollment in up to 34 credits with at least 12 credits per semester (e.g. 16+4+14 will not result in an overload charge). Classes dropped after the midpoint of the term are included in determining overload charges. Overloads will be charged as specified by the Costs and Financial Assistance section of this catalog and in the Schedule of Student Charges.

Course code. No more than 40 credits in courses with the same course code designation may be applied toward the credits required for the Bachelor of Arts degree. Courses listed under more than one course code are counted toward the limit under each code.

Physical education activities. No more than 3 credits from physical education activity courses may apply toward the Bachelor of Arts degree.

Music ensembles. No more than 8 credits from music ensembles may apply toward the Bachelor of Arts degree.

Internships. No more than 12 credits from internships may apply toward a Bachelor of Arts degree. Augustana-sponsored J-term internships may be taken for 1-4 credits.

Sequenced Courses. Many courses at Augustana are not sequenced, meaning that a student may take them at any point in their academic career in no particular order. However, in some departments courses are required to be taken in a particular order or sequence. While this is not an exhaustive list, here are some examples:

CHEM-121 & 122

PHYS-211, 212, & 213

FYI-101 & 102 (if a student fails a FYI course or enters Augustana for the first time during spring semester an exception may be made.)

All language-based courses that fulfill the second-language requirement. Students may not receive credit for an upper-level course (i.e. 201, 301) and then take a lower level sequence course after successful completion. See the World Languages and Literature department for all policies and procedures on placement exams and consequences for withholding prior language experience from the college.

If a student elects not to send official transcripts for prior coursework to the college at the point of enrollment, the student is waiving their ability to take sequenced (or prerequisite) coursework at a higher level at a later point in their career and also waives their ability to receive credit for the transfer work at a later time.

For more information about sequence requirements contact the Office of the Registrar or the academic department.

Independent and directed studies. No more than 8 credits in independent and directed studies combined may be applied toward the Bachelor of Arts degree. In one term, no more than 1 course of independent study and 1 course of directed study may be earned in a given department. These courses do not carry Learning Perspectives.

Majors & Minors

<https://www.augustana.edu/academics/catalog/areas-of-study>

At Augustana we offer majors and minors in a wide variety of topics.

Accounting

Africana Studies

Aging Studies Experiential Minor

American Culture Exploration

Art and Graphic Design

Art History

Asian Studies

Astronomy

Biochemistry

Biology

Business Administration

Chemistry

Chinese

Classics

Communication Sciences and Disorders

Communication Studies

Computer Science

Contract Majors

Data Analytics

Economics

Education

Engineering (3+2)

English and Creative Writing
Entertainment and Media
Entrepreneurial Studies
Environmental Management & Forestry
Environmental Studies
Ethics
First Year Inquiry (FYI)
Food Studies
French
Geography
Geology
German Studies
Health and Physical Education
History
Interdisciplinary Honors Minor
International Business
Interreligious Leadership
Japanese
Kinesiology
Landscape Architecture
Latin American Studies
Liberal Studies Courses (LSC)
Library and Information Science Advising
Linguistics
Mathematics
Multimedia Journalism and Mass Communication
Music

Neuroscience
Nonprofit Leadership Development Experiential Minor
Philosophy
Physics and Engineering Physics
Political Science
Pre-Dentistry
Pre-Law
Pre-Medicine
Pre-Nursing
Pre-Occupational Therapy
Pre-Optometry
Pre-Pharmacy
Pre-Physical Therapy
Pre-Physician Assistant
Pre-Seminary
Pre-Veterinary Medicine
Psychology
Public Health
Religion
Scandinavian Studies
Sociology and Anthropology
Spanish
Speech-Language Pathology, Master of Science
Theatre Arts
[Women, Gender, and Sexuality Studies](#)
World Literature

Accounting

<https://www.augustana.edu/academics/areas-of-study/accounting>

Augustana offers a major and minor in accounting.

2020-2021

MICHAEL CLARK, Part-time Instructor of Accounting
BA, Augustana College; MAcc., University of Iowa; CPA, Iowa; CMA

MARTIN COE, Professor
BA, St. Ambrose University; MBA, St. Ambrose University; DBA, St. Ambrose University; CPA, Illinois; CISA, CISM, CMA, CGMA, CGFM

JOHN DELANEY, S. James Galley Professor in Accounting, Chair
BA, Loras College; MBA, University of Iowa; DBA, St. Ambrose University; CPA, Illinois; CMA, CIA

CHRIS HELLER, Part-time Instructor of Accounting
BA, MBA, St. Ambrose University

KRISTEN LOGAN, Part-time Instructor of Accounting
BS, Illinois State University; MAcc, Saint Ambrose University; CPA, Illinois; CMA

OLIVIA MELTON, Assistant Professor
BA, Augustana College; MAcc, Western Illinois University; CPA, Illinois

NADIA SCHWARTZ, Assistant Professor

BA, Ryazan State Agricultural Academy; MAcc, Western Illinois University; CPA, Illinois

MAJOR IN ACCOUNTING. 32 credits including ACCT-200 or 201, ACCT-202, ACCT-311, ACCT-313, ACCT-314, ACCT-321, ACCT-322, and 4 credits of electives or internships. Required supporting courses (8 credits): ECON-200 and BUSN-211 or MATH-315.

MINOR IN ACCOUNTING. 16 credits including ACCT-200 or 201, ACCT-202, ACCT-321, and 4 additional accounting credits. Required supporting courses for the major are not required for the minor.

A 1.67 grade-point average in accounting classes is required for enrollment in any course beyond ACCT-202.

ACCOUNTING EXTENDED LEARNING PROGRAM

updated 1.10.2020

To assist accounting students reach 150 credits, as is required by most states for an eligible candidate to sit for the CPA exam, Augustana has designed a program for students with this goal in mind. The Accounting Extended Learning Program provides an opportunity for students to complete the additional coursework beyond the requirements of the accounting major with a reasonable annual participation fee.

All Augustana students are allowed to take up to 34 credits each academic year under the Augustana tuition plan. Students who enroll in the Accounting Extended Learning Program will be allowed to enroll in an additional four credits per year (6 credits if internship) for an additional fee of \$1500 per year. The additional credits under this program can apply to any term, including summer school.

To participate in this program, students must:

- submit completed paperwork to declare a major in accounting no later than week six of spring semester in the year under which they first participate;
- complete an application for the Accounting Extended Learning Program no later than week six of spring semester in the year under which they first participate;
- pay the participation fee within published deadlines;
- meet with their accounting advisor every term prior to registration;
- register within all published deadlines and continuously pursue coursework for an accounting major in order to maintain progress toward a degree;
- plan to attend a minimum eight (8) semesters at Augustana (excluding J-term and summer school). Students who graduate in less than eight (8) semesters will be charged the differential between the normal overload fee and the fee charged under the Accounting Extended Learning Program.

Additional policy information:

- students will be billed in July for the following academic year or at the time of enrollment if it occurs at another time during the academic year;
- students will continuously be enrolled and billed for the program unless they end participation;
- students may receive a refund for the program if they complete the paperwork to end their participation by the end of the first week of fall semester;.

- the fees are non-refundable after week one of fall semester.

In addition, students may choose to register up to six of the annual credits at the conclusion of the academic year for an advisor-approved summer internship, for a maximum of 12 internship credits.

Unused credits do not roll over year to year. Students who exceed 38 credits (40 if they choose internship credit) including summer, will be responsible for the associated overload fees. Students who do not annually meet the above criteria will be dropped from the program, but may choose to continue to pursue an accounting major or other majors outside of this program. Students may choose to rejoin the program a subsequent year if they meet the above criteria.

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Courses (ACCT)

ACCT-200 Accounting Fundamentals (4 Credits)

(Q) This course is an introduction to fundamental accounting and related business topics to students who are majoring in areas other than accounting or business administration. Topics covered include the accounting cycle, elements of financial statements, preparation and interpretation of financial statements, internal controls, management accounting, payroll accounting and related human resource management issues. (Not open to students having previously completed ACCT-201.)

ACCT-201 Financial Accounting (4 Credits)

Basic theory, concepts, and procedures necessary to develop and interpret financial (external) accounting reports.

ACCT-202 Managerial Accounting (4 Credits)

Basic theory, concepts, and procedures necessary to develop and interpret managerial (internal) accounting reports. Prerequisite: ACCT-200 or ACCT-201 or permission of instructor.

ACCT-311 Accounting Information Systems (4 Credits)

Information systems concepts; computer technology; system analysis; design and application of computer-based accounting systems that provide adequate internal control. Prerequisite: ACCT-200 or ACCT-201.

ACCT-313 Auditing (4 Credits)

Accounting principles underlying auditing; the objectives and fundamentals of auditing procedures, introduction to the professional code of ethics, classical ethical concepts and models as well as specific ethical guidelines for the accounting profession. Prerequisite: ACCT-321

ACCT-314 Tax Accounting (4 Credits)

Introduction to the role of taxes in today's society and their impact on individuals and business entities; emphasis on federal individual income taxation and the responsibilities of tax practitioners. Prerequisite: ACCT-202

ACCT-321 Intermediate Accounting I (4 Credits)

In-depth coverage of the theory and practice of financial accounting focusing on assets, including additional topics of conceptual framework of accounting, standard setting, accounting cycle, multi-step income statement, classified balance sheet, and time value of money. Prerequisite: Take ACCT-202.

ACCT-322 Intermediate Accounting II (4 Credits)

In-depth coverage of the theory and practice of financial accounting for liabilities and equity, including earnings per share, deferred taxes, pensions, leases, accounting changes, error corrections, and cash flows. Basic theory, concepts, and procedures to effectively conduct research in the accounting professional standards including the Accounting Standards Codification. Prerequisite: ACCT-321

ACCT-341 Business Law (2 Credits)

Environmental study of legal influences, concepts, institutions, emphasizing social forces shaping business law. Introduces business students to interrelationships of law and society, jurisprudence and business.

ACCT-399 Directed Study (1-2 Credits)

ACCT-400 Independent Study (1-2 Credits)

Research on specific topics for seniors in accounting. Prerequisite: a grade-point average of 3.0 or higher in the major and permission of department.

ACCT-401 Seminar in Accounting Topics (1 Credits)

The seminar is a one-credit offering to expose students to current topics in accounting not covered elsewhere in the accounting curriculum.

ACCT-444 VITA Seminar (1 Credits)

Students complete a service learning activity through VITA.

ACCT-445 Audit Seminar (1 Credits)

Students complete a professional experience activity through the academic audit; enrollment in ACCT445 would be coordinated with ACCT313, Auditing

ACCT-451 Fraud Detection & Prevention (2 Credits)

Techniques and procedures for fraud prevention, detection, and investigation. Prerequisite: ACCT-321

ACCT-452 Government & Non Profit Accounting (2 Credits)

Theory and practice of governmental and non-profit accounting including financial reporting requirements for government-wide consolidations/reconciliations and CAFR. Prerequisite: ACCT-321

ACCT-454 Advanced Auditing (2 Credits)

Expand on technical skills students need to conduct audits, reviews, and compilations, focusing on case studies and advanced topics covered in the AUD section of the CPA exam. Prerequisite: ACCT-313

ACCT-455 Advanced Managerial Accounting (2 Credits)

Continues the analysis of managerial accounting issues, focusing on advanced tools for assisting managers. Achieve competency in; using the appropriate decision modeling techniques for the situation using capacity analysis, creating balanced scorecard analysis, capital budgeting techniques. Achieve an awareness of; alternative inventory pricing

models, complexities of ABC strategies, cost hierarchies, pricing strategies and legal requirements for pricing policies.
Prerequisite: ACCT-202

ACCT-456 Advanced Tax (2 Credits)

This course covers certain common and special federal tax laws for individuals, partnerships, and corporations, estates, trusts, and miscellaneous entities. Topics include income tax returns for partnerships and business corporations as well as survey coverage of corporate tax issues, including formation, taxable income, and distributions. The course also covers IRS audits, exposure to partnerships, estate and gifts, and international taxation. Prerequisite: ACCT-314

ACCT-457 Advanced Accounting (2 Credits)

Accounting for business combinations, foreign currency translation, consolidations, and derivatives and hedging, focusing on advanced topics covered in the FAR section of the CPA exam. Prerequisite: ACCT-321

Africana Studies course catalog

<https://www.augustana.edu/academics/areas-of-study/africana-studies>

2020-21

LAUREN HAMMOND, Assistant Professor (History)

B.A., University of Virginia; M.A., Ph.D., University of Texas at Austin

JOHN HILDRETH, Professor (Music)

B.A., Concordia (Fort Wayne); B.Mus., M.M., Roosevelt; Ph.D., Northwestern

LAURYN LEHMAN, Research and Instruction Librarian

B.A. Anthropology, University of South Carolina, M.A. African Studies, University of Illinois M.A. Library and Information Science.

JOHN PFAUTZ, Professor (Music)

B.S., Eastern Nazarene; M.M., Missouri; D.M.A., West Virginia

JOHN TAWIAH-BOATENG, Associate Professor (English)

B.A., University of Ghana; M.A., Dalhousie; Ph.D., Southern Illinois University

MICHELLE WOLFF, Assistant Professor (Religion)

B.A., Westmont College; M.T.S. Duke Divinity School; Ph.D. Duke University

MAJOR IN AFRICANA STUDIES. 32 credits, including AFSP-201 and AFSP-441/442. No more than 12 credits taken within the same departmental course code other than AFSP.

Two tracks: students will choose an emphasis

- Africa
- African Diaspora

At least 4 courses in track of emphasis is required, and at least 1 course in other track.

One additional requirement is one course taken that provides some methodology on how to study these communities. The selection of this course should be made in consultation with the faculty advisor.

MINOR IN AFRICANA STUDIES. 20 credits, including 4 credits at the 200-level or higher. No more than 8 credits taken within the same departmental course code other than AFSP.

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Courses (AFSP)

AFSP-199 Directed Study (1-2 Credits)

AFSP-201 Introduction to Africana Studies (4 Credits)

(PH,G) Examination of histories and experiences of African peoples and their descendants throughout the globe. Exploration of the commonality of experience across the African Diaspora, examining global slavery, emancipation and the different ways Africans and their descendants continue to creatively survive and thrive in, and shape their new environments. Discussion of the various methodologies used to study these communities. PH became active as of 04-08-2020

AFSP-299 Directed Study (1-2 Credits)

AFSP-380 Special Topics (4 Credits)

This is a new course. Depending on who teaches the course it may apply to the Africa or African Diaspora track.

AFSP-393 International Study Colloquium (3-4 Credits)

AFSP-399 Directed Study (1-2 Credits)

AFSP-400 Independent Study (1-2 Credits)

AFSP-441 Senior Inquiry (2 Credits)

Original research utilizing the methodologies appropriate to the department, area or concentration of the project. During the first semester, students will examine relevant scholarship, reach critical conclusions and report these to the class. In the second semester, students, in consultation with their faculty supervisor(s), will redact their findings into an acceptable format, defend their overall analysis and reflect upon the process and the conclusions reached. Prerequisites: senior standing and declared major in Africana studies.

AFSP-442 Senior Inquiry (2 Credits)

Original research utilizing the methodologies appropriate to the department, area or concentration of the project. During the first semester, students will examine relevant scholarship, reach critical conclusions and report these to the class. In the second semester, students, in consultation with their faculty supervisor(s), will redact their findings into an acceptable format, defend their overall analysis and reflect upon the process and the conclusions reached. Prerequisites: senior standing and declared major in Africana studies.

AFSP-499 Directed Study (1-2 Credits)

Additional courses

ANTH-100 (PS, G) Introduction to Anthropology

ANTH-352 (PS, G) Peoples and Cultures of Africa

ANTH-380 (G) Global Connections: Nations, Communities, Cultures

ART-342 (PA, G) Studio Art of Africa

ARHI-374 (PP, G) African Art

COMM-210 (PS, D) Communication and Social Relationships

COMM-330 (PH, G) Intercultural Communication

ECON-406 (PH, G) Economic Development

ENGL-237 (PH, D) Introduction to African-American Literature

ENGL-333 (PL, G) Topics in Anglophone Literature
ENGL-361 (PH, D) Contemporary African-American Literature
FREN-310 (PP) Immigration and Minority Communities in France since 1945 (when focus is on African diaspora)
HIST-177 (PP, G) World History (when taught by particular faculty)
HIST-348 (PP, G) Colonialism and Imperialism
HIST-373 (PP, D) African-American History
MUSC-316 (PA, D) African-American Music
MUSC-342 (PH, G) The Music and Culture of West Africa
MUSC-343 (PA, D) Soundscapes (LC with ENGL 315 Literature for Learning Communities)
POLS-362 (PP, D) Constitutional Law II: Issues of Equality
POLS-385 (PS, D) Race, Wealth and Inequality in American Politics
RELG-313 (PS, D) Race, Ethnicity and Religion
SOC-321 (D) American Race and Ethnic Relations
WGST-320 (PL, D) Life Writing
WLIT-310 (PL, G) Contemporary African Literature
WLIT-326 (PL) Topics in French Literature (when focus is on Africa)

Aging Studies Experiential Minor

<https://www.augustana.edu/academics/areas-of-study/aging-studies-experiential-minor>

2020-21

The demand for professionals with training in Aging Studies is high. Resources from the [Association for Gerontology in Higher Education](#) (AGHE) clearly show how this demand translates into career options.

Many of these careers are possible for our students in multiple majors or advising tracks on campus, including but not limited to: Pre-Medicine, Pre-OT, Pre-PT, Nursing, Pre-Music Therapy, Communication Sciences and Disorders, Psychology, Social Work/Welfare, Sociology, Public Health and Business.

The administration of the Aging Studies experiential minor is coordinated by Sangeetha Rayapati (Music), who is responsible for applications, advising, and assessment of completion of program requirements, with support from CORE. Questions should be directed to sangeetharayapati@augustana.edu

Program Requirements

Two core courses, and an additional 8 credits, plus an internship (credit or non-credit bearing) or significant volunteer experience with aging populations.

Core Courses

PSYC 216: Human Development, 4 credits
SOAN 326: Social Gerontology (PS, D), 4 credits
Internship or Volunteering, 0-4 credits
Total core credits 8-12
Additional 8 credits, taken from two different departments:
MUSC 344: Creative Therapies, (PH) 4 credits
CSD 315: Audiology, 4 credits
CSD 405: Aural Rehabilitation, 2 credits
PSYC 228: Psychology of Prejudice 4 credits
COMM 250: Intro to Health Communication 4 credits

RELG 370: Suffering, Death, and the Vitality of Hope, (PH) 4 credits
PHIL 105: Life and Death, (PH) 4 credits
Total credits for experiential minor 16-20

Experiential Component

Students in this minor program will be expected to spend significant time with the aging population or agencies that serve them. A minimum of 100 hours of volunteer or internship experience is required. Those hours may be spread out over two or three terms, but they must occur at one site or with one partner facility or program.

Students may use hours completed in a Senior Inquiry internship experience in their major toward these 100 hours. If fewer than 100 hours were completed for the SI experience, the remaining hours should still occur with the same organization, however. The goal is consistency in the experience.

Students who work with elderly populations, for example as a Certified Nursing Assistant, may count their work hours toward the total required but they do not begin to accrue until the student has declared the minor.

If a student chooses to complete these hours for credit, they will be administered through CORE policies regarding internships. Students must log 40 work hours for a 0, .25, and 1 credit internship. Internships for more than 1 credit require an additional 35- 40 hours of student work for each unit of credit awarded. (Register for 3 credits of INTR for the 100 hours) Students must also complete several assignments including an internship reflection. Students must register for internships through the Assistant Director of Internships in CORE/Career Development with approval from the minor adviser.

Credit hours	Minimum hours interned
0	40
1	40
2	70
3	105

Assessment

Standards of minimum success include successful completion of courses in the program with a GPA of 2.0 or higher. Students in this Experiential Minor program will communicate the impact the courses and internship/volunteerism had on their educational development and plans for the future through an exit interview and survey to be administered by the minor adviser.

American Culture Exploration

<https://www.augustana.edu/academics/areas-of-study/american-culture-exploration>

2020-21

Advisor: Mischa Hooker

American Culture Exploration (ACE) is designed for international students who come to Augustana College for one year. The purpose of ACE is to acknowledge international students who desire to focus their academic career on the study of culture in the United States.

By following a curriculum with various interdisciplinary options, ACE will provide students the opportunity to develop a more thorough understanding of American culture.

International students who spend one year on campus come through various institutional programs (Fulbright, Swedish-American Foundation) and exchange agreements (Uppsala, Kobe City University). After satisfactory completion of the following requirements, these students will receive an acknowledgement verifying their successful completion of the ACE curriculum.

Completion requirements:

- International students must successfully complete ENGL 110, a 4-credit course specifically designed for international students.
- A minimum of 12 additional credits taken from the approved list of courses.
- Complete 2 semesters and one J-term (one full year) of coursework in good standing and maintain a minimum GPA of 2.0.
- Application to receive the ACE curriculum must be completed no later than the conclusion of J-Term.

Applications are available in the Office of the Registrar, 109 Founders Hall.

Take twelve credits from:

AFSP-201	Intro to Africana Studies
ARHI-368	American Art
BUSN-305	Employment Law*
BUSN-333	Financial Markets*
COMM-220	Communication & Social Relationships
ECON-404	U.S. Economic History*
EDUC-217	Urban Education
ENGL-110	American Rhetoric and Culture of the U.S.
ENGL-270	Multicultural Literature of the U.S.
ENGL-275	Intro to African-American Lit
ENGL-378	Modern American Poetry
GEOG-339	Historical Geography of North America
GEOL-105	Rocky Mountain Geology

HIST-130	Rethinking American History, to 1877
HIST-131	Rethinking American History, 1877-Present
HIST-133	American Environment
HIST-235	American Film History & Theory
HIST-345	African-American History
MJMC-345	Culture & History of Media
MUSC-315	Music in American History
MUSC-316	African American Music
POLS-101	American Government - National
POLS-203	Identity in American Politics
POLS-260	The Legal System
POLS-320	American Foreign Policy
POLS-330	American Political Participation
POLS-338	The American Presidency
POLS-361	Constitutional Law I*
PSYC-416	Psychology & Law*
RELG-205	American Christianities
RELG-361	American Catholicism
SOAN-335	Citizenship
WGSS-335	Masculinity in American Culture*

Courses denoted with a star () are only appropriate for students with advanced study in this area and require permission of the department.

Please note that not all classes are offered every year and students should begin planning for their courses as soon as they arrive on campus. Students may petition for substitutions to the requirements listed in the twelve additional credits by petitioning the Committee on Advanced Standing and Degrees. The petition must be submitted prior to the student's registration time and prior to the program application deadline noted above.

For a complete list of the college policies and guidelines about experiential minors, see the catalog section on [Organization of the Curriculum](#).

Art courses

2020-21

PAUL LANGE, Part-time Instructor
B.A. Southern Illinois; M.A. Bradley

KELVIN MASON, Professor, Chair
A.O.C.A., Ontario College of Art; B.A., University of Guelph; M.F.A., University of Arizona

VICKIE R. PHIPPS, Associate Professor
B.F.A., Emory & Henry College; M.F.A., University of Tennessee

MEGAN QUINN, Professor
B.S., Maryland; M.F.A., Notre Dame

KEVIN SCHAFER, Part-time Instructor
B.F.A. University of Iowa; M.A. Western Illinois

ROWEN SCHUSSHEIM-ANDERSON, Professor
B.F.A., Rochester Institute of Technology; M.F.A., Arizona State

CORRINE SMITH, Adjunct Assistant Professor
B.F.A., Southern Illinois University; M.F.A., University of Kentucky

PETER TONG XIAO, Professor
B.A., Coe; M.F.A., Temple

LEE WHITE, Part-time Instructor
B.A., St. Ambrose; MFA., University of Iowa

MAJOR IN STUDIO ART. 28 credits, including 101 or 102, 123 or 124, 492, 16 additional credits (including 4 credits at the 300-400 level). A media sequence is required which is included in the 16 credits above: 211 and 302 or 303 or 411 or 228 and 328; or 225 and 325; or 261 and 361; or 231 or 232 and 331; or 241 and 341; or 251 or 252 or 253 or 342 or 343 or 343A and 351. Required supporting courses 8 credits in ARHI OR ART 377 + 4 credits in ARHI (Students planning to go to graduate school in studio art should take additional studio and art history classes).

MINOR IN STUDIO ART. 20 credits, including 101, 123 or 124, 8 credits ART (any level), 4 credits at the 300-400 level
Recommended supporting course ARHI 161.

ART EDUCATION SPECIALIST. 41 credits, including 101, 211, 228, 493, ARHI 161; 123 or 124; one 300- or 400-level ART class or one 300- or 400-level ARHI class, and one course from each of 4 categories: 231 or 232; 252 or 261; 342 or 343 or 343A or ARHI 371 or ARHI 372; 311 or 302 or 328 or 331 or 341 or 351. See Director of Secondary Education.

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Courses (ART)

ART-101 Drawing (4 Credits)

(PA) Fundamentals of drawing such as value, line, form, space and composition, exploring abstraction as well as traditional subject matters through observational studies. Theory and practice through a variety of drawing media including use of color. \$55.00 lab fees

ART-101AP AP Drawing (4 Credits)

ART-102 Drawing Inquiry (4 Credits)

(PA) Fundamentals of drawing, including introductory life drawing, for art majors and minors. Form, space, color and composition explored in a variety of drawing media through contemporary and historical lenses. For students with drawing experience; highly recommended for art majors and minors in place of ART 101. \$55.00 lab fee.

ART-123 Design: Two Dimensional (4 Credits)

(PA) Theories of basic design, with emphasis on both formalism and expression in art. Design fundamentals of color, texture, shape, line, value and principles of balance, repetition, variety, harmony and unity explored. A variety of media will be investigated. \$55.00 lab fee

ART-124 Design: Three Dimensional (4 Credits)

(PA) The theory and language of three-dimensional design and its application to artistic communication, with an emphasis on contemporary practice. Projects emphasize understanding intellectual aspects of three-dimensional form, working processes and techniques in a variety of media. \$55.00 Lab fee

ART-199 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and the instructor.

ART-211 Painting (4 Credits)

(PA) Basics of color theory and practice of painting in oil and/or acrylics. Emphasis on developing fundamental painting approaches, conceptual development and individual expressions through color. Art periods, movements and practice researched. \$100.00 lab fee

ART-226 Black & White Photography I (4 Credits)

(PA) Black and white film and darkroom photography. An introduction to the basics of film exposure, processing, and darkroom printing. Individual and collaborative workshop methods are employed to develop competency. While focus is on fundamental techniques, students are encouraged to develop their own unique vision. Film and paper are included in the lab fee. A 35mm Manual SLR film camera is needed; some are available to borrow from the Art Department. \$115.00 lab fee

ART-228 Digital Photography I (4 Credits)

(PA) Introduction to digital photography; a survey of both the hardware and software. Introduction to Adobe Photoshop for image processing. Historical context and creative investigation. No prerequisites. A digital camera of some kind (including cell phone cameras) is required to participate in the course. Access to a computer capable of running Photoshop is required to complete assignments.

ART-231 Ceramics: Hand Construction (4 Credits)

(PA) This course explores methods of hand building in clay with an emphasis on creative thinking and technical facility. Assignments emphasize developing surface design, use of glazes, and a research project. Lectures include viewing and analysis of a broad spectrum of historical and contemporary ceramic work. \$50.00 lab fee

ART-232 Ceramics: Wheel Thrown Constr. (4 Credits)

(PA) This course focuses on learning to use the potter's wheel as a vehicle for creating expressive forms in clay. Emphasis on creative thinking while developing facility in forming, painting and glazing ceramics. Students will engage in a research project and master study culminating in a visual response. A broad spectrum of historical and contemporary ceramics will be studied. \$50.00 lab fee

ART-235 Design Sources: Joined by A River (4 Credits)

(PA) Investigation of creative design sources utilizing the resources of local cultural institutions, peoples, and local flora and fauna. The community will be our "laboratory" as each student generates new ideas for designs and develops an individual design aesthetic, and creative and critical thinking skills. One component of the coursework will include an investigation of and participation in a public art project in the Quad City area. \$50.00 lab fee.

ART-241 Sculpture (4 Credits)

(PA) The emphasis of this course is sculpting the figure from life, in a variety of media. A component of the course will be moldmaking. Coursework will also involve viewing, analysis and research of a broad spectrum of historical and contemporary sculpture as a source of ideas. \$50.00 lab fee

ART-251 Fibers: Loom Weaving (4 Credits)

(PA) Exploration of weaving methods on the multi-harness floor loom. Materials and processes of tapestry weaving, pattern weaving, and rug weaving investigated through traditional and contemporary applications. Survey of historical and contemporary developments in textile arts, including individual research projects. Development of weaving as a creative, personal expression. Fall Semester 2020: Class will be working mostly on frame looms. \$65.00 lab fee

ART-252 Fabric Design (4 Credits)

(PA) Exploration of surface design methods on fabric. Fabric painting, printing, tie and dye, and batik. Textile repeats and applications used in the textile industry also studied. Development of fabric design as a creative, personal expression. Survey of historical and contemporary developments in surface design. Student will engage in a research project and master study culminating in a visual response. \$55.00 lab fee

ART-253 Fibers: Sculpture (4 Credits)

(PA) Exploration of non-loom textile structures of feltmaking, basketry, plaiting, coiling, handmade papermaking, twining, and other methods investigated. Emphasis on structures as sculptural forms. Survey of historical and contemporary use of the medium, and formal elements of design such as line, space, texture, and shape explored through the fiber medium. Student will engage in a research project and master study culminating in a visual response. \$50.00 lab fee

ART-261 Relief Printmaking (4 Credits)

(PA) Introduction to basic monotype and relief printmaking methods including linoleum and woodcut techniques. Methods of registering multi-colored prints will be employed. Students will work collectively on a print portfolio with a common theme of their choosing. \$60.00 lab fee

ART-299 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and the instructor.

ART-300 Intro Drawing in China (4 Credits)

Introduction to drawing, appreciation of China and its ideographic language. Offered only on Asian Term.

ART-302 Figure Drawing I (4 Credits)

(PA) This class will explore the human figure through a variety of approaches, with an emphasis on structural and expressive possibilities. Graphite, wash and color will be used. Students work primarily from nude models. Prerequisite: ART-101 \$50.00 lab fee

ART-303 Figure Drawing II (4 Credits)

Exploration of the human figure via drawing with emphasis on a basic understanding of the human skeletal and muscular structures in relation to surface appearance. A variety of materials will be used. Students work primarily from nude models. Prerequisite: ART-101 \$50.00 lab fee.

ART-311 Painting II (4 Credits)

Theory and practice of painting at intermediate level emphasizing historical and contemporary practice and personal expression. Prerequisite: ART-211. \$100.00 lab fee

ART-326 B/W Photography II (4 Credits)

Continuation of ART-226. Having established basic competency with the process, this class will delve deeper into photographic history and methodology, as both a cultural force and a means of individual expression. Advanced printing and processing techniques, and alternative photographic processes, including supplementing analog with digital photography. Prerequisite: ART-226 or permission of instructor \$115.00 lab fee

ART-328 Digital Photography II (4 Credits)

Continuation of ART-228. Emphasis on visual thinking and exploring the relationship between concept and image while encouraging multiple solutions to any given problem. Prerequisite: ART-228 or permission of instructor and access to a DSLR camera. \$40.00 lab fee.

ART-331 Ceramics II (4 Credits)

Advanced study of clay forms and forming techniques using hand-built, wheel- thrown or a combination of these techniques. Investigations in clay and glaze formulation and kiln firing. Research into contemporary expressions in the ceramic field is a component of this course. Prerequisite: ART-124, 231 or 232 \$60.00 lab fee

ART-341 Advanced Sculpture (4 Credits)

Investigations of sculptural forms and expressions in a variety of media including continued figurative study. Viewing and analysis of a broad spectrum of historical and contemporary sculpture as a basis. \$75.00 lab fee

ART-342 Studio Art of Africa (4 Credits)

(PA, G) Investigation of the art of several African culture groups. African aesthetic and cultural expressions explored through West African stamping and dyeing methods, kente weaving, clay maskmaking, beadwork, and resist fabric methods including adire, batik and tie-dye. Ceremonial vs. utilitarian function of artmaking. After initial experimentation with traditional techniques, students will generate projects that push at the boundaries of the media, using traditional and nontraditional materials. \$40.00 lab fee.

ART-343 Art of Americas (4 Credits)

(PA, D) Exploration of the art of the first peoples of North America, stressing symbol and pattern in the aesthetic development and utilizing traditional techniques for artistic expression. The use of art as narrative and ritual medium

will be examined. After initial experimentation with traditional techniques, students will generate projects that push at the boundaries of the media, using traditional and nontraditional materials. Please note: this course will have field trips and studio time that may extend beyond class time. Studio fee \$45.

ART-343A Art of the Americas (4 Credits)

(PA) Exploration of the art of the first peoples of Latin America, stressing symbol and pattern in the aesthetic development and utilizing traditional techniques for artistic expression. The use of art as narrative and ritual medium will be examined. After initial experimentation with traditional techniques, students will generate projects that push at the boundaries of the media, using traditional and nontraditional materials. 343A will only be taught in Latin America. \$45.00 lab fee

ART-351 Fibers II (4 Credits)

Individualized investigation of advanced textile techniques. Students will learn double weave, open weave, advanced tapestry methods. Design fundamentals including color theory will be explored while learning advanced loom woven fiber methods. Prerequisite: ART-251, 252, or 253, 342, 343, or 343A. \$40.00 Lab fee.

ART-361 Intaglio Printmaking (4 Credits)

(PA) Etching, engraving, drypoint, aquatint and soft-ground techniques will be explored along with press operation, printshop etiquette and professional standards. Emphasis on technical development, aesthetics and contemporary issues in intaglio printmaking. Students will work collectively on a print portfolio with a common theme of their choosing. \$80.00 lab fee

ART-362 Screen Printing (4 Credits)

(PA) This course explores the techniques and processes of fine art printmaking methods in the category of Screen Printing (Serigraphy). General techniques covered are reduction printing, photo silkscreening, fabric printing, and multi-color registration. These general methods will be accompanied by a discussion of the history of printmaking and the rise of mechanical reproductive technology to provide context. \$80.00 lab fee.

ART-377 Issues in Contemporary Art (4 Credits)

(PA) This course examines art from the 1960s through the present day, organized around key issues that shaped artistic practice across the globe during this period. The course looks at traditional modes of artmaking (painting, sculpture) while considering the simultaneous rejection of modernist modes in favor of more collaborative, ephemeral, and multimedia approaches that further blur the boundaries between high and mass culture. Emphasis placed on examining artworks and a broader visual culture through the lens of a variety of contextual frameworks: formal, authorial, socio-cultural, and identity-based (race, class, gender, and sexuality, for instance). \$60.00 lab fee

ART-382 Teaching Elementary Art (4 Credits)

(PA) Introduction to art media, techniques and teaching philosophies relating to the elementary classroom teacher. Design fundamentals, classroom management strategies also covered. Prerequisite: Admission to Teacher Education \$35.00 lab fee

ART-393 International Study Colloquium (3-4 Credits)

ART-399 Directed Study (1-2 Credits)

199, 299, 399, 499 Directed Study (1+) Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of the instructor. \$40.00 lab fee

ART-400 Independent Study (1-2 Credits)

ART-411 Adv. Studio Problem: Drawing & Painting (4 Credits)

Advanced exploration in two-dimensional media, emphasizing historical and contemporary practice and personal expression. Prerequisite: ART-311. Repeatable for credit. \$70.00 lab fee

ART-431 Advanced Studio Problem: Ceramics (4 Credits)

Continuation of ART-331 with an emphasis on development of personal expression. Glaze material study and testing is part of the coursework. Prerequisite: ART-331 Repeatable for credit. \$50.00 lab fee

ART-441 Advanced Studio Problem: Metals (4 Credits)

Continuation of 341 with emphasis on development of personal expression. Welded and/or cast metal included. Prerequisite: ART-341. Repeatable for credit.

ART-451 Advanced Studio Problem: Fibers (4 Credits)

Continuation of 351 with emphasis on development of personal expression. Research on textile materials and processes, advanced design applications including color theory. Prerequisite: ART-351. Repeatable for credit.

ART-492 Senior Art Inquiry I (4 Credits)

Concentrated study in one medium or related media to produce a coherent body of original work for the senior exhibition. An artist statement is developed. Consists of weekly working sessions and periodic group critiques with faculty in relevant media. Portfolio development and capstone experience culminating in exhibition of the work. Prerequisites: a media sequence by the end of junior year in the media chosen for the exhibition.

ART-493 Art Education Studio (1 Credits)

A compilation of the work accomplished, demonstrating expertise in five areas of art over four years of coursework in studio art. Capstone experience culminating in exhibition of the work is required. (Art Education Specialist Only)

ART-499 Directed Study (1-2 Credits)

199, 299, 399, 499 Directed Study (1+) Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and the instructor.

Asian Studies course catalog

<https://www.augustana.edu/academics/areas-of-study/asian-studies>

2020-21

MARI NAGASE, Associate Professor (Japanese, WLLC), Co-Chair
B.A., M.A., U of Tokyo; Ph.D., British Columbia

PETER TONG XIAO, Professor (Art), Co-Chair
B.A. Coe; MFA, Temple

MAJOR IN ASIAN STUDIES. 28 credits, of which 16 credits must be at the 300 level or higher.

Required courses: ASIA 451, at least 8 credits in Chinese or Japanese language, at least 4 credits in RELG from 284, 287, 384 or
The remaining credits can be fulfilled from the following electives:

Chinese or Japanese language 200 levels and above;

Non-language courses taught on campus including HIST 150, 151, 250, 350, 355, 358, CHST 240, 340, 341, JPST 250,350, RELG Asia-focused courses offered by IOCP programs and partner schools in Asia, such as GEOL 106, ART 300, ECON 364, ECON 365. Other courses approved by the Asian Studies program faculty on a case by case recommendation may be added.

MINOR IN ASIAN STUDIES. 20 credits, of which *no more than* 8 credits may be in Asian languages (Chinese or Japanese), and the rest may be added.

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those that are optional and not required may also count in the major depending on the program. For more information see your department advisor.

Courses (ASIA)

ASIA-393 International Study Colloquium (3-4 Credits)

ASIA-400 Independent Study (1-2 Credits)

ASIA-451 Senior Project (4 Credits)

Independent research and seminar supervised by faculty who have offered courses in the Asian Studies program. As part of the research project with the Asian Studies advisor and faculty supervisors. This course should be taken in the fall of senior year.

ASIA-499 Directed Study (1-2 Credits)

Astronomy

<https://www.augustana.edu/academics/areas-of-study/astronomy>

2020-21

Advisor: LEE CARKNER, Professor (Physics)

B.S., Rensselaer Polytechnic Institute; Ph.D., Pennsylvania State

Courses (ASTR)

ASTR-135 Planets (4 Credits)

(PN) A non-calculus course intended for all majors on planets and planetary systems. Topics include the history of planetary astronomy, formation and evolution of the solar system, solar system physics, properties of solar system objects and the discovery of extrasolar planets. Results of recent space discoveries and the methods and tools used by astronomers will be emphasized. Evening observing sessions in the Carl Gamble observatory will be required. Suggested prerequisite: A math-index score of 840 or higher is recommended (pre-calc ready).

ASTR-145 Stars and Galaxies (4 Credits)

(PN) A non-calculus course intended for all majors on stars, galaxies and the universe. Topics include the formation and evolution of stars, basic stellar astrophysics, the interstellar medium, galaxy evolution and cosmology. Observational techniques and scientific methodology will be discussed. Evening observing sessions in the Carl Gamble observatory will be required. Suggested prerequisite: A math-index score of 840 or higher is recommended (pre-calc ready).

ASTR-393 International Study Colloquium (3-4 Credits)

Biochemistry course catalog

<https://www.augustana.edu/academics/areas-of-study/biochemistry>

2020-21

Advisors:

PATRICK CRAWFORD, Professor (Chemistry)
B.A., Hanover; Ph.D., Miami (Ohio)

PAMELA TROTTER, Professor, Robert W. Beart Chair in Chemistry
B.S., Pacific Lutheran; Ph.D., Harvard

Biochemistry is ideal for the student interested in the chemistry of living things and the close examination of the molecules that carry out such functions as metabolism, movement, and gene expression. A degree in biochemistry prepares a student for many fields beyond biochemistry or biomedical sciences, as it is the core basis for many more applied fields such as biotechnology, molecular genetics, immunology, pharmacology, toxicology and forensic science. A biochemistry major is ideal preparation for graduate study in such applied fields.

The degree is also appropriate for students interested in health professions (i.e. medicine, dentistry), as well as students interested in the biotechnology and pharmaceutical industries. A biochemistry background could also be useful for students interested in business, law, regulation, journalism or technical writing related to the molecular life sciences. The biochemistry major includes courses in chemistry, biology, mathematics and physics.

MAJOR IN BIOCHEMISTRY. 28 credits in CHEM beyond CHEM-132/235, including CHEM-255, CHEM-322, CHEM-361, CHEM-441, CHEM-442, and one Senior Inquiry chosen from CHEM-474, CHEM-475 or CHEM-476. 12 credits in BIOL, including BIOL-130, BIOL-250, and one biology elective. Required supporting courses: PHYS-151/152 or 211/212 and MATH-160, 220, and 230. Recommended supporting courses: CHEM-365, CHEM-455, CHEM 435, COMP 211 and COMP-212.

Biology Electives for BCHM Major on Semesters

343 Microbiology

360 Comparative Physiology

362 Human Physiology

373 Developmental Biology

375 Molecular Biology

392 Cancer Biology

348 Cell signaling and Regulation

371 Introduction to Biomolecular Research

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Biology course catalog

<https://www.augustana.edu/academics/areas-of-study/biology>

2020-21

TIERNEY R. BROSIOUS, Associate Professor
B.S., Wayne State College; M.S., Ph.D., University of Nebraska - Lincoln

KRISTIN DOUGLAS, Associate Dean of the College, Professor
A.S., Waubensee Community College; B.S., Iowa; M.S., Ph.D., Michigan

KEVIN FLAHERTY, Visiting Assistant Professor
B.A., University of Iowa; M.A., Ph.D., Pennsylvania State University

C. KEVIN GEEDEY, Professor
B.A., B.S., Ohio State; Ph.D., Michigan State

SCOTT GEHLER, Associate Professor
B.A., Cornell College; Ph.D., University of Minnesota

STEPHEN B. HAGER, Professor
B.A., M.A., California State; Ph.D., New Mexico State

BRADLEY KENNEDY, Cadaver Dissection Coordinator, Instructor
B.A., University of Northern Iowa; M.S., Creighton University

JASON A. KOONTZ, Professor
B.S., Iowa State; M.S., Miami University (Ohio); Ph.D., Washington State

TROY M. LARSON, Assistant Professor
B.A., Augustana College; M.S. Bradley University; Ph.D., Illinois State University

RAFAEL MEDINA, Assistant Professor
B.S., M.S., Ph.D., Universidad Autónoma de Madrid

TIMOTHY MUIR, Associate Professor
B.A., Kalamazoo; M.S., Ph.D., Miami University (Ohio)

KIMBERLY MURPHY, Associate Professor, Chair
B.A., Winona State; Ph.D., Washington State

LORI R. SCOTT, Professor
B.S., Manchester; M.S., Ph.D., Illinois State

DARA L. WEGMAN-GEEDEY, Professor
B.S., Mount Union; Ph.D., Delaware

YOUNG YOO, Visiting Assistant Professor
B.A., Oberlin College; Ph.D., Northwestern University

Potential majors in biology and the pre-health science advising areas must begin their curriculum with one year of general chemistry (CHEM-131 and CHEM-132), and the major with BIOL-130 and BIOL-140.

NOTE: A student majoring in Biology may not also major in Pre-Medicine.

MAJOR IN BIOLOGY. 32 credits, including three core courses (BIOL-130, 140, 250), an approved 4cr SI, and 16 elective credits at the 300-400 level. Also 1 year of General Chemistry (CHEM-131 and 132).

BIOL-130 and BIOL-140 must be completed within one year of declaring the major; BIOL-250 must be completed within two years of declaring the major. A student who completes a sanctioned SI experience as a requirement of a second major may substitute a non-SI biology course at the 200 level or above for the 4-credit SI experiences listed above, with prior approval granted by the departmental coordinator. A student can count multiple courses from BIOL-464, BIOL-465, BIOL-466 toward the biology major; because the option to enroll in additional SI courses is based on enrollment demands, prior approval must be granted by the departmental coordinator. A student can apply only 2 credits from this list toward the biology major: BIOL-299, BIOL-399, BIOL-499, BIOL-400, BIOL-INTR-xx. Required supporting courses (8 credits): CHEM-131 and CHEM-132 or equivalent. Recommended supporting courses: statistics and computer science.

Additional recommended supporting courses for students expecting to work toward a M.S. or Ph.D. in the biological sciences: CHEM-321, CHEM-322; MATH-160; PHYS-151, PHYS-152 or PHYS-211, PHYS-212.

MAJOR IN BIOLOGY EDUCATION. 28 credits, including BIOL-130, BIOL-140, BIOL-250, BIOL-310, BIOL-343, One of BIOL-360 or BIOL-362, one of BIOL-386 or BIOL-387; one 4 credit SI experience from biology chosen from BIOL-464, BIOL-465, BIOL-466 or the combination of EDUC-422, EDUC-450 and INTR-EDA90 as part of the Secondary Education program. See the Director of Secondary Education for more details. Required supporting courses (28 credits): CHEM-131, CHEM-132, PHYS-151, PHYS-152, ASTR-142, GEOG-105, GEOL-101

MINOR IN BIOLOGY. 20 credits, including 130, 140, 250, and 8 elective credits at the 300-400 level. Also 1 year of General Chemistry (CHEM-131 and 132). A student can apply only 2 credits from this list toward the biology major: BIOL-299, BIOL-399, BIOL-499, BIOL-400, BIOL-INTR-xx. Required supporting courses (8 credits): CHEM-131 and CHEM-132 or equivalent.

NOTE ON LABORATORY COURSES: In courses that require a co-requisite lab section, the lecture and lab grades are both factored into the final lecture grade. Successful completion of all BIOL lab courses require registration and a passing grade in both the lecture and lab sections.

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Courses (BIOL)

BIOL-100 Our Microbial World (4 Credits)

(PN) Microorganisms are ubiquitous, even though we cannot see them with our naked eye. During this J-term, we will focus on the role of microbes in many of life's activities. You may be familiar with microbes as disease causing organisms, but we'll also think about the role that microbes play in our diet, health, and civilization. Our discussions and activities will explore the role of microbes in societal topics. This course will include opportunities for hands-on lab activities.

BIOL-100B Science & Pseudoscience (4 Credits)

(PN) Are vaccines safe? Is evolution real? We are surrounded by claims about what is safe and healthful, about how nature works, and about extraordinary things. How reliable are these claims? In this class you will research and present a case study on the controversial scientific or pseudoscientific topic of your choice. This class is intended for non-science majors, and has no prerequisites.

BIOL-100C Insects & Society (4 Credits)

(PN) Insects are the little creatures that run the world. In this course we will study the many ways in which insects impact human lives. The strange world of insects provides an exciting lens to examine the mechanisms of evolution. In addition to the study of the insect natural history and its implication on our lives, we will use our study of insects to broadly examine how science informs decision making in terms of risk assessment. Students will examine how the use of insecticides and GMOs are assessed and regulated leading to an understanding of how scientists help make decisions that broadly impact society. This course students will read and discuss material ranging from news articles and pop

culture to peer-reviewed scientific articles. In addition classroom time students will spend time in the lab immersed in hands-on learning that will incorporate the Augustana Insect Museum collections and live insect cultures.

BIOL-101IB General Biology IB (4 Credits)

BIOL-130 Molecules to Cells (4 Credits)

This course serves as an introduction to macromolecules, cellular processes, and cellular organization of diverse organisms. Emphasis on the molecular mechanisms of cell structure and function, including metabolism, replication, gene expression, signal transduction and cell cycle regulation. Includes one two-hour lab weekly. Prerequisite: This course is intended for Biology Majors. Students can take BIOL-130 and BIOL-140 in any order, but cannot enroll concurrently.

BIOL-130L Lab for 130 (0 Credits)

BIOL-140 Organisms to Ecosystems (4 Credits)

An exploration of the diversity of life, its origins, structure, function and interactions among organisms and their environment. We introduce key concepts in evolution and ecology, provide an overview of the features of major taxonomic groups and their evolutionary relationships. Includes one two-hour lab weekly. Prerequisite: This course is intended for Biology Majors. Students can take BIOL-130 and BIOL-140 in any order, but cannot enroll concurrently.

BIOL-140L Lab for 140 (0 Credits)

BIOL-199 Directed Study (1-2 Credits)

199, 299, 399, 499 Directed Study (1+) Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and instructor.

BIOL-250 Genetics (4 Credits)

Basic genetic principles of heredity and variation, including transmission genetics, molecular genetics and population genetics. Research methods and techniques are stressed throughout the course. This course extends the study of genetic principles introduced in BIOL-130. Prerequisite: BIOL-130 and BIOL-140.

BIOL-299 Directed Study (1-2 Credits)

199, 299, 399, 499 Directed Study (1+) Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and instructor.

BIOL-310 Evolutionary Biology (4 Credits)

The mechanisms for evolutionary change at both the population and species level, as well as an overview of the history of life and phylogenetic inference. Prerequisite: BIOL 250 Genetics.

BIOL-324 Tech in Nat History (4 Credits)

Lab and field based course to learn professional methods used in natural history collections and their value for the advance of science and society. The course will use plants and insects as model organisms and students will learn how to collect, mount and curate specimens. They will also gain skills on digitization, participation in Citizen Science projects, illustration techniques, and DNA extraction.

BIOL-327 Conservation Biology (4 Credits)

(PH) Discussion based investigation and survey of questions centered on the science of natural resource protection and management including the human dimension. Prerequisite: BIOL-130 and BIOL-140, or ENVR-100 and ENVR-101 or permission of instructor.

BIOL-329 Global Change Biology (4 Credits)

This course will provide opportunities for students to examine (a) evidence for global climate change, (b) model forecasts of various climate change scenarios, and (c) predicted responses of living systems, e.g., individuals, species, and ecosystems, to climate change. In class research projects will assess predicted responses of living systems to climate change using relevant published data in journal articles and Internet sources. Includes an appraisal of the human social, economic, and political dimensions (i.e., causes and consequences) of global change biology. Prerequisite: BIOL-140.

BIOL-335 Entomology (4 Credits)

(PN) Insects impact human life in many important ways as drivers of ecological systems. This discussion based course will give an overview of the diversity and evolution of insects as well as focus on important areas such as medical entomology, agricultural entomology, conservation biology, and cultural entomology. Prerequisite: BIOL-140 or permission of instructor.

BIOL-343 Microbiology (4 Credits)

An overview of the morphology, physiology, epidemiology, and evolution of diverse microorganisms with an emphasis on bacteria. Students will also investigate the current impact of specific microbes on a human population. Includes one three-hour lab weekly. Prerequisite: BIOL-250

BIOL-343L Lab for 343 (0 Credits)

BIOL-345 Principles of Immunology (4 Credits)

An overview of the human immune system with an emphasis on understanding the humoral and cell-mediated responses at the cellular and molecular levels. Students will present on current advances in applied immunology (e.g., autoimmunity, vaccination, transplantation, tumor immunology, inherited immunodeficiencies). Prerequisite: BIOL-250.

BIOL-348 Cell Signaling (4 Credits)

Overview of cell signaling pathways, regulation of cell shape, growth, division, and differentiation. Students will develop an understanding of information flow through the various cell signaling pathways and networks. Prerequisites: BIOL-250.

BIOL-351 Human Anatomy (4 Credits)

Study of the structure and three-dimensional relationships of the human body, as taught from a regional perspective. Includes one two-hour lab weekly.

BIOL-351L Lab for 351 (0 Credits)

BIOL-358 Neuroanatomy (4 Credits)

The structure, three-dimensional relationships and function of the central and peripheral nervous system of humans, correlated with abnormal function. Prerequisite: BIOL-351 or permission of instructor.

BIOL-360 Comparative Physiology (4 Credits)

This course is a comparative study of animal physiology from a cellular, organ, and organismal perspective. Students will examine nervous, endocrine, muscle, cardiovascular, respiratory, renal, and digestive systems among mammals and other vertebrate animals. Students will develop skills in data acquisition, analysis, and presentation through the use of primary literature and laboratory experiments. Includes one two-hour lab weekly. Credit may not be earned in both Human Physiology and Comparative Physiology. Prerequisites: BIOL-130 and BIOL-140.

BIOL-360L Lab for 360 (0 Credits)

BIOL-362 Human Physiology (4 Credits)

Looks at the structural and functional organization of various organ systems, including the endocrine, nervous, muscle, cardiovascular, respiratory, renal, and digestive systems in humans. Furthermore, this course explores the homeostatic control systems as well as mechanisms of coordination between the various organ systems. Students will develop skills in data acquisition, analysis, and presentation through the use of primary literature and laboratory experiments. Includes one two-hour lab weekly. Credit may not be earned in both Human Physiology and Comparative Physiology. Prerequisite: BIOL-130 and Sophomore status.

BIOL-362L Lab for 362 (0 Credits)

BIOL-371 Intro Biomolec Research (4 Credits)

This course provides students opportunities for a rich collaborative research experience. The content will include learning relevant background material around the guiding questions, in addition to the fundamentals of the research process itself, such as productivity skills (organization, planning, preparation, time management), laboratory skills (use of equipment, protocols), experimental skills (experimental design, execution and interpretation, controls), presentation skills (communication), and laboratory/community citizenship. Prerequisite: BIOL 250 or permission of instructor.

BIOL-373 Developmental Biology (4 Credits)

This course studies the principles of development in animals. A study of the developmental processes that occur within the organelles, cells, tissues, organs and organ systems of animals. Topics will include fertilization, embryology, growth, differentiation, and morphogenesis. These are examined from classical morphological to experimental perspectives. Lectures include primary literature discussions and conversations about the ethical implications of developmental topics. Prerequisites: BIOL-250. Offered every other year.

BIOL-375 Molecular Genetics (4 Credits)

(SI) A study of the structure, function and regulation of prokaryotic genes with emphasis on the organization of metabolic pathways. This predominantly lab-based course uses techniques commonly performed in a molecular genetics lab, including bioinformatics, recombinant DNA, DNA sequencing, and site-directed mutagenesis. Includes one three-hour lab weekly. Prerequisites: BIOL-250 and permission of instructor.

BIOL-375L Lab for 375 (0 Credits)

BIOL-380 Special Topics (4 Credits)

Treatment in depth of selected topics not covered in the general undergraduate offering. Past offerings have included virology, local flora, and animal behavior. May be repeated for credit if course content differs significantly. ***Course description for BIOL-380 Fall term 2020-2021: History of Biological Thought (Troy Larson) By taking the History of Biological Thought, you are seeking to understand the history of biology. In order to understand, you must explain, interpret, apply, and analyze the ideas of the people who have influenced the history of biology. We will focus on the great biologists and their contributions to the development of biological concepts from ancient Greece to the present. ***Course description for BIOL-380-01 J term 2020-2021: Developmental Neuroscience (Scott Gehler) Developmental neuroscience is a field that explores processes that generate and shape the nervous system from embryogenesis to adulthood. This course will discuss cell and molecular mechanisms that are involved in the development of the nervous system. Such topics will include how neurons are formed, how the brain is wired as developing neurons find and recognize their appropriate targets, and finally how connections are formed to regulate specific behaviors. Introduction to research strategies and research article discussions will seek to explain both normal and abnormal neuronal development as they contribute to various molecular and clinical pathologies and trauma, such as t

BIOL-380A Basic Virology (4 Credits)

Prerequisite: BIOL-210 or BIOL-130.

BIOL-380B Hist Biological Thought (4 Credits)

Take either BIOL-200 and BIOL-210 or BIOL-130 and BIOL-140.

BIOL-382 Ecosystem Health (4 Credits)

This course will examine the ecosystem as a unit of study and explore the concept of "health" as it applies to natural landscapes, constructed landscapes, and the human landscape. Possibly counts toward PUBH or ENVR. Prerequisites: BIOL-130 and BIOL-140 or permission of instructor.

BIOL-386 Ecology (4 Credits)

The ecology of prokaryotes, plants, and animals at the organism, population, community, and ecosystem level. Includes one three-hour lab weekly which focuses on data analysis and design of hypothesis testing experiments. Prerequisite: BIOL-130 and BIOL-140 or permission of instructor.

BIOL-386L Lab for 386 (0 Credits)

BIOL-387 Aquatic Biology (4 Credits)

The ecology of freshwater ecosystems. This course is project based, and students will work in teams to provide and interpret professional quality environmental data for a selected habitat. Includes one three-hour lab weekly. Prerequisite: BIOL-130, BIOL-140 and BIOL-250 or permission of instructor.

BIOL-387L Lab for 387 (0 Credits)

BIOL-392 Cancer Biology (4 Credits)

This course will explore the cellular and molecular mechanisms associated with various hallmarks of cancer, such as uncontrolled growth, evasion of cell death, and activation of cell invasion and metastasis during tumor progression. Experimental strategies and primary research literature will be used to facilitate our understanding of the origins, progression, and treatment of cancer. Finally, we will discuss the story of cancer from historical, societal, public health, and women's health perspectives in order to understand the broader implications of cancer within and outside of the science discipline. Prerequisite: BIOL-250.

BIOL-399 Directed Study (1-2 Credits)

199, 299, 399, 499 Directed Study (1+) Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and instructor.

BIOL-400 Independent Study (1-2 Credits)

400 Independent Study (1+) Opportunity for students to complete a project independently with a faculty mentor. Prerequisite: permission of department chair and instructor.

BIOL-455 Human Gross Anatomy Lab (2 Credits)

In-depth study of the structure of the human body utilizing cadaver dissections. The course will discuss body donation and the ethics of cadaver usage as well as give students an opportunity to reflect on the overall experience. Prerequisites: BIOL-351 Human Anatomy and permission of instructor.

BIOL-464 SI: Biological Literature (4 Credits)

Advanced study of the scientific process in biology, completed in the senior year. Students develop a research question and complete an extensive literature search on a topic, culminating in a formal report. Reflective essay component. coordinator; some sections may have added prerequisites determined by instructor. Credit cannot be earned for more than one of 464, 465, 466 and BIOL-INTR-Sxx unless departmental coordinator gives prior approval. Prerequisite: Take BIOL-130, BIOL-140 and BIOL-250.

BIOL-465 SI: Laboratory/Field Research (4 Credits)

Senior Inquiry-Laboratory/Field Research Advanced study of the scientific process in biology, completed in summer following the junior year or in the senior year. Students participate in a laboratory/field research project under the direction of an Augustana faculty mentor, culminating in a laboratory research notebook and at least one form of formal scientific reporting. Reflective essay component. Credit cannot be earned for more than one of 464, 465, 466 and BIOL-INTR-Sxx unless departmental coordinator gives prior approval. Prerequisite: Take BIOL-130, BIOL-140 and BIOL-250.

BIOL-466 SI: Off Campus Lab/Field Research (4 Credits)

Advanced study of the scientific process in biology, completed in summer immediately preceding the senior year. Students participate in a lab/field research project as part of an 8-10 week research program at another institution, culminating in a laboratory research notebook and at least one form of scientific reporting as coordinated with the sponsoring institution and the departmental coordinator. Student secures approval of departmental coordinator in spring term of junior year prior to registering for fall term of senior year. Reflective essay component. Credit cannot be earned for more than one of 464, 465, 466, and BIOL-INTR-Sxx unless departmental coordinator gives prior approval. Prerequisite: Take BIOL-130, BIOL-140 and BIOL-250.

BIOL-499 Directed Study (1-2 Credits)

199, 299, 399, 499 Directed Study (1+) Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and instructor.

BIOL-ELEC AP Biology (4 Credits)

Business course catalog

<https://www.augustana.edu/academics/areas-of-study/business-administration>

2020-21

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JOANNA DAVIS, Visiting Assistant Professor
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B.Stat., M.Stat., Indian Statistical Institute; M.S., University of Illinois

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TRANG PHAN, Assistant Professor
B.C.S., Hanoi University of Technology; M.C.S., Vietnam National University, Hanoi; M.B.A., University of Arizona; Ph.D., University of Hawaii at Manoa

DAVID THORNBLAD, Assistant Professor
B.A., Augustana College; M.M., University of Miami; Ph.D., Virginia Tech

LINA ZHOU, Associate Professor
B.E., M.A., Central South University, China; M.A., Ph.D., University of Mississippi; C.F.A.

MAJOR IN BUSINESS ADMINISTRATION. The required four foundation courses (16 credits) are typically completed during the sophomore year but must be completed by the end of your junior year. A grade-point average of at least 2.0 must be maintained in each of the four foundation categories: (1) ACCT-201 (2) ECON-200 (3) BUSN-211, (4) BUSN-205. (MATH-315, or PSYC-240 may be substituted for BUSN-211).

Required core courses (12 credits): BUSN-301, BUSN-321, BUSN-331.

Required area of emphasis in one of the following concentrations:

Management (10 credits, at least 2 credits from a quantitatively oriented (q) course): BUSN-303 (q), BUSN-304, BUSN-305, BUSN-307, BUSN-309, BUSN-310, BUSN-311 (q), BUSN-313 (q), BUSN-351.

Marketing (10 credits, at least 2 credits from a quantitatively oriented (q) course): BUSN-311 (q), BUSN-322, BUSN-323, BUSN-324 (q), BUSN-325 (q), BUSN-327, BUSN-328, BUSN-329 (q), BUSN-363.

Finance (10 credits, at least 2 credits from a quantitatively oriented (q) course): BUSN-311 (q), BUSN-333, BUSN-334 (q), BUSN-335 (q), BUSN-337, and ECON-345, ECON-362.

International Business (10 credits, at least 2 credits from a quantitatively oriented (q) course): BUSN-363 plus 6 credits from BUSN-311 (q), BUSN-329 (q), ECON-361, ECON-362.

Management Information Systems (10 credits): BUSN-351, BUSN-352, plus 2 credits from BUSN-311, ACCT-311, CSC-310, or CS-C330.

Note: A BUSN-389 Special Topics Seminar may be an elective for a concentration and/or a quantitatively oriented (q) course as approved by the Chair of the Business Administration department.

Required Senior Inquiry experience in one of the following:

Business Simulation (4 credits): BUSN-474
International Business Strategy (4 credits) BUSN-475
Strategic Management (4 credits): BUSN-479
Independent Research Seminar (4 credits): BUSN-476 & BUSN-477 .

See [International Business](#) for a description of the major. Students cannot major in both Business Administration and International Business.

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Courses (BUSN)

BUSN-205 Business Communication (4 Credits)

Business Communications focuses on developing communication competence, an essential component of the skill set necessary to be effective in business. Students will begin by exploring their own personality, emotional intelligence and cultural influences which, in turn, will allow them to better understand others in an increasingly diverse workforce. They will use this awareness to enhance their ability to sell their value to potential employers through written and verbal means. They will practice everyday business communication such as giving and receiving feedback, writing an effective email, and providing impromptu project updates. They will progress to learning how to make organizational contributions by leading meetings and proposing organizational changes in writing and presentation. Finally, they will learn to use effective written and verbal communication to manage organizational conflict. Pre-requisite: BUSN major or permission of instructor

BUSN-211 Business Statistics (4 Credits)

(Q) Methods of analyzing data in economics and business; collection and presentation of data, averages, dispersion, probability, probability distributions, sampling techniques, statistical inference. Credit may not be earned in more than one of BUSN-211, COMM-380, PSYC-240 and SOC-230. Credit may not be earned in 211 after completion of MATH-315. Pre-requisite: BUSN major or permission of instructor

BUSN-299 Directed Study (1-2 Credits)

BUSN-301 Organizational Behavior (4 Credits)

(PH) Concentrates on individual differences, group processes, motivation, leadership, and organizational change. These topics are approached from a "contingency" perspective, which holds that, because of the complexity and dynamism of the factors that are at play, there is no best way to manage an organization. Students will learn to recognize and explain relevant organizational behavior concepts in organizational applications, and will understand how to integrate organizational theory and behavior concepts into real world experiences. They will be able to critique management's use of organizational theory and behavior concepts and its impact upon organizational effectiveness, particularly through the lens of a modern, diverse workforce. Pre-requisite: BUSN-205

BUSN-303 Human Resource Management (4 Credits)

Using research in Industrial Psychology and Human Resource Management, case analyses and projects with local organizations, this course explores leading-edge practices in selection, performance measurement and management, and compensation. Pre-requisite: BUSN-211, BUSN-301

BUSN-304 Organizational Citizenship (4 Credits)

This course concentrates on the study of leadership in organizations for preparation to enter modern workplaces. This course will examine major theories on the practice of leadership (both historical and modern) from multiple settings (dyadic leadership, group leadership, and organizational leadership). In addition to theoretical examination this course will engage in practical leadership application through a variety of team and individual activities and exercises. Students will develop a profile of their organizational leadership styles through the use of various self-assessments and leadership inventories. Students will also examine their own areas of further growth and development as well as their strengths and competencies.

BUSN-305 Employment Law (4 Credits)

Introduction to the law of the workplace and exploration of the tension in employment relationships. Topics include employment relationships, including employment at will; common workplace torts; status discrimination; employee privacy issues; business protection issues, including duty of loyalty, trade secrets and employee inventions; alternative dispute resolution in the workplace and other remedies.

BUSN-307 Diversity & Other Social Issues in Mgmt (4 Credits)

(D) An exploration of the bases of the legal and social environments of business, moral awareness, moral philosophy and moral leadership. After gaining a basic understanding of methods of moral reasoning, the focus is on current social issues facing managers in business. Emphasis will be on critical thinking and viewing situations from a variety of perspectives. Students will explore and critically evaluate their personal value systems, focusing on preparing for the ethical dilemmas that occur in business settings.

BUSN-308 Entrepreneurship for Non-Business Majors (4 Credits)

An overview of the process of starting a business. Students will learn the basics of starting a business, hear from guest speakers who have started their own businesses, and work on a business idea of their own throughout the term.

BUSN-309 Entrepreneurship (4 Credits)

An overview of this increasingly popular and important area of management education and practices, designed to ignite the entrepreneurial flame and equip students with an appreciation and understanding of the skills, attitudes and knowledge needed to achieve entrepreneurial success. Pre-requisite: BUSN-301, BUSN-331, ACCT-201

BUSN-310 Managing Innovation (4 Credits)

One of the most complex and important activities firms engage in is the development of new products and services. Historically, most new products fail either in development before launch, or fail financially after launch. By the end of this course, you should have a solid understanding of the product development process and managing innovation, including the pitfalls of product development, as well as how the product development process and innovation management can be improved in firms. Pre-requisite: BUSN-301 or permission of instructor. Please note: this course will have field trips that may extend beyond class time.

BUSN-311 Applied Business Statistics (2 Credits)

Project-based course in which students choose a project topic related to their concentration, decide on appropriate statistical analysis, collect data, conduct analysis, and present results. Regression and correlation, multiple regression with an emphasis on regression diagnostics, time series analysis and forecasting are among the potential statistical analyses included. Pre-requisite: BUSN 211

BUSN-313 Operations Management (4 Credits)

An overview of supply chain and operations management, including inventory management, quality assessment and management, capacity and layout. The course incorporates hands on exercises and tours of local manufacturing and service organizations to illustrate course concepts in action. Pre-requisite: BUSN-211

BUSN-320 Marketing for Creative Professionals (4 Credits)

This course provides an overview of marketing strategies and professional practice issues for the various functions of promotion-related careers. It introduces concepts and terminology in business and promotion fields from the perspective of a creative professional. Not to be taken by Business or International Business majors.

BUSN-321 Marketing (4 Credits)

A principles of marketing course covering marketing strategic planning including target market selection, product planning, pricing strategy, distribution systems and communications strategy. These marketing activities are influenced by an organization's resources and external factors such as culture and competition. The course also gives an overview of marketing research methods and consumer behavior. Pre-requisite: BUSN-205, ACCT-201, ECON-200.

BUSN-322 Marketing Strategy (4 Credits)

An overview of the critical aspects of marketing management; application of principles of marketing in analyzing marketing problems that recognize the influences of cultural, social, political and economic forces. Case analysis is used extensively. Pre-requisite: BUSN-321

BUSN-323 Strategic Promotion (4 Credits)

The process and the practice of advertising in the business communication plan. This course correlates integrated marketing communications with the overall business planning function. Practice and theory are combined in the analysis of traditional mass communication, as well as sales promotion, interactive media, direct marketing and public relations. Pre-requisite: BUSN-321

BUSN-324 Marketing Research Methods (4 Credits)

Study of the marketing research process, including methods of design incorporating survey, observation and experimental methods. Consideration of marketing information as a management tool, sampling, measurement scales, instrument construction and statistical analysis. Includes a research project with a non-profit organization. Pre-requisite: BUSN-211, BUSN-321

BUSN-325 Digital Marketing (4 Credits)

This course is designed to build a comprehensive understanding and application of digital marketing strategies across multiple channels that govern online presence and actionable online activities of organizations. Pre-requisite: BUSN-321

BUSN-327 Consumer Behavior (4 Credits)

Introduction to a wide range of behavioral concepts, and the strategic implications of consumer behavior for marketers. Topics will include internal and external factors that influence consumer buying decisions and processes, buyer-seller relationships, positioning, branding and a consumer's information processing. Pre-requisite: BUSN-321

BUSN-328 Retail Marketing (2 Credits)

This course is designed to provide a comprehensive application of marketing concepts as they relate to retail environments. Considering aspects of the retailing mix (Product, Promotion, Place, Price, Personnel, and Presentation) as they relate to traditional and e-commerce retailing formats, this course provides in-depth understanding of retail, services, and non-store retail marketing. Prerequisite: BUSN-321.

BUSN-329 Marketing Analytics (2 Credits)

This course is designed to introduce the topics of marketing analytics, an area that encompasses a diverse set of customers' online activities by enabling decisions makers to analyze online traffic data and act on customer information. This course is designed to cultivate a strong conceptual and practical understanding of utilizing Google Analytics. Students will gain the competency to communicate, interact, and strategize marketing plans using Google Analytics. Prerequisite: BUSN-211 and BUSN-321

BUSN-331 Financial Management (4 Credits)

An introduction to the decision-making process and techniques used by finance managers. Topics include: financial statement analysis, time value of money and discounted cash flow analysis, bond and stock analysis, capital budgeting, capital structure, working capital management, dividends and payout policy, mergers and acquisitions, and an introduction to derivatives. Pre-requisite: BUSN-211, ACCT-201, ECON-200

BUSN-333 Financial Markets and Institutions (4 Credits)

The role of major financial markets and institutions in the U.S. economy, with an emphasis on commercial bank management. Topics include financial intermediation, asset securitization and derivative markets. Pre-requisite: BUSN-211, ACCT-201, ECON-200

BUSN-334 Security Analysis & Portfolio Mgmt (4 Credits)

This course is about the theories and practices of investments and portfolio management. We will cover four themes. The first is the basics of investing which includes the variety of securities available, the markets in which they are traded and the mechanics of trading. The second is common stock investing which includes valuation models, market efficiency and investing strategies. The third includes modern portfolio theory, portfolio management and investment performance evaluation. The fourth is derivatives which includes futures and a brief introduction to options. The trade-off between return and risk will be emphasized when we cover every theme. During the entire term, students will individually manage a hypothetical portfolio and join a competition. Pre-requisite: BUSN-205, BUSN-331

BUSN-335 Options & Other Derivatives (4 Credits)

Derivatives, an important financial instrument in addition to stocks and bonds, are big business and growing rapidly. In this course, you will learn (i) How derivatives market work and the impact of derivatives on the economy and society; (ii) How they can be used: trading strategies (arbitrage, hedging and speculation) involving derivatives; (iii) What determines derivative prices (valuation models). Study of derivatives is particularly helpful for students who plan to take Series 7 license exam for stockbrokers and the CFP/CFA exams. Pre-requisite: BUSN-331

BUSN-337 Investment Ethics (2 Credits)

This course covers the CFA Code and Standards with principles, interactive exercises, CFA Standards of Professional Conduct video series and case studies. The objective is to reinforce ethical behavior in the global investment management industry. Pre-requisite: BUSN-331

BUSN-351 Introduction to Mgmt. Info. Systems (4 Credits)

The study of organizational use of information technologies, dealing with the planning, development, management and use of informational technology tools to help people perform tasks related to information processing and management. As a survey of MIS topics, this course does not teach technological proficiency; it teaches fundamental MIS concepts and effective communication of those concepts.

BUSN-352 System Analysis & Design (4 Credits)

Introduction to information systems analysis and design using an object-oriented approach, and preparation for analyzing the information needs and processes of a business. Concepts and methodologies include Systems Development Life Cycle (SDLC), Object-Oriented Development Life Cycle (OODLC), properties of objects and classes, the Unified Modeling Language (UML) and visual modeling; systems analysis will be the main emphasis. Pre-requisite: BUSN-351

BUSN-363 International Marketing and Management (4 Credits)

Exploration of the opportunities and challenges in formulating global marketing strategy and managing multinational operations. Includes the impact of culture, competition, legal frameworks, and trade policies on international business operations. Pre-requisite: BUSN-301 BUSN-321

BUSN-380 Topics in Business (1 Credits)

Seminar on special topics in business administration.

BUSN-381 Personal Finance (1 Credits)

Seminars will cover business topics of special interest to instructor and students.

BUSN-389 Special Topics Seminar (2-4 Credits)

Seminars will cover business topics of special interest to instructor and students.

BUSN-393 International Study Colloquium (3-4 Credits)

BUSN-399 Directed Study (1-2 Credits)

399, 499 Directed Study (1-2+) Opportunity for students to study a particular subject in the curriculum under a faculty member's direction. Prerequisites: permission of department and instructor.

BUSN-400 Independent Study (1-2 Credits)

Research on specific topics for seniors in Business Administration. Prerequisites: a grade-point average of 3.0 or higher in major field, completed business administration major, and department permission.

BUSN-474 Business Simulation (4 Credits)

(SI) Capstone course completed in the senior year focused on a competitive virtual business simulation requiring student teams to make and rationalize strategic decisions based on the consideration of multiple perspectives including, but not limited to, ethics and social responsibility, strategy, accounting, finance, marketing, operations, and human resources. Pre-requisite: BUSN-301, BUSN-321, BUSN-331, Senior Standing. Course fee \$100 (no textbook)

BUSN-475 International Business Strategy (4 Credits)

(SI) Capstone course completed in the senior year that requires integrating business functional areas through the analysis of business cases and related readings. Study of how business is conducted across borders and cultures by considering the social, political, economic, and competitive environments in which multinational corporations operate. Pre-requisite: BUSN-301, BUSN-321, BUSN-331, Senior Standing

BUSN-476 Independent Research Seminar (2 Credits)

(SI) Capstone experience completed in the senior year. Literature review and research proposal in a selected area of business in preparation for 477. Can be taken concurrently with 477. Reflective assignments in addition to completion of research proposal required. Pre-requisite: BUSN-301, BUSN-321, BUSN-331, Senior Standing

BUSN-477 Independent Research Seminar II (2 Credits)

(SI) Implementation of research proposal prepared in 476. Reflective assignments in addition to implementation of research proposal required. Can be taken concurrently with 476. Pre-requisite: BUSN-301, BUSN-321, BUSN-331, Senior Standing

BUSN-479 Strategic Management (4 Credits)

(SI) Capstone course completed in the senior year that requires applying knowledge from diverse business disciplines in an examination of the organization. The goals are to develop a strategic perspective and to develop an understanding of how and why an organization relates to both its internal and external environments. Prerequisites: BUSN-301, BUSN-321, BUSN-331, Senior Standing.

BUSN-499 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject in the curriculum under a faculty member's direction. Prerequisites: permission of department and instructor.

Chemistry course catalog

<https://www.augustana.edu/academics/areas-of-study/chemistry>

2020-21

MARY ELLEN BIGGIN, Professor
B.S., Clarke; Ph.D., Illinois

JOSÉ R. BOQUÍN, Associate Professor
B.Phi, Ave Maria College of the Americas; Ph.D. Baylor University

SALLY BURGMEIER, Laboratory Coordinator and Assistant Professor
B.S., Marycrest; M.S., Western Illinois

KURT M. CHRISTOFFEL, Professor
B.A., M.S., Ph.D., Illinois Institute of Technology

PATRICK A. CRAWFORD, Professor, Co-Chair
B.A., Hanover; Ph.D., Miami (Ohio)

GREGORY J. DOMSKI, Associate Professor, Co-Chair
B.A., Augustana; Ph.D., Cornell

A. RAYFORD HARRISON, Assistant Professor
B.S., Tuskegee; Ph.D., Iowa

DELL JENSEN, Associate Professor
B.S., Nevada–Reno; Ph.D., Kentucky

TODD MILLER, Laboratory Coordinator and Assistant Professor
B.A., Dubuque; Ph.D., Iowa

PAMELA TROTTER, Professor, Robert W. Beart Chair in Chemistry
B.S., Pacific Lutheran; Ph.D., Harvard

AMANDA WILMSMEYER, Associate Professor
B.S., Allegheny College; Ph.D., Virginia Polytechnic Institute and State University

CHAD YUEN, Continuing Lecturer Assistant Professor
B.S., Ph.D., Iowa State

MAJOR IN CHEMISTRY. 28 credits beyond CHEM-132/235, including CHEM-255, CHEM-322, CHEM-361 or 365, CHEM-441, CHEM-435 and one Senior Inquiry chosen from CHEM-474, CHEM-475 or CHEM-476. Required supporting courses: PHYS-151/152 or 211/212 and MATH-160, 220, and 230

Recommended supporting courses: BIOL-130, MATH-260, MATH-320, MATH-250, COMP-211, COMP-212.

ACS APPROVED MAJOR IN CHEMISTRY. Students desiring an ACS-certified major must complete 36 credits beyond CHEM-132/235, including CHEM-255, CHEM-322, CHEM-361, CHEM-365, CHEM-455, CHEM-441, CHEM-435 and one Senior Inquiry chosen from CHEM-475 or CHEM-476. Required supporting courses: PHYS-151/152 or 211/212 and MATH-160, 220, and 230.

- Strongly recommend 200-level physics and Math 260 and/or 320.

Recommended supporting courses: BIOL- 130, MATH-260, MATH-320, MATH-250, COMP-211, COMP-212.

MAJOR FOR CHEMISTRY EDUCATION. See the Director of Secondary Education and chair of the chemistry department for program requirements.

MINOR IN CHEMISTRY. 12 Credits in chemistry beyond CHEM-132/235 at the 200-level or above. Required supporting course MATH 160 (Calculus I).

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Courses (CHEM)

CHEM-101 Fundamentals of Chemistry (4 Credits)

(PN) Fundamentals of General Chemistry is a brief study of general chemistry, requiring a minimum of algebraic mathematics. Emphasis is placed on relating chemistry to selected everyday issues and applications. Especially appropriate for non-science majors. Does not count toward a chemistry or biochemistry major. May not be taken for credit after 131. May be taught as a J term course.

CHEM-110 Cooking Is Chemistry (4 Credits)

(PN) This course is an introduction to the principles of chemistry through cooking. No prior knowledge of chemistry is required. Students will gain an understanding of the principles of preparing and cooking food, while developing an appreciation of chemistry through the practice of cooking and explore its significance in everyday life. Does not count toward a chemistry or biochemistry major. May be taught as a J term course.

CHEM-111 Busting Myths (4 Credits)

(PN) CHEM-111 introduces students to experimental design and how to communicate experimental findings to the community. In this course, students will confirm or disprove, through experimentation, a host of societal perceptions,

urban legends, and/or viral videos. Experimental results will be presented to the community using digital media. Laboratory work will be a major component of the course. Does not count toward a chemistry or biochemistry major.

CHEM-112 Solving Crimes With Science (4 Credits)

(PN) An investigation of the scientific and technological aspects of forensic science. Topics will include evidence collection and preservation, trace evidence, drug analysis, toxicology, DNA profiling, and arson investigation. Does not count toward a chemistry or biochemistry major. May be taught as a J term course.

CHEM-115 Intro to Molecular Nutrition (4 Credits)

(PN) CHEM-115 introduces molecular structures and chemical reactions as they relate to the digestion, absorption and utilization of nutrients. Consequences of nutrient deficiency and excess, as well as their roles in human disease and prevention are included. The course is tailored to provide needed conceptual background for students majoring in public health, for those having interest in health policy, and those with an interest in their own health and nutrition. The course has no pre-requisites and is open only to first and second year students. Does not count toward a chemistry or biochemistry major.

CHEM-117 Chemistry in the Environment (4 Credits)

(PN) An introductory course covering general chemistry topics as they relate to the environment. Throughout the course you will improve your scientific literacy by studying topics including atmospheric chemistry, water quality, reaction rates, and energy sources. The course has no prerequisites and may not be taken for credit after successful completion of CHEM 132. Does not count toward a Chemistry or Biochemistry major.

CHEM-131 General Chemistry I (4 Credits)

(PN) Atoms, Ions, and Molecules This course introduces the fundamentals of bonding to form ions and molecules from atoms, as well as how atoms and molecules interact with each other resulting in the properties of matter. Topics include atomic structure, chemical bonding theories, symmetry as it pertains to chemical equivalence, coordination compounds, gases, intermolecular forces, and colligative properties. Lecture and two hours of laboratory weekly.

CHEM-131L Lab for 131 (0 Credits)

CHEM-132 General Chemistry II (4 Credits)

Driving Forces (PN) This course focuses on chemical reactions and how quickly and why they occur. Topics include stoichiometry, kinetics, thermochemistry, equilibrium, electrochemistry, and nuclear chemistry. Lecture and two hours of laboratory weekly. Prerequisite: CHEM 131 with a minimum grade of C or permission of the department.

CHEM-132L Lab for 132 (0 Credits)

CHEM-181 Chemical Safety (0 Credits)

This course will enable students to develop a broad background in the principles of chemical safety, provide a familiarity with common laboratory hazards, and introduce emergency response procedures.

CHEM-199 Directed Study (1-2 Credits)

199, 299, 399, 499 Directed Study (1+) Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and instructor.

CHEM-235 Intro to Inorganic Chemistry (4 Credits)

(PN) This course is an alternative to the one year of general chemistry (CHEM 121 and 122) curriculum. Students with a strong preparation in high school chemistry, such as credit for AP Chemistry (or equivalent) or two years of high school

chemistry are encouraged to take this course. Topics covered include: atomic structure, periodic properties, descriptive inorganic chemistry, ionic solids, bonding theories, symmetry, electrochemistry, and coordination chemistry. Lecture and 3 hours of laboratory weekly. Credit may not be earned for CHEM 235 and 131. In order to have a full year of chemistry as required by many professional schools students may have to take another CHEM course (see the chair of the chemistry department) in addition to this course.

CHEM-235L Lab for 235 (0 Credits)

CHEM-245 Introduction to Biochemistry (4 Credits)

An introduction to the chemistry of biomolecules covering such topics as the functional groups of life, the structure and function of biomolecules including proteins, nucleic acids, carbohydrates, and lipids. Additionally, this course will provide an introduction to metabolism and biological energetics. Prerequisite: CHEM132 or 235 and BIOL 130 or permission of instructor. Does not count toward a chemistry or biochemistry major or minor. May be taught as a J-term Class. Can not earn credit for both CHEM 245 and 441.

CHEM-255 Quant Analytical Chemistry (4 Credits)

Theory and practice of chemical analysis, statistics, and basic laboratory instrumental analysis. Lecture, discussion and three hours of laboratory weekly. Prerequisite: CHEM 132 or 235 or permission of department.

CHEM-255L Lab for 255 (0 Credits)

CHEM-299 Directed Study (1-2 Credits)

199, 299, 399, 499 Directed Study (1+) Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and instructor.

CHEM-321 Organic Chemistry (4 Credits)

Survey of organic compounds: molecular structures, physical and spectroscopic properties, equilibrium, thermodynamics and introduction to reactivity and mechanisms. Specifically substitution, elimination, and addition reactions will be discussed. Lecture and three hours of laboratory weekly. Prerequisite: CHEM 132 or 235 with a minimum grade of C or permission of instructor

CHEM-321L Lab for 321 (0 Credits)

CHEM-322 Organic Chemistry II (4 Credits)

Continuation of CHEM 321. Radical reactions, conjugated systems, aromatic substitutions, and reactions of carbonyl compounds, carboxylic acid derivatives, and amines will be discussed. A major topic of this course will be chemical synthesis. Lecture, discussion and three hours of laboratory weekly. Prerequisite: CHEM 321 with a minimum grade of C or permission of instructor.

CHEM-322L Lab for 322 (0 Credits)

CHEM-361 Physical Chemistry (4 Credits)

Thermodynamics and Kinetics Survey of thermodynamic principles with application to physical and chemical equilibria and of kinetics at the microscopic and macroscopic levels. Prerequisite: CHEM 131 or 235, PHYS 152 or 212, MATH 220 , or permission of instructor

CHEM-365 Physical Chemistry II (4 Credits)

Quantum Chemistry and Spectroscopy Survey of quantum theory with applications to systems of chemical interest - atoms, molecules, spectroscopy and reaction dynamics. Lecture and four hours laboratory weekly. Lecture and four hours laboratory weekly. Prerequisite: CHEM 131 or 235, PHYS 152 or 212, MATH 220 , or permission of instructor

CHEM-365L Lab for 365 (0 Credits)

CHEM-380 Special Topics in Chemistry (2-4 Credits)

This course will be an in-depth study of an advanced topic related to special interests of the faculty or to significant current developments in the field. May be lecture, laboratory, or both. Prerequisite: Permission of instructor. May be repeated if the topic is different. May be taught as a J-Term class

CHEM-383 Advanced Lab (4 Credits)

Synthesis and Characterization Students will execute multistep syntheses to prepare organic, coordination, and organometallic compounds. Students will then use instrumental techniques to characterize the compounds that they have prepared. The synthetic and characterization results will be reported in the standard style required by peer-reviewed publications. Prerequisites: CHEM 322. May be taught as a J-term course.

CHEM-384 Advanced Lab II (4 Credits)

Biochemistry Students will have an opportunity to participate in collaborative biochemical research experience. Results will be reported in the standard style required by peer-reviewed publications and in a public presentation. Prerequisites: CHEM 322 and 441. May be taught as a J-term course.

CHEM-393 International Study Colloquium (3-4 Credits)

CHEM-399 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and instructor.

CHEM-400 Independent (1-2 Credits)

Research on specific topics for seniors in Chemistry. Prerequisites: Department permission.

CHEM-435 Advanced Inorganic Chemistry (4 Credits)

Bonding, structure, spectra, and reactions of inorganic and organometallic materials. Prerequisites: 322.

CHEM-441 Biochemistry I (4 Credits)

Chemistry of proteins, enzymes, carbohydrates, and lipids with an emphasis on the structure-function properties of biomolecules. Additional topics include membranes, enzyme catalysis and regulation, bioenergetics and introduction of catabolic metabolism pathways and their control. Prerequisite: CHEM 322 and BIOL 130 or permission of instructor.

CHEM-442 Biochemistry II (4 Credits)

A continuation of CHEM 441, with an emphasis on metabolic processes involved in synthesizing biomolecules, molecular control of DNA replication, transcription and protein translation, biomolecular methods, and current topics of interest. Much of the reading materials will be from the primary biochemical literature. Prerequisites: CHEM 441 and BIOL 250 or permission of instructor. Lecture plus three hours laboratory weekly.

CHEM-442L Lab for 442 (0 Credits)

CHEM-455 Instrumental Analysis (4 Credits)

Critical survey of spectroscopic, chromatographic, and electrochemical instrumental methods, principles, theory of operation and interpretation of results. Scanning probe and electron microscopies and thermal methods of analysis will also be covered. Lecture and four hours laboratory weekly. Prerequisites: 255 and 322 or permission of instructor.

CHEM-455L Lab for 455 (0 Credits)

CHEM-471 Inquiry in Chemistry (2 Credits)

Introduction to chemical literature sources and their use, online searching techniques, and presentation of literature research results. Other topics include research proposals and ethics in scientific inquiry. Prerequisites: 322.

CHEM-474 Senior Inquiry Research Proposal (2 Credits)

Senior Inquiry: Research Proposal. Literature search of an approved topic and formulation of a polished research proposal that includes an explanation of experimental approaches designed to answer a set of specific questions relating to the topic, and a discussion of possible outcomes and conclusions. Culminates in a polished written proposal, an oral presentation, and a reflective essay. Prerequisite or Corequisite: 471

CHEM-475 Senior Inquiry Lab Research (2 Credits)

Senior Inquiry: Laboratory Research. Laboratory research project performed under the direction of a faculty mentor at Augustana College. At least 80 clock hours are spent in the laboratory during the first two terms of the senior year and/or during the summer preceding fall term of the senior year. Culminates in a laboratory research notebook, a polished research paper conforming to the style of relevant disciplinary journals, an oral departmental presentation, and a reflective essay. Prerequisite or Corequisite: 471.

CHEM-476 Senior Inquiry Off Campus Lab Research (2 Credits)

Senior Inquiry: Off-Campus Laboratory Research. Laboratory research project performed as part of an undergraduate 8-10 week research program at another institution during the summer immediately preceding the senior year. Approval by the chemistry department chair is secured during the spring term of the junior year prior to registering for fall term of the senior year. Culminates in a laboratory research notebook, a polished research paper conforming to the style of relevant disciplinary journals, an oral departmental presentation, and a reflective essay. Prerequisite or Corequisite: 471

CHEM-499 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and instructor.

Chinese course catalog

<https://www.augustana.edu/academics/areas-of-study/chinese>

2020-21

HUA-MEI CHANG, Adjunct Assistant Professor
B.A., National Sun Yat-Sen University; M.A., University of Wisconsin

JEN-MEI MA, Professor
B.A., Fu-jen Catholic University; M.A., M.Ph., Ph.D., Kansas

MINOR IN CHINESE. 20 credits beyond 102, including four language courses (CHNS-201, CHNS-202, CHNS-301, CHNS-302, CHNS-401, CHNS 402), and one culture course taught in English (CHST-240, CHST-340, CHST 341; HIST-350, HIST-351).

For an interdisciplinary minor related to Chinese, see [Linguistics](#).

MAJOR IN ASIAN STUDIES: See [Asian Studies](#).

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Courses (CHNS)

CHNS-100 First Year Chinese Refresher (2 Credits)

For students placed into CHNS 102. These students may, with consent of the department, register for 100 and attend a 101 class, then continue with 102. Prerequisite: placement in 102 and consent of the department.

CHNS-101 First Year Chinese I (4 Credits)

Introduction to Mandarin Chinese language, both written and spoken. Includes study of the cultures of Chinese-speaking countries and an introduction to intercultural communication. For students with no prior study of Chinese.

CHNS-102 First Year Chinese II (4 Credits)

Continued study of Chinese language, both written and spoken. Includes study of the cultures of Chinese-speaking countries and further development of intercultural communication skills. Prerequisite: CHNS 100, 101 or placement.

CHNS-199 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Consent of department chair and instructor.

CHNS-200AP AP Chinese Language (4 Credits)

CHNS-201 Second-Year Chinese I (4 Credits)

Continued development of Chinese language and culture. Mastery of new vocabulary, conversational skills, grammatical structure of modern Mandarin Chinese; reading of contemporary short essays and newspaper articles; additional mastery of Chinese characters. Prerequisite: CHNS-102 or placement.

CHNS-202 Second-Year Chinese II (4 Credits)

Continued development of Mandarin Chinese language and culture. Mastery of new vocabulary, conversational skills, grammatical structure of modern Chinese; reading of contemporary short essays and newspaper articles; additional mastery of Chinese characters. Prerequisite: CHNS-201 or placement.

CHNS-299 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Consent of department chair and instructor.

CHNS-301 Third Year Chinese I (4 Credits)

Continuation of second-year Chinese, with increased emphasis on current Chinese conversation and vocabulary build up. Reading materials of selected literature masterpieces will be added. Prerequisite: CHNS-202 or placement.

CHNS-302 Third Year Chinese II (4 Credits)

Up to date videos, movies in addition to classical pieces are added to help students grasping first-hand information on advanced level Chinese study. Prerequisite CHNS 301 or placement

CHNS-393 International Study Colloquium (3-4 Credits)

CHNS-399 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Consent of department chair and instructor.

CHNS-400 Independent Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Consent of department chair and instructor.

CHNS-401 Fourth Year Chinese I (4 Credits)

Transition from textbooks to the language of film, video, newspapers and internet materials. Prerequisite CHNS 302 or placement

CHNS-402 Fourth Year Chinese II (4 Credits)

Transition from textbooks to the language of film, video, newspapers and internet materials. Prerequisite CHNS 401 or placement

CHNS-499 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Consent of department chair and instructor.

Courses (CHST)

CHST-240 Intro Chinese Culture (4 Credits)

(PH, G) An overview of Chinese culture, with emphasis on various aspects within Chinese society, including religions, literature, art, language and philosophy. Readings are supplemented by audiovisual material, discussion and projects. Taught in English.

CHST-340 Intro Chinese Culture (4 Credits)

(PH, G) Meets with 240 but expects extra in-depth work incorporating Chinese language texts. Also encourages critical thinking and creativity through analysis of various aspects of Chinese society. Prerequisite: consent of instructor.

CHST-341 Chinese Literati Art (4 Credits)

(PA) Introduction to the essence of Chinese literati culture. Appreciation and practice of the Three Perfections: calligraphy, poetry and painting.

Classics course catalog

<https://www.augustana.edu/academics/areas-of-study/classics>

2020-21

Augustana offers a wide variety of classes in Classics - the study of Greek and Roman antiquity - including courses in beginning through advanced Greek and Latin, along with related courses taught in English. See requirements for the Classics (Greek and Latin) major and minor and the Classical Studies (Greek or Latin) major and minor. The Classics Department also offers a minor in Biblical Languages.

KIRSTEN DAY, Associate Professor, Chair

B.A., Rice University; M.A., Ph.D., University of Arkansas at Fayetteville

NICHOLAS DOBSON, Adjunct Assistant Instructor

B.A., Rice University; M.A., Ph.D., University of Texas at Austin

MISCHA A. HOOKER, Lecturer

B.A. Calgary; M.A., Ph.D., Cincinnati

EMIL KRAMER, Professor

B.A., Texas; M.A., Georgia; Ph.D., Cincinnati

MAJOR IN CLASSICS GREK or LATN 191 and 192 or equivalent; four (2-credit) classes at the 200 or 300 level in GREK and/or LATN with at least one course at the 300 level; at least one (4-credit) course from each of categories I-III (below); four additional credits from GREK or LATN 200 or 300 levels or from courses in categories I-IV; and the Classics SI (CLAS 401).*

MAJOR IN CLASSICAL STUDIES Three (2-credit) classes at the 200 or 300 level in GREK or LATN with at least one at the 300 level; at least one (4-credit) course from each of categories I-III (below); eight additional credits from GREK or LATN 200 or 300 levels or from classes in categories I-IV; and the Classics SI (CLAS 401).*

*Students who complete a substantial SI in another major may substitute an additional Classics course (between 2 and 4 credits) in GREK, LATN, or from categories I-IV in consultation with their advisor.

MINOR IN CLASSICS GREK or LATN 191 and 192 or equivalent; three (2-credit) classes at the 200 or 300 level in GREK and/or LATN with at least one at the 300 level; and at least one (4-credit) course from two of categories I-III (below).

MINOR IN CLASSICAL STUDIES Three (2-credit) classes at the 200 or 300 level in GREK or LATN with at least one at the 300 level; at least one (4-credit) course from two of categories I-III (below); and four additional Classics credits taken from GREK or LATN 200/300-levels, or categories I-IV (below).

MINOR IN BIBLICAL LANGUAGES Eight credits taken from GREK at the 200 or 300 level (2-credits each), NTGR 201 (1-credit), or HEBR 101 (4-credits); and eight additional credits taken from HIST 306, CLAS 360, RELG 201, RELG 202, RELG 214, RELG 269, RELG 273, RELG 373, HEBR 101, NTGR 201 (1-credit), or 200/300 level Greek language courses (2-credits).

CATEGORY I (History): HIST 305, HIST 306

CATEGORY II (Literature): CLAS 212/212W, CLAS 222, CLAS 224, CLAS 226, CLAS 245, CLAS 328/328W

CATEGORY III (Culture & Society): CLAS 258, CLAS 330, CLAS 332, CLAS 340, CLAS 345, CLAS 360, RELG 214

CATEGORY IV (Supporting Courses): ARHI 361, CLAS 250, CLAS 252, CLAS 254, CLAS 290, CLAS 334, PHIL 201

Students who entered the college before the 2019-2020 academic year should refer to the [transition website](#) for requirements that apply to their transition cohort.

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the

major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Courses in Classics (CLAS)

No knowledge of Greek or Latin is required for the following courses.

CLAS-212 Classical Mythology (4 Credits)

(PL, G) The myths of the Greeks and Romans have had a lasting influence on our world, evident in art, literature, language, science, and beyond. This course offers a broad survey of the major Greek and Roman myths and the dominant approaches to understanding them. Utilizing ancient sources along with scholarly commentary, students will examine these myths in their broader cultural and historical contexts while considering the legacy ancient mythology has left in our world.

CLAS-212W Classical Mythology (4 Credits)

(PL, G) The myths of the Greeks and Romans have had a lasting influence on our world, evident in art, literature, language, science, and beyond. This course offers a broad survey of the major Greek and Roman myths and the dominant approaches to understanding them. Utilizing ancient sources along with scholarly commentary, students will examine these myths in their broader cultural and historical contexts while considering the legacy ancient mythology has left in our world. NB: CLAS 212W includes greater emphasis on considerations of gender and sexuality and is offered as a contributing course to the WGST major and minor.

CLAS-222 The Art of History (4 Credits)

(PL) In antiquity, history was considered a literary genre. Herodotus, known as "the father of history," composed a literary masterpiece that chronicles the Greeks' conflicts with their non-Greek neighbors, culminating in the Greeks' miraculous defeat of the Persian king Xerxes' attempt to conquer Greece in the early 5th century BCE. From a close reading of Herodotus' work, students will learn how he intertwined his investigations of the past with philosophical, political, and religious themes to create one of the most enduring stories of humanity itself.

CLAS-224 Greek Tragedy (4 Credits)

(PL) Murder, incest, human sacrifice, cannibalism?! Just a sampling of the shocking situations Greeks put on stage in their tragedies -- but what did they gain from such performances? In this course, students will survey the ancient dramatic genre in its historical and cultural performance context, using representative examples by the playwrights Aeschylus, Sophocles, and Euripides. Adaptations and mutations of the genre, from the Roman tragedy of Seneca to "Medea: The Musical" and modern film adaptations, will also be studied and discussed.

CLAS-226 Classical Comedy (4 Credits)

(PL) The comic plays of Greece and Rome not only offer insights into the social, political, and religious issues of their times, but also helped establish key trends in the development of comedy as we know it today. In this course, students will read representative plays from Aristophanes, Menander, Plautus, and Terence, examining them in their particular historical moment, considering particulars of production and staging while also looking at their continuing influence on our own comic productions.

CLAS-250 Classics and Film (4 Credits)

(PL,G) Greek and Roman antiquity have captured the Western imagination for over 3,000 years. In this course, students will be asked to consider how filmmakers draw on classical myths, legends, and history to create stories that appeal to modern audiences, considering how, where, and why ancient stories are represented, reframed, or distorted in cinema and how these modern narratives can serve as a lens through which to examine the values and ideologies of our own society.

CLAS-252 Reacting to the Past: Greece and Rome (4 Credits)

(PP) In this course, students learn about key moments in Greek and Roman antiquity by taking on roles, informed by classical texts, in games set in the past. They will develop speaking, writing, critical thinking, problem-solving, leadership, and teamwork skills as they work to prevail in difficult situations in order to win the game. While students are obliged to adhere to the beliefs and values of the historical figures they embody, they devise their own means of expressing these ideas persuasively in papers, speeches, and presentations.

CLAS-258 Greek Warrior Myths and Combat Trauma (4 Credits)

(PS,G) In Greek antiquity, much of the literature about war was composed and performed by veterans who had experienced battle firsthand and knew the difficulties of long separation from home and family. In recent years, these texts have been used as a means to help modern war veterans grapple with PTSD and reintegration into society. This class will explore these uses through selections from ancient epic and tragedy supplemented by scholarly commentary. A dramatic reading open to interested members of the community will culminate this course.

CLAS-290 Greek & Latin Roots for Science (2 Credits)

The large vocabulary of technical terms used in the life sciences utilizes a relatively small number of Greek and Latin elements. A basic exposure to classical word roots can expand one's scientific vocabulary and help unlock the meaning of a multitude of technical terms. To this end, this course offers a systematic approach to learning these roots, understanding the patterns in which they change, and recognizing the forms they take in anatomical and scientific terminology.

CLAS-299 Directed Study (1-2 Credits)

A directed study course in classics is an opportunity for a student to study a particular subject under a faculty member's close guidance. After formulating a written study plan and expectations for outcomes, the student will meet regularly with the faculty member throughout the term, receiving mentorship in scholarly activity and individualized feedback. While directed study courses may encompass a broad range of student learning experiences, most will result in a substantial research project. Prerequisite: permission of department chair and instructor.

CLAS-328 Classical Epic (4 Credits)

(PH) Homer's "Iliad" and "Odyssey" are the foundational texts of Greek civilization; while Vergil's "Aeneid" is the most influential Roman equivalent. By coming to understand these epics in their historical and cultural contexts, students will examine how the Greek and Roman epics influenced and interacted with developing ideas of heroism, individual responsibility, communal identity, and the human condition in a hostile world, while re-interpretation of tradition refreshed these questions and answers over time.

CLAS-328W Classical Epic (4 Credits)

(PH) Homer's "Iliad" and "Odyssey" are the foundational texts of Greek civilization; while Vergil's "Aeneid" is the most influential Roman equivalent. By coming to understand these epics in their historical and cultural contexts, students will examine how the Greek and Roman epics influenced and interacted with developing ideas of heroism, individual responsibility, communal identity, and the human condition in a hostile world, while re-interpretation of tradition refreshed these questions and answers over time. NB: CLAS 328W includes greater emphasis on considerations of gender and sexuality and is offered as a contributing course to the WGST major and minor.

CLAS-330 Sites & Monuments of Greece (4 Credits)

(PA,G) This course introduces students to the art and archaeology of Greece from the Bronze Age through the Hellenistic period. From the palaces of Minoan Crete to the Athenian Acropolis and beyond, students will have the opportunity to explore the ancient Greek world through its material remains, including art, architecture, and everyday objects.

Questions of archaeological practice and cultural heritage will also be taken into account, along with consideration of the persistent influence of Greek art and architecture on our world today.

CLAS-332 Ancient Science (4 Credits)

(PP) Greek and Roman thinkers and practitioners established the foundations of the vocabulary and modes of thought of modern science, medicine, and mathematics. Students will survey the field of ancient science, beginning with the Pre-Socratic philosophers and continuing through Plato and Aristotle, Hellenistic science and technology, Lucretius and atomism, and into the Roman Empire. There is special focus on the cross-cultural definition of "science," the value of investigating rejected theories, and the historical question of the degree to which scientific progress stalled under the Roman Empire.

CLAS-334 Myst Manuscripts & Secret Knowledge (4 Credits)

(PP,G) This course is an introduction to the study of ancient manuscripts (palaeography, papyrology, and codicology), and the history of discovery and decipherment of mysterious texts from the ancient Mediterranean world (e.g., Egyptian hieroglyphs, Linear B, Etruscan). Students will explore the stories and contents of some famous "mystery texts" (e.g., Orphic Gold Tablets and Derveni Papyrus; Dead Sea Scrolls; Nag Hammadi Library / Gnostic Gospels); the ethical concerns about such artifacts; and the use of computers and technology in retrieving ancient texts and deciphering unknown scripts.

CLAS-340 Women in Antiquity (4 Credits)

(PS, G) This course looks at the lives of women in antiquity from Bronze Age Crete to the early Roman Empire. Using textual, material, and artistic evidence, students will learn how women from slaves and prostitutes to the wives and mothers of emperors navigated their world. They will also examine how the Greeks and Romans defined the categories of masculine and feminine and how these categories were used in discourses of politics, law, religion, and medicine, while considering how ancient conceptions have shaped our contemporary views of gender roles.

CLAS-345 Race, Ethnicity, and Antiquity (4 Credits)

(PS,G) How did the people of ancient Greece and Rome think about race and ethnicity? This course centers on a broad examination of this question, including consideration of how prejudices in classical antiquity were located more in ethnic and cultural differences rather than in skin color; how slavery in the ancient world differed from its manifestation in the colonial US; how racial difference is presented in art and literature; and the influence of African cultures on Minoan, Greek, and Roman civilization. We will also consider contemporary issues touching on Classics and race, both within the discipline and beyond.

CLAS-360 Greek & Roman Religion (4 Credits)

(PH) How did the Greeks and Romans think about and worship their deities? In this course, students will examine how ancient Greeks and Romans conceptualized, interacted with, and even critiqued their gods through literature, cult practice, and philosophy; consider the role of religion in the communal and social settings of the Greco-Roman world; explore ideas about afterlife and immortality, and the relationship of the human world with the divine; and come to understand the "divine man" concept and the interaction of the "pagan" world with earliest Christianity.

CLAS-393 International Study Colloquium (3-4 Credits)

CLAS-399 Directed Study (1-2 Credits)

A directed study course in classics is an opportunity for a student to study a particular subject under a faculty member's close guidance. After formulating a written study plan and expectations for outcomes, the student will meet regularly with the faculty member throughout the term, receiving mentorship in scholarly activity and receiving individualized feedback. While directed study courses may encompass a broad range of student learning experiences, most will result in a substantial research project. Prerequisite: permission of department chair and instructor.

CLAS-400 Independent Study (1-2 Credits)

An independent study course in classics allows a self-motivated student with well-developed research skills to conduct a high-level individual research project under a faculty member's guidance. After a research proposal has been accepted, the student will work independently throughout the term, consulting the faculty mentor on an at-need basis. While independent study courses may encompass a broad range of student learning experiences, most will result in a substantial research project. Prerequisite: permission of department chair and instructor.

CLAS-401 Classics Senior Inquiry (4 Credits)

In the senior inquiry experience in classics, students work reflectively in conjunction with a faculty mentor to develop a research project that is both personally meaningful and significant to the field as a whole. Most SI projects in classics will result in a substantial (20+ page) research paper, but in the case of students planning on teaching at the primary or secondary levels, other possible outcomes (i.e., teaching portfolios, pedagogy-based projects) are encouraged. Prerequisite: permission of department chair and instructor.

CLAS-INTR Classics Internship (0-12 Credits)

CLAS-INTR-AXX Academic Internship (0-8). Students who participate in significant extramural academic learning experiences that significantly enhance their education in classics may, with departmental approval, qualify for academic credit. These experiences may include archaeological excavations, museum internships, or other related activities. Prerequisite: a declared major or minor in Classics or Classical Studies. CLAS-INTR-Exx Experiential Internship (0-4). Students who participate in significant extramural activities where they apply their skills in a job-like environment may, with departmental approval, qualify for academic credit. These activities may include but are not limited to teaching or museum internships. Prerequisite: a declared major or minor in Classics or Classical Studies.

Courses in Greek (GREK) and (NTGR)

GREK courses numbered above 200 usually are offered alternate years.

GREK-101 Elementary Greek I (4 Credits)

Ancient Greek was the medium in which groundbreaking contributions in philosophy, history, and all manner of literary genres, from Homer's "Iliad" and "Odyssey" to the biblical book of Revelation, were made to our world. Because of the Greeks' pioneering work in medicine and other sciences, Greek remains the basis of much medical and scientific terminology today, and there are also many words derived from ancient Greek in our everyday English. As the first term of the introductory Greek sequence, this course offers a thorough introduction to the grammar, syntax, and vocabulary of classical Attic Greek.

GREK-102 Elementary Greek II (4 Credits)

In this continuation of the two-term introductory Greek sequence, students will continue to build their knowledge of the grammar, syntax, and vocabulary used in classical Greek texts, while also pursuing a general knowledge of the culture of the Greeks and recognizing the profound influence that their language and culture have had on our world today. By the end of this course, students have the basic skills needed to read classical and later Greek texts (including koine Greek, the language of the New Testament). Prerequisite: GREK 101 or equivalent.

GREK-191 Greek I as a 2nd Classical Language (1 Credits)

This course covers content similar to the GREK 101 course but is designed for students who have completed the LATN 101-102 sequence or equivalent. Because Greek and Latin share many conceptual (and even some morphological) features, students taking this course will draw on their previous knowledge of classical grammar, syntax, and vocabulary and apply it to acquiring proficiency in ancient Greek. NB: Does not fulfill Augustana's general education foreign language requirement.

GREK-192 Greek II as a 2nd Classical Language (1 Credits)

This course covers content similar to the GREK 102 course but is designed for students who have completed the LATN 101-102 sequence. Because Greek and Latin share many conceptual (and even some morphological) features, students taking this course will draw on their previous knowledge of classical grammar, syntax, and vocabulary and apply it to acquiring proficiency in ancient Greek. Prerequisite: GREK 101 or 191. NB: Does not fulfill Augustana's general education foreign language requirement.

GREK-199 Directed Study (1-2 Credits)

A directed study course in Greek is an opportunity for a student to study the fundamentals of classical Greek under a faculty member's close guidance. Prerequisite: permission of department chair and instructor.

GREK-216 Hellenistic Literature (2 Credits)

In the period after Alexander the Great, the spoken Greek language evolved into the so-called koine ("common" dialect) that was ultimately the language of the New Testament. Meanwhile, poetry and prose writing developed distinctively new forms and content such as literary epigram and prose fiction (the "Greek novel"). Through reading and analysis of selected material from the Hellenistic era and beyond in the original Greek, students will gain a deeper understanding of Greek language and literature, as well as the cultural and historical contexts in which these works were created. Prerequisite: GREK 102 or equivalent.

GREK-218 Greek Philosophy and Rhetoric (2 Credits)

The ancient Greeks were pioneers in philosophy and rhetoric. Through reading and analysis of selections in the original Greek from authors such as Plato, Aristotle, Lysias, and Demosthenes, students will gain a deeper understanding of the Greek language, prose style, and literature, as well as the cultural and historical contexts in which these works were created. Prerequisite: GREK 102 or equivalent.

GREK-222 Greek Historical Prose (2 Credits)

Herodotus, Thucydides, and Xenophon collectively created the discipline of history as it was understood in antiquity. Through reading and analysis of selections from one or more of these historians in the original Greek, students will gain a deeper understanding of the Greek language, prose style, and literature, as well as the cultural and historical contexts in which these works were created. Prerequisite: GREK 102 or equivalent.

GREK-224 Greek Tragedy (2 Credits)

The Greek tragedians of the 5th century BCE (Aeschylus, Sophocles, and Euripides) put on stage the often shocking storylines from mythological sources, integrating the traditions of personal iambic poetry and choral lyric. In this course, students will gain a deeper understanding of the Greek language and poetic style, as well as the cultural and historical contexts in which these works were created, through reading and analysis of selections from one particular tragic poet in the original Greek. Prerequisite: GREK 102 or equivalent.

GREK-226 Greek Comedy (2 Credits)

Comedy as we know it today from film, television, and theater has its roots in the highly political Old Comedy of Aristophanes from the 5th century BCE and in the less topical New Comedy of Menander from the 4th and 3rd centuries. Through a close reading of selections from one or both of these playwrights in the original language, students will gain a better understanding of ancient Greek while positioning these works in their cultural and historical contexts. Prerequisite: GREK 102 or equivalent.

GREK-228 Greek Epic (2 Credits)

Homer's 8th century BCE "Iliad" and "Odyssey" were central in the culture and education of both the Greeks and the Romans and have exerted a profound influence on our own art, literature, and film as well. Through a close reading of selections from these epic poems in the original Greek, students will hone their language skills while developing a greater appreciation for the cultural and historical contexts of these formative works. Prerequisite: GREK 102 or equivalent.

GREK-299 Directed Study (1-2 Credits)

A directed study course in Greek is an opportunity for a student to read selections from a particular text in the original language under a faculty member's close guidance. After formulating a written study plan and expectations for outcomes, the student will meet regularly with the faculty member throughout the term in order to gain deeper understanding of the selected text's language and style, as well as its cultural and historical context. Prerequisite: permission of department chair and instructor.

GREK-314 Greek Lyric Poetry (2 Credits)

Lyric poetry, poetry that was sung to the accompaniment of the lyre, is the medium in which we hear the first truly individual and personal expressions of ancient Greek authors. Through reading and analysis of selections in the original Greek from poets such as Archilochus, Sappho, Solon, and others, students will gain a deeper understanding of Greek language, poetic meters, and literature, as well as the cultural and historical contexts in which these works were created. Students will also carry out a research project related to the course material. Prerequisite: GREK 102 or equivalent. Recommended prerequisite: one GREK course at the 200-level.

GREK-316 Hellenistic Literature (2 Credits)

In the period after Alexander the Great, the spoken Greek language evolved into the so-called koine ("common" dialect) that was ultimately the language of the New Testament. Meanwhile, poetry and prose writing developed distinctively new forms and content such as literary epigram and prose fiction (the "Greek novel"). Through reading and analysis of selected material from the Hellenistic era and beyond in the original Greek, students will gain a deeper understanding of Greek language and literature, as well as the cultural and historical contexts in which these works were created. Students will also carry out a research project related to the course material. Prerequisite: GREK 102 or equivalent. Recommended prerequisite: one GREK course at the 200-level.

GREK-318 Greek Philosophy & Rhetoric (2 Credits)

The ancient Greeks were pioneers in philosophy and rhetoric. Through reading and analysis of selections in the original Greek from authors such as Plato, Aristotle, Lysias, and Demosthenes, students will gain a deeper understanding of the Greek language, prose style, and literature, as well as the cultural and historical contexts in which these works were created. Students will also carry out a research project related to the course material. Prerequisite: GREK 102 or equivalent. Recommended prerequisite: one GREK course at the 200-level.

GREK-322 Greek Historical Prose (2 Credits)

Herodotus, Thucydides, and Xenophon collectively created the discipline of history as it was understood in antiquity. Through reading and analysis of selections from one or more of these historians in the original Greek, students will gain a deeper understanding of Greek language, prose style, and literature, as well as the cultural and historical contexts in which these works were created. Students will also carry out a research project related to the course material. Prerequisite: GREK 102 or equivalent. Recommended prerequisite: one GREK course at the 200-level.

GREK-324 Greek Tragedy (2 Credits)

The Greek tragedians of the 5th century BCE (Aeschylus, Sophocles, and Euripides) put on stage the often shocking storylines from mythological sources, integrating the traditions of personal iambic poetry and choral lyric. In this course, students will gain a deeper understanding of the Greek language and poetic style, as well as the cultural and historical contexts in which these works were created, through reading and analysis of selections from one particular tragic poet

in the original Greek. Students will also carry out a research project related to the course material. Prerequisite: GREK 102 or equivalent. Recommended prerequisite: one GREK course at the 200-level.

GREK-326 Greek Comedy (2 Credits)

Comedy as we know it today from film, television, and theater has its roots in the highly political Old Comedy of Aristophanes from the 5th century BCE and in the less topical New Comedy of Menander from the 4th and 3rd centuries. Through a close reading of selections from one or both of these playwrights in the original language, students will gain a better understanding of ancient Greek while positioning these works in their cultural and historical contexts. Students will also conduct a research project relevant to the course material. Prerequisite: GREK 102 or equivalent. Recommended prerequisite: one GREK course at the 200 level.

GREK-328 Greek Epic (2 Credits)

Homer's 8th century BCE "Iliad" and "Odyssey" were central in the culture and education of both the Greeks and the Romans and have exerted a profound influence on our own art, literature, and film as well. Through a close reading of selections from these epic poems in the original Greek, students will hone their language skills while developing a greater appreciation for the cultural and historical contexts of these formative works. Students will also conduct a short research project relevant to course material. Prerequisite: GREK 102 or equivalent. Recommended prerequisite: one GREK course at the 200-level.

GREK-393 International Study Colloquium (3-4 Credits)

GREK-399 Directed Study (1-2 Credits)

A directed study course in Greek is an opportunity for a student to read selections from a particular text in the original language under a faculty member's close guidance. After formulating a written study plan and expectations for outcomes, the student will meet regularly with the faculty member throughout the term in order to gain deeper understanding of the selected text's language and style, as well as the cultural and historical context, often supplemented by a short research project. Prerequisite: permission of department chair and instructor.

NTGR-201 Ekklesia (1 Credits)

Greek was the common language of the Eastern Mediterranean world in the Hellenistic period and beyond, and for this reason the Hebrew texts of the Old Testament were translated into Greek beginning in the 3rd cen. BCE; for this reason too, Greek was the natural choice of language for the authors of the New Testament. Ekklesia is a weekly reading group that offers ecumenical, scholarship-based reading and discussion of texts from the Septuagint and the Greek New Testament. Prerequisite: GREK 102 or equivalent. This course may be repeated for credit.

Courses in Latin (LATN)

Courses numbered above 200 are usually offered alternate years.

LATN-100 Elementary Latin Refresher (2 Credits)

Designed for students who place into LATN 102 after taking the Latin Placement Exam, this course provides a comprehensive review of LATN 101 material and reinforcement of key grammatical concepts in preparation for entry into LATN 102. Prerequisites: placement in 102 and consent of department. Changed from 1 credit to 2 credits on 09/29/19.

LATN-101 Elementary Latin I (4 Credits)

The Latin language has had a profound influence on our world: Latin terminology is heavily used in law, medicine, and ministry; Latin is the ancestor of the Romance languages, including French, Spanish, Italian, and Portuguese; and much

of our vocabulary in English is indebted to Latin roots. As the first term of the introductory Latin sequence, this course offers a thorough introduction to the grammar, syntax, and vocabulary of classical Latin.

LATN-102 Elementary Latin II (4 Credits)

In this continuation of the two-term introductory Latin sequence, students will continue to build their knowledge of the grammar, syntax, and vocabulary used in classical Latin texts, while also pursuing a general knowledge of the culture of the Romans and recognizing the profound influence their language has had on our world today. By the end of this course, students have the basic skills needed to read classical, Roman, medieval, and later Latin literature. Prerequisite: LATN 101 or equivalent.

LATN-191 Latin I as a 2nd Classical Language (1 Credits)

This course covers content similar to the LATN 101 course but is designed for students who have completed the GREK 101-102 sequence. Because Greek and Latin share many conceptual (and even some morphological) features, students taking this course will draw on their previous knowledge of classical grammar, syntax, and vocabulary and apply it to acquiring proficiency in the Latin language. NB: Does not fulfill Augustana's general education foreign language requirement.

LATN-192 Latin II as a 2nd Classical Language (1 Credits)

This course covers content similar to the LATN 102 course but is designed for students who have completed the GREK 101-102 sequence. Because Greek and Latin share many conceptual (and even some morphological) features, students taking this course will draw on their previous knowledge of classical grammar, syntax, and vocabulary and apply it to acquiring proficiency in Latin. Prerequisite: LATN 101 or 191. NB: Does not fulfill Augustana's general education foreign language requirement.

LATN-214 Latin Lyric and Elegiac Poetry (2 Credits)

The Latin lyric and elegiac poets Catullus, Horace, Propertius, and Tibullus produced innovative and influential short-form Latin poetry on love and other themes. Through reading and analysis of selections from one or more of these poets in the original Latin, students will gain deeper understanding of Latin language, poetic style, and literature, as well as the cultural and historical context, potentially including the relationship of this literature with Greek lyric poetry. Prerequisite: LATN 102 or equivalent.

LATN-216 Literature of the Roman Empire (2 Credits)

In the imperial period, there emerged new forms and developments of Latin literature such as Ovid's witty and urbane poetry on love (and mythology), Petronius' rollicking "Satyricon", the misanthropic satires of Juvenal, and the gossipy and salacious biographies of Suetonius. Through reading and analysis of selections from literature of this era in the original Latin, students will gain deeper understanding of Latin language, style, and literature, as well as the cultural and historical context of the Roman Empire. Prerequisite: LATN 102 or equivalent.

LATN-218 Roman Philosophy and Rhetoric (2 Credits)

While the Romans came late to both philosophy and rhetoric, authors such as Lucretius, Cicero, Seneca and others were crucial in transmitting and continuing the Greek precedents in these areas. Through reading and analysis of selections in the original Latin from one or more of these authors, students will gain deeper understanding of Latin language, style, and literature, as well as the cultural and historical context in which these authors worked. Prerequisite: LATN 102 or equivalent.

LATN-222 Latin Historical Prose (2 Credits)

The Romans brought their own unique methods and concerns to the writing of history. Through reading and analysis of selections in the original Latin from authors such as Caesar, Sallust, Livy, Velleius, and Tacitus, students will gain deeper

understanding of Latin language, prose style, and literature, as well as the crucial cultural and historical contexts in which these authors' works were created. Prerequisite: LATN 102 or equivalent.

LATN-226 Latin Comedy (2 Credits)

The Roman comedies that have come down to us were Greek plays adapted for a Roman audience, and these Roman interpretations in turn have influenced comedy as it appears in television, film, and theater today. Through a close reading of selections from the plays of Plautus and Terence, students in this class will improve their understanding of the Latin language as well as the historical and cultural contexts in which these works were created and performed. Prerequisite: LATN 102 or equivalent.

LATN-228 Latin Epic (2 Credits)

The definitive Roman epic is Vergil's "Aeneid", which recounts the traditional tale tracing Roman origins back to the Trojan Aeneas, including the famous "Trojan Horse" story, the struggles of this Trojan refugee to find a new home, and his tragic love affair with Queen Dido. Through reading and analysis of selections from the "Aeneid" in the original Latin, students will gain deeper understanding of Latin language, poetic style, and literature, as well as the cultural and historical context of Vergil's work. Prerequisite: LATN 102 or equivalent.

LATN-299 Directed Study (1-2 Credits)

A directed study course in Latin is an opportunity for a student to read selections from a particular text in the original language under a faculty member's close guidance. After formulating a written study plan and expectations for outcomes, the student will meet regularly with the faculty member throughout the term in order to gain deeper understanding of the selected text's language and style, as well as the cultural and historical context. Prerequisite: permission of department chair and instructor.

LATN-314 Latin Lyric and Elegiac Poetry (2 Credits)

The Latin lyric and elegiac poets Catullus, Horace, Propertius, and Tibullus produced innovative and influential short-form Latin poetry on love and other themes. Through reading and analysis of selections from one or more of these poets in the original Latin, students will gain deeper understanding of Latin language, poetic style, and literature, as well as the cultural and historical context, potentially including the relationship of this literature with Greek lyric poetry. Students will also carry out a research project related to the course material. Prerequisite: LATN 102 or equivalent. Recommended prerequisite: one LATN course at the 200-level.

LATN-316 Literature of the Roman Empire (2 Credits)

In the imperial period, there emerged new forms and developments of Latin literature such as Ovid's witty and urbane poetry on love (and mythology), Petronius' rollicking "Satyricon", the misanthropic satires of Juvenal, and the gossipy and salacious biographies of Suetonius. Through reading and analysis of selections from literature of this era in the original Latin, students will gain deeper understanding of Latin language, style, and literature, as well as the cultural and historical context of the Roman Empire. Students will also carry out a research project related to the course material. Prerequisite: LATN 102 or equivalent. Recommended prerequisite: one LATN course at the 200-level.

LATN-318 Roman Philosophy and Rhetoric (2 Credits)

While the Romans came late to both philosophy and rhetoric, authors such as Lucretius, Cicero, Seneca, and others were crucial in transmitting and continuing the Greek precedents in these areas. Through reading and analysis of selections in the original Latin from one or more of these authors, students will gain deeper understanding of Latin language, style, and literature, as well as the cultural and historical context in which these authors worked. Students will also carry out a research project related to the course material. Prerequisite: LATN 102 or equivalent. Recommended prerequisite: one LATN course at the 200-level.

LATN-320 Medieval Latin Literature (2 Credits)

Latin continued to be spoken and written after the fall of the Roman Empire, from the prose of histories, philosophy, and saints' lives to the poetry of monks, visionaries, and rowdy students, from Thomas Aquinas to the "Carmina Burana". Through reading and analysis of selections from this literature in the original Latin, students will gain deeper understanding of Latin language, style, and literature, across the post-classical centuries. Students will also carry out a research project related to the course material. Prerequisite: LATN 102 or equivalent. Recommended prerequisite: one LATN course at the 200-level.

LATN-322 Latin Historical Prose (2 Credits)

The Romans brought their own unique methods and concerns to the writing of history. Through reading and analysis of selections in the original Latin from authors such as Caesar, Sallust, Livy, Velleius, and Tacitus, students will gain deeper understanding of Latin language, prose style, and literature, as well as the crucial cultural and historical contexts in which these authors' works were created. Students will also carry out a research project related to the course material. Prerequisite: LATN 102 or equivalent. Recommended prerequisite: one LATN course at the 200-level.

LATN-326 Latin Comedy (2 Credits)

The Roman comedies that have come down to us were Greek plays adapted for a Roman audience, and these Roman interpretations in turn have influenced comedy as it appears in television, film, and theater today. Through a close reading of selections from the plays of Plautus and Terence, students in this class will improve their understanding of the Latin language as well as the historical and cultural contexts in which these works were created. Prerequisite: LATN 102 or equivalent. Recommended prerequisite: one LATN course at the 200-level.

LATN-328 Roman Epic (2 Credits)

The definitive Roman epic is Vergil's "Aeneid", which recounts the traditional tale tracing Roman origins back to the Trojan Aeneas, including the famous "Trojan Horse" story, the struggles of this Trojan refugee to find a new home, and his tragic love affair with Queen Dido. Through reading and analysis of selections from the "Aeneid" in the original Latin, students will gain deeper understanding of Latin language, poetic style, and literature, as well as the cultural and historical context of Vergil's work. Students will also carry out a research project related to the course material. Prerequisite: LATN 102 or equivalent. Recommended prerequisite: one LATN course at the 200-level.

LATN-393 International Study Colloquium (3-4 Credits)

LATN-399 Directed Study (1-2 Credits)

A directed study course in Latin is an opportunity for a student to read selections from a particular text in the original language under a faculty member's close guidance. After formulating a written study plan and expectations for outcomes, the student will meet regularly with the faculty member throughout the term in order to gain deeper understanding of the selected text's language and style, as well as the cultural and historical context, often supplemented by a short research project. Prerequisite: permission of department chair and instructor.

Other supporting courses

ARHI-361 Greek & Roman Art (4 Credits)

(PP, G) Ancient Greek and Roman art and architecture from early Aegean culture to the fall of the Roman empire examined within political, social, religious and mythological contexts. May be team taught with faculty from Classics.

HIST-305 Ancient Greece (4 credits)

(PP) A survey of the history and culture of the ancient Greeks from the beginnings of their civilization in the Bronze Age down to the conquests of Alexander the Great in the late fourth century BCE, a span of well over a thousand years.

Special attention is given to the types of source material, both material and literary, used by historians to reconstruct Greek history, and also to the problems and limitations of these sources.

HIST-306 Ancient Rome (4 credits)

(PP) A survey of the history and culture of the ancient Romans from the beginnings of their civilization in the 8th century BCE through the fall of the western Roman Empire in the 5th c. CE, a span of over 1200 years. Special attention is given to the types of source material, both material and literary, used by historians to reconstruct Roman history, and also to the problems and limitations of these sources.

PHIL-201 Classical Philosophy (4 Credits)

(PP) Study of the beginnings of philosophical thought in Classical Greece, with particular attention to the fragments of the pre-Socratics, the dialogues of Plato, and the treatises of Aristotle. Topics will include early physics and metaphysics, theories of knowledge, human nature, happiness and virtue ethics.

RELG-214 Angels and Demons (4 Credits)

(REF) The interactions of paganism and Christianity are examined through Greek and Latin literature of the 4th-5th centuries CE — from Diocletian's Great Persecution to the triumph and establishment of Christianity, including the momentous and controversial reigns of Constantine the Great and Julian the Apostate. Study of the encounter highlights tradition and innovation in literary genres, dialogue, and conflict in the relations between the two traditions. In the end, the establishment of Greco-Roman paganism and Christianity as twin poles in an ongoing tension continues to produce new ways of thinking about their relationship.

Communication Sciences and Disorders

<https://www.augustana.edu/academics/areas-of-study/communication-sciences-and-disorders>

2020-21

KAREN AUMULLER, Professional Faculty/Clinical & Externship Supervisor
B.A., Smith College; M.A., Northwestern

FIONA BRIGGS, Clinical Supervisor
B.S., St. Louis University; M.A., University of Colorado-Boulder

KRISTIN DEBLIECK, Clinical Supervisor
B.S., M.S., Southern Illinois University-Carbondale

LYNN DRAZINSKI, Assistant Professor/Clinical Supervisor
B.S., Arizona State; M.A., University of Kansas

TERRINA GOSA, Clinical Supervisor
B.A., Augustana College; M.S., Illinois State University

STACIE GREENE, Assistant Professor, Center Director
B.S., Illinois State; M.A., Western Illinois University, Ed.D.; Nova Southeastern University

ALLISON M. HASKILL, Professor, Chair, Graduate Director
B.S., M.S., Ph.D., University of Nevada–Reno

KATHY J. JAKIELSKI, Professor
B.S., Towson; M.A., Ph.D., University of Texas

BRIANA LUEDERS, Clinical Supervisor
B.A., Augustana College; M.A., Truman State University

MADISON LOGAN, Clinical Supervisor
B.A., Augustana College; M.S., Purdue University

ANN PERREAU, Associate Professor
B.A., M.A., Ph.D., University of Iowa

CATHERINE WEBB, Assistant Professor
B.A., Augustana College; M.S. Nazareth College; Ph.D., University of Illinois at Chicago

LAUREL WILLIAMS, Professional Faculty/Clinical Supervisor
B.A., Augustana; M.A., University of Northern Iowa

MAJOR IN COMMUNICATION SCIENCES AND DISORDERS. 44 credits including CSD-110; CSD-205; CSD-210; CSD-215; CSD-220; CSD-305; CSD-310; CSD-315; CSD-405; CSD-410; two from CSD-415, CSD-420, CSD-425, CSD-430; CSD-480; CSD-490; optional: CSD-105. Required supporting courses (20 credits): ENGL-205; PSYC-216; Statistics; any course carrying BIOL prefix that is human- or animal-based, such as BIOL-130 or BIOL-140; any course carrying CHEM or PHYS prefix.

Grade Point Average Notation: Students must have a cumulative G.P.A. of 3.0 or higher to enroll in CSD-425 and CSD-430. All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#)

Courses (CSD)

CSD-100 Human Communication & Its Disorders (4 Credits)

(PS) The focus of this course is to examine linguistic, behavioral, physiological, and multicultural aspects of human communication and its disorders. Methods for observing communication behaviors and identifying disordered communication will be examined. Etiologies characteristics for a range of communication disorders will be presented. Non-CSD majors only.

CSD-105 Sign Language (1 Credits)

Comprehend and express a basic vocabulary in sign language. English word order. Manual fingerspelling. Develop a basic understanding of Deaf culture.

CSD-110 Intro Communication Science & Disorders (4 Credits)

Students in this course will learn about human communication systems and variations in communication, including cultural differences, with emphasis on the multiple aspects of disordered communication related to speech, language, and hearing deficits. Specific communication disorders will be examined. Students will also learn about the roles and responsibilities of the professions in the field of Communication Sciences and Disorders. CSD majors only.

CSD-205 Anatomy, Physiology, & Science of Speech (4 Credits)

The primary objective of the course is to provide students with an understanding of how humans produce speech. This will lead into the study of the human speech mechanism and how it works. The study of speech encompasses an array of interrelated scientific disciplines, including mathematics, physics, psychology, biology, medicine, and communication sciences and disorders. In this course, students will study the multidisciplinary nature of speech as we explore the topics of respiration, phonation, articulation, and resonance. Course includes a weekly lab.

CSD-210 Anatomy, Physiology & Science of Hearing (4 Credits)

The primary objective of this course is to introduce students to the hearing mechanism by examining its structure and function, and the acoustical properties of sound. We will discuss fundamental principles and theories of sound waves and their propagation in space, and will learn how sound is measured by solving problems using the decibel. We will discuss structures of the peripheral and central auditory system and the vestibular system, and explain their functions. Students will also differentiate the acoustical characteristics of sound (e.g., pitch vs. loudness) and explain how they contribute to auditory perception. Finally, we will discuss audio systems, including the functions of audio devices and how they process auditory signals.

CSD-215 Phonetics (4 Credits)

The primary objective of this course is to provide students with the science of speech production and perception. Students will learn the mechanisms involved in segmental and suprasegmental production in a variety of the world's languages. The study of these mechanisms includes the study of respiration, phonation, articulation, and resonance. The study of speech acoustics and acoustic analysis will be introduced and students will learn how to conduct basic analyses. Students will begin to learn the phonology of speech sounds in American English. Students also will learn to phonetically transcribe normal and disordered speech using symbols from the International Phonetic Alphabet. Development of both the art and science of IPA transcription will be fostered in this class. Course includes a weekly lab.

CSD-220 Speech and Language Development (4 Credits)

The primary objective of this course is to explore multiple aspects of speech and language developmental milestones and language development theories. Students will discover distinctions between communication, speech, and language phenomena. They will consider how and why humans develop language and how factors such as socioeconomic status, intelligence, and language difference influence language and speech development. Typical speech and language development norms will be used to inform assessment and intervention decisions for children with atypical communication development. Weekly lab component will allow students to quantify, describe, and analyze language data.

CSD-305 Speech Sound Disorders (4 Credits)

The primary objective of the course is to provide students with an understanding of the various disorders of speech that can affect individuals throughout the lifespan. We only briefly will review normal speech development, and then will spend a considerable amount of time learning how to assess individuals with speech disorders. Following assessment, we will talk about intervention issues. A variety of special populations in which individuals exhibit a high incidence of speech disorders also will be presented, and we will explore multicultural issues related to assessment and intervention of disorders and differences of speech. We will discuss competing theories of speech acquisition, while learning how to evaluate theoretical approaches in assessment and intervention. Course includes a weekly lab.

CSD-310 Language & Lit Disorders (4 Credits)

(D) The primary objective of this course is for students to gain understanding of the types, causes, and possible characteristics of child oral language and literacy disorders. Students will connect applied and theoretical linguistics and develop evidence-based procedures to identify, assess, and generate functional and measurable goals and related intervention plans for children with language disorders. They will use standardized test and qualitative language data to describe language development in children with language disorders and write professional clinical reports for children with disordered oral or written language. Students will apply the study of typical language development to children with language and literacy disorders. Throughout the course, concepts of the language-cognition relationship, special issues pertaining to culturally and linguistically diverse populations, and service delivery in various pediatric settings also will be explored. Prerequisite: CSD-220.

CSD-315 Audiology (4 Credits)

The primary objective of this course is to introduce students to the field of audiology that includes diagnosis and treatment of hearing disorders. We will also discuss the roles and responsibilities of hearing healthcare professionals

working with patients with hearing loss, and summarize the important technologies that are used to assess hearing. Students will perform basic hearing testing and interpret their results through hands-on labs. We will discuss hearing disorders as they affect hearing and vestibular function, and investigate the effectiveness of treatments available to address hearing and vestibular dysfunction. A special emphasis will be placed on multicultural issues, including the Deaf culture.

CSD-393 International Study Colloquium (3-4 Credits)

CSD-399 Directed Study (1-2 Credits)

CSD-405 Aural Rehabilitation (2 Credits)

The primary objective of this course is to enable students to thoughtfully address questions and issues related to aural habilitation and aural rehabilitation. Emphasis will be placed on total communication, defined as the use of all available modalities (auditory, verbal, sign language/visual communication systems) to teach language and speech to individuals with hearing impairment. Students will also learn about relevant legislation related to the D/deaf and hard of hearing population.

CSD-410 Neural Bases of Human Comm (4 Credits)

The primary objective of this course is to identify the structures of the central and peripheral nervous systems of the body, and how they connect and contribute to communication impairments. Students will apply principles governing brain function through case studies. Students will also be able to describe how development of neural systems occurs and how abnormalities produce developmental disabilities and neurological disorders affecting communication. We will review the major parts of a nerve cell and describe how electrical signals are conducted through the nervous system. Students will explain how blood is circulated in the brain and how involvement of cerebrovascular systems results in damage to the brain.

CSD-415 Community Practicum 1 (0 Credits)

Students on the alternate path track will complete one or two community-based practicums, depending on total number of internship hours and as determined on an individual basis in conference with advisor. Prerequisite: Approval by CSD advisor.

CSD-420 Community Practicum 2 (0 Credits)

Students on the alternate path track will complete one or two community-based practicums, depending on total number of internship hours and as determined on an individual basis in conference with advisor. Prerequisite: Approval by CSD advisor.

CSD-425 Clinical Practicum I (0 Credits)

Students will complete two internship clinical practicums in the Center for Speech, Language, and Hearing. Clinical internship students will learn in weekly seminars about professional practice issues, evidence-based practice, clinical documentation, the clinical supervision process, the ASHA Code of Ethics and Scope of Practice, and intervention planning. Prerequisite: Approval by CSD advisor.

CSD-430 Clinical Practicum 2 (0 Credits)

Students will complete two internship clinical practicums in the Center for Speech, Language, and Hearing. Clinical internship students will learn in weekly seminars about professional practice issues, evidence-based practice, clinical documentation, the clinical supervision process, the ASHA Code of Ethics and Scope of Practice, and intervention planning. Prerequisite: Approval by CSD advisor.

CSD-480 Senior Inquiry - Research Methods (4 Credits)

Senior Inquiry-Research Methods The primary objective of this course is to examine the various designs of scientific methods employed in CSD research, including clinical trials and single-subject designs, and review the importance of evidence-based practice in CSD. This course is foundational for a graduate-level research methods course. We will also study the research process and discuss issues related to population sampling, adequate data collection, and statistical analyses. An emphasis will be placed on protection of human participants and research ethics. We will practice scientific writing in CSD, as well as presenting research in a professional format. Development of a research question or topic will be the culminating product.

CSD-490 Senior Inquiry - Research Writing (2 Credits)

Senior Inquiry - Research Writing The primary objective of this course is to examine the various designs of scientific methods employed in CSD research, including clinical trials and single-subject designs, and review the importance of evidence-based practice in CSD. This course is foundational for a graduate-level research methods course. We will also study the research process and discuss issues related to population sampling, adequate data collection, and statistical analyses. An emphasis will be placed on protection of human participants and research ethics. We will practice scientific writing in CSD, as well as presenting research in a professional format. Development of a research question or topic will be the culminating product.

Communication Studies course catalog

<https://www.augustana.edu/academics/areas-of-study/communication-studies>

2020-21

LUCY BURGCHARDT, Assistant Professor
B.A., Ripon College; M.Phil., Cambridge., Ph.D., North Carolina

DONNA HARE, Teaching Fellow
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WENDY HILTON-MORROW, Dean of the College and Professor
B.A., Augustana; M.A., Ph.D., Iowa

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SHARON VARALLO, Professor
B.A., William and Mary; M.A., North Carolina; Ph.D., Ohio State

CAROLYN YASCHUR, Assistant Professor
B.A., Gettysburg College; M.A., University of Missouri, Ph.D., Texas

MAJOR IN COMMUNICATION STUDIES. 28 credits, including two gateway courses (COMM-220, COMM-230, COMM-240, COMM-250, COMM-260); COMM-101, Public Speaking (4 cr.) plus at least two credits from COMM-201, COMM-202, COMM-203, COMM-204, COMM-205 or COMM-206; one theory course (COMM-380, COMM-381, MJMC-382); and an SI capstone (COMM-450). [Exceptions: With pre-approved SI in a second major and with the completion of 28 credits and a second theory course, then the SI capstone could be waived.] A minimum of six credits of elective courses; MJMC 345 Cultural History of Media; 350 Issues in Contemporary Media and 403 Public Relations may be used to fulfill this requirement. Up to two additional credits from Comm 201, 202, 203, 204, and 205 and 206 may count toward satisfying this requirement.

MINOR IN COMMUNICATION STUDIES. 18 credits, including COMM-101 plus at least two credits from the advanced skills modules (COMM-201, COMM-202, COMM-203, COMM-204, COMM-205, COMM-206) two gateway courses (COMM-220, COMM-230, COMM-240, COMM-250, COMM-260) and four elective credits.

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Courses (COMM)

COMM-101 Public Speaking (4 Credits)

Public Speaking will help develop the foundational skills on which all effective public communication depends. This course will teach students how to adapt to different occasions and audiences, how to effectively support and deliver ideas, how to select and organize materials in preparation for a speech, and how to utilize multimedia tools in presentations. This course is required for all COMM majors and should be completed by the end of the sophomore year. Juniors and seniors need permission from the department chair to register.

COMM-110 Communication and Controversy (4 Credits)

This will be a rotating topics course designed to introduce first-year students to some of the hot topics in communication and how scholars sort them out. Potential focuses include Media and Identity, Discourses of the American Family, Family Communication, the Bully in the Bully Pulpit, or A Century of Nativist Rhetoric. J-only, FY-only.

COMM-111 Confident Communication (4 Credits)

Confident Communication will help students with communication apprehension from all disciplines feel more confident about voicing their ideas in front of others, whether it's in the classroom, on the job, or engaging in civil discourse with groups large and small. This high-engagement course will empower students by focusing on anxiety-reducing techniques. Students will grow these skills through improvisation work, group discussions, community outreach, and small speech assignments in a supportive environment. J-only, FY-only.

COMM-199 Directed Study (1-2 Credits)

Focus on a specific body of information not ordinarily covered in the curriculum. Normally entails reading and discussing literature assigned by a faculty member, and preparing a final presentation.

COMM-201 Presenting With Technology (2 Credits)

Presentations are increasingly mediated, so we'll work through effective use of both visual presentation programs (e.g., PowerPoint and Prezi) and mediation technologies (e.g., SharePoint, Zoom), as well as the "rules" for when and how to effectively incorporate visual support.

COMM-202 Incorporating Narrative (2 Credits)

Incorporating Narrative focuses on how to effectively incorporate storytelling and rhetorical strategies to enliven a presentation. Students will examine why narratives enhance presentations, learn how to listen more closely to the stories of others, and how to integrate stories as a means to become a more dynamic communicator.

COMM-203 Listening (2 Credits)

The first step in effective speaking is effective listening, and most folks are atrocious at it. We either listen for the wrong purpose (to plan our rebuttal) or we barely listen at all. There are strategies for correcting both. We'll pursue them.

COMM-204 Mediating Conversation (2 Credits)

For many of us, our skills are limited to saying our piece, then withdrawing or sparring. 205 will work on the response, framing, and guiding skills related to mediation, negotiation and conflict resolution that come into play in business, political, and relational contexts.

COMM-205 Delib & Dialogue (2 Credits)

Informed by the Sustained Dialogue training, this course teaches skills and techniques for productive engagement in discussion of complex and meaningful issues.

COMM-206 Small Group Leadership (2 Credits)

This is a performance-intensive course designed to help you understand and practice a series of communication-related skills. Those focus on how to keep a small group or team running smoothly and attain its goals. You will learn how to problem-solve, deal with dysfunctional group mates, become more comfortable speaking in front of others as well as how to become a more effective listener and time manager.

COMM-210A Presidential Rhetoric (4 Credits)

(PL) This course investigates the genre of presidential rhetoric in different contexts and what it means to be constituted as citizens through that rhetoric.

COMM-210B Sexual Communication (4 Credits)

(PH)How we communicate about sex and sexuality is shaped by a variety of factors - family, friends, health providers, religion, media - and it can be a key part of our personal development and relationship satisfaction. This course will apply a theoretical lens to sexual communication in order to better understand its practical importance in psychosocial and behavioral development; sexual relationship development, maintenance, and dissolution; safe-sex decision making; social stigma perpetuation; and, broader cultural understandings of gender and sexuality roles. Students will gain valuable knowledge and skills that will prepare them to navigate their own sexual communication in an intentional and informed way.

COMM-210C Digital Games & Cult (4 Credits)

(PL) Digital games and culture focuses on the interpretation of video games and how they reflect and circulate cultural values.

COMM-210D Diverse Film & Cult (4 Credits)

Do you remember the trailer to your favorite film? Do you consider a film trailer to be a short film? Have you ever considered the stylistic decisions that go into the crafting of a film trailer? Why that slow pan in the opening shot? Why does this scene cut the sound to a minimum? What is it about that song that made it perfect for this trailer? Film trailers are edited and crafted with deliberate care. In this course you will learn how to analyze and critique the stylistic

decisions presented in film trailers. You will also learn about the film trailer's place in popular culture, formal cinematic elements, and become a critical spectator of the moving image.

COMM-210F Art of Fundraising (4 Credits)

America's 1.5 million non-profit organizations, employing 11.4 million people, represent the third-largest segment of the economy. Their collective mission is to change the world for the good of all people, not just for the good of their owners or stockholders. Saving one life, or saving the entire planet, costs a lot. Fund-raisers annually convince Americans to voluntarily share nearly \$400 billion -- and another \$200 billion in volunteered time and skills - each year. This course will help you understand their challenges and the strategies they use to overcome them. We'll learn (1) what motivates people to give and serve and (2) how to build the case - with individuals and organizations - for gifts; our capstone will be a fund-raising practicum in which you and your team craft an actual fund-raising campaign for a non-profit, including a proposal for a large mission-centered grant.

COMM-220 Comm and Social Relationships (4 Credits)

(PS,D)Examines how family, peer and cultural socialization influences communication in close relationships. Consideration of race, class, gender and sexual orientation as they relate to communication in diverse relationships.

COMM-230 Comm, Politics, and Citizenship (4 Credits)

(PL) Addresses issues of communication effects and ethics as they impinge on citizens of a free society, with a focus on political discourse in the public sphere. Features rhetorical tactics, communication strategies and argument patterns in political campaigns, public policy, and the media.

COMM-240 Advertising and Consumer Culture (4 Credits)

(PS) COMM240 traces the evolution of the persuasive strategies, effects and messages in commercial discourse, from its origins in colonial America to today, with special emphasis on portrayals of race, class, family and gender in contemporary America. Course assignments will incorporate instruction on media content analysis and textual analysis as research methods.

COMM-250 Health Communication (4 Credits)

An introductory examination of major communication challenges, theories and practices as they relate to health. The course focuses primarily on the US context and cultures, but will draw from the experiences and systems of other nations and cultures as well. The course has a strong practical component and will engage you with the community.

COMM-260 Communication and Culture (4 Credits)

(PH,G) Examines how communication helps create culture and how culture constrains communication, reasoning, and morality; introduces similarities and differences in understanding self and other in cultural contexts.

COMM-299 Directed Study (1-2 Credits)

Focus on a specific body of information not ordinarily covered in the curriculum. Normally entails reading and discussing literature assigned by a faculty member, and preparing a final presentation.

COMM-310 January Advanced Seminar (4 Credits)

This will be a rotating topics course taught by different faculty designed primarily for junior and senior majors in Comm Studies or MJMC though some topics might be attractive to junior and senior majors in other fields.

COMM-311 Communication, Time & Cultures of Speed (4 Credits)

(PH) In the tech-free beauty of Holden Village, students will study and experience many ways our lives are affected by our beliefs about calendars and clocks overlaid on the patterns and pace of relationships and natural processes.

COMM-320 Dark Side of Relationship Communication (4 Credits)

"The dark side" is a metaphor for areas of relational communication which are underexplored, correctly or incorrectly presumed to be destructive and dysfunctional, or incorrectly presumed to be unambiguously constructive and functional. COMM 320 will build off the foundations laid in COMM 220.

COMM-330 Public Rhet: Msg, Power, Influence (4 Credits)

(PL) Public Rhetoric: Messages, Power, Influence Critically and historically addresses public discourses in history revolving around a particular issue or genre with regard to how rhetoric is used to initiate change or maintain power. Through methods of rhetorical criticism, considers how context shapes messages and messages shape context in a way that constructs U.S. identities and ideologies.

COMM-340 Propaganda (4 Credits)

(PP) National crises are manufactured with some regularity. Examples include the world wars, the Great Depression, the cold war and "the global war on terrorism." These crises, though grounded in real-world events, are also rhetorical events as rhetors on both sides look for ways to create and demonize "them" while uniting "us." 340 examines their strategies, constraints and themes. Course assignments will incorporate instruction on historiographic research.

COMM-350 Loss, Hope and Support in Health Comm (4 Credits)

Communicating effectively and gracefully during times of interpersonal crisis is a vital skill for adults to learn. However, there are few opportunities to learn these skills. This course will teach social support skills using theories of health communication. In addition it will focus on how to cope with loss, find hope during grief, and build an effective social support system.

COMM-360 Intercultural Communication (4 Credits)

To be "intercultural" means to be interactive. Accordingly, this course engages both theory and practice through intentional service-learning/community engagement across racial, ethnic, and national cultures. Thorough engagement with scholarship and with people showcases the necessity of intercultural skills to professional, political, and relational communication competence.

COMM-370 Comm and Emerging Technology (4 Credits)

The technologies by which our communication is mediated - from writing and printing to broadcasting and social media - change continually, with some technologies perceived as providing decisive breaks with the past. 370 examines two interrelated questions: what technology does to us and how we talk about - try to make sense of - what technology does to us. Course assignments will incorporate instruction on participant-observation and survey research.

COMM-380 Rhetorical Theory in Comm (4 Credits)

Addresses definitions and frameworks of rhetoric from theorists ranging from ancient Greeks like Plato and Aristotle to modern theorists such as Kenneth Burke and Michel Foucault. Considers the role of rhetoric in the liberal arts and the relationship of rhetoric to knowledge, ethics, and public life. Prerequisite: completion of at least one of the Comm gateway courses (COMM-220, -230, -240, -250 or -260) or permission of instructor.

COMM-381 Social Scientific Theory in Comm (4 Credits)

Examines the rise of the social sciences and reviews contemporary social science theories and perspectives in communication. Prerequisite: COMM-220, COMM 240, COMM 250 or COMM 260 or permission of instructor.

COMM-393 International Study Colloquium (3-4 Credits)

COMM-399 Directed Study (1-2 Credits)

Focus on a specific body of information not ordinarily covered in the curriculum. Normally entails reading and discussing literature assigned by a faculty member, and preparing a final presentation. Permission of Instructor.

COMM-400 Independent Study (1-2 Credits)

Original research in an area of particular interest not covered in regular courses. Normally requires weekly meetings with the supervising faculty member and some variety of spoken or written final presentation. Prerequisite: Permission of Instructor.

COMM-402 Organizational Communication (4 Credits)

Discusses how structure, leadership, values, goals and climate contribute to organizational culture and communication, and explores how individuals and groups are impacted by these variables.

COMM-410 Seminar in Communication (4 Credits)

In-depth analysis of communication topics offered for advanced students. Typically reading and discussion intensive, with an expectation that students take active roles in the classroom. Seminar topic changes every year. Can be repeated.

COMM-450 Health Communication Campaigns (4 Credits)

This course focuses on the purpose, design, implementation, and evaluation of public health communication campaigns-promotional messages or interventions aimed at health behavior education or change. Students gain an overview of relevant theory and research and the opportunity to study, design, implement, and evaluate health communication campaigns.

COMM-460 Comm, Diversity & Leadership (4 Credits)

Effective leadership draws on the strengths, perspectives and abilities of all members of an organization, not just those of a single leader or small, insulated leadership cadre. Building on the foundations laid in courses such as COMM-260 and COMM-360, this course pursues advanced studies on the application of organizational and leadership communication models to corporate and nonprofit organizations which serve diverse constituencies.

COMM-480 Senior Inquiry (2 Credits)

A semester-long capstone experience that allows each student to refine, crystallize and document their understanding of the process and effects of communication. Students completed an approved Senior Inquiry project in a different major may substitute a second communication theory course (COMM-380, COMM-381, MJMC-382) for COMM-480.

COMM-499 Directed Study (1-2 Credits)

Focus on a specific body of information not ordinarily covered in the curriculum. Normally entails reading and discussing literature assigned by a faculty member, and preparing a final presentation.

Computer Science course catalog

<https://www.augustana.edu/academics/areas-of-study/computer-science>

2020-21

TAUHEED KHAN MOHD, Assistant Professor

B.Tech., Jamia Millia Islamia; M.B.A., IIM Calcutta; M.S., Ph.D., The University of Toledo

DIANE C.MUELLER, Adjunct Assistant Professor
B.A., Concordia; M.S., Illinois State

STACEY A. RODMAN, Associate Professor, Chair
B.A., Gustavus Adolphus, M.A., Ph.D., Oregon

FORREST STONEDAHL, Associate Professor
B.A., Carleton, M.S., Ph.D., Northwestern

MAJOR IN COMPUTER SCIENCE. 36 credits, including MATH 160, MATH 250, CSC 201, CSC 202, CSC 305, CSC 330, CSC 371, CSC 490, and four additional credits from CSC 300 – 400 level or MATH 340 or MATH 440.

MINOR IN COMPUTER SCIENCE. 20 credits, including CSC 201, CSC 202, CSC 330, and four credits from the CSC 200 – 400 level or MATH 340 or MATH 440, and four additional credits from CSC 300 – 400 level.

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Courses (CSC)

CSC-121 Explorations in Computing (4 Credits)

(Q) A broad study of the fundamental ideas in computer science. Topics include the history of computing, data representation, machine architecture, networking and the Internet, algorithms, programming languages, information systems, artificial intelligence, limitations of computing and ethical issues. Includes in-class laboratory work. Intended primarily for non-majors. May not be taken for credit after 212.

CSC-150 Artful Computing (4 Credits)

(PA) A studio-based course on the use of computer programming to create generative art in various forms, including 2-D, 3-D, and animated images. Additional topics may include cinematic effects, particle systems, ray-tracing, autostereograms, and computer-generated music and poetry.

CSC-160 Modeling Our World (4 Credits)

(PN) Introduces the use of computer programming to model various phenomena in the natural and social sciences. Includes agent-based modeling, the emergence of complex patterns from simple rules, and fundamental questions about the nature of models. Connections between quantitative data and qualitative understanding are explored. Application areas may come from a wide range of disciplines, including geology, physics, chemistry, biology, economics, political science, and sociology. Prerequisite: MATH-140 or placement into MATH-160.

CSC-201 Introduction to Computer Science (4 Credits)

Problem solving and program development using the Python programming language. This course covers fundamental ideas of procedural and object-oriented programming, including elementary control structures (loops, conditionals, functions), objects and classes, and structured data types. These ideas will be explored using application areas such as graphics/games, data analysis, business, and science. Prerequisite: Placement into MATH-140 or higher.

CSC-202 Data Structures and Object Oriented Prog (4 Credits)

A study of standard data structures including lists, stacks, queues, trees, sets, and maps, with an introduction to space and time complexity analysis. Coursework requires object-oriented programming in the Java language, including the use of polymorphism and inheritance. Co-registration with CSC-202L (lab) is required. Prerequisite: CSC 201 or equivalent with a grade of C or better or permission of the department.

CSC-202L Lab component of CSC-202 (0 Credits)

CSC-215 Web Programming (4 Credits)

Introduction to web programming, including HTML and CSS, as well as both the server side and client-side use of scripting languages such as JavaScript and PHP. Includes significant project work and in-class lab work. Prerequisite: Minimum grade of C in CSC-201.

CSC-299 Directed Study (1-2 Credits)

CSC-305 Software Development (4 Credits)

This project-based course covers intermediate programming concepts in event-driven/GUI programming, object-oriented analysis and design, with a strong focus on teamwork, and the tools/skills necessary for collaborative team software development. Software engineering concepts, such as the software life cycle, models, requirement analysis, design, implementation, and testing are also discussed, and agile methodologies for project management are introduced. Significant programming required. Prerequisite: 202 with a grade of C or better. (Transitional note: may not be taken after CSC 285)

CSC-310 Database Management (4 Credits)

A study of the design, implementation, and application of database systems. Topics include entity relationships, the relational model, data constraints, and the use of SQL to query and update information. Database applications are explored through hands-on laboratory work with modern DBMS, as well as programming activities/projects. Prerequisite: (CSC 201) with a grade of C or better

CSC-320 Principles of Artificial Intelligence (4 Credits)

(PH) An introduction to key concepts of artificial intelligence, including knowledge representation, search algorithms, optimization techniques, and machine learning. Application areas will be selected from natural language processing, image recognition, game playing, problem solving, pattern-finding, and autonomous robotics. Philosophical questions and ethical implications of A.I. will be explored. Prerequisite: Minimum grade of C in CSC-202 & MATH-250.

CSC-330 Principles of Computer Systems (4 Credits)

Fundamental ideas of computer systems/organization, including memory, control processing, machine language, assembly language, data representations and number systems, and digital logic. Basic operating systems concepts such as process and memory management will also be discussed. Prerequisite: CSC 202 with a grade of C or better.

CSC-332 Operating Systems (2 Credits)

Explores fundamental concepts about how an operating system manages shared hardware/resources. Topics include process scheduling, memory allocation, persistent data storage, concurrency, and caching mechanisms at multiple levels of system architecture. This course also discusses some design/implementation choices of modern operating systems. Prerequisite: Minimum grade of C in CSC 330

CSC-335 Networking Fundamentals (2 Credits)

Fundamentals of computer communication network concepts and protocols at the application, transport, network and link layers. Hands-on lab experience with networking devices/software. Prerequisite: Minimum grade of C in CSC 330. May not be taken for credit after taking CSC 337

CSC-336 Internet and Cybersecurity (2 Credits)

This course introduces several security challenges related to the Internet, various services/protocols that use it, and the myriad devices now connected to it. Discussion topics include: cyberattacks, counter-measures, hacktivism, the dark web, cryptography, and ethical issues regarding information security. Prerequisite: CSC 335. May not be taken for credit after taking CSC 337

CSC-337 Networking Internet Cybersecurity (4 Credits)

Includes the content of both CSC 335 and CSC 336. Prerequisite: CSC 330 with a grade of C or better. May not be taken for credit after taking either CSC 335 or CSC 336.

CSC-350 Programming Language Principles (2 Credits)

Provides a brief survey of several different programming languages while discussing some core concepts underlying programming language design. Functional and declarative (logic-based) paradigms will be contrasted with procedural/object-oriented approaches. Prerequisite: Minimum grade of C in CSC 202

CSC-371 Algorithms and Computational Theory (4 Credits)

A rigorous study of the design, implementation, and analysis of algorithms, with a light introduction to theory of computation. Topics include worst-case vs. average-case performance, complexity classes, problem-solving strategies, heuristics, and NP-complete problems. Illustrative algorithm examples are chosen from classic data structures such as heaps, balanced trees, graphs, and hash tables. Additionally, theoretical models of computing such as finite state machines, regular languages, and Turing machines are introduced. Significant programming required. Prerequisite: Minimum grade of C in CSC-202 & MATH-250

CSC-380 Special Topics Seminar (2-4 Credits)

In-depth treatment of a computer science topic not regularly offered in the general curriculum. Topic announced for each offering. Prerequisites: Minimum grade of C in CSC 202 or permission of instructor.

CSC-391 Coding Challenges (1 Credits)

Hands-on practice solving challenging programming problems. Solutions may require the implementation of algorithmic strategies such as recursive backtracking, dynamic programming, graph manipulation, and computational geometry. This course is intended for students interested in preparing for coding contests or technical job interviews, or simply improving their problem solving and programming skills. Prerequisite: CSC 202 and permission of instructor.

CSC-393 International Study Colloquium (3-4 Credits)

CSC-399 Directed Study (1-2 Credits)

CSC-480 Special Topics Seminar (2-4 Credits)

In-depth treatment of a computer science topic not regularly offered in the general curriculum. Topic announced for each offering. Prerequisites: CSC 202 or permission of instructor.

CSC-490 Senior Inquiry (4 Credits)

Synthesizing skills and knowledge acquired from previous courses and the broader liberal arts experience, this course involves the completion of a major computer science project. A typical example would be a team-based software development project including the specification, design, implementation, and testing of a mobile application. Prerequisite: Senior standing. (Open to graduating seniors or by permission of instructor only.)

CSC-ELEC AP Computer Science A (4 Credits)

Contract Majors

<https://www.augustana.edu/academics/areas-of-study/contract-majors>

2019-20 SEMESTERS

Finalized 3-1-2020

The purpose of the Contract Major (CM) is to allow highly motivated students to follow a course of study outside the boundaries of established majors. In offering the option of a CM, the faculty of Augustana College encourages students to be creative in constructing their learning experiences. The CM allows students to draw upon the wealth of coursework offered at the College to develop a major that corresponds to their particular interests and goals.

Designing a major: Students who are in good academic standing, with a GPA of 3.3 or above, can submit a proposal for a major to the Educational Policies Committee (EPC) by week seven of spring semester of their sophomore year (prior to obtaining the final 60 credits necessary for graduation). EPC will review the proposal, approve or deny it, or return it to the student for revisions.

Format of the proposal: The proposal should be developed with the advice and support of a faculty member from the field with the greatest number of credits represented. This faculty member should also agree to be the student's advisor. The document should include a rationale for the major, a specific list of courses to complete the major, a brief description of a senior project, and an endorsement from the faculty advisor. Each of these sections is discussed further below.

Rationale: The student must convince EPC that the major represents a rigorous, focused, cohesive area of study. Cohesion can be achieved in a variety of ways such as thematically (the history of health as depicted in works of literature) or chronologically (the medieval world view). Students must explain how each course they designate contributes to the major. The proposal should address why the student could not obtain the same coursework or desired study experience within an existing major.

Courses: Contract majors consist of 28 credits of coursework, 16 of which must be 300-level courses or above. The courses must be distributed across at least three disciplines. Independent and directed study coursework within the contract major can be taken only for one-credit and must adhere to college policies for IND/DIR coursework. Major courses may also fill general education requirements. As with other majors, an average GPA of 2.0 or above in major courses is necessary for graduation.

Senior Project: The student must propose and complete a senior project. Students must propose the project by week seven of spring semester of their junior year to a panel of at least three faculty members including the student's major advisor and two additional faculty from areas represented by the major. That panel shall determine the activities and outcomes necessary for the successful completion of the project. The project proposal should be reported to EPC and must meet the standards for Senior Inquiry adopted by the faculty (see below).

Faculty Endorsement: The student's faculty advisor should write a brief statement of support for the proposed contract major, including the coursework and senior project, affirming that the major is both well-designed and feasible. The advisor should also assert his/her willingness to advise the student until graduation.

Endorsement of Participating Departments: The student must secure a brief statement of support for the courses selected for the proposed contract major from the chairs of each department with courses represented in the proposal. The statement should affirm that the courses selected by the student are appropriate for the student's stated purposes as described in the contract major proposal.

Guidelines for Senior Inquiry: (Prepared for the Faculty by the General Education Committee)

- The SI project is substantial in meaning and impact. The project should be meaningful to the student in that the student identifies the question/topic independently or in collaboration with the instructor. The student will communicate why the project is meaningful and impactful via a reflective component.
- The SI project is communicative of the discoveries made in the project. It includes substantial writing and/or visible results.
- The project is reflective of one or more of (a) the nature of knowledge and inquiry; (b) self-awareness and connection with others; (c) the relationship of individuals to a community. This will be demonstrated through appropriate forms of reflection on learning.
- The project integrates various elements of the student's education, with specific emphasis (i.e., two or more areas) of the Gen Ed curriculum.
- The project results in a permanent record.

Students should use the [Contract Major Checklist](#) and the [Contract Major Senior Inquiry Approval form](#) as they develop their proposal and complete the major.

1-11-10 edited per EPC
Changes for semesters adopted 1-23-19

Data Analytics course catalog

<https://www.augustana.edu/academics/areas-of-study/data-analytics>

2020-21

MARTIN COE, Professor, Robert A. Hanson Chair of Data Analytics

BA, St. Ambrose University; MBA, St. Ambrose University; DBA, St. Ambrose University; CPA, Illinois; CISA, CISM, CMA, CGMA, CGFM

Michael Downey, Part-time Instructor of Data Analytics

BS, University of Iowa; MBA, University of Iowa

MINOR IN DATA ANALYTICS. 24 credits, including: DATA 101; DATA 360; CSC 201; Statistics - one of BUSN 211, MATH 330, PSYC 240 or SOAN 227; Content elective - one of ACCT 311, BUSN 325, GEOG 273 or GEOG 274; and Ethical Issues - one of BUSN 307, PHIL 330 or RELG 356.

MAJOR IN DATA ANALYTICS. The major includes two tracks: BUSINESS ANALYTICS which focusses on the use of statistical concepts to extract insights from business data and DATA SCIENCE which focusses on data inference, algorithm building, and systems to gain insights from data. The major requires students to select one of the tracks.

MAJOR IN DATA ANALYTICS - BUSINESS ANALYTICS TRACK. 32 credits, including: DATA 101; DATA 340; DATA 490; BUSN 351; BUSN 352; CSC 201; Statistics - one of BUSN 211, MATH 330, PSYC 240 or SOAN 227; and Ethical Issues - one of BUSN 307, PHIL 330 or RELG 356.

MAJOR IN DATA ANALYTICS - DATA SCIENCE TRACK. 32 credits, including: DATA 101; DATA 350; DATA 490; CSC 201; MATH 250; MATH 330; Statistical Learning; and Ethical Issues - one of BUSN 307, PHIL 330 or RELG 356.,

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the

major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Courses (DATA)

DATA-100 Spreadsheet Software (1 Credits)

Introduction to the use of spreadsheet software to manage and present data. Data entry, editing and formatting, relative and absolute addressing, formulas and built-in functions, sorting, database features, graphing, presentation quality output. Uses Microsoft Excel spreadsheet software.

DATA-101 Introduction to Data Analysis (4 Credits)

(Q) The course objective is to ensure that students gain knowledge and skills to gather, store, and manipulate data to conduct an analytical study including describing events that have already occurred, utilizing predictive and prescriptive analytical approaches, and exploiting the results. Topics include an overview of business analytics, decision support systems, business intelligence, data science, artificial intelligence, data mining, predictive analytics, prescriptive analytics, big data, and ethics. Spreadsheet and data analytics software are utilized. In order to register for 101, a student should have completed four years of high school mathematics AND must: have an Augustana Math Index Score of at least 920 OR have an equivalent placement on the Augustana ALEKS assessment OR have earned a grade of C or better in 140 and permission of instructor.

DATA-299 Directed Study (1-2 Credits)

DATA-340 Data Mining (4 Credits)

The course objective is to ensure that students gain knowledge and skills to recognize opportunities for data mining approaches and exploit the results. The course utilizes an applied approach to data mining concepts and methods including specific methods used for different domains of data such as text data, time-series data, sequence data, graph data, and spatial data. The course also covers applications such as stream mining, Web mining, ranking, recommendations, social networks, and privacy preservation. Prerequisites: CS 201, DATA 101, BUSN 351.

DATA-350 Machine Learning (4 Credits)

The course objective is to ensure that students gain knowledge and skills to recognize opportunities for machine learning approaches and exploit the results. The course utilizes a method of data analysis that automates analytical model building. It is a branch of artificial intelligence based on the idea that systems can learn from data, identify patterns and make decisions with minimal human intervention. Programming languages such as R and Python are utilized.

DATA-360 Practicum in Data Science (4 Credits)

The course objective is to ensure that students gain knowledge and skills to manage and implement an analytics project. This project-based course will engage students in the complete life-cycle of a data analysis project, including: identifying data sources/acquiring data, importing and transforming data formats, data cleaning/wrangling, exploratory analysis, quantitative analysis, visualization, and communication of findings. A variety of data analytics software packages are utilized. NOTE: DATA 360 and 490 will meet jointly; however the DATA 360 project component will utilize a published case and the DATA 490 project component will utilize actual projects provided by firms. Prerequisites: DATA 101, CSC 201, and one of BUSN 211, MATH 330, PSYC240, SOAN 227.

DATA-490 Senior Inquiry (4 Credits)

The course objective is to ensure that students gain knowledge and skills to manage and implement an analytics project. This project-based course will engage students in the complete life-cycle of a data analysis project, including: identifying

data sources/acquiring data, importing and transforming data formats, data cleaning/wrangling, exploratory analysis, quantitative analysis, visualization, and communication of findings. A variety of data analytics software packages are utilized. NOTE: DATA 360 and 490 will meet jointly; however the DATA 360 project component will utilize a published case and the DATA 490 project component will utilize actual projects provided by firms. Prerequisites: DATA 101, CSC 201, and one of BUSN 211, MATH 330, PSYC240, SOAN 227.

Economics course catalog

<https://www.augustana.edu/academics/areas-of-study/economics>

2020-21

TRISTAN COUGHLIN, Assistant Professor
B.A., Wisconsin-LaCrosse; M.A., Ph.D., Wisconsin-Milwaukee

CHRISTOPHER B. MARMÉ, Professor, Chair
B.A., St. Ambrose; M.S., Ph.D., Illinois UIUC

MAMATA MARMÉ, Assistant Professor and Advising Coordinator (Business Administration)
B.St., M.St., Indian Statistical Institute; M.S., Illinois UIUC

JOANNA SHORT, Associate Professor
B.B.A., Iowa; M.A., Ph.D., Indiana

MAJOR IN ECONOMICS. 30 credits, including ECON-200, ECON-301, ECON-302, ECON-317, ECON-404, ECON-406, and two of ECON-221, ECON-225, ECON-345, ECON-361, and ECON-362. (MATH-350, or with permission, MATH-160 and Econ-318 may be substituted for ECON-317.)

Required supporting courses: BUSN-211 and BUSN-311 or MATH-330 and MATH-430.

MINOR IN ECONOMICS. 20 credits. ECON-200, ECON-301, ECON-302, and two of ECON-221, ECON-225, ECON-345, ECON-361, and ECON-362.

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Courses (ECON)

ECON-199 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisites: permission of department chair and instructor.

ECON-200 Principles of Economics (4 Credits)

Survey of basic economic theory. The theory of consumer behavior, firm behavior and the role of markets and prices in the allocation of resources, economic fluctuations including national income analysis, aggregate supply and demand models and stabilization policy.

ECON-221 Environmental Economics & Policy (4 Credits)

This course uses economic analysis to examine environmental problems and policy responses to those problems.

ECON-225 Health Economics (4 Credits)

(PS)The tools and perspectives of economic analysis applied to the health care industry. Emphasis is on the changing nature of the industry and alternative methods of structuring and financing it.

ECON-299 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisites: permission of department chair and instructor.

ECON-301 Intermediate Macroeconomics (4 Credits)

Intermediate Macroeconomics. Descriptive and analytical exploration of the U.S. economy including national income and growth analysis, aggregate market models and stabilization policy. Prerequisite: 200. Recommended: 345.

ECON-302 Intermediate Microeconomics (4 Credits)

Intermediate Microeconomics Price and distribution theory, the mechanics and efficiency of various market structures. Prerequisite: 200. Recommended: 317.

ECON-317 Mathematical Methods in Economics (2 Credits)

Mathematical Methods in Economics An introduction to the use of linear algebra and multivariate calculus in economic theory and applications. Prerequisites: 200

ECON-318 Advanced Mathematics for Economists (1 Credits)

Topics in the use of linear algebra and multivariate calculus in economic theory and applications. Prerequisites: 201, 202, MATH 219 or equivalent, senior standing. Credit cannot be earned in this course if ECON 317 has been completed and vice versa.

ECON-345 Money and Banking (4 Credits)

American financial institutions with particular emphasis on commercial banking, the central bank mechanism, monetary analysis and policy. Prerequisite: 200.

ECON-361 International Trade (4 Credits)

An analysis of the determinants of international trade with consideration of issues involving nations' foreign trade policies. Prerequisite: 200.

ECON-362 International Finance (4 Credits)

International finance theory with consideration of the major current problems in the international economy. Prerequisite: 200.

ECON-364 East Asian Markets (4 Credits)

A survey of the economics of the global market, centering on the trade policies, financial markets and business practices of selected East Asia countries (Japan and China in particular) and their economic relationships with each other and the rest of the world, especially the United States. (East Asia term only).

ECON-365 Chinese Economy (4 Credits)

This course is intended to offer a broad introduction to China's economic transition and development since market-oriented reforms began in 1978. Combined with economics, this course will introduce the philosophy, culture, and values of China. East Asian Term Only.

ECON-366 Intro to the Chinese Economy (4 Credits)

This course is intended to offer a broad introduction to China's economic transition and development since market-oriented reforms began in 1978. Combined with economics, this course will introduce this philosophy, culture, and values of China.

ECON-370 Topics in the International Economy (4 Credits)

The political economy of a selected country or countries. Topics may include monetary, trade, environmental, or development theory applied to selected countries.

ECON-393 International Study Colloquium (3-4 Credits)

ECON-399 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisites: permission of department chair and instructor.

ECON-400 Independent Study (1-2 Credits)

Research on specific topics for seniors majoring in economics. Prerequisite: departmental permission.

ECON-404 U.S. Economic History (4 Credits)

(PP) U.S. Economic History. An analysis of selected topics in U.S. history using economic methodology. A comparison of the economic methodology to other methods of historical analysis. Controversies within the discipline. Prerequisites: 200 and BUSN-212 or MATH-315. Recommended: 301, 302. For economics majors, it is highly recommended that ECON-404 be taken before taking ECON-406 and during senior year. The research project developed in this course will be continued and extended in ECON 406.

ECON-406 Development Economics (4 Credits)

(PH, G) Development Economics. Examination of various explanations of poverty and slow growth in the developing countries of Latin America, Africa, and Asia. Prerequisite: 200 or consent of instructor. For economics majors, it is highly recommended that ECON-406 be taken after having completed ECON-404 and in their senior year. A research project developed in 404 will be continued and extended in this course.

ECON-499 Directed Study (1-2 Credits)

199, 299, 399, 499 Directed Study (1+) Opportunity for students to study a particular subject under a faculty member's direction. Prerequisites: permission of department chair and instructor.

ECON-ELEC AP Econ Elective (3 Credits)

ECON-ELEC2 IB Economics (1-12 Credits)

Education courses

<https://www.augustana.edu/academics/areas-of-study/education>

2020-21

DEBORAH BRACKE, Associate Professor, Director of Field Experiences
B.A., Minnesota; M.S., Ed.S., Western Illinois; Ph.D., Iowa

BERNADETTE CARMACK, Part-time Instructor

B.S., Illinois State; M.S., (Early Childhood Education) Western Illinois; M.S., (Educational Leadership) Western Illinois

MICHAEL EGAN, Associate Professor

B.S., Notre Dame; Ed.M., Harvard; Ph.D., Boston College

KATIE HANSON, Assistant Professor, Secondary Education Clinical Coordinator

B.A., Luther; M.A., St. Mary's (Minnesota)

RANDALL HENGST, Professor, Director of Elementary Education

B.S., M.Ed., Oklahoma; Ph.D., Wisconsin-Madison

DAVID MARKWARD, Part-time Assistant Professor

B.A., Augustana College; M.S., Western Illinois University; Ed.D., Illinois State

MICHAEL SCARLETT, Associate Professor, Chair

B.A., Macalester College; M.A., Ph.D., Minnesota

MICHAEL SCHROEDER, Professor, Director of Secondary Education

B.S., M.Ed., Ph.D., Illinois

Entering the First Education Course

Admission to the first Education course, EDUC301: Educational Psychology and Assessment.

Students may be enrolled in EDUC301 when they have:

- Declared an education major.
- Met with an education advisor to plan their schedule and discuss qualifications.
- Earned a minimum Augustana GPA of 3.00. Students with overall GPAs of 2.75-2.99 may be enrolled if space is available and they have had at least one term with a 3.0+ GPA.
- Earned at least a B- in: FYI 101 or its equivalent. (For grades below B- see your education advisor for remediation expectations.)

Admission to the Teacher Education Program is by written application and is required for students to take any education program course beyond EDUC301. Note: Grades lower than a C- or lower are not accepted by the State of Illinois in courses required for licensure. See your Education Department advisor for more information about this requirement.

1. Earned an Augustana grade-point average (GPA) of 3.00.*
2. Secured the signature of the major advisor of the field in which the student is preparing to teach.
3. Secured the signature of the Education Department advisor.
4. Earned a grade of at least B- or equivalent in:
FYI101 or its equivalent and EDUC301, Educational Psychology and Assessment. (For grades below B- see your education advisor for remediation expectations.)

*The minimum GPA requirement for standard admission to the Teacher Education Program is 3.00. Any student with a GPA in the 2.75-2.99 range shall also be considered for provisional admission to the program providing that he/she:

- 1) Secures an oral or written statement of support from his/her academic advisor;
- 2) Earns a 3.0 in the term during which EDUC301 was taken; and,

3) If asked by the committee chair, meets with the Subcommittee on Admission to and Retention in Teacher Education and presents a convincing case for his/her admission to the program.

Students dismissed from the Teacher Education Program because of GPA deficiencies will be required to wait a minimum of one term (not including J-Term) before reapplying to the program. Reapplication procedures will be monitored closely, taking individual student considerations into account. A student may be readmitted to the program only once. In order to be readmitted the student must secure a letter of support from his/her major advisor and personally meet with the Subcommittee on Admission to and Retention in Teacher Education. At that particular meeting the student must present a convincing case for readmittance.

Admission to Student Teaching

Admission to student teaching is by written application. Prior to admission the student must be in good standing in the Teacher Education Program and have:

1. Earned grades of at least C- or equivalent in all education courses with a grade lower than a B- in no more than two education courses.
2. Earned credits at Augustana in the areas of educational psychology, methods and clinical experience.
3. Earned a minimum of 24 credits with grades of at least C- or equivalent in the field in which student teaching is to be completed.
4. Completed 80 or more clock hours of pre-student-teaching clinical experience.
5. Secured the recommendation of the advisor(s) or the chair(s) of the field(s) in which the student is preparing to teach.
6. Secured the recommendation of the Education Department advisor.
7. Met all conditions of any provisions applied at the time of admission or established during the course of enrollment in the Teacher Education Program.
8. Completed all work from previous terms in which "I" (incomplete) grades were received.
9. Passed the Illinois Content Test in the field for which licensure is being sought.

The minimum Augustana GPA requirement for student teaching will be 3.00 unless the Subcommittee on Admission to and Retention in Teacher Education makes allowances for a student in the 2.75-2.99 range.

Grading for Student Teaching

P (Pass): A student receiving a Pass grade receives credit for the experience and is allowed to continue in the professional education sequence.

NR (Not Recommended): A student receiving a Not Recommended grade will not receive departmental recommendation for licensure but will receive college credit for the experience.

F (Fail): A student receiving a Fail grade does not receive credit for the experience and may not, except by petition, continue in the professional education sequence.

Recommendation for Licensure and Program Graduation

To be eligible for an Augustana College recommendation to the State of Illinois for licensure the student must have:

1. Satisfied all requirements of the Teacher Education Program.
2. Passed the appropriate edTPA (Teacher Performance Assessment).
3. Secured the recommendation of the chair(s) of the teaching field(s).

To be licensed in Illinois the student must have:

1. Met the standards established by the Illinois State Board of Education.
2. Secured the recommendation of the institution providing the preparation for teaching.

NOTE: Students completing all teacher education program requirements will be awarded an Augustana degree in an approved teacher education major. However, completion of a major and awarding of the degree do not guarantee licensure.

Provision for appeal of decisions: A decision by the Subcommittee on Admission to and Retention in Teacher Education may be appealed to the Teacher Education Committee. A decision by the Teacher Education Committee may be appealed to the Faculty. The student has the right to be represented by an attorney during the appeal process.

Education Major Extended Credit Program

To meet state licensure standards, Augustana students pursuing a major in an education field are eligible to participate in an annual extended credit program.

All Augustana students are allowed to take up to 34 credits each academic year under the Augustana tuition plan. Students who enroll in an education major are allowed to enroll in an additional four credits per year (38 total) with full time tuition with full time enrollment for two semesters (J-term credits included in tuition and J-term credits count toward the 38 for the year).

To participate in this program, students must:

- submit completed paperwork to declare a major in education no later than week six of spring semester in their first year;
- meet with their education advisor every term prior to registration;
- register within all published deadlines and continuously pursue coursework for their education major in order to maintain progress toward a degree;

Credits must be used within an academic year and do not roll over year to year. Students who exceed 38 credits, will be responsible for the associated overload fees. [[Schedule of Student Charges](#)] Students who do not meet the above criteria each year do not qualify for the additional credits.

MAJOR IN ELEMENTARY EDUCATION. A professional sequence consisting of 32 credits including EDUC-301, EDUC-340, EDUC-351, EDUC-352, EDUC-360, EDUC-360R, EDUC-364, EDUC-366, EDUC-366R, EDUC-391F, EDUC-391S, and EDUC-450. To be eligible for teacher licensure for grades 1-6 in Illinois the student must also successfully complete these 13 additional credits: EDUC-422 and INTR-EDA95. See your education department advisor for information regarding a minimum of 48 credits of supporting courses taught through other departments that are also required for licensure.

Reading Teacher Endorsement with ELEMENTARY EDUCATION MAJOR. Candidates have the option of including a Reading Teacher Endorsement as part of their undergraduate preparation. The additional 12 credits of coursework include: EDUC354, EDUC354C, EDUC355, EDUC456, and EDUC456C. One of those courses will be taken during summer school at Augustana. Candidates must also successfully complete an additional licensure test given through the Illinois State Board of Education.

SECONDARY/K12 EDUCATION PROGRAM. Teacher candidates in K-12 and secondary education complete 36 credits of professional courses including Education EDUC-301, EDUC-310, EDUC-340, EDUC-370, EDUC-396, EDUC-397, EDUC-412, EDUC-422, EDUC-450, INTR-EDA90 and one of EDUC-381, EDUC-382, EDUC-383, EDUC-384, EDUC-386, EDUC-387. Exceptions apply to Music candidates. Teacher candidates in Art replace EDUC-396 or EDUC-397 with EDUC-395. Music requirements are listed under the Major in Music Education. See your Education Department Advisors for details. All teacher candidates must also complete an education content major in one of: Art, Biology, Chemistry, English, History, Mathematics, Music, Physics, French, German, or Spanish. See each department for information on its major requirements.

MIDDLE GRADES EDUCATION: MATHEMATICS. Teacher candidates majoring in Middle Grades (5-8) Mathematics complete 32 credits from the Secondary Education Program professional sequence and 28 credits of Mathematics content including: MATH 110, 120, 160, 220, 250, EDUC 270 and 384, and PSYC 240. Candidates who successfully complete the Mathematics for Secondary Education program (9-12) will also satisfy the Middle Grades Mathematics content requirements. See the Director of Secondary Education for more details.

MIDDLE GRADES EDUCATION: ENGLISH. Teacher candidates majoring in Middle Grades (5-8) English complete 32 credits from the Secondary Education Program professional sequence and 42 credits of language arts content which includes: ENGL 215, 260, 265, 210,310, and COMM 203; ENGL 250, 325, or 326; one from ENGL 365, 370, 375, 385, or 395E; one from ENGL 270, 275, 278, 290, or 390; ENGL 350, 285, 345, or 295; an ENGL elective 300 or higher; and EDUC 382. Candidates can also earn licensure to teach English Language Arts in grades 9-12 by completing the major in English Education.

MIDDLE GRADES EDUCATION: SCIENCE. Teacher candidates majoring in Middle Grades (5-8) Science complete 32 credits from the Secondary Education Program professional sequence and 36 credits of science content which includes: BIOL 130 and 140; CHEM 131 and 132; PHYS 151 and 152; GEOG 105; GEOL 101; ASTR 142; and EDUC 386. Candidates can also earn licensure to teach Science in grades 9-12 by completing a major in Biology Education, Chemistry Education or Physics Education.

MIDDLE GRADES EDUCATION: SOCIAL SCIENCE. Teacher candidates majoring in Middle Grades (5-8) Social Science complete 32 credits from the Secondary Education Program professional sequence and 48 credits of social science content which includes: HIST 114,115, or 116;HIST 130 or 131; HIST 335, 340, 336, or 324; HIST 305 or 306;HIST 120, 121,123, 124, or 323; HIST 150 or 151; HIST 300; PSYC 100; SOC 100; GEOG 120 and 130; ECON 200;and EDUC 387. Candidates can also earn licensure to teach social science in grades 9-12 by completing a major in History Education.

ART EDUCATION SPECIALIST. 41 credits, including ART-101, ART-211, ART-228, ART-493 (1 credit), and ARHI-161; one 300 level or above ART or one 300 level or above ARHI; and one course from each of the following 5 categories—ART-342, ART-343, ART-343A, ARHI-374 or ARHI-372; ART-311, ART-302, ART-328, ART-331, ART-341, or ART-351; ART-123 or ART-124; ART-231 or ART-241; ART-252 or ART-261. See Director of Secondary Education for more details.

MAJOR IN BIOLOGY EDUCATION. 28 credits, including BIOL-130, BIOL-140, BIOL-250, BIOL-310, BIOL-343, One of BIOL-360 or BIOL-362, one of BIOL-386 or BIOL -387; one 4 credit SI experience from biology chosen from BIOL-464, BIOL-465, BIOL-466 or the combination of EDUC-422, EDUC-450 and INTR-EDA90 as part of the Secondary Education program. See the Director of Secondary Education for more details. Required supporting courses (28 credits): CHEM-131, CHEM132, PHYS-151, PHYS-152, ASTR-142, GEOG-105, GEOL-101.

MAJOR FOR CHEMISTRY EDUCATION. 28-32 credits, including CHEM-131 and CHEM-132 (can be replaced by CHEM 235); CHEM-321 and CHEM-322; CHEM-255, CHEM-441; one of CHEM-361 or CHEM-365; and CHEM-435. Required supporting courses (36 credits): ASTR-145; BIOL-130 and BIOL-140; PHYS-211 and PHYS-212 or PHYS-151 and PHYS-152; GEOL-101 and GEOG-105; and MATH-160, MATH-220 and MATH-230. See the Director of Secondary Education for more details.

MAJOR IN ENGLISH EDUCATION. 42 credits. 40 credits in English including 215, 260, 265, 210, 310; a Shakespeare class (250, 325, or 326); two American literature classes (one from 365, 370, 375, 385 or 395E, and one from 270, 275, 278, 290, 390, or others pre-approved by the ELA advisor); a world literature class (285, 295, 345, 350, WLIT219); one elective ENGL (300 or higher) OR ENCW (200 or higher); plus two credits in Communication Studies (COMM 203 Listening). The

English department allows the combination of EDUC422, EDUC450, and INTR-EDA90 to fulfill the English Senior Inquiry requirement. See the Director of Secondary Education for more information.

MAJOR FOR TEACHING GERMAN. 32 credits, including: five from the following courses GRMN 201, GRMN 202, GRMN 203, GRMN 220, GRMN 221, GRMN 301, GRMN 302, GRMN 303, GRMN 320, GRMN 321, and GRMN 420; GRMN 421 or ENGL 200; two from the following SCAN 240, GRST 250, GRST 251, RELG 270, HIST 317, GRST 351, GRMN 352, and GRMN 470. Students must complete an approved study abroad program in a German speaking country. Credits earned on study abroad count towards the major. See advisor for recommended supporting courses.

MAJOR IN HISTORY EDUCATION. 32 credits, distributed as follows: 4 credits from HIST130 or 131; 4 credits from HIST114, HIST115, or HIST116; HIST300; HIST305 or HIST306; HIST460; 4 credits from a 300-level U.S. history course in a period other than the ones taken at the 100-level); 8 credits from 2 of the following geographic areas: Asia, Africa, Latin America, or World history; at least 12 credits at the 300 level. See Department of Secondary Education for required supporting courses.

MAJOR IN MATHEMATICS FOR SECONDARY EDUCATION. 32 credits, including MATH-160, 220, 230, 250, 330, 350, 410, 450, and 470. The student teaching experience serves as the Senior Inquiry for these students. CS 201 is highly recommended.

MAJOR IN MUSIC EDUCATION. Music students who successfully complete the music education degree and meet Illinois State requirements will be recommended for a Professional Educator License endorsed in K-12 music. *See Department of Education and the Department of Music Handbook for specific requirements.*

CONCENTRATION IN VOCAL MUSIC EDUCATION. 90 credits, including 17 credits in MUSC 110, 111, 112/112L, 211/211L, 212/212L; 12 credits MUSC 300, 311, 312; 8 credits in MUSC 360, 361; 7 credits of applied voice, and 2 credits in applied piano or 4 credits in class piano. Music education sequence includes 15 credits in EDMU 120, 250, 330, 386, 387; 4 credits in vocal methods MUSC 323, 325; and 23 professional education credits in EDUC 301, 340, 411, 422, 450 and INTR-EDA92 (Senior Inquiry met in EDUC 422, 450, and INTR-EDA92). Ensemble requirement: seven terms participation. Non-credit requirements: Improvisation, Recital Attendance and Piano Proficiency.

CONCENTRATION IN INSTRUMENTAL MUSIC EDUCATION. 90 credits, including 17 credits in MUSC 110, 111, 112/112L, 211/211L, 212/212L; 12 credits in MUSC 300, 311, 312; 8 credits in MUSC 360, 361; 7 credits in one area of applied instrumental lessons, and 2 credits in applied piano or 4 credits in class piano. Music education sequence includes 19 credits in EDMU 121, 250, 330, 386, 387; 4 credits in instrumental methods chosen from EDMU 272, 273, 274, 275 (required for orchestra majors), 276; and 23 professional education credits in EDUC 301, 340, 411, 422, 450 and INTR-EDA92 (Senior Inquiry met in EDUC 422, 450, and INTR-EDA92). Ensemble requirement: seven terms participation. Non-credit requirements: Improvisation, Recital Attendance and Piano Proficiency.

MAJOR FOR TEACHING PHYSICS. 28 credits, including PHYS-211, PHYS-212, PHYS-213, PHYS-360, PHYS-366, and PHYS-368 and two of the following: PHYS-300, PHYS 339, PHYS-313. See the Director of Secondary Education for more details. 100-level courses do not count toward the major. Required supporting courses (40 credits): ASTR-145; BIOL-130 and BIOL-140; CHEM-131 and CHEM-132; GEOL-101 and GEOG-105; MATH-160, MATH-220, MATH-230, and MATH-260.

MAJOR FOR TEACHING SPANISH. 34 credits, including SPAN-301, SPAN-302, SPAN-311; one peninsular culture course (SPAN-341 or SPAN-342); one Latin American culture course (SPAN-343 or SPAN-344); one linguistics course (SPAN-330 or SPAN-331); one 300-level literature course (SPAN-351, SPAN-352, SPAN-353, or SPAN-354); 4 elective credits at 202 or above; and SPAN-490, a Senior Inquiry project both written and presented in Spanish. Students are required to complete a study abroad program that focuses on study of Spanish language and culture. See the Director of Secondary Education for more information.

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Education majors may have higher grade point average requirements to stay in the major due to state licensing compliance. Recommended supporting courses that are optional and not required may also

count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Courses (EDUC)

EDUC-100 Schools Through Film & Story (4 Credits)

(PA) An exploration of the social, political and cultural purposes of school through an examination of popular and significant films and stories. Course taught during the J-Term only. Prerequisites: none.

EDUC-110 Folktales to Fairy Tales (4 Credits)

This course will offer an exploration of literature for children and young adults. Students will read several classics and award-winning books in children's literature through various genres. The goals of the course are for students to become familiar with genres while exploring social issues such as censorship, multiculturalism, and gender stereotyping that exists in children's books in the United States. Particular emphasis will be placed on the ideology embedded in the texts that guide American culture. This course is grounded in thoughtful, intellectual discussions that challenge popular constructions of readers and authors, texts and contexts. Prerequisites: None.

EDUC-121A College Algebra for Elem Tchrs (2 Credits)

The content goals of this course are aligned to the College Algebra standards articulated in the Illinois Administrative Code's "Standards for Endorsements in Elementary Education" document. Declared Elementary Education Major, permission of Department.

EDUC-121S Statistics for Elem Teachers (2 Credits)

The content goals of this course are aligned to the Statistics standards articulated in the Illinois Administrative Code's "Standards for Endorsements in Elementary Education" document. Declared Elementary Education Major, permission of Department.

EDUC-217 Urban Education (4 Credits)

(PH,D) In this course, students will engage with challenging questions related to urban schooling in America via academic study (reading, discussion, research) and direct experience in partnering urban schools. Issues explored include the impacts of racial segregation, disparities in resource allocation, disparities in access to challenging curricula, the profound impacts of poverty, conflicting beliefs regarding equality of educational opportunity, challenges posed by immigration, and proposed yet unproven "reform solutions" to urban school problems. Prerequisite: FYI 102.

EDUC-260 Comparative History of Education (1 Credits)

This course will explore the history of public education in the United States by asking what schools are supposed to do, how programs like Title I and NCLB came to be, and the effect our system has on our children and our society. This one credit course will provide a reference point for students when they travel to Norway and examine the Norwegian education system through site visits to schools and conversations with teachers. Permission of instructor required. Co-requisite: ENCW-304-01.

EDUC-261 Education in Jamaica (0 Credits)

Introduction to Jamaican history, culture, and education system. Pre-requisite course for J-term Jamaica study away experience. Permission of instructor required.

EDUC-262 International Comparative Educ: Jamaica (4 Credits)

(PH,G)An exploration of Jamaican history and culture, including ways the culture is transmitted to children and adolescents through formal and informal education. Includes a tour of the island and a school-based experiential component in partnering Jamaican schools. Prerequisite: FYI 102.

EDUC-301 Educ Psych & Assessment (4 Credits)

Examination of issues related to what schools are for and how people learn emphasizing the active construction of meaning by learners. An introduction to fundamental concepts and skills needed to assess student learning, including educational goals and learning objectives, purposes and development of formative and summative assessments, standardized tests, performance assessments, and practices of grading. Prerequisites: Declared Major Sophomore Standing (27 credits), Augustana GPA of 3.00, permission of Department

EDUC-310 Computers in Education (1 Credits)

Examination of the use of computers and related technology as learning and instructional tools in middle and high schools. Prerequisites: 301, Retention in the Teacher Education Program.

EDUC-340 Methods of Inclusion (4 Credits)

(D) Examination of evidence-based strategies that are designed to facilitate the successful inclusion of students with various needs across academic, social/emotional, and physical/sensory areas. Theory is connected to practice through a 20-hour clinical experience. Prerequisites: EDUC-301 and Retention in Teacher Education Program.

EDUC-351 Development Literacy Methods Grades 1-3 (4 Credits)

Develop a foundational understanding for the complex processing related to effective reading and writing at the emergent level. Includes instruction within a balanced literacy framework of how to teach and support diverse learners including native speakers and English Language Learners in becoming strategic readers, writers, listeners, and speakers in primary classrooms. A variety of genres of text and digital literacies are explored. Prerequisites: 315, 340 and retention in Teacher Education Program. Concurrent registration in a clinical experience is required.

EDUC-352 Development Literacy Methods Grades 4-6 (4 Credits)

Examination of current literacy methods including reading, writing, listening, speaking, language, and foundational skills at the intermediate level emphasizing the conventional stage of literacy development. Includes reading and writing in the content areas. A variety of decoding skills within a Balanced Literacy Program for native speakers and English Language Learners are examined. Prerequisites: 301, 340, 351, and retention in Teacher Education Program. Concurrent registration in a clinical experience is required.

EDUC-354 Remedial Reading Meth 1-6 (2 Credits)

Emphasis placed on teaching reading with individual and small groups in grades 1-6. Selection of appropriate reading materials, research based strategies for literacy development, and written evaluation of intervention reports for school districts are the topics emphasized. The theoretical underpinnings of reading difficulties are explored as well as ways to integrate research and theory into classroom instruction to assist students in the reading process and becoming more capable reader. Various assessment measures will be used to determine reading deficiencies and interpreting results. Prerequisites: 301, 340, 351, 352 and retention in Teacher Education Program Concurrent registration in EDUC 354C is required. Course changed from 3 credits to 2 credits on May 15, 2020.

EDUC-354C Clinical Remedial Reading (1 Credits)

Experience implementing the strategies identified in EDUC-354 while working with students representing at least two elementary school grade levels, 1 to 6, during individual and small group instructions for a minimum of 30 clock hours. A formal observation of a candidate's teaching is conducted by college faculty at least once during the term. Feedback provided during pre-observation and post-observation conferences. Concurrent registration in EDUC-354 is required.

EDUC-355 Reading in the Content Areas (2 Credits)

The teaching and mastery of content area reading requires teachers to understand the relationship between literacy instruction and content area study, ways of knowing, and ways of expression within a discipline. Emphasis is placed on the study of expository text and the levels of thinking, questioning, textbooks, assessments, reader strategies, and teacher strategies appropriate for the content in grades 1-6. Prerequisites: 301, and 340; retention in Teacher Education Program.

EDUC-360 Methods 1-6 Soc Studies (3 Credits)

Examination of constructivist, inquiry-oriented methods to engage students in the study of history and the social sciences for the purpose of becoming active participants in a democratic society. Students will develop a unit integrating technology and multiple content areas, including the criteria to judge the quality of the unit. Concurrent registration in 360R is required. Prerequisites: 301 retention in Teacher Education Program.

EDUC-360R Content Area Reading in Social Studies (1 Credits)

The teaching and mastery of content area reading in social studies requires teachers to understand the relationship between literacy instruction and content area study, ways of knowing, and ways of expression within the discipline. Emphasis is placed on the study of expository text and the levels of thinking, questioning, textbooks, assessments, reader strategies, and teacher strategies appropriate for the content in grades 1-6. Concurrent registration in EDUC 360 is required.

EDUC-364 Methods 1-6 Mathematics (4 Credits)

Examination of constructivist, inquiry-oriented methods that engage students in the doing of mathematics. The use of hands-on and model-based approaches are addressed. Uses of technology are incorporated. Prerequisites: 121, 301. Retention in Teacher Education Program.

EDUC-366 Methods 1-6 Sci/Health (3 Credits)

Examination of constructivist, inquiry-oriented methods that engage students in the doing of science. Use of technology is incorporated. Current approaches and materials used in teaching health and wellness are introduced. Concurrent registration in EDUC 366R is required. Prerequisites: 301. Retention in Teacher Education Program.

EDUC-366R Content Area Reading in Science (1 Credits)

The teaching and mastery of content area reading in science requires teachers to understand the relationship between literacy instruction and content area study, ways of knowing, and ways of expression within the discipline. Emphasis is placed on the study of expository text and the levels of thinking, questioning, textbooks, assessments, reader strategies, and teacher strategies appropriate for the content in grades 1-6. Concurrent registration in EDUC 366 is required. Prerequisites: 301, retention in Teacher Education Program.

EDUC-370 Methods 5-12 General (4 Credits)

Examination of and practice teaching experiences with a broad spectrum of constructivist methodologies and techniques used in middle/high school classrooms. Investigation of student learning styles, critical thinking, the middle school model, classroom management and current issues in secondary education. Prerequisites: 301, Retention in Teacher Education Program.

EDUC-380 Special Topics in Education (1-4 Credits)

Intensive study of issues relating to K-12 education. Topics may be selected by faculty or students but will be associated with at least one of the departmental guiding questions: What are schools for? What does it mean to learn? What does it mean to teach? Prerequisite: Permission of instructor

EDUC-381 Methods K-12 Art (4 Credits)

Examination of and practice with current aims and methods of art education at the elementary and secondary levels. Includes supervised clinical practice in the Augustana Kaleidoscope Art Program. Prerequisites: 370 or 412 and Retention in Teacher Education Program.

EDUC-382 Methods 5-12 Lang Arts (4 Credits)

Examination of and practice with current research-based, best practices for teaching literature and composition in the secondary schools. Students plan and present composition workshops for Augustana first-year student writers. Prerequisites: 370 or 412 and Retention in Teacher Education Program.

EDUC-383 Methods K-12 Foreign Lang (4 Credits)

Examination of and practice with current approaches to the teaching of foreign languages. Study of materials used in secondary schools. Includes selected clinical experiences. Prerequisites: 370 or 412 and Retention in Teacher Education Program.

EDUC-384 Methods 5-12 Mathematics (4 Credits)

Examination of and practice with current approaches and materials in the teaching of mathematics in secondary schools. Includes selected clinical experiences. Prerequisites: 370 or 412 and Retention in Teacher Education Program.

EDUC-386 Methods 5 -12 Science (4 Credits)

Examination of and practice with constructivist methods in teaching science in high school classrooms. As part of this experience, students will plan and teach lessons in a local classroom. Prerequisites: 370 or 412 and Retention in Teacher Education Program.

EDUC-387 Methods 5-12 Soc Studies (4 Credits)

Examination of and practice with current approaches to teaching social studies secondary schools. Development of a unit integrating technology and promoting democratic multicultural citizenship. Prerequisites: 370 or 412 and Retention in Teacher Education Program.

EDUC-391F Elementary Clinical 1 (1 Credits)

First of two clinical experiences in elementary school classrooms. Includes a minimum of 40 clock hours. Formal observations of a candidate's teaching is conducted by college faculty twice during the term. Feedback provided during pre-observation and post-observation conferences. Concurrent registration in an elementary methods course required. Prerequisites: 301. Retention in Teacher Education Program. Taken Pass/No Credit.

EDUC-391S Elementary Clinical 2 (1 Credits)

Second clinical experience in elementary school classrooms. Includes a minimum of 40 clock hours. Formal observations of a candidate's teaching is conducted by college faculty twice during the term. Feedback provided during pre-observation and post-observation conferences. Concurrent registration in an elementary methods course required. Prerequisites: 301 391F, Retention in Teacher Education Program. Taken Pass/No Credit.

EDUC-395 Clinical Experience K-6 (1 Credits)

Assignment to an elementary school classroom in grades K-6. Includes weekly on campus class sessions and a minimum of 40 clock hours in a local school. A formal observation of a candidate's teaching is conducted by college faculty at least once during the term. Feedback provided during pre-observation and post-observation conferences. Prerequisites: 301, 340, Retention in Teacher Education Program. Taken Pass/No Credit.

EDUC-396 Clinical Experience 5-8 (1 Credits)

Assignment to a middle/junior high school. Includes weekly on campus class sessions and a minimum of 40 clock hours in a local school. A formal observation of a candidate's teaching is conducted by college faculty at least once during the term. Feedback provided during pre-observation and post-observation conferences. Prerequisites: 301, Retention in Teacher Education Program. Taken Pass/No Credit.

EDUC-397 Clinical Experience 9-12 (1 Credits)

Assignment to a high school. Includes weekly on campus class sessions and a minimum of 40 clock hours in a local school. A formal observation of a candidate's teaching is conducted by college faculty at least once during the term. Feedback provided during pre-observation and post-observation conferences. Prerequisites: 301, Retention in Teacher Education Program. Taken Pass/No Credit.

EDUC-398 Clinical Experience: Other (1 Credits)

Assignment to a classroom for additional clinical experience. Includes weekly on campus class sessions and a minimum of 40 clock hours in a local school. A formal observation of a candidate's teaching is conducted by college faculty at least once during the term. Feedback provided during pre-observation and post-observation conferences. Prerequisites: 301, 340, Retention in Teacher Education Program. Taken Pass/No Credit.

EDUC-399 Directed Study (1-2 Credits)

Prerequisite: permission of instructor.

EDUC-400 Independent Study (1-2 Credits)

Prerequisite: permission of instructor.

EDUC-411 Methods 5-12 Literacy (2 Credits)

Examination of current, research-based methods for improving reading effectiveness in all content area middle and secondary classrooms through explicit strategy instruction. Includes: reading process, English Language Learner challenges, language acquisition, and teaching with a wide range of texts. Prerequisites: EDUC-301, EDMU-330 and retention in Teacher Education Program.

EDUC-412 Methods 5-12 Literacy (4 Credits)

Examination of current, research-based methods for improving reading effectiveness in all content area middle and secondary classrooms through explicit strategy instruction. Includes: reading process, English Language Learner challenges, language acquisition, and teaching with a wide range of texts. Prerequisites: EDUC-301 and retention in Teacher Education Program.

EDUC-422 Classroom Management Seminar (1 Credits)

Investigation of processes of teaching and learning designed to supplement the student teaching experience. Highly interactive, student-centered sessions focus primarily on the planning, implementation, and management of constructivist teaching and assessment methods in the K-12 classrooms. Prerequisites: Retention in Teacher Education Program, Admission to Student Teaching. Concurrent registration in Student Teaching is required

EDUC-450 School and Society (2 Credits)

(PH) A historical, ethical and philosophical investigation of the relationship between American schools and American society. Exploration of contemporary educational issues and practices. Prerequisites: Retention in Teacher Education Program. Concurrent registration in Student Teaching and EDUC 422 is required.

EDUC-450A School and Society II (3 Credits)

A historical, ethical and philosophical investigation of the relationship between American schools and American society. Exploration of contemporary educational issues and practices. Completion of a Senior Inquiry research project. Prerequisites: Retention in Teacher Education Program. Concurrent registration with EDUC 451 is required. Permission of education advisor needed if a prerequisite is not met.

EDUC-451 Service Learning Intern (1 Credits)

A service learning course coupled with EDUC 450 as a Learning Community. Teacher candidates complete a 30-hour internship at a local middle school under the supervision of the 450A instructor(s) and school faculty. Full group discussion sessions are also required. Prerequisite: Retention in Teacher Education Program, Concurrent Enrollment in EDUC-450A.

EDUC-456 Assessment of Reading Problems (2 Credits)

Expansion of an understanding of theoretical and practical aspects of pedagogy as applied to research based methods of diagnosing and correcting reading problems. Candidates will examine foundational concepts of assessments in reading, the uses of the Benchmark Assessment System (or similar tool) to determine independent, instructional and frustration reading levels of students. Prerequisite: Retention in Teacher Education Program, Completion of Student Teaching, Concurrent Enrollment in EDUC 456C. Course changed from 3 credits to 2 credits on May 15, 2020.

EDUC-456C Reading Diagnosis Clinical (1 Credits)

Experience implementing the strategies identified in EDUC-456 while working with students in one elementary school grade level, 1 to 6, during individual and small group instructions for a minimum of 30 clock hours. A formal observation of a candidate's teaching is conducted by college faculty at least once during the term. Feedback provided during pre-observation and post-observation conferences. Concurrent registration in EDUC-456 is required.

EDUC-499 Directed Study (1-2 Credits)

Prerequisite: permission of instructor.

INTR-EDA90 Student Teaching 9-12 (10-12 Credits)

Placement in a high school for a 12-week, full-time assignment. Includes at least one week at the assignment prior to the start of Fall classes at Augustana. A formal observation of a candidate's teaching is conducted by college faculty four times during the term. Feedback provided during pre-observation and post-observation conferences. Completion of a portfolio assessment of teaching is required. Prerequisites: Credits earned at Augustana in Educational Psychology and Methodology; Minimum of 80 Hours of Clinical Experience; Senior Classification; Retention in Teacher Education; Committee Approval

INTR-EDA91 Student Teaching Art K-12 (10-12 Credits)

Placement at two levels, one in K-6 and the other in 7-12, for a 12-week, full-time assignment. Includes at least one week at the assignment prior to the start of Fall classes at Augustana. A formal observation of a candidate's teaching is conducted by college faculty four times during the term. Feedback provided during pre-observation and post-observation conferences. Completion of a portfolio assessment of teaching is required. Prerequisites: Credits earned at Augustana in Educational Psychology and Methodology; Minimum of 80 Hours of Clinical Experience; Senior Classification; Retention in Teacher Education; Committee Approval.

INTR-EDA92 Student Teaching Music K-12 (10-12 Credits)

Placement at two levels, one in K-6 and the other in 7-12, for a 12-week, full-time assignment. Includes at least one week at the assignment prior to the start of Fall classes at Augustana. A formal observation of a candidate's teaching is

conducted by college faculty four times during the term. Feedback provided during pre-observation and post-observation conferences. Completion of a portfolio assessment of teaching is required. Prerequisites: Credits earned at Augustana in Educational Psychology and Methodology; Minimum of 80 Hours of Clinical Experience; Music Comprehensive Examination; Piano Proficiency; Senior Classification; Retention in Teacher Education; Committee Approval

INTR-EDA93 Student Teaching 5-8 (10-12 Credits)

Placement in a middle school/junior high for a 12-week, full-time assignment. Includes at least one week at the assignment prior to the start of Fall classes at Augustana. A formal observation of a candidate's teaching is conducted by college faculty four times during the term. Feedback provided during pre-observation and post-observation conferences. Prerequisites: Credits earned at Augustana in Educational Psychology and Methodology; Minimum of 80 Hours of Clinical Experience; Senior Classification; Retention in Teacher Education; Committee Approval.

INTR-EDA95 Student Teaching 1-6 (10-12 Credits)

Placement in an elementary school or middle/junior high school for a 12-week, full-time assignment. Includes at least one week at the assignment prior to the start of Fall classes at Augustana. A formal observation of a candidate's teaching is conducted by college faculty at least four times during the term. Feedback provided during pre-observation and post-observation conferences. Completion of a portfolio assessment of teaching is required. Prerequisites: Credits earned at Augustana in Educational Psychology and Methodology; Minimum of 80 Hours of Clinical Experience; Senior Classification; Retention in Teacher Education; Committee Approval.

Engineering (3+2)

<https://www.augustana.edu/academics/areas-of-study/engineering-32>

Augustana offers a dual-degree engineering program, through which a student can earn a bachelor of arts in engineering physics from Augustana and a bachelor of science degree in engineering from any engineering school accredited by the Accreditation Board for Engineering and Technology.

The program allows students to achieve their engineering goals through the context of a liberal arts foundation, while customizing their educations through valuable learning experiences.

About the program

Augustana has a unique 3-2 engineering program. Students in this program earn both a Bachelor of Arts degree from Augustana College and a Bachelor of Science degree from an ABET accredited engineering school. Schools attended by previous graduates of the program include University of Illinois (Urbana-Champaign), University of Iowa, University of Minnesota, Iowa State University, and Purdue University.

These programs normally require three years in residence at Augustana followed by at least two years in residence at the engineering school. While at Augustana, the student pursues a broad education in the liberal arts while simultaneously obtaining the basic training in mathematics, physics, chemistry and computer science which is required for the study of engineering. Since it is expected that all general education requirements for the Augustana degree, together with a departmental major, will be completed before transferring to the university, the engineering advisor works closely with the student in planning and monitoring his or her academic progress. It is important that a student interested in this coordinated degree program meet with the advisor early in their first year.

The criteria for transferring to a university, as well as standards which transfer students must meet, are established by the university. Augustana cannot guarantee acceptance to the university that a student plans to attend.

Augustana also offers a coordinated degree program with Columbia University, Northern Illinois University, and Washington University in St. Louis. In these programs, students are guaranteed admission to these schools as long as they meet the requirements in the articulation agreements held by Augustana College.

Outside the classroom

Beginning early in their first year, students work closely with their engineering advisor to plan and monitor academic progress.

Summer research opportunities are available in physics and engineering; programs usually run 10 weeks and offer a stipend plus housing and transportation.

Augustana has a chapter of Sigma Pi Sigma, the national physics honor society. The college also has a physics and engineering society, which raises the awareness of physics and engineering outside the department through demonstrations, projects

English and Creative Writing course catalog

<https://www.augustana.edu/academics/areas-of-study/english-and-creative-writing>

2020-21

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JOHN TAWIAH-BOATENG, Associate Professor

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REBECCA WEE, Professor

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A.B., Augustana; M.A., Ph.D., Iowa

READING/WRITING CENTER:

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JACOB ROMANIELLO, ELL Specialist and Assistant Professor

B.S., Nyack College; M.A., Azusa Pacific University; Ph.D., Biola University

LUCAS A. STREET, Director and Instructor of English

B.A., Knox College; M.F.A., University of Wyoming

MAJOR IN ENGLISH. 32 credits, including ENGL 215, 1 class in American literature (ENGL 265, 365, 370, 375, 378, 385), 1 class in British literature (ENGL 260, 262, 315, 320, 330, 335, 340), 1 class in literature written pre-1800s (ENGL 250, 315, 320, 325, 326, 395A, 395B, 395C), 1 class in Diverse literature (ENGL 255, 270, 275, 278, 285, 290, 295, 345, 350, 355, 390), 8 credits of electives (in either ENGL or ENCW), and Senior Inquiry (ENGL 400). Only one 1xx level class will count towards the major, and at least 4 classes must be at the 3xx level.

Note: courses may satisfy only one major requirement (e.g., ENGL 315 can count for British or pre-1800s, but not both).

MINOR IN ENGLISH. 20 credits, including ENGL 215, 1 class in American literature (ENGL 265, 365, 370, 375, 378, 385), 1 class in British literature (ENGL 260, 262, 315, 320, 330, 335, 340), and 2 electives (in either ENGL or ENCW). Only one 1xx level class will count towards the minor, and at least 2 classes must be at the 3xx level.

MAJOR IN CREATIVE WRITING. 30 credits, including one 2xx level ENGL class, two 2xx level ENCW classes, three 3xx level ENCW classes, one ENCW or ENGL elective at the 2xx level or higher, a 0-credit internship (may be completed by working one year on Saga, taking ENCW 300: Book Publishing, or completing a community internship with faculty supervision and creative writing faculty approval), and Senior Inquiry (ENCW 490).

MINOR IN CREATIVE WRITING. 20 credits, including three classes from ENCW (at least one of which must be at the 300 level) and two classes from ENGL (at least one of which must be at the 300 level)

MAJOR IN ENGLISH EDUCATION. 42 credits. 40 credits in English including 215, 260, 265, 210, 310; a Shakespeare class (250, 325, or 326); two American literature classes (one from 365, 370, 375, 385 or 395E, and one from 270, 275, 278, 290, 390, or others pre-approved by the ELA advisor); a world literature class (285, 295, 345, 350); one elective ENGL (300 or higher) OR ENCW (200 or higher); plus two credits in Communication Studies (COMM 203 Listening). The English department allows the combination of EDUC422, EDUC450, and INTR-EDA90 to fulfill the English Senior Inquiry requirement. See the Director of Secondary Education for more information.

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

English courses (ENGL)

ENGL-101 Introduction College Discourse (1 Credits)

Instruction and practice in the careful writing, close reading, and critical thinking that a liberal arts education requires of students. Conducted in an individualized tutorial with Reading/Writing Center tutors. Recommended for first-year students. Permission of instructor required.

ENGL-102 Strategies College Discourse (1 Credits)

An individualized tutorial with Reading/Writing Center tutors in conducting research on a topic of the student's choice. Methods and practice in managing liberal arts processes of inquiry, critical reading, research, reasoned evaluation and written expression. Recommended for first-year or sophomore students. Permission of instructor required.

ENGL-103 College Reading (4 Credits)

Development of reading proficiency through an examination of books from various disciplines. Strategies for responsible reading and vocabulary building.

ENGL-105 Grammar Bootcamp (2 Credits)

A 7-week study of the basic elements of grammar with a focus on the function of parts of speech within sentences. Course will also include units on sentence combining and fundamental mechanics (particularly punctuation).

ENGL-110 Rhetoric and Culture of the U.S. (4 Credits)

A seminar course for international students in transition to academic life at a liberal arts college, with a focus on development of formal and informal language skills for non-native speakers of English in conjunction with a study of academic, regional, and national culture.

ENGL-125B Literature and Business (4 Credits)

(PL) A literature course for students interested in professional work, finances, consumerism, and the so-called American Dream. Texts will include classic and contemporary works (both written and visual) on work, earning, spending, and seeking economic justice. For First Year and Sophomore students only.

ENGL-125M Literature and Medicine (4 Credits)

(PH) A literature course for students interested in those who suffer with injuries or illness, and those who care for such people: doctors, nurses, aides, even pastors and counselors. Readings will include classic and contemporary novels, stories, poems, and other genres concerning professional ethics and philosophical-religious commitments amid suffering, death, and recovery.

ENGL-125Q Literature and Sexuality (4 Credits)

(PL, D) A literature course for students interested in the history, politics, and social dynamics of queer sexualities and genders. Readings will focus primarily on artists who self-identify as gay, lesbian, or queer in the 19th and 20th centuries. For First Year and Sophomore students only.

ENGL-125R Literature of Faith and Doubt (4 Credits)

(PH) A study of the creative tensions and interactions between faith and doubt and between ambiguity and certainty through works drawn from several periods and genres of English Language literature. For First Year and Sophomore students only.

ENGL-125S Literature and Sports (4 Credits)

(PL) A literature course for students interested in sports writing and the drama of sports competitions. Readings will include stories from the sports page, longer essays on the meaning of sports, and novels, poems, and other genres depicting athletes competing while seeking greater meaning in their lives. For First Year and Sophomore students only.

ENGL-180 Special Topics in Literature (3-4 Credits)

This course focuses on significant literary works, themes, periods, writers, or genres not normally taught or covered in the traditional lower-level electives.

ENGL-199 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: consent of department chair and instructor.

ENGL-200 The Writing Process (4 Credits)

An advanced writing course that emphasizes style, revision, and editing strategies. Recommended for students who will attend graduate or professional schools or use writing in academic and professional settings.

ENGL-201 Tutoring Theory and Practice (2 Credits)

This weekly colloquium prepares selected students to be peer tutors in the Reading/Writing Center. Through readings in writing center theory, written assignments, and observations of experienced tutors, the course enables students to define their roles as tutors and to understand and respond to the reading/writing processes of a diverse group of college students. Students are selected through application to the Reading/Writing Center director. Permission of instructor required.

ENGL-202 Tutoring Theory and Practice II (2 Credits)

This second weekly colloquium is taken concurrently with a student's first semester of tutoring in the Reading/Writing Center. It examines in greater complexity the tutor/student relationship, writing center theories, and current research in the field, while supporting new tutors as they apply their preparation to actual tutoring sessions. Increased emphasis is placed on the expectations of writing in various disciplines and on assisting writers from cultures and backgrounds different from one's own. Prerequisite: 201 and permission of instructor.

ENGL-205 Linguistics (4 Credits)

Descriptive and historical study of language: linguistic analysis, language universals, language in its social and cultural setting, language change, language contact, social and regional variation, and first and second language acquisition. Includes examples and data from languages other than English. Prerequisite: one year of college-level foreign language or equivalent.

ENGL-210 The Language of Literature (4 Credits)

(PL) An analysis of the ways that ordinary language and literary language communicate meaning. Half of the course will consider grammatical standards and fluent, stylish sentences. This learning should help students both to write with more control and to understand their reading at a deeper level. The other half of the course will consider specifically literary communication, such as biblical and classical allusions, symbols, forms and genres, and figurative language. This learning should help students to read literature with deeper understanding. Prerequisite: FYI 101 or HONR 101. Required for English Language Arts majors; strongly encouraged for literature majors in any language, especially English.

ENGL-215 Writing About Literature (4 Credits)

This writing-intensive course is designed to equip potential English majors/minors with the tools they need to read, interpret, and write about literature. In particular, we'll study some fundamental methods that informed readers use to interpret literature, learn how to distinguish between more and less effective interpretations, and practice using textual analysis to support a compelling argument. We will also examine a variety of theoretical lenses that readers can apply to literature, such as New Historicism, Postcolonialism, and Feminism.

ENGL-225 Professional Writing (4 Credits)

Advanced work in writing for those who seek writing or communications careers in business, government and non-profit organizations.

ENGL-230 Environmental Literature (4 Credits)

(PH) An introduction to the history of and trends in nature writing and environmental literature.

ENGL-235 Science Fiction and Fantasy (4 Credits)

(PL) An introduction to the alternative worlds of myth, fantasy, utopia and dystopia. Students will develop the close-reading skills and vocabulary of the discipline as they explore deeper meaning, ambiguity, and complexity in classic and contemporary works of fantasy and science fiction.

ENGL-240 Poetry (4 Credits)

(PL) Readings of selected poems to acquaint students with historical and contemporary trends and to promote an appreciative and critical understanding of poetry.

ENGL-250 Shakespeare and Film (4 Credits)

(PL) An introduction to Shakespeare's tragedies and comedies. Reading the plays and watching popular mass-market film versions, students will learn to appreciate Shakespeare's ability to combine complex ideas with compelling entertainment. Special attention paid to Shakespeare's historical moment.

ENGL-255 Women in Literature (4 Credits)

(PL,D) This course examines representations of women in literature and introduces students to women's literary traditions.

ENGL-260 History of British Literature (4 Credits)

(PP) English literature and social history from Beowulf and the Middle Ages to Virginia Woolf and the modern world. This course will introduce students to the study of literature, emphasizing the aims, methods, and tools of the discipline. Students will become familiar with critical vocabulary, with selected authors and with genre and historical context in a way that will carry over to more advanced classes.

ENGL-262 Origins of English Culture (4 Credits)

(PL) The chief goal of this course is to study the development of the British Nation through classic and contemporary works of literature in the places that inspired their authors. We will explore the literary landscapes of Oxford, Stratford-upon-Avon, and London with a focus on three figures of history who helped shaped the sense of being British: King Alfred of the Anglo-Saxons, King Arthur of the Britons, and William Shakespeare, chronicler of the new United Kingdom that began to emerge in the Renaissance. While studying these figures of the past, we will read modern authors that represent the Britain of today—from crime novelists, to Science Fiction and Fantasy writers, to voices from the growing numbers of immigrant British. This course will only be taught during J-term study abroad.

ENGL-265 History of American Literature (4 Credits)

(PP) American literature and social history from 1620 to the present. This course will introduce students to the study of literature by emphasizing the aims, methods, and tools of the discipline. Students will become familiar with critical vocabulary, with selected authors, and with genre and historical context in a way that will carry over to more advanced classes.

ENGL-268 American Writers in Paris (4 Credits)

(PL) Taught in Paris, this immersive J-Term class on the cultural moment of modernism explores the intersections between modern literature, art, music, and politics.

ENGL-270 Multicultural Literature of the U. S. (4 Credits)

(PL,D) This course offers students the opportunity to study the literary traditions of the United States and how they have been influenced by various factors like race, ethnicity, gender, religion, national origin, geography, lifestyle, and socioeconomic status. The selection of contemporary writers including African American, Hispanic, Asian American, Jewish, and Native American writers will enable students to discover the varieties of both common and distinguishing factors in the life experiences and literary expressions of writers and other artistes of different backgrounds.

ENGL-275 Intro to African-American Lit (4 Credits)

(PL,D) Principal works by African Americans representing literary forms and significant currents of thought from the era of slavery to the present.

ENGL-278 Native American Indian Literature (4 Credits)

(D) Through the study of fiction, poetry, myth, and memoir by American Indian writers, American Indian Literature explores the tragic history and enduring culture of indigenous non-Europeans on the North American continent. Special attention to the writers of the Native American Renaissance, such as Simon Ortiz, Joy Harjo, Leslie Marmon Silko, James Welch, Louise Erdrich, and Sherman Alexie-and to the diverse kinship groups (Ojibwe Laguna Pueblo, Wampanoag) with which these and other writers identify.

ENGL-283 Intro to Irish Literature (4 Credits)

(PL) Irish Literature has long been considered both a sub-field of British literature and a national literature of its own. This course is designed to illustrate the long development of Irish literature in Gaelic and in English over the centuries, as well as to highlight some of the most celebrated individual Irish works and authors.

ENGL-285 Introduction to Postcolonial Literature (4 Credits)

(PH,G) A literature course for students interested in English as a world language, and the struggles for justice and identity of people in former colonies of Britain. Readings will include classic and contemporary novels, stories, poems, and other genres written in English in or about the nations of Africa, Asia, and the Indian subcontinent.

ENGL-290 Introduction to Arab-American Literature (4 Credits)

(PH,D) Through the novels of Naome Sihab Nye and Mohja Kahf and poems of Sam Hamod, this course will focus on the question of Arab-American identity and political racism that targets this group. These readings also portray the communal life and what it means to be an Arab as well as an American.

ENGL-295 Women, Health In/& South Asian Lit (4 Credits)

(PH,G) This course will focus on how South Asian women writers examine the interaction among biological, behavioral, and sociocultural factors in women's health. In particular, the class will examine the representation (in fiction, non-fiction, and films) of the challenges local communities face in managing education, health care, their environment, borders, capital, and families in the context of increasing urbanization, immigration and digitization. We will be motivated by two interrelated concerns: 1) how can we understand the question of women's voices and "agency" in the

South Asian context? And 2) how do women writers mobilize the category of gender to define alternative understandings of "individual" and "community" in this region? In order to answer these questions, we will trace the intersections between gender, caste, class, religion, and sexuality in women's fiction and non-fiction writing, giving particular regard to concepts such as "tradition," "modernity," "nation," and "genre."

ENGL-299 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: consent of department chair and instructor.

ENGL-300 Book Publishing (4 Credits)

An introduction to the history of book printing and publishing with practice in publishing books through Augustana's East Hall Press.

ENGL-305 Children's Literature (4 Credits)

(PL) Advanced study of literature for children exploring poetry, folktales, picture books, nonfiction, multi-cultural texts, and several genres of fiction. Students will experience different ways of reading text (such as reading aloud, literature circles, literary criticism) and consider historical context, genre, and culture in order to determine the merit and value of specific texts.

ENGL-310 Adolescent Literature (4 Credits)

(PL) Advanced study of literature appropriate to the needs and interests of high school students, with theoretical issues relevant to the teaching profession and individual reader.

ENGL-315 Medieval Literature (4 Credits)

Advanced study of medieval literature, emphasizing how genres carry meaning and reveal the social configurations and cultural richness of the Middle Ages.

ENGL-320 Early Modern English Literature (4 Credits)

Advanced study of the poetry, drama and prose from the Tudor humanists through the early 17th century, read in relation to religious, political and social issues.

ENGL-325 Shakespeare: Comedies and Histories (4 Credits)

(PH) Advanced study of Shakespeare's early plays and the Elizabethan stage using the perspectives of phenomenology and performance-based criticism.

ENGL-326 Shakespeare: Tragedies and Late Plays (4 Credits)

(PH) Advanced study of Shakespeare's tragedies, problem plays, and later romances, using the perspectives of contemporary literary theory.

ENGL-330 English Romantic Poets (4 Credits)

Advanced study of works by English Romantic poets, testing the claim that these poets were revolutionaries, exemplifying (and partly effecting) the greatest single shift in English literary history.

ENGL-335 Developing English Novel (4 Credits)

This course studies the development of the novel in England during the 19th century, the pinnacle of literary realism. We'll pay particular attention to the novel in its social/historical context, studying the ways in which the novel shaped,

challenged, or reinforced readers' understandings of gender, class, race, and empire. Authors include Jane Austen, Charlotte Bronte, Charles Dickens, and George Eliot.

ENGL-340 Modernism in British Literature (4 Credits)

Advanced study of major British poets and novelists of the 20th century with special attention to critical definitions of modernism.

ENGL-345 Empire and Outsiders (4 Credits)

(G) In this course we will study major literary and cinematic texts written/directed during the British colonial period as well as the postcolonial period. You, as a reader, will have an opportunity to appreciate and respect diverse centralities and to cultivate an awareness that honors different cultural perspectives. We must remember, as Chimamanda Adichie notes, that there is a great danger in believing in one single story. To understand Africa or South Asia we must listen to all stories. It is in this sense that this class breaks barriers, crosses borders and opens boundaries. As you read, write, and think over the course of the semester, and as you immerse yourselves in these works and the historical periods in which they were written, you will become more adept at analyzing human thought (perception, motivation, relation), philosophy (free will, determinism, good, evil), and social issues (racism, feminism, economics).

ENGL-350 Anglophone Literature (4 Credits)

(PL,G) Advanced study of postcolonial writing in English-speaking countries like India, Nigeria, and Jamaica. Topic and critical emphasis will vary to include a range of authors, genres and global issues.

ENGL-355 Women Writers & Feminist Theory (4 Credits)

(D) This course examines women's literary traditions in England and America from the 19th century to the present. In particular, it explores how literary texts written by men have represented and defined women, and how female writers have responded to, revised, or challenged those representations, in both their literary and theoretical writings. We will also examine whether the category of "women writers" is itself a problem, given the wide variety of female voices, and critiques of Anglo-American feminist theory by African American, postcolonial, and lesbian feminist critics.

ENGL-365 American Romanticism (4 Credits)

Advanced study of early nineteenth-century poetry and prose, with emphasis on sentimentalism, transcendentalism, and romanticism

ENGL-370 American Realism (4 Credits)

This class studies American prose from the late-nineteenth century with emphasis on how writers developed new representational strategies to negotiate the upheavals of the era, including the aftermath of reconstruction, mass urbanization and immigration, new technologies (railroads, photography), the rise of consumer capitalism, and the beginnings of modern feminism.

ENGL-375 American Modernism (4 Credits)

Advanced study of major American poetry and prose fiction of the first half of the 20th century with special attention to critical definitions of modernism.

ENGL-378 Modern American Poetry (4 Credits)

Advanced study of poems written since the late 19th century, historical schools and trends, and critical methods for explicating poetry.

ENGL-380 Advanced Study in Special Topics (3-4 Credits)

This course focuses on significant literary works, themes, periods, writers, or genres not normally taught or covered in the traditional upper-level electives, with attention to literary criticism, history, and theory that enriches their study.

ENGL-385 Contemporary Literature (4 Credits)

Advanced study of American (and some British) poetry and fiction from 1950 to present, reflecting tensions of the Cold War, the youth movements of the 1960s, debates over civil rights, and varying literary styles.

ENGL-390 Contemporary African American Literature (4 Credits)

(PL,D) Advanced study of American (and some British) poetry and fiction from 1950 to present, reflecting tensions of the Cold War, the youth movements of the 1960s, debates over civil rights, and varying literary styles.

ENGL-393 International Study Colloquium (3-4 Credits)

ENGL-395A Major Authors-Medieval (4 Credits)

Intensive study of works by one or two major authors to be named by the department annually, along with inquiry into the literary criticism, theory, history, and biography that enriches an understanding of those works.

ENGL-395B Early Modern/Renaissance (4 Credits)

Intensive study of works by one or two major authors to be named by the department annually, along with inquiry into the literary criticism, theory, history and biography that enriches an understanding of those works.

ENGL-395C Restoration/19th Century (4 Credits)

Intensive study of works by one or two major authors to be named by the department annually, along with inquiry into the literary criticism, theory, history, and biography that enriches an understanding of those works.

ENGL-395D 19th Century British (4 Credits)

Intensive study of works by one or two major authors to be named by the department annually, along with inquiry into the literary criticism, theory, history and biography that enriches an understanding of those works.

ENGL-395E Early American (pre-20th C) (4 Credits)

Intensive study of works by one or two major authors to be named by the department annually, along with inquiry into the literary criticism, theory, history and biography that enriches an understanding of those works.

ENGL-395F Major Authors-Contemporary (4 Credits)

Intensive study of works by one or two major authors to be named by the department annually, along with inquiry into the literary criticism, theory, history and biography that enriches an understanding of those works.

ENGL-398 Advanced Book Publishing (1 Credits)

Advanced practice in the fundamentals of book publishing, emphasizing the techniques of editing and electronic formatting. Prerequisite: ENGL 220.

ENGL-399 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: consent of department chair and instructor.

ENGL-400 Independent Study (1-2 Credits)

Advanced critical study or research on a specific topic for seniors majoring in English. Prerequisite: consent of English faculty based on submission of proposal.

ENGL-401 Senior Inquiry (4 Credits)

Intensive study of a literary problem, genre, period, or major author (topics vary). Students produce a researched essay on some aspect of the seminar topic. Course should normally be taken in the senior year, but some students (particularly those planning graduate school in English or comparative literature) may take the seminar in junior year with permission of department chair and instructor. Prerequisites: declared English major, junior or senior standing.

ENGL-499 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: consent of department chair and instructor.

ENGL-ELEC AP English Elective (4 Credits)

ENGL-ELECIB IB English (1-12 Credits)

Creative writing courses (ENCW)

ENCW-199 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: consent of department chair and instructor.

ENCW-201 Writing Poetry (4 Credits)

(PA) Practice in writing poetry with an introduction to poetic form, voice and techniques. Emphasis will be on generating, critiquing and revising student work, but students will also study the work of published poets.

ENCW-202 Writing Fiction (4 Credits)

(PA) Practice in writing with introduction to the basic techniques of fiction writing, emphasizing the conventions of the modern short story and the revision process.

ENCW-203 Writing Creative Nonfiction (4 Credits)

(PA) Practice in writing with an introduction to the various forms the genre assumes (memoir, profile, literary journalism, nature writing, spiritual autobiography) and emphasis on techniques writers use to translate personal and researched experience into artful nonfiction. The class stresses drafting, workshopping, and revising.

ENCW-204 Screenwriting (4 Credits)

(PA) Practice in writing screenplays with an introduction to narrative structure. Emphasis will be on generating, critiquing and revising student work, but students will also study contemporary scripts and films.

ENCW-299 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: consent of department chair and instructor.

ENCW-300 Literary Residency (4 Credits)

This intensive course replicates the experience of serving an art residency, adapted to the special circumstances of a college curriculum. Students will spend several hours per day writing under the supervision of an instructor. Course ends with a community project, either teaching a course, giving a reading, or some other useful way to share students' work and knowledge.

ENCW-301 Poetry Workshop (4 Credits)

Advanced poetry writing techniques in workshop tutorial format. Prerequisite: ENCW-201 or consent of instructor

ENCW-302 Fiction Workshop (4 Credits)

Advanced fiction writing techniques in workshop tutorial format. Prerequisite: ENCW-202, ENCW-203, or consent of instructor

ENCW-303 Creative Nonfiction Workshop (4 Credits)

Advanced theory and practice in creative nonfiction in workshop tutorial format. Prerequisite: ENCW-202, ENCW-203 or consent of instructor

ENCW-304 Screenwriting Workshop (4 Credits)

Advanced theory and practice in screenwriting in workshop tutorial format. Prerequisite: ENCW-204, or consent of instructor.

ENCW-310 Special Top: Global Creative Nonfiction (4 Credits)

(PH,G) This course will acquaint students with key aspects of modern Norway-especially its cradle-to-grave social welfare system-along with key figures contemporary Norwegians tend to celebrate, such as playwright Henrik Ibsen, artists Edvard Munch and Gustav Vigeland, and resistance fighters who fought against Hitler's occupation of the country. We will pay special attention to health care and education in the Norwegian welfare state, and students will choose between a visit to a university hospital in Bergen or a neighborhood school. For this reason, the Norway J-term is especially beneficial to prospective medical professionals and teachers. But anyone interested in Scandinavia will enjoy the course and the trip. After a few days of intensive cultural instruction on campus, we will travel to Norway for ten days, spending about three days each in Oslo, Tromsø, and Bergen. Apart from discussing health care and education, we will learn about the Sami people of the Arctic, try dog-sledding, sail down a fjord, journey into the countryside to see the Northern Lights, visit museums dedicated to Ibsen and the resistance fighters of WWII, see Munch's famous *The Scream* in the National Gallery, climb to the top of a ski jump in Oslo, see actual restored Viking ships, visit the Northernmost brewery and university in the world, and more.

ENCW-330 Forms of Poetry (4 Credits)

Theory and practice of poetic forms (sonnet, sestina, villanelle, and others) as well as meter, stanza, and figures of speech. Considers goals of various genres and the merits and challenges of found, occasional, concrete and performance poetry. Prerequisite: ENCW-201 or permission of the instructor.

ENCW-331 Forms of Fiction (4 Credits)

Theory and practice of the formal qualities of fiction, focusing on factors such as length, point of view, and inherited structures. Prerequisite: ENCW-202 or permission of the instructor.

ENCW-393 International Study Colloquium (3-4 Credits)

ENCW-399 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: consent of department chair and instructor.

ENCW-400 Independent Study (1-2 Credits)

Advanced critical study or research on a specific topic for seniors majoring in English. Prerequisite: consent of English faculty based on submission of proposal.

ENCW-490 Creative Writing Senior Inquiry (2 Credits)

Practicum in revising and publishing. Students will work on individual projects, focused on the practical application of their writing to date. This may include sending work out for publication in literary journals, contacting literary agents with query letters, gathering and revising a portfolio to apply for graduate school, or for grants, conferences, employment, residencies, and so on. To be taken senior year.

ENCW-499 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: consent of department chair and instructor.

Entertainment and Media (Film/TV) course catalog

<https://www.augustana.edu/academics/areas-of-study/entertainment-and-media>

2020-21

Advisors and instructors

ESTLIN FEIGLEY, Faculty Entertainment Media & Scriptwriting
MFA, University of Iowa, BA, Augustana College

KELLI FEIGLEY, Instructor and ENTM advisor
MBA, Northwestern University Kellogg School of Management, BA Indiana University

Requirements

There are four program requirements to complete the Entertainment & Media (ENTM) Experiential Minor:

1. Advisor meetings: Within two months of declaring the minor, students must meet with an ENTM advisor to create a personalized plan for the program. Yearly adviser meetings are also required no later than week 9 of the semester.
2. Required coursework: Students must complete two required courses, ENTM 201 and ENTM 202 shown below.
3. Additional coursework:

Students must complete at least 8 additional credits of coursework, 4 credits each from Column A and Column B shown below.

The total of required plus additional coursework will total a minimum of 15 credits.

Production (Creative & Technical)

Business (Producing, Accounting, Marketing)

ENCW 204 Scriptwriting (4 cr.) or ENCW 304 Advanced Scriptwriting Workshop (4 cr.)	ACCT 200 -Fundamentals of Accounting for Non-Business Majors (4 cr.)
GRD 374 3-D Modeling (2 cr.)	BUSN 308 Entrepreneurship for Non-Business Majors OR BUSN 309 Entrepreneurship (4 cr.)
GRD 375 3-D Animation (2 cr.)	BUSN 320 Marketing for Non- Business Majors (4 cr.) or BUSN 321 Marketing (4 cr.)
THEA 242 Directing (4 cr.)	COMM 201 Presenting with Technology or COMM 202 Incorporating Narrative (2 cr.)
THEA-314 Scenography (4 cr.)	MJMC 403 Public Relations (4 cr.)
THEA-315 Lighting and Sound Design (4 cr.)	

4. Practical experiences and internships: Finally, students must participate in two practical experiences. The two practical experiences preferably will be working in two different parts of the industry (i.e. marketing and production).

One practical experience should be with Fresh Films, preferably working on the 12-week summer production in a production, editing, marketing, accounting or project management leadership role.

The second practical experience may be another summer or quarterly/semester project with Fresh Films or the student can gain experience working for another production company if the experience is substantially engaging the student's skills over a relatively long time period (i.e. not a two-day film shoot).

The total hours for the two practical experiences must be a minimum of 400 hours and may be taken for credit or not-for-credit. All internships must be pre-approved by an ENTM advisor and be registered with CORE.

Grade point average notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Courses (ENTM)

ENTM-201 From Song to Screen (4 Credits)

This course uses the production process of music videos to introduce students to the essential building blocks of media/film production. Students work in groups alongside a real band (client) that has a song to market via a music video. Based on the client's goals and vision, the group will work through the four-phases of the production process that is used in all forms of media production - pre-production, production, post-production and product release.

ENTM-202 Global Entertainment Industry (4 Credits)

This course introduces students to the inner workings of the media & entertainment industry, and specifically media as a business, as entertainment content, and as a cultural force. Through these lenses of business, content and culture, the course looks at the multiple forms of media entertainment - from films and tv, to music and games. It examines the major players in the industry, their interconnections, and the current disruptors.

*Additional elective courses for the ENTM minor including directing, scriptwriting, lighting design and business courses are cross-listed with other Augustana College departments and can be reviewed on the course catalog for those departments.

Entrepreneurial Studies course catalog

<https://www.augustana.edu/academics/areas-of-study/entrepreneurial-studies>

2020-21

Advisor: DAVID THORNBLAD, Associate Professor

B.A., Augustana College; M.M., University of Miami; Ph.D., Virginia Tech

The purpose of the experiential minor Entrepreneurial Studies is to help prepare liberal arts majors (specifically non-business majors) for either starting their own business or working in small business and to provide them with formal documentation of their competence for doing so.

Unlike traditional programs, a substantial fraction of the program involves an experiential component in which students work with either a faculty member in concert with the EDGE Center or at a small business in a role which applies the concepts learned in the academic component to a real-world setting.

The program offers a valuable, rigorous experience and, at the same time meets the need of our students who could benefit from entrepreneurial experience to realize their goals and aspirations. The course work and experiential learning opportunities incorporated in the minor are intended to develop professional leaders who can:

- Build and communicate a shared organizational vision. (Lead and Communicate)
- Use systems thinking to analyze and address complex situations from multiple perspectives (i.e. financial, ethical, and managerial).(Analyze, Interpret, Respond)
- Encourage collaboration and synergy among diverse constituents. (Lead and Relate)
- Demonstrate an understanding of the fundamental objectives and operations of a business.(Understand)
- Question and evaluate assumptions and models that guide practice (Create).

*() indicate relationship of goal to college learning outcomes

The requirements are as follows:

A. Core Academic Component: Three core area courses (12 credits) Students must receive at least a C in each of the three core area courses in order to be awarded the minor.

- Competent marketing and communication

BUSN 320 - Marketing for Non-Business Majors or BUSN 321 - Marketing

- Effective financial management

ACCT 200 - Accounting Fundamentals or ACCT 201 - Financial Accounting

- Knowledge of entrepreneurial skills

BUSN 308 - Entrepreneurship for Non-Business Majors or BUSN 309 - Entrepreneurship

B. Elective Academic Component: Students should take at least one four-credit course to explore an additional area of Augustana's liberal arts curriculum to gain skills that can aid them in the area of entrepreneurship. Students may choose from the following courses:

- ACCT 314- Tax Accounting
- HIST 336 – A Consumer's Republic
- PUBH 350 – Health Behavior and Promotion
- PHIL 301 – Game Theory
- PHYS 370 – Engineering Design
- REL 356 – Business Ethics

C. Experiential Component: To culminate the experiential minor, students will be expected to engage in a four credit experience to fulfill the requirements of the minor. This four credit component can be fulfilled by completing one of the two following options.

- The student writes an in-depth and extensive business plan. The plan will include extensive customer research, marketing plan, financial projections and break even analysis. The student will be expected to research the smallest details of their business, including insurance and utility costs for their enterprise. Students are also expected to validate their idea with bankers, investors, or SCORE throughout the planning process. This is expected to take 200 hours of work supervised by the director of the EDGE center. This will be considered an internship for credit purposes.
- The student can complete a four credit internship at an entrepreneurial firm or organization. The firm is expected to be in the formative stage of the life cycle. Managers must agree to train the student and provide them a unique experience at the firm that they would not receive at a more mature organization. This must be pre-approved by the director of the EDGE Center.

Business Administration majors are eligible to complete the minor. However, a student does not automatically earn the minor by completing a Business Administration major.

For a complete list of the college policies and guidelines about minors, see the catalog section on [Organization of the Curriculum](#).

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the minor and will count in the grade point average. Recommended supporting courses that are optional and not required may also count in the minor depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Environmental Management & Forestry

The Environmental Management and Forestry program at Augustana is recommended for students interested in combining natural science and social science perspectives in managing the environment.

Augustana is affiliated with the [Nicholas School of the Environment](#) at Duke University, Durham, N.C. Through the Cooperative College Program of the School of the Environment, a student in a five-year coordinated program can earn both a Bachelor of Arts degree from Augustana and either the Master of Forestry or Master of Environmental Management from Duke.

This 3-2 cooperative program generally requires three years in residence at Augustana College followed by two years in residence at Duke University. It is also possible for a student to spend four years at Augustana to complete the B.A. degree and then attend Duke for two years under a 4-2 cooperative program. Students majoring in one of the natural or social sciences or in pre-engineering or business will be considered for admission to Duke University upon completion of three or four years at Augustana.

Since all general education requirements for the Augustana degree together with a departmental major should be completed before transferring to Duke, students interested in this coordinated degree program should meet with the advisor early in the first year of study to plan a schedule of courses. Students should work closely with the advisor since completion of the requirements alone does not guarantee admission to Duke University. Admission to the University is based on grade-point average (recommended minimum 3.4), recommendations and test scores. Students should initiate the application procedure in the fall term of the junior year.

Coursework at Augustana must include BIOL 140 and 386, ECON 200, GEOG 303, MATH 160, 220 and 230, and one term of statistics. Depending on the student's intended concentration at Duke, other recommended courses include BIOL 327, GEOG 273, an introductory physical geography or geology course, and CHEM 131. A good preparation in the social sciences is important even though such preparation may reduce the number of advanced courses a student is able to take in the natural sciences. In this program all general education requirements for Augustana's Bachelor of Arts degree must be completed together with a departmental major.

At Duke students choose to specialize in one of the following eight concentrations:

- Business and Environment (BE)
- Coastal Environmental Management (CEM)
- Energy and the Environment (EE)
- Ecotoxicology and Environmental Health (EEH)
- Environmental Economics and Policy (EEP)
- Ecosystem Science and Conversation (ESC)
- Water Resources Management (WRM)

In recent years, Augustana students have shown particular interest in and enrolled in Duke's coastal management program. In this program, students spend their second year at Duke at the excellent marine lab at the coastal town of Beaufort, N.C.

When a student has satisfactorily completed one year of study at Duke University and has satisfied the Augustana graduation requirements, he or she will be awarded the Bachelor of Arts degree by Augustana. Upon satisfactory completion of the requirements for the master's degree, the student will be awarded either the degree of Master of Environmental Management or Master of Forestry by Duke University.

Environmental Studies course catalog

<https://www.augustana.edu/academics/areas-of-study/environmental-management-forestry>

JEANETTE C. ARKLE, Assistant Professor (Environmental Studies), Program Manager of Upper Mississippi Center for Sustainable Communities

B.S., B.A., M.S. California State University, Fullerton; Ph.D., University of Cincinnati

MATTHEW FOCKLER, Associate Professor (Geography & Environmental Studies)

B.A., M.S., University of Nevada; Ph.D., Montana State

C. KEVIN GEEDEY, Professor (Biology)

B.A., B.S., Ohio State; Ph.D., Michigan State

JASON KOONTZ, Professor (Biology), Co-Chair

B.S., Iowa State; M.S., Miami University (Ohio); Ph.D., Washington State

SARAH LASHLEY, Assistant Professor (Environmental Studies)

B.A., Allegheny College; M.S., Ph.D., University of Michigan

RAFAEL MEDINA, Assistant Professor (Biology & Environmental Studies)

B.S., M.S., Ph.D., Universidad Autónoma de Madrid

MICHAEL REISNER, Associate Professor, (Environmental Studies), Co-Chair, Director Upper Mississippi Studies Center for Sustainable Communities

B.S., Montana State; J.D., University of Oregon; Ph.D., Oregon State University

VISION

The world faces pressing environmental, social, and economic sustainability challenges. Augustana College's Environmental Studies Program equips students with the tools they need to understand and solve these challenges.

- We believe that sustainability demands improving human well-being for present and future generations while ensuring the resilience of the Earth's ecosystems
- We believe that sustainable stewardship of social-ecological systems requires that such systems continue to provide the ecosystem services necessary to ensure human and community well-being of present and future generations.
- We believe that solving complex sustainability challenges requires using an interdisciplinary framework to evaluate interactions between the human and environmental dimensions of social-ecological systems.
- We believe that students should be capable of addressing complex, context-dependent problems that involve contested values, complex systems, and high uncertainty
- We believe that students should solve problems practically, contextually, and cooperatively in ways that serve society's common interests
- We believe that the knowledge, skills, and values consistent with this vision are best taught by bringing students, to the degree possible in each course, into the real world of complex environmental problem solving.

Consistent with this vision, our program emphasizes the process of synthesis, integration, and analysis across disciplines to create new knowledge in the form of practical, effective solutions to sustainability challenges.

Graduates of the program will be able to make a substantial contribution towards solving complex, pressing problems within the context of helping a community address a sustainability challenge. Students will be capable of using an interdisciplinary, problem-based, solution-oriented perspective that integrates a diverse array of disciplinary knowledge, perspectives, methods, and skills. Students will be able to collaborate with academic colleagues, disciplinary professionals, and a diverse array of stakeholders to formulate alternative solutions to such problems. Students will

construct knowledge and collectively apply this constructed knowledge, perspectives, methods, and skills within the context of real world sustainability problem solving.

MAJOR IN ENVIRONMENTAL STUDIES. 36 credits, distributed among Core Courses (20 credits), 1 required (4 credits), and 3 elective courses (12 credits).

Take the following five core courses (20 credits): ENVR 100 (or GEOG 106 or GEOL 102), 101, 300, 401, and 402.

Take 1 course (4 credits): GEOG 273 (Intro GIS for Natural Sciences), GEOG 274 (Intro GIS for Social Sciences), or GEOG 375 (Applied Environmental GIS).

Electives. Students must work with their advisor to design an integrated sequence of electives prior to enrolling in ENVR 300. Take 12 credits from the following courses: BIOL 324 (Techniques in Natural History), BIOL 327 (Conservation Biology), BIOL 386 (Ecology), CHEM 117 (Environmental Chemistry), ECON 221 (Environmental Economics), ENGL 230 (Environmental Literature), ENVR 382, ENVR 385, ENVR 386, ENVR 387, ENVR 388, GEOG 105 (Weather, Climate, and Society), GEOG 106 (Earth's Dynamic Landscape and Society), GEOG 303 (Natural Resource Management), GEOG 306 (Soil Science), GEOG 307 (Our Environmental Legacy and Our Future), GEOG 323 (Urban Planning and Environmental Justice), GEOL 101 (Physical Geology), GEOL 102 (Environmental Geology), HIST 133 (American Environment), HIST 330 (Public History and Memory), POLS 326 (Politics of Environmental Policy), SOAN 101 (Introduction to Sociology and Social Justice), SOAN 102 (Introduction to Anthropology), or SOAN 340 (Environmental Sociology).

At least two of the electives (8 credits) must be taken at the 300 or 400 level. No more than two of the electives (8 credits) can be taken from the same department. ENVR 380 may be substituted for one of the above electives on a case-by-case basis depending on the specific course offering.

MINOR IN ENVIRONMENTAL STUDIES. 24 credits, distributed among Core Courses (12 credits), 1 required (4 credits), and 2 Elective Courses (8 credits).

Take the following three core courses (12 credits): ENVR 100 (or GEOG 106 or GEOL 102), 101, and 300

Take 1 course (4 credits): GEOG 273 (Intro GIS for Natural Sciences), GEOG 274 (Intro GIS for Social Sciences), or GEOG 375 (Applied Environmental GIS)

Electives. Students must work with their advisor to design an integrated sequence of electives prior to enrolling in ENVR 300. Take 8 credits from the following courses: BIOL 324 (Techniques in Natural History), BIOL 327 (Conservation Biology), BIOL 386 (Ecology), CHEM 117 (Environmental Chemistry), ECON 221 (Environmental Economics), ENGL 230 (Environmental Literature), ENVR 382, ENVR 385, ENVR 386, ENVR 387, ENVR 388, GEOG 105 (Weather, Climate, and Society), GEOG 106 (Earth's Dynamic Landscape and Society), GEOG 303 (Natural Resource Management), GEOG 306 (Soil Science), GEOG 307 (Our Environmental Legacy and Our Future), GEOG 323 (Urban Planning and Environmental Justice), GEOL 101 (Physical Geology), GEOL 102 (Environmental Geology), HIST 133 (American Environment), HIST 330 (Public History and Memory), POLS 326 (Politics of Environmental Policy), SOAN 101 (Introduction to Sociology and Social Justice), SOAN 102 (Introduction to Anthropology), or SOAN 340 (Environmental Sociology).

ENVR 380 may be substituted for one of the above electives on a case-by-case basis depending on the specific course offering.

Core courses

ENVR 100, 4 credits (or GEOG 106 or GEOL 102)

ENVR 101, 4 credits

ENVR 300, 4 credits

ENVR 401, 4 credits

ENVR 402, 4 credits

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Integrative Studies

ENVR-100 Sustainability: Ecological Dimension (4 Credits)

(PN) In-depth interdisciplinary examination of complex sustainability problems (water, food systems, climate change, forests, etc.) including their systemic structure, dynamics, future development, and normative issues. In-depth examination of human dependence upon and alteration of supporting (biodiversity, disturbance regimes, soil resources, hydrological cycle, and nutrient cycles), regulating, provisioning, and cultural ecosystem services. Emphasis on formulating an interdisciplinary model to understand the resilience and vulnerability of complex social-ecological systems (SES) to disturbances and stresses and using such model to assess the social, economic, and environmental dimensions of local and regional sustainability problems. Introduction to key methods used to identify, analyze, and solve the ecological dimensions of such problems. Students will complete an ecologically-oriented campus-based sustainability project. The culminating project and case study will require students to place the ecological component of such systems within the context of the entire SES by emphasizing the two-way interactions (dependence of human well being on ecosystem services and influence of human pursuits of well-being on such services) between the ecological and social components. Includes one two-hour lab per week that focuses on a campus or local sustainability problem.

ENVR-100L Lab for 100 (0 Credits)

ENVR-101 Sustainability: Social Dimension (4 Credits)

(PS) In-depth interdisciplinary examination of complex sustainability problems (water, food systems, climate change, forests, etc.) including their systemic structure, dynamics, future development, and normative issues. In-depth examination of the major components of human well-being and their relationship to ecosystem services. Emphasis on formulating an interdisciplinary model to understand the adaptive capacity and vulnerability of complex social-ecological systems (SES) to disturbances and stresses and using such model to assess the social, economic, and environmental dimensions of local and regional sustainability problems. Introduction to key methods used to identify, analyze, and solve the social dimensions of such problems including stakeholder identification and assessment, social capital and power, and social network analysis. Students will complete a socially-oriented campus-based sustainability project. The culminating project and case study will require students to place the social component of such systems within the context of the entire SES by emphasizing the two-way interactions (dependence of human well being on ecosystem services and influence of human pursuits of well-being on such services) between the ecological and social components.

ENVR-300 Sustainability Problems & Solutions (4 Credits)

Intermediate level examination of the complex sustainability problem of climate change and access to modern energy production, emphasizing the complex direct and indirect cross-scale interactions between the social and ecological components of such systems. In-depth examination of relationship between access to modern energy and human well-being and climate change challenge facing humanity. Emphasis on refining the interdisciplinary model developed in ENVR 100/101 sequence and using such model to compare and contrast the environmental, social, economic, political, and ethical/moral dimensions of alternative energy resources and technologies (coal, natural gas, wind, solar, geothermal, nuclear, biofuels, biomass, hydro, etc.) and assess future alternative scenarios of systems. Students formulate an action-oriented portfolio of solution strategies to drive a transition to a more sustainable society by

avoiding dangerous climate change and improving human well-being without exceeding the Earth's life support systems. Students will complete a significant team-based project that develops a solution to a local energy problem in collaboration with a campus or external stakeholder. Includes one four-hour lab per week that focuses on field trips to energy generating facilities and real-world simulations and negotiations. Prerequisites: ENVR 100 and ENVR 101 or consent from instructor.

ENVR-300L Lab for 300 (0 Credits)

ENVR-380 Special Topics (4 Credits)

Students use an interdisciplinary and systems approach to conduct an in-depth analysis of the social, economic, and environmental dimensions of a real-world sustainability problem facing campus or a community in the region.

ENVR-382 Social Change for Sustainable Wrld (4 Credits)

(PS) This course responds to the urgent crisis of sustainability in the contemporary moment by asking: what strategies for change might allow for the fastest and most effective sustainability transition for human civilization? The course begins by introducing some of the economic and political structures and patterns that reinforce unsustainable practices through case studies of the fossil fuel industry and disaster capitalism. Then two avenues for change will be explored in-depth: community economies (including cooperatives and community-based resource management) and social movements (involving discussions of historical and contemporary examples and strategies). Students will develop a class project around a campaign of their choice on Augustana's campus or in the Quad Cities more broadly.

ENVR-385 Plant Diversity (2 Credits)

Morphology, evolution, and taxonomy of plants with emphasis on plant families, especially those local to Rock Island and the Augustana campus. Certain groups may be emphasized based on instructor's expertise.

ENVR-386 Animal Diversity (2 Credits)

Morphology, evolution, and taxonomy of animals with emphasis on animal families, especially those local to Rock Island and the Augustana campus. Certain groups may be emphasized based on instructor's expertise.

ENVR-387 Environmental Justice (4 Credits)

(D) Although environmental conditions impact all people, environmental risks and amenities are not equitably distributed across places or populations. These inequities have prompted a consideration of the linkages between environmental issues and social justice. This course explores those linkages. We will work to understand the connections between environmental and human health, the evidence and explanations for differential distributions of environmental risks and amenities across populations, and the differing community responses to environmental injustices. By applying social concepts and examining a wide range of environmental justice case studies, we can better understand how and why inequalities arise, and why some communities are able to work more effectively towards environmental justice

ENVR-388 Env. Conflict & Neg. (4 Credits)

(PH) Environmentalism is contentious and environmental conflicts are constantly taking shape. Negotiation is a process for managing environmental conflicts; it is a process of jointly making decisions to reconcile different interests. This course will focus on developing negotiation skills that can be applied to situations of environmental conflict. Through the use of negotiation simulations and case studies, we will examine contemporary environmental conflicts, identify the opportunities and challenges of using negotiation processes to manage environmental conflicts, and develop and practice our own negotiation skills. While the cases we discuss in class will pertain to environmental issues, the negotiation skills learned and developed in this course are easily transferable to other domains.

ENVR-393 International Study Colloquium (3-4 Credits)

ENVR-399 Directed Study (1-2 Credits)

ENVR-400 Independent Study (1-2 Credits)

ENVR-401 Capstone Experience I (4 Credits)

Introduction to the social-ecological system for the capstone experience. Students are introduced to the key concepts, theories, and methods through a case study of a model SES. The course culminates in an extensive (10-14 day) field trip to the model SES. Taken in the spring term of the junior year. Prerequisites: ENVR 300 (including simultaneous enrollment) or consent from instructor.

ENVR-402 Capstone Experience II (4 Credits)

Working as teams and mentored by an interdisciplinary team of faculty, students use a sustainability science approach (combining interdisciplinary and collaborative methods) to conduct an in-depth assessment of the social, economic, and environmental dimensions of a real-world sustainability problem facing a community. Emphasis on the collection and analysis of information and data on the social ecological system. Advance training on the functionally linked complex of knowledge, skills, and attitudes necessary to solve complex, controversial sustainability problems including: collaborative team work, impactful stakeholder engagement, comprehensive project management, effective and empathic communication, and conflict resolution. Includes one 4-hour lab per week. Prerequisite: ENVR 401.

ENVR-402L Lab for 402 (0 Credits)

ENVR-499 Directed Study (1-2 Credits)

Ethics course catalog

<https://www.augustana.edu/academics/areas-of-study/ethics>

2020-21

TIMOTHY BLOSER, Associate Professor (Philosophy)

B.A. Princeton; Ph.D., Stanford

DAN LEE, Professor (Religion)

B.A. Concordia (Moorhead); M.A., M. Phil, Ph.D. Yale

The religion and philosophy departments offer a jointly-administered minor in ethics. The minor draws upon course offerings in both departments, giving students the opportunity to pursue an interdisciplinary study of ethics. The minor is open to all Augustana students. Requirements for completing the minor are listed below (for descriptions of these courses, please see the Religion and Philosophy course offerings).

20 credits, including the following:

- Core courses: RELG 203; either PHIL 103 or PHIL 105; and PHIL 320
- Complementary courses: two of RELG 355, RELG 356, RELG 359, RELG 363, RELG 385, PHIL 122, PHIL 312, PHIL 320, PHIL 322, PHIL 324, PHIL 330.
- At least one complementary course must carry a RELG designation.
- A student may substitute RELG 357 and RELG 358 for one of the complementary courses listed above.

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will

count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

First Year Inquiry (FYI)

<https://www.augustana.edu/academics/areas-of-study/first-year-inquiry-fyi>

2020-21

All students must complete a first-year sequence. Honors students complete the FYH sequence, but most first-year students complete the FYI 100-101-102 sequence.

Courses

FYI-100 Intro to the Liberal Arts (1 Credits)

A one-credit advising course taken alongside FYI-101. FYI-100 asks "Who are you and what do you want out of this liberal arts education?" In this class, students will work with their FYI-100 classmates to explore campus resources and the liberal arts core curriculum. They will also work to understand and strengthen their approaches to studying, managing time, setting goals, and communicating professionally with the goal of understanding who they are and exploring what direction their lives might take

FYI-101 First Year Inquiry (4 Credits)

All incoming first-year students at Augustana College will have the opportunity to reflect on the question "How do you know what you think you know, and to what extent can you be certain?" In FYI 101, students will actively engage topics and methods that are the hallmarks of a liberal arts education, and will thereby develop the skills that define independent thought. Throughout the term, students will work to improve their active reading skills, their understanding of information literacy, and their appreciation of writing as an ongoing process of inquiry and reflection.

FYI-102 First Year Inquiry (4 Credits)

As a continuation of their academic first-year experience, all first-year students in FYI 102 will reflect on the question "How is difference constructed and what differences matter?" FYI 102 will help students become accustomed to the distinctive qualities of a liberal arts education by helping them to make new connections across multiple fields, and by exercising students' active reading, communication, and information literacy skills. Students will accomplish these goals through scholarly research and writing.

Food Studies

<https://www.augustana.edu/academics/areas-of-study/first-year-inquiry-fyi>

2020-21

Coordinators

BRIAN LEECH, Associate Professor (History)
B.A., University of Montana; M.A., Ph.D., Wisconsin-Madison

CHRISTOPHER R. STRUNK, Associate Professor (Geography)
B.A., Wesleyan University; M.A., Ph.D., University of Minnesota

Program Overview

The Food Studies Experiential Minor allows students to explore issues of nutrition, food security and accessibility, sustainability, and social justice in local and global food systems. The minor is 17 credits and requires a food-related internship of 80 hours and a capstone project.

Requirements

The Food Studies Experiential Minor is 17 credits, distributed as follows: 4 credits from GEOG 120, ENVR 101, SOAN 380 (if special topics is food-related), or ENVR 380 (if special topics is food-related); 4 credits from CHEM 110, CHEM 115, GEOG 306, or GEOG 307; 4 credits from ENGL 230, HIST 133, or HIST 333. One additional 4-credit elective from any of the above courses. Food Studies also requires a food-related 0-4 credit internship of at least 80 hours. Arrange for the completion of this requirement via enrollment in FOOD INTR. (See advisor; advisor permission required). Students should also complete a capstone project (taken as FOOD 399, a one-credit course), typically done in conjunction with the internship, that results in both a written and oral presentation.

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

French course catalog

<https://www.augustana.edu/academics/areas-of-study/french>

2020-21

EMILY CRANFORD, Visiting Assistant Professor
B.A. Wake Forest; M.A., Ph.D., North Carolina (Chapel Hill)

TADDY KALAS, Professor
B.A., M.A., Ph.D., Wisconsin (Madison)

KIKI KOSNICK, Assistant Professor
B.A., B.S., Michigan State; M.A., Ph.D., Wisconsin (Madison)

GILLIAN LEDERMAN, Assistant Professor
B.A., M.A., University of Strathclyde; M.B.A., Iowa

MAJOR IN FRENCH. 32 credits, including FREN-301, FREN-331*, FREN-441; 12 credits of coursework in literature, culture, and civilization, which must include the following distribution: 2 credits of early period literature, 2 credits of late period literature, 2 credits of civilization/cultural studies, 2 credits of an immersive experience, 4 more credits in any of the above; 8 additional elective credits. FREN-101 and FREN-102 may not be counted toward the major. *In the case of a scheduling conflict, another advanced course may be substituted for 331 in consultation with the department.

MAJOR FOR TEACHING FRENCH. 34 credits, including a major in French of which 6 credits must be earned from the immersive study abroad experience in Dijon, France.

MINOR IN FRENCH. 20 credits, including FREN-301, FREN-331, and at least 4 credits of coursework from FREN 351-373; 8 additional elective credits. FREN-101, FREN-102, FRST, and WLIT may not be counted toward the minor.

For an interdisciplinary minor related to French, see [Linguistics](#).

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Courses (FREN)

FREN-100 Elementary French Review (2 Credits)

Elementary French Refresher. A review course, covering the same material and meeting at the same time as FREN 101, but restricted to students placed in 102. These students may not register for 101 (4 credits) but register for 100 (2 credits), then continue with 102 upon completion of the course. Prerequisite: placement in 102 and consent of department.

FREN-101 French Language/Culture I (4 Credits)

Introduction to French language and culture. Both written and spoken French. Content focuses on daily life in France. For students with no prior study of French.

FREN-102 French Language/Culture II (4 Credits)

Continued study of French language and culture. Both written and spoken French. Content explores life in the French-speaking world. Prerequisite: FREN-100, FREN-101 or placement.

FREN-111 Beginning Conversational French (3 Credits)

Intensive oral and written use of the language taught during Summer School in France. Introductory course for students with no previous experience of French. For students placed in "Level 1." Successful completion of this course is equivalent to completion of FREN-102.

FREN-199 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisites: permission of department chair and consent of instructor.

FREN-200 IB French Elective (4 Credits)

FREN-201 France Beyond Her Borders (4 Credits)

(G) Students explore the role of France beyond her borders - a key player in the European Union and influencer in the French-speaking world. Particular focus is placed on the emerging markets of French-speaking Africa, as students are encouraged to explore the challenges and opportunities in these countries. Course material and class discussions will consider factors that empower or impede progress. Students deepen their knowledge of the French language through the study of grammar, acquisition of expanded vocabulary, and practice of spoken French. Prerequisite: FREN-102 or equivalent.

FREN-202 Social Change (4 Credits)

This course explores social change in the French-speaking world. Considers topics such as (de)colonization, (im)migration, reconstruction, urbanization, consumerism, and modernization through the study of authentic cultural documents (literary and popular texts, film, photography, songs, advertisements, etc.). Provides grammar review and

refinement, vocabulary expansion, conversation and pronunciation practice, and an introduction to critical writing in French. Prerequisite: FREN-201.

FREN-210 Topics in French Culture (3 Credits)

(G) Taught during Summer School in France. This course provides a flexibly structured, hands-on introduction to French culture. Students will participate in a wide range of activities including visits to museums and historical sites, and attendance of university lectures on such topics as gastronomy and wine, philosophy and sociology. Language of instruction is French.

FREN-221 Intermediate French I (3 Credits)

Intensive oral and written use of the language taught during Summer School in France. For students placed in "Level 2": Qualifications determined by the French university.

FREN-222 Intermediate French II (3 Credits)

Intensive oral and written use of the language taught during Summer School in France. For students placed in "Level 3": Qualifications determined by the French university.

FREN-223 Intermediate French III (3 Credits)

Intensive oral and written use of the language taught during Summer School in France. For students placed in "Level 4": Qualifications determined by the French university.

FREN-241 Plants and Animals (4 Credits)

What kinds of relationships do French people have with the plants and animals that surround them? In this course we will explore the many different historical, literary, and cultural relationships between plants, animals and human beings - from the medieval to the present. Students will acquire the vocabulary and cultural history of specific flora and fauna important to the French, concentrating on works of art and natural history that express these relationships. We will study medieval bestiaries and herbals, we will make our own essential oil blends and taste herbal teas, we will plan classical and urban gardens, and we will produce our own personal herbals and bestiaries. Students will conduct short individual research projects, cook and share a dinner together, and end the course with a creative project. Prerequisite: FREN-201 or equivalent.

FREN-242 Everyday French (4 Credits)

This course focuses on French-language communication skills for everyday life, while also exploring pop culture and current events of the francophone world. Includes review and refinement of appropriate grammatical concepts, relevant vocabulary expansion, and analysis of authentic cultural documents. Instruction will be in French and English. Prerequisite: FREN-101 or equivalent.

FREN-243 Verb and Verse (4 Credits)

Study of the relationship between grammar and poetics in assorted literary texts. Students will work on different texts according to their level. The course will function both as an enhanced grammatical workshop and an introduction to literary analysis. Prerequisite: FREN-101 or equivalent.

FREN-244 Phonetics and Poetics (4 Credits)

Intensive study of French phonetics and pronunciation and their relationship to poetics in works of literature and in contemporary language. Includes an introduction to phonetic transcription in French, poetry analysis (with an emphasis on rime, alliteration, and assonance), and an exploration of poetic devices at work in the French language today (verlan, idioms, neologisms, etc.). Instruction will be in French and English. Prerequisite: FREN-101 or equivalent.

FREN-245 French Play Production (4 Credits)

Students will study, rehearse, and perform a French play, under the direction of a faculty member. Credit for "early" or "late" lit will depend on the play chosen. Prerequisite: FREN-101 or equivalent.

FREN-299 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisites: permission of department chair and consent of instructor.

FREN-301 French and the Past (4 Credits)

Builds on the critical writing skills developed in 202, but with a focus on French literary history. Students read short literary texts from the Middle Ages through the twentieth century, deepening their ability to read and analyze literature in the context of different time periods and movements. Intensive reading, writing, and speaking practice around these topics aims to develop greater fluency and sophistication in both spoken and written French. Prerequisite: FREN-202 or placement.

FREN-311 Masculinity in Rabelais (2 Credits)

François Rabelais' tales of giants interweave sixteenth century France's popular issues of science, marriage, the role of religion in society, and the importance of education. In this course students will read excerpts from Rabelais that deal specifically with the question of marriage, sexuality, and the anxiety early modern French men felt about changing socio-cultural dynamics. We will use masculinity, feminist, and queer studies and read secondary criticism of this canonical author. Students will end the term with a research project of their choosing. Prerequisite: FREN-301.

FREN-312 Hot Topics in Montaigne (2 Credits)

Michel de Montaigne's *Essais* opened dialogue about philosophical issues tied to the self and society, from sickness and death to friendship, monsters, vanity, and animal intelligence. In this course we will read selected essays that judge subjects that are continued hot topics in contemporary society, from the power of the imagination to sex in literature to philosophizing the process of life through death. Students will engage with contemporary topics as seen through the lens of sixteenth century essays, will write pastiches of Montaigne's essays, present a Hot Topic to their peers, and engage in a creative project. Prerequisite: FREN-301.

FREN-313 The Human Condition (2 Credits)

What do the moralistes and *épistoliers* of the seventeenth century tell us about what it means to be human? We will engage in conversation with Descartes, Pascal, La Fontaine, La Rochefoucauld, Sablé, Sévigné, La Bruyère. Prerequisite: FREN-301.

FREN-314 Nineteenth Century Poetry (2 Credits)

Exploration of the major poetic movements in the nineteenth century, from Romanticism through *fin de siècle*. Students will have the opportunity to practice producing different poetic forms and styles themselves. Prerequisite: FREN-301.

FREN-315 Life Writing (2 Credits)

Study of life writing from the francophone world, including autofiction, autobiography, essays, letters, graphic novels, film, and self-portraiture. Interrogates the distinctions between various genres, and explores the contexts and intentions of given works. Students will produce creative writing in French as a component of the course. Prerequisite: FREN-301.

FREN-321 Advanced French (3 Credits)

Intensive oral and written use of the language taught during Summer School in France. For students placed in "Level 5": Qualifications determined by the French university.

FREN-322 Advanced French II (3 Credits)

Intensive oral and written use of the language taught during Summer School in France. For students placed in "Level 6": Qualifications determined by the French university.

FREN-323 Advanced French III (3 Credits)

Intensive oral and written use of the language taught during Summer School in France. For students placed in "Level 7": Qualifications determined by the French university.

FREN-331 Exploring Genres (4 Credits)

(PL) Builds on the analytical reading and writing skills developed in 301, but with a focus on the different analytical terms and tools applicable to different genres. Organized by genre (poetry, prose, theatre) rather than by chronology. Prerequisite: FREN-301.

FREN-335 Advanced Grammar/Translation (4 Credits)

Intensive study of French grammar, syntax, semantics, and stylistics. Course focuses on linguistic problem solving and translation from French to English and English to French. Students deepen and refine their knowledge of the French language while also exploring interpretative strategies for reading and translating different types of texts. Prerequisite FREN-301 or permission of instructor

FREN-341 Dangerous Liaisons (4 Credits)

Intensive study of Laclos' novel *Les Liaisons dangereuses*, followed by viewing and analysis of the multiple film versions of the novel. As a final activity, students will produce their own short cinematic version. Prerequisite: FREN-301.

FREN-351 Legend of Arthur (4 Credits)

What were love, sexuality, fidelity, and power in medieval France? Many important elements of the legend of King Arthur as we know it have their origins in medieval France as well as England. In this course students will explore the cultural, linguistic, and literary importance of the Roman d'Arthur in the *lais* of Marie de France and the stories of Chrétien de Troyes. We will study social critiques through courtly love and the prominence of court culture. Prerequisite: FREN-301

FREN-352 Travel/Otherness (4 Credits)

How do the concept of otherness and the process of voyaging outside of France form French identities before the French Revolution? This course explores the exchanges between hexagonal France, the Maghreb, the New World, and the classical Roman roots that intertwine in the literature and culture of medieval and early modern France. Students will study the formation of French identities through the lenses of travel outside of France and the Other that the French encountered outside of France and French norms. We will study in particular the influence of the Middle East in medieval literature and culture as well as representations of the Maghreb through the exoticism of the 17th and 18th centuries. The question of the New World, the noble savage, and its contrasts with the Roman Empire's influence in Humanism will be of particular interest in this course. Prerequisite: FREN-301.

FREN-353 Ancien Regime Gender (4 Credits)

How were men, women, and people "in-between" represented during the Ancien Régime? In this course we will explore women writers who participated in the proto-feminist "Quarrel of Women" as well as masculinities both problematic and normative in medieval and early modern France. You will examine works of literature, philosophy, and natural science as well as explore visual representations of gender, love and friendship. Issues of race, class, bodies, and monstrosity will frame our discussions. Students will read canonical texts by male authors alongside culture building yet

neglected female writers in order to explore the multiple dynamics of gender in pre- and early modern France. Prerequisite: FREN-301.

FREN-361 French Women Writers (4 Credits)

Study of selected poetry and prose by French women writers from the Middle Ages through the early 20th century, looking at ideas and styles across time. Writers such as Marie de France, Marguerite de Navarre, Louise Labé, Madame de Sévigné, Isabelle de Charrière, Riccoboni, Sand, Desbordes-Valmore, Colette. Prerequisite: FREN-301.

FREN-362 The Tragicomic Muse (4 Credits)

Study of tragedy, comedy, and tragicomedy from the 17th through the 19th centuries: Corneille, Molière, Racine, Marivaux, Beaumarchais, Hugo, Musset, Dumas fils. Examination of the development of various theatrical genres and conventions, and the shifting definitions across time. Prerequisite: FREN-301.

FREN-363 Birth of the Novel (4 Credits)

Study of French experiments in novelistic form, beginning with the seventeenth century text often called "the first modern novel," *La Princesse de Clèves*, and concluding with some of the great narrative voices of the nineteenth century. Prerequisite: FREN-301.

FREN-371 World Cultures (4 Credits)

(G) Introduction to the French-speaking world through historical, cultural, and literary texts, media, and visual arts. Includes discussion of the Maghreb, Sub-Saharan Africa, the Antilles, Quebec, and relations between these regions and France/Europe. Explores the role of literature and art in generating and challenging dominant cultural narratives. Prerequisite: FREN-301.

FREN-372 Text and Environment (4 Credits)

Study of literature's engagement with the environment, including natural and human-made landscapes and structures, weather, and natural disasters. Considers consumption, waste, ecology, indigeneity, migration, and environmental ethics. Students will explore the use of rhetorical devices in contemporary texts and canonical works, with a focus on the literary representation of sensory experience. Course includes site-specific local/regional travel. Prerequisite: FREN-301.

FREN-373 Love and Resistance (4 Credits)

This course draws on a variety of 20th- and 21st-century texts from the French-speaking world to explore forms of love and resistance during challenging times. Includes discussion of war, political unrest, grief, illness, and personal or cultural trauma, and the interplay between these events and the forces of gender, sexuality, race, ethnicity, class, age, and ability. Prerequisite: FREN-301

FREN-380 Special Topics (4 Credits)

Investigation into selected topics in French literary and cultural studies. May be repeated for credit with permission of instructor. Credit towards distribution requirements varies by topic. Prerequisite: FREN-301.

FREN-380A Special Topics (2 Credits)

Investigation into selected topics in French literary and cultural studies. May be repeated for credit with permission of instructor. Credit towards distribution requirements varies by topic. Prerequisite: FREN-301.

FREN-393 International Study Colloquium (3-4 Credits)

FREN-399 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisites: permission of department chair and consent of instructor.

FREN-400 Independent Study (1-2 Credits)

Research project in French literature or civilization for majors. Prerequisite: consent of department chair.

FREN-441 Senior Seminar (4 Credits)

Intensive study of a particular problem, genre, movement, or author, culminating in a major research project. Prerequisite: FREN-301 and senior standing.

FREN-499 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisites: permission of department chair and consent of instructor.

Courses (FRST)

FRST-246 French on the Mississippi (4 Credits)

(D)For centuries French-speaking communities discovered by settlers, ruled by monarchs, and assigned to refugees have existed along the Mississippi River. This course explores the establishment of these communities, their significance, and development of French language and culture. Students will compare the circumstances under which the communities evolved and the extent to which they interacted with existing or subsequent cultures. Students will have the opportunity to visit communities and discover, first-hand, their relevance. Course taught in English and open to the general public. Can be taken for credit towards French major with permission of instructor.

FRST-247 Childhood (4 Credits)

What is it like to grow up in the Francophone world? In this course we will study the representation of childhood and adolescence in the film, media, and literature of hexagonal France, Belgium, Canada, the Maghreb, and the Congo. Students will build skills in textual and film analysis while exploring themes and experiences that are both universal and specific to French-speaking communities. Students will reflect on their own childhood experiences and pleasures as we explore different manifestations of adolescence and infancy, and you will end the term with a creative project. Course taught in English and open to the general public. Can be taken for credit towards French major with permission of instructor.

FRST-248 World Cinema in French (4 Credits)

(PA, G) Intensive study of a variety of films from the French-speaking world (France, Quebec, Haiti, Senegal, Morocco, Belgium, etc.). Course situates the films in their historical and cultural contexts, and explores questions of globalization, migration, multiculturalism, and reception. Students acquire skills in film analysis and comparative cinema. Course taught in English and open to the general public. Can be taken for credit towards French major with permission of instructor.

Geography course catalog

<https://www.augustana.edu/academics/areas-of-study/geography>

2020-21

JENNIFER BURNHAM, Associate Professor and Chair
A.B., Augustana; M.S., Illinois; Ph.D., Washington

MATTHEW FOCKLER, Associate Professor
B.A., M.S., University of Nevada; Ph.D., Montana State

REUBEN A. HEINE, Professor
B.A., St. Cloud; M.S., Ph.D., Southern Illinois (Carbondale)

CHRISTOPHER R. STRUNK, Associate Professor
B.A., Wesleyan University; M.A., Ph.D., Minnesota

MAJOR IN GEOGRAPHY. 34 credits. Geographic Fundamentals (12 credits) includes one course with a physical geography orientation from GEOG-105 or GEOG-106; one course with an urban and cultural geography orientation from GEOG-120 or GEOG-130; one course with a human-environment orientation from GEOG-230, 303, 307, 331 or 332. Geographic Skills and Inquiry (14 credits) includes all of: GEOG-270, GEOG-273 or 274, GEOG-372, GEOG-472, and GEOG-473. Electives (8 credits) includes two courses selected from one of three advising tracks (GIS and Technology, Urban and Cultural Geography, or Physical and Environmental Geography). See geography advisor for details.

Recommended supporting courses: J term regional field trip (GEOG-230), a statistics course (PSYC-240, BUSN-211, or SOAN-227), writing courses (ENGL-225), Public speaking and communications courses (COMM-101, 201 or 204), research methods skills (SOAN -201 or HIST-300), geography internship, or participation in a study away program. See geography advisor for additional recommended courses depending upon student interests.

MINOR IN GEOGRAPHY. 20 credits. Geographic Fundamentals (12 credits) includes one course with a physical geography orientation from GEOG-105 or GEOG-106; one course with a urban and cultural geography orientation from GEOG-120 or GEOG-130; and one course a human-environment orientation (GEOG-230, 303, 307, 331 or 332) . Geography Skills and Inquiry (4 credits) includes GEOG-270 and GEOG-472. Electives (4 credits) includes one of the following courses (different from Geographic Fundamentals courses) GEOG-273 or 274, 303, 306, 307, 323, 331, 332, 339, 372, 375, or 475.

Geography is a "bridge" discipline that overlaps the traditional division between the natural and the social sciences. Some courses in the department have a natural science orientation (PN) while others have a social science orientation (PS or PP and may have a D or G designation).

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Courses (GEOG)

GEOG-100 Our Digital Earth (4 Credits)

The Digital Earth is an introduction to the role that geospatial data and technologies play in our lives. From Google Earth to GIS, Facebook to Snapchat, we examine how geospatial data are collected and used, how geospatial technologies have transformed the way we think and make decisions, and the important geographic societal issues that result. Please note: this course will have field trips that may extend beyond class time. Course fee: \$25

GEOG-105 Weather, Climate, and Society (4 Credits)

(PN) An introduction to elements of weather and climate systems and the hazards they may pose to society. How can we (or should we?) prepare and adapt to live in areas of natural atmospheric hazards? Topics include a study of the earth's atmosphere, ocean systems, precipitation processes, severe weather (tornadoes, hurricanes), drought, and climate change. Includes one two-hour lab per week.

GEOG-105L Lab for Geography 105 (0 Credits)

GEOG-106 Landforms & Landscapes Dynamics (4 Credits)

(PN) An introduction to the forces that shape Earth's landforms, landscapes, and water resources and the benefits and hazards that our dynamic planet poses to human society. This course uses theoretical principles and field experiences to analyze and understand the character, behavior and evolution of landforms and considers the responses of these systems to human disturbance. Topics include a study of tectonic forces, erosion and deposition by water wind and ice, and humans as agents of change. Includes one two-hour lab per week and a three-day field experience on Oct 23-25, 2020. Course includes a field trip fee.

GEOG-106L Lab for Geography 106 (0 Credits)

GEOG-120 Human Geography of Global Issues (4 Credits)

(PS, G) Human geography focuses on social, economic, political, cultural, and human-environment processes and patterns and how they change over space and time. This course examines the interconnections between places around the world and how global flows intersect in our local communities. Major topics include economic globalization, geopolitics, the spatial aspects of population growth and distribution including international migration, health, urbanization, cultural differentiation and the spread of ideas and innovation, and the environmental impacts of development. The course aims to engender a critical geographical perspective on the past, present and future development of the social world.

GEOG-120AP Human Geography of Global Issues (4 Credits)

GEOG-130 Geography of World Regions (4 Credits)

(PS, G) Geography of World Regions is an exploration of the critical, interrelated, and diverse characteristics of the world's major geographic regions. This course will explore issues of global and regional significance facing our planet through the diverse lenses of geography. Our primary focus is on globalization and the linkages between places, the impact of globalization on diversity, and the importance of "local" and "global," unevenness in development, the legacy of colonialism, capitalism, and imperialism on world regions, and the relationships between societies and environments at various scales.

GEOG-199 Directed Study (1-2 Credits)

199, 299, 399, 499 Directed Study (1+) Opportunity for students to study a particular subject under a faculty member's direction. Prerequisites: permission of department chair and instructor.

GEOG-200 Geography & Film (4 Credits)

(PH) GEOG 200 is a critical geographic exploration of the social, environmental, and cultural dimensions of landscape, place, and culture through film and filmmaking. We examine the ways place is represented through the camera's lens and the director's vision. We consider the ways in which film is used to tell a story about place. We will explore the ways in which space, place, and landscape are socially constructed through the lens. Moreover, this course is a critical geographic investigation into the multiplicity of social and geographic worlds that comprise and collide within our social spaces.

GEOG-230 US Regional Immersion Exp (4 Credits)

(D) This J-term course will explore the Louisiana Gulf Coast through the lens of geography. Topics of the course will focus on human geography, physical geography, human-environment interactions, regionally important topics, and professional careers in geography. The course will begin and end on campus, with a 7-10 day field trip in between. For geography and environmental studies majors (or permission of the instructor). Course fees will apply.

GEOG-270 Geographic Perspectives (2 Credits)

Introduction to the major traditions and perspectives of geography. This course has a focus on geographic inquiry and includes a proposal-writing assignment. Students will gain skills in using library resources, digital maps, and fieldwork to address geographic questions. Course should be taken as soon as possible after declaring a major. Offered in the first half of the spring semester.

GEOG-273 Intro GIS for Natural Sciences (4 Credits)

This course focuses on the use of a geographic information system to acquire, evaluate, and analyze spatial data. Students will learn (1) key concepts and components of GIS and (2) essential skills of operating a GIS through the use of the ArcGIS software package. Emphasis is placed on the use of GIS to solve problems related to the natural sciences. Students will learn how GIS is used in fields such as ecology, biology, hydrology, environmental studies, and/or geology. Course includes a student-selected final project. Cannot receive credit for both GEOG 273 and 274 SUMMER 2019-2020 "NOTE: Students taking GEOG-273-ONLN must have access to a Windows-based PC computer running Windows 10 or Windows 8 operating system. Macintosh and Chromebook computers are not compatible."

GEOG-274 Intro GIS for Social Sciences (4 Credits)

This course focuses on the use of a geographic information system to acquire, evaluate, and analyze spatial data. Students will learn (1) key concepts and components of GIS and (2) essential skills of operating a GIS through the use of the ArcGIS software package. Emphasis is placed on the use of GIS to solve problems related to the social sciences. Students will learn how GIS is used in fields such as public health, sociology, urban planning, environmental studies, and/or business. Course includes a community-based GIS project. Cannot receive credit for both GEOG 273 and 274.

GEOG-299 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisites: permission of department chair and instructor.

GEOG-303 Natural Resource Management (4 Credits)

Analysis of problems in the use of water and land resources, including land use planning, soil and water conservation, recreational uses of resources, urban open space and runoff, flood plain management, wetlands preservation and solid waste disposal. Course uses decision-making approaches to these problems and includes an introduction to environmental perception, resource economics and environmental law.

GEOG-306 Soil Science (4 Credits)

This course will explore the basics of soil morphology, classification, mapping, microbiology, theories of soil formation, and pedoturbation. Other topics include the societal importance of soils, human modification of soils, and the important role that soils play in climate change. Several local field trips will be conducted to learn field-based skills of soil pit digging, soil describing, and landform analysis. Intended for juniors and seniors. Includes one two-hour lab per week.

GEOG-306L Lab for 306 (0 Credits)

GEOG-307 Our Environmental Legacy and Our Future (4 Credits)

This course examines the connections/disconnections between humans and the natural world. These connections are explored in a philosophical, historical, and economic context to better understand the reasons behind our current environmental problems. We will explore the environmental impact of agriculture, resource extraction, and climate change with a focus on two key questions: "How are we going to feed ourselves?" and "How are we going to get around?"

GEOG-323 Urban Planning and Environmental Justice (4 Credits)

(D) Urban geography is the study of the spatial organization of the city and the interactions between humans, urban ecosystems, and the built environment. This course provides an overview of the history of cities and suburbs, the causes and consequences of racial segregation, and the geography of environmental risk and vulnerability. Case studies include New York, Chicago, St. Louis, Mexico City, Rio de Janeiro, New Orleans, and Rock Island. The course emphasizes both theory and practice, and we will assess efforts by planners and grassroots organizations to develop walkable, transit-oriented, and more environmentally just cities. Students design and carry out a community-based research project in the Quad Cities.

GEOG-331 Geography of Latin America (4 Credits)

(G) This course provides an introduction to the geography of Latin America, including its people, politics, cultures, and environments. Latin America is home to a diverse set of landscapes and ecosystems, including tropical rainforests, snowcapped mountains, plains, deserts, and expanding megacities. In this course, we will examine the relationship between the environment and Latin American societies, focusing on the history of pre-Columbian peoples, European colonialism, uneven economic development, urbanization and migration, and environmental conservation. Case studies include Bolivia, Brazil, Costa Rica, Guatemala, Nicaragua, and Latino/as in the United States. Offered in alternate years.

GEOG-332 Geography of the Arctic (4 Credits)

(G) A regional geographic course exploring the unique and rapidly changing region of the circumpolar Arctic. The course will provide an in-depth focus on the people, politics, economy, and natural environment of the Arctic, with an emphasis on "big picture" topics like climate change, resource extraction, indigenous rights, polar law, and human health. Although we don't live in the Arctic, we'll learn why this region has important implications and connections to the midlatitudes. Offered in alternate years.

GEOG-339 Historical Geography of North America (4 Credits)

(PP) Historical Geography introduces students to the field of historical geography and emphasizes its contribution to understanding North America's past. The objectives of the course are 1) to offer a broad survey of North America's past human geographies, emphasizing the period between 1600 and the present and 2) to explore the questions, methods, and sources used within the field of historical geography including archival research, historical Geographic Information Science, and field methods. Offered in alternate years.

GEOG-372 Digital Cartography and Design (4 Credits)

This course is an introduction to the principles of digital cartography and map design. Various forms of data visualization techniques (dot map, choropleth, graduated circle, isolines, etc.) will be practiced on a digital platform using GIS and Illustrator software. Emphasis is placed on map user considerations and constraints, and cartographic ethics. GIS is not a prerequisite for the course, but previous knowledge is helpful.

GEOG-375 Applied Environmental GIS (4 Credits)

This intermediate-level GIS course focuses on the application of Geographic Information Systems to environmental problem solving and decision making, and weaves theory and practice together. The course will review the principles and methodologies of employing GIS tools and technologies for environmental monitoring and spatial analysis, and will provide students the opportunity to gain hands-on experience in applying some of these tools and technologies in a

laboratory environment. Course includes in-class discussions, tutorials, and class projects. Prerequisite: GEOG 100 or GEOG 273 or GEOG 274 or consent from instructor. Offered in alternate years.

GEOG-393 International Study Colloquium (3-4 Credits)

GEOG-399 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisites: permission of department chair and instructor.

GEOG-400 Independent Study (1-2 Credits)

Advanced studies on specific subjects; research problems.

GEOG-472 Seminar on Geographic Research (2 Credits)

Research in design and research methodologies, data collection techniques, analysis and use of quantitative methods in geographic research, selection of an original topic for the senior research paper and preparation of a preliminary outline and chapter for that paper. Should be taken in the second half of spring term of the junior year. Students participating on spring foreign term will need to make special arrangements with department advisors.

GEOG-473 Seminar on Geographic Research II (2 Credits)

Collection and analysis of primary data, selection and preparation of cartographic material for the senior research paper and research writing and presentation; completion and presentation of a major original research paper. (For geography majors in the second half of the fall term of the senior year.) Prerequisite: 472.

GEOG-474 Geog Resrch Dbl Major (0 Credits)

This course is intended to be a substitution for double majors who elect not to take the traditional SI path in geography. Permission of department chair required to register. Prerequisite: GEOG-472

GEOG-475 Advanced GIS (4 Credits)

Examination of advanced GIS applications and essential GIS skills including process automation and programming. Essential skills include metadata writing, data conversions, re-projections of spatial data, and spatial data editing. Additional advanced GIS topics will vary based on instructor expertise and interest and will be announced in the spring semester in the year before the class is offered. Offered in alternate years. Prerequisite: GEOG 273/274, GEOG 373/ 374, or consent from instructor.

Geology course catalog

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2020-21

KELSEY M. ARKLE, Assistant Professor,
B.A., Cornell College; M.S., Ph.D., University of Cincinnati

JEANETTE C. ARKLE, Professional Faculty,
B.A., B.S., M.S., CSU Fullerton; Ph.D., University of Cincinnati

S. TOD KULL, Part-time Instructor
GG, Gemological Institute of America

JEFFREY C. STRASSER, Professor, Chair
B.A., Carleton; M.S., Ph.D., Lehigh

MICHAEL B. WOLF, Professor, Fritiof M. Fryxell Chair in Geology
A.B., Hamilton; M.S., Ph.D., Caltech

MAJOR IN GEOLOGY. 40 credits: One gateway GEOL course (GEOL-101, GEOL-105, GEOL-112, or GEOL-123); five core courses (GEOL-201, GEOL-205, GEOL-240, GEOL-450, and GEOL-451); two courses from GEOL-309, GEOL-350, and GEOL-360; two additional elective GEOL courses (including GEOG-306 or ENVR-300); and one required supporting science course (CHEM-131 or CHEM-235).

Upper-level geoscience courses assume math skills equivalent to those mastered in a high school or college pre-calculus course. Students planning to pursue graduate studies or careers in the geosciences are strongly recommended to take MATH-160 (Calculus) as well as additional courses in physics, mathematics, chemistry, geography, environmental studies, and biology. Students should consult the Geology Department advising documents for more information on the major and the transition to semesters.

MINOR IN GEOLOGY. 17 credits (4 courses + 1 credit): One gateway GEOL course (GEOL-101, GEOL-105, GEOL-112, or GEOL-123), GEOL-399 (1-credit), and 12 additional credits (or 3 courses) from GEOL courses at or above the 200-level. GEOG-306 and ENVR-300 may be substituted for GEOL courses. GEOL-399, coordinated with a faculty member, requires completion of a research paper that addresses some aspect of geology and relates it to the student's primary major, and it must incorporate an additional reflective component demonstrating an understanding of the connectivity between subject areas. This paper could conceivably be an extension of the Senior Inquiry effort within the student's primary major.

GEOLOGY MAJOR WITH DISTINCTION. Students can earn a departmental distinction upon successful completion of a superior senior research thesis, GEOL-451, *and* the geology degree with a grade-point average of at least 3.50 for all geology courses and the supporting courses that are required for the major, and demonstrated leadership and service roles within the department.

GEOLOGY MAJOR WITH MERIT. Students can earn this departmental honor upon successful completion of *either* a superior senior research thesis, GEOL-451, *or* the geology degree with a grade-point average of at least 3.50 for all geology and supporting courses that are required for the major.

The subject of geology addresses both the materials that form the Earth and the processes of Earth formation and evolution. Sub-disciplines include but are not limited to: study of life and evolution as preserved in the rock record; study of resources upon which our industrial society is based; study of environmental problems and remediation solutions; study of geologic hazards and hazard mitigation. The interdisciplinary study of geology relies upon mastery of geological principles and oral and written communication skills as well as the application of fundamental principles of physics, chemistry, biology and mathematics to complex Earth systems.

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Courses (GEOL)

GEOL-101 Physical Geology (4 Credits)

(PN) Introduction to Earth materials (minerals and rocks), structures, composition and dynamic processes (e.g., volcanic eruptions, earthquakes, weathering, erosion, mountain-building) of the Earth. Includes a weekly 2-hour lab. Lab study involves specimens in the Fryxell Geology Museum collections and field trips. Gateway course to the geology major.

GEOL-101L Lab for 101 (0 Credits)

GEOL-104 Gemology (4 Credits)

(PN) Introduction to science and economics of rare, beautiful gemstones, from their geologic formation to their identification and preparation for jewelry store presentation. Includes a weekly 2-hour lab, during which students learn to identify, quality-grade, and facet gemstones, and learn lost-wax silversmithing. Lab study involves specimens in the Fryxell Geology Museum collections. Additional \$50 lab fee will be added to your bill.

GEOL-104L Lab for 104 (0 Credits)

GEOL-105 Physical Geology in the Rocky Mountains (4 Credits)

(PN) Introduction to Earth materials and processes of rock formation and mountain building during a rigorous 2-week summer field trip, preceding the fall semester. We will visit spectacular sites and study the physical geology in the mountains of South Dakota and Wyoming. Open only to incoming first-year students. Gateway course to the geology major.

GEOL-106 Quakes, Tsunamis, Eruptions in Asia (4 Credits)

(PN) J-term course. A focused introduction to dynamic geologic processes that have shaped this planet, in particular the earthquake, tsunami and volcanic activity of Japan. In addition to understanding the science of these destructive forces, we will study the human responses to recent disasters, how we can prepare for and mitigate future - inevitable - disasters, and what are the benefits of living in such tectonically active regions. This course counts towards the Asian Studies major or minor.

GEOL-112 Dinosaurs & Extinction (4 Credits)

(PN) The scientific study of dinosaurs in Earth history. Topics covered include: formation of rocks and fossils, geologic time, dinosaur evolution, ecology and the environments to which dinosaurs adapted, and hypotheses that attempt to explain their mass extinctions. Includes one weekly 2-hour lab. Lab study involves specimens in the Fryxell Geology Museum collections. Gateway course to the geology major.

GEOL-112L Lab for 112 (0 Credits)

GEOL-113 Geology of Myths/Legends (4 Credits)

(PN) Students will learn to interpret geological data, integrate their knowledge of geology with other non-science disciplines, and then assess whether geologic evidence can explain whether certain ancient myths were based on real events or were fabricated or modified for other symbolic or metaphorical purposes. Analysis of myths will take place within the broader context of what actually constitutes valid scientific inquiries and evidence. Emphasis will be on myths from the Mediterranean and Mesopotamian regions. Includes one weekly 2-hour lab.

GEOL-123 Caribbean Geology (4 Credits)

(PN) An introduction to the science of geology through study of the processes required for the formation of an island. A week of on-campus Socratic discussions of topics such as deep time, plate tectonics, magma and volcano formation, biochemical and climatic controls on reef-building and destruction, erosion, and other rock cycle processes followed by two weeks of observation and testing of those concepts on the south central Caribbean island of Bonaire (Netherlands

Lesser Antilles). Passing a basic swim/float test and having a valid passport are required. Gateway course to the geology major.

GEOL-199 Directed Study (1-2 Credits)

Study of a particular subject under a faculty member's direction. Prerequisite: consent of instructor and department chair.

GEOL-201 History of Life (4 Credits)

Systems approach to the study of 3.5+ billion year history of life on Earth. The course studies chronological changes in organismal life in response to changes in the atmosphere, hydrosphere, and lithosphere. Major topics include community ecology, functional morphology and comparative anatomy. Includes one weekly 2-hour lab. Lab study involves specimens in the Fryxell Geology Museum collections. Prerequisite: One gateway course from GEOL-101, 105, 106, 112, 113, 123, or BIOL-360 (Comparative Physiology).

GEOL-201L Lab for 201 (0 Credits)

GEOL-205 Mineralogy (4 Credits)

The fundamentals of crystallography (2-D and 3-D symmetry), crystal and mineral chemistry, and stabilities and occurrences of minerals in geological (near surface, metamorphic and magmatic) environments. Introduction to isotope geochemistry and phase diagrams. Practical identification of minerals in hand samples and in thin-sections and grain mounts using polarizing light, scanning electron microscopy, x-ray fluorescence and VIS/NIR spectroscopy. Includes one weekly 3-hour lab. Lab study involves specimens in the Fryxell Geology Museum collections. Prerequisites: CHEM-131 or 235, and one gateway course from GEOL-101, 104, 105, 106, 112, 113, or 123.

GEOL-205L Lab for 205 (0 Credits)

GEOL-240 Structural Geology & Tectonics (4 Credits)

Descriptive analyses of 3-dimensional rock structures (e.g. faults, folds, and fabrics), and quantitative studies of strain and stress. Rock deformation processes are studied in the context of plate tectonics and regional geology. Includes one weekly 2-hour lab. Prerequisite: One gateway course from GEOL-101, 105, 106, 112, 113, or 123.

GEOL-240L Lab for 240 (0 Credits)

GEOL-299 Directed Study (1-2 Credits)

Study of a particular subject under a faculty member's direction. Prerequisite: consent of instructor and department chair.

GEOL-309 Geomorphology (4 Credits)

Quantitative study of processes of weathering, sediment transportation and deposition, landforms, Quaternary paleoclimatology, and Quaternary dating methods. Includes one weekly 2-hour lab and occasional field trips. Prerequisite: One gateway course from GEOL-101, 105, 106, 112, or 123.

GEOL-309L Lab for 309 (0 Credits)

GEOL-321 Island Geology (4 Credits)

An upper-level geology course designed as introduction to field research and data collection explored through the lens of carbonate sedimentology and paleoecology. Students will spend a week on campus building an intellectual framework upon which to understand the geology of Bonaire and developing research topics they will explore on-island. During the two weeks that we are on Bonaire, students will read primary literature, engage in discussions, explore a

variety of modern and fossil field localities, and work in small groups to collect information on their mini research projects. Course prerequisites include GEOL 201 (Historical Stratigraphy/History of Life) or approval by the instructors. Students must also pass a swim/float test and have a valid passport.

GEOL-322 Mojave Geology (4 Credits)

3+ week program travelling to the southern Mojave Desert to study the geology and develop standard geologic field skills. Students will learn to make observations and interpretations in the field, while using standard geological field equipment. Students will produce written reports of the geologic history as well as detailed geologic maps.

GEOL-325 Conservation Paleoecology (4 Credits)

Interpretation of fossils and implications for changes in biological communities. Course focuses on shallow coastal marine environments and associated macroinvertebrate communities but may include freshwater or terrestrial environments. Class is studio format. Prerequisite: One from GEOL-201, BIOL-327 (Conservation Biology), or BIOL-386 (Ecology).

GEOL-325L Lab for 325 (0 Credits)

GEOL-330 Hydrogeology (4 Credits)

Study of physicochemical aspects of water and contaminant flow at the Earth's surface and through subsurface materials. Includes case studies of environmental groundwater problems and methods of remediation. Includes one 2-hour lab per week. Prerequisite: One gateway course from GEOL-101, 105, 106, 112, or 123. Familiarity with calculus is recommended.

GEOL-330L Lab for 330 (0 Credits)

GEOL-350 Sedimentology & Stratigraphy (4 Credits)

Interpretation of processes and environments of sediment deposition from the rock record. In-depth study of stratigraphy emphasizes paleoenvironmental interpretations over geologic time. Includes one weekly 2-hour lab and occasional field trips. Prerequisites: GEOL-201, 205 or consent of instructor.

GEOL-350L Lab for 350 (0 Credits)

GEOL-360 Petrology (4 Credits)

In-depth study of the processes of diagenesis, lithification, metamorphism and magmatism, and the sedimentary, metamorphic and igneous rocks consequently formed, with regard to geologic and tectonic environments. Graphical analysis of the phase relationships of minerals, rocks and magmas. Practical identification of rocks in hand samples and in thin-sections using polarizing light and scanning electron microscopy and x-ray fluorescence spectroscopy. Includes a weekly 2-hour lab and required weekend field trips. Prerequisite: GEOL-205.

GEOL-360L Lab for 360 (0 Credits)

GEOL-370 Special Topics (1 Credits)

Seminar research and discussion of the regional and local geology of a departmental field trip destination. May be repeated for credit. Prerequisite: One gateway course from GEOL-101, 105, 106, 112, or 123, or consent of instructor.

GEOL-373 Remote Sensing (4 Credits)

GEOL-380 Special Topics (4 Credits)

In-depth study of the regional and local geology of a J-term field trip destination. Variable format. May be repeated for credit. Prerequisite: One gateway course from GEOL-101, 105, 106, 112, or 123, or consent of instructor.

GEOL-393 International Study Colloquium (3-4 Credits)

GEOL-399 Directed Study (1-2 Credits)

Study of a particular subject under a faculty member's direction. As part of the minor, this study culminates in a research & reflective paper. May be repeated for credit. Prerequisite: consent of instructor and department chair.

GEOL-400 Independent Study (1-2 Credits)

Study of a particular subject under a faculty member's direction. Prerequisite: consent of instructor and department chair.

GEOL-450 Research Methods (2 Credits)

Planning and development of a research proposal involving literature research, group discussions and analytical instrumentation instruction in preparation for GEOL-451. Includes one three-hour lab per week.

GEOL-451 Senior Inquiry 2 (2 Credits)

A required research project, performed under the direction of a faculty advisor, culminating in a written thesis and public oral presentations. Prerequisite: GEOL-450 or consent of department advisor.

GEOL-499 Directed Study (1-2 Credits)

Study of a particular subject under a faculty member's direction. Prerequisite: consent of instructor and department chair.

German studies course catalog

<https://www.augustana.edu/academics/areas-of-study/german-studies>

2020-21

NICK DOBSON, Adjunct instructor

B.A., Rice; M.A., Ph.D., Texas

KIMBERLY LaPALM, Assistant Professor

B.A., Wisconsin (Madison); M.A., C.Phil., Ph.D., UCLA

MARK SAFSTROM, Associate Professor

B.A., North Park University; M.A., Ph.D., University of Washington

LISA SEIDLITZ, Associate Professor, Chair of World Languages

B.A., M.A., Illinois; Ph.D., Texas

MAJOR IN GERMAN STUDIES. 28 credits beyond GRMN 102, including four language courses (GRMN-200, GRMN-201, GRMN-202, GRMN-203, GRMN-220, GRMN-221, GRMN-301, GRMN-302, GRMN-303, GRMN-320, GRMN-321, GRMN-420, GRMN-421) and three culture courses, possibly taught in English (GRST-250, GRST-251, GRST-351, GRST-352; GRMN-470, GRMN-471, GRMN-490; HIST-316, HIST-317; RELG-270; SCAN-240, SCAN-341, SCAN-350, SCAN-360, SCAN-361).

Senior Inquiry is not required for students completing SI in another department or program. Participation in language & culture program or an approved internship is required for the major. A maximum of 8 credits of coursework taken overseas may count toward the major.

MAJOR FOR TEACHING GERMAN. 32 credits, including: five from the following courses GRMN 200, GRMN 201, GRMN 202, GRMN 203, GRMN 220, GRMN 221, GRMN 301, GRMN 302, GRMN 303, GRMN 320, GRMN 321, and GRMN 420; GRMN 421 or ENGL 200; two from the following SCAN 240, GRST 250, GRST 251, RELG 270, HIST 317, GRST 351, GRST 352, and GRMN 470. Students must complete an approved study abroad program in a German speaking country. Credits earned on study abroad count towards the major. See advisor for recommended supporting courses.

MINOR IN GERMAN STUDIES. 20 credits beyond GERM-102, including three language courses (GRMN-200, GRMN-201, GRMN-202, GRMN-203, GRMN-220, GRMN-221, GRMN-301, GRMN-302, GRMN-303, GRMN-320, GRMN-321, GRMN-420, GRMN-421) and two culture courses, possibly taught in English (GRST-250, GRST-251, GRST-351, GRST-352; GRMN-470, GRMN-471, GRMN-490; HIST-316, HIST-317; RELG-270; SCAN-240, SCAN-341, SCAN-350, SCAN-360, SCAN-361).

For an interdisciplinary minor related to German Studies, see [Linguistics](#).

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Courses (GRMN)

GRMN-100 First Year German Refresh (2 Credits)

For students placed into GRMN-102. These students may, with consent of the department, register for 100 and attend a 101 class, then continue with 102-103. Prerequisite: placement in 102 and consent of the department.

GRMN-101 First-Year German I (4 Credits)

Introduction to German language, both written and spoken. Includes study of the cultures of Germany and Austria and an introduction to intercultural communication. For students with no prior study of German.

GRMN-102 First Year German II (4 Credits)

Continued study of German language, both written and spoken. Includes study of the cultures of Germany, Austria, and Switzerland and further development of intercultural communication skills. Prerequisite: GRMN 101 or placement.

GRMN-199 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of instructor and department chair.

GRMN-200 AP German (4 Credits)

GRMN-201 German Language and Culture (4 Credits)

Intermediate German language and introduction to contemporary and 20th century cultural topics. Includes vocabulary building, grammar review, writing, reading, and development of listening skills. Taught in German. Prerequisite: GRMN 102 or placement

GRMN-202 Austria and Switzerland (4 Credits)

Intermediate German language and introduction to the cultures of Austria and Switzerland, including discussion of linguistic and cultural differences, history, music, art, and cuisine. Includes vocabulary building, grammar instruction, writing, reading, and development of listening skills. Prerequisite: GRMN 102 or placement.

GRMN-203 Love and Marriage (4 Credits)

Intermediate German language and an exploration of love and marriage in German-speaking Europe, including discussion of demographic trends, cross-cultural comparisons, and literary and artistic representations of romantic relationships. Includes vocabulary building, grammar instruction, writing, reading, and development of listening skills. Prerequisite: GRMN 102 or placement.

GRMN-220 Conversational German (4 Credits)

Discussion of cultural issues and current developments in Germany. Includes development of needed vocabulary and review of relevant grammatical topics. Taught in Germany as part of a summer or semester program.

GRMN-221 Intensive German (4 Credits)

Intensive German language instruction, including vocabulary development and grammar review. Includes written and spoken skills. Taught in Germany as part of a summer or semester program.

GRMN-299 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of instructor and department chair.

GRMN-301 War and Its Aftermath (4 Credits)

Intermediate German language and introduction to World War II and Nazi Germany. Considers factors in the rise of the Nazis, life during the war, and the process of coming to grips with the past after the war. Includes vocabulary building, grammar review, writing, reading, and development of listening skills. Prerequisite: GRMN-102 or placement.

GRMN-302 German and the Workplace (4 Credits)

Provides an introduction to the language and cultural norms of the German workplace. Includes vocabulary building, grammar review, general principles of intercultural communication, and workplace norms of German-speaking Europe. Prerequisite: GRMN-102 or consent of instructor.

GRMN-303 Crime and Justice (4 Credits)

Intermediate German language and an exploration of the concepts of crime and justice in German-speaking Europe, including popular perceptions and misperceptions about perpetrators of criminal acts, cross-cultural comparisons, and literary and artistic representations of quests for justice. Includes vocabulary building, grammar instruction, writing, reading, and development of listening skills. Prerequisite: GRMN 102 or placement.

GRMN-320 Conversational German (4 Credits)

Discussion of cultural issues and current developments in Germany. Includes development of needed vocabulary and review of relevant grammatical topics. Taught in Germany as part of a summer or semester program.

GRMN-321 Intensive German (4 Credits)

Intensive German language instruction, including vocabulary development and grammar review. Includes written and spoken skills. Taught in Germany as part of a summer or semester program.

GRMN-393 International Study Colloquium (3-4 Credits)

GRMN-399 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of instructor and department chair.

GRMN-400 Independent Study (1-2 Credits)

Research project in German literature or civilization for departmental or divisional majors. Prerequisite: consent of department chair.

GRMN-420 Advanced Conversational German (4 Credits)

Discussion of cultural issues and current developments in Germany. Includes development of needed vocabulary and review of relevant grammatical topics. Taught in Germany as part of a summer or semester program.

GRMN-421 Advanced Intensive German (4 Credits)

Intensive advanced German language instruction, including vocabulary development and grammar review. Taught in Germany as part of a summer or semester program.

GRMN-470 Literature in Germany (4 Credits)

(PL) Reading, discussion, and writing about literature from various eras. Taught in Germany as part of a summer or semester program. May be repeated with department approval as topics vary.

GRMN-471 Cultural Studies (4 Credits)

Investigation of cultural topics from various eras, using a variety of types of texts. Taught in Germany as part of a summer or semester program. May be repeated with department approval as topics vary.

GRMN-490 Senior Inquiry (4 Credits)

Opportunity for individual research under a faculty member's guidance on literary, cultural, or linguistic topics. May involve a project completed as part of an international program. Prerequisite: permission of instructor

GRMN-499 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of instructor and department chair.

Courses (GRST)

GRST-250 Decadence & Decay (4 Credits)

(PP) Traces cultural and social movements during the Weimar Republic in Germany, 1919-1933, considering economic and political events, literature, film, art, and architecture. Taught in English.

GRST-251 Outsiders in German Literature (4 Credits)

(PL) This course focuses on representations of outsider figures in German literature. Students will read poetry, short stories, and novels, and learn to analyze and critically evaluate ideas, themes, and literary techniques. We will also watch and analyze full-length films that feature characters outside the social mainstream. Taught in English.

GRST-299 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of instructor and department chair.

GRST-351 German Cinema (4 Credits)

(PA) An overview of major films, movements, and directors of German cinema in the 20th and 21st centuries, along with the fundamentals of the analysis of film as an art form. Also considers the historical and political contexts in which films were produced. Taught in English.

GRST-352 East and West Germany (4 Credits)

(PP) Traces the division of post-war Germany into East and West and provides an overview of the social, political, and economic differences between the two states, including the continued division more than twenty years after unification. Includes fiction, non-fiction, memoirs, and documentary and feature film. Taught in English.

GRST-393 International Study Colloquium (3-4 Credits)

GRST-399 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of instructor and department chair.

GRST-400 Independent Study (1-2 Credits)

Research project in German literature or civilization for departmental or divisional majors. Prerequisite: consent of department chair.

Health and Physical Education

<https://www.augustana.edu/academics/areas-of-study/health-and-physical-education>

2020-21

HEPE courses for study only (no major offered)

MARK BEINBORN, Instructor, Head Women's Basketball Coach
B.S., University of Dubuque; M.A. Liberty University

STEPHEN BELL, Instructor, Head Football Coach
B.S., Bemidji State

KELLY BETHKE, Instructor, Head Women's Volleyball Coach
B.S., University of Wisconsin-Eau Claire; M.A., University of Wisconsin-La Crosse

JAY CLARK, Instructor, Assistant Athletic Trainer
B.A., Northern Illinois University; M.S., University of Virginia

PAUL DEL VECCHIO, Instructor, Head Men's Golf Coach
Associate of Arts degree from Pima (Arizona) Community College

MICHAEL DUCEY, Instructor, Head Men's Volleyball Coach
B.S., Graceland University

SEAN FAULKNER, Instructor, Assistant Athletic Trainer
B.S., University of Iowa; M.S. Lindenwood University

GREY GIOVANINE, Instructor, Head Men's Basketball Coach
B.S., Central Missouri State University

JUSTIN HAUER, Instructor, Assistant Baseball Coach
B.S., Illinois State University

CAROLINE HOLDER, Instructor, Head Women's Lacrosse Coach
B.A., University of Maryland-Baltimore County, M.S., Stevenson University

THOMAS JESSEE, Instructor, Assistant Men's Basketball Coach
B.A., Augustana College; M.A., Western Illinois University

KEEGAN JONES, Instructor, Assistant Football Coach
B.A., Monmouth College; M.S. East Stroudsburg University

KRIS KISTLER, Instructor, Head Softball Coach
B.A., Eureka College; M.S., Illinois State University

BRIAN KRIER, Instructor, Assistant Football Coach
B.A., Monmouth College

THOMAS LAWRENCE, Instructor, Head Women's Golf Coach
B.A., Augustana College

DANIEL LLOYD, Instructor, Head Men's & Women's Swim Coach
B.S., Millikin University

RICHARD MALONEY, Instructor, Assistant Football Coach
B.S., University of Massachusetts; M.S., University of Albany

SCOTT M. MEJIA, Instructor, Head Women's Soccer Coach
B.S., Edgewood College; M.S., Western Illinois University

JONATHAN MIEDEMA, Instructor, Head Men's and Women's Tennis Coach
B.A. Calvin College

DAVID RAGONE, Instructor, Assistant Football Coach
B.S., Ursinus; M.S., Bemidji State

MICHAEL REGAN, Instructor, Head Men's Soccer Coach
B.S., Marycrest International; M.B.A., Ashford University

JACOB SHAVER, Instructor, Head Men's Cross Country and Track Coach
B.A., Augustana College; M.A.T., National Louis University

ANNA SMITH, Instructor, Associate Athletic Trainer
B.S., Weber State; M.S., Ohio University (Athens)

SETH TEGTMEIER, Instructor, Head Women's Bowling Coach
B.A., St. Ambrose University

DAIVD THOMPSON, Instructor, Head Women's Cross Country and Track Coach

B.A., North Central College

DANIEL TORIE, Instructor, Head Men's Lacrosse Coach
B.A., Susquehanna University

GREGORY WALLACE, Instructor, Head Baseball Coach
B.A., Augustana College; M.Ed., Frostburg State University

ANTHONY WILLAERT, Instructor, Head Wrestling Coach
B.A., Saint Johns University-Minnesota

SHAWN WILLIAMS, Instructor, Assistant Men's Cross Country and Track Coach
B.S., Southern Oregon University

DENISE YODER, Instructor, Head Athletic Trainer
B.A., Augustana College; M.S., Ohio University (Athens)

COLIN YOUNG, Instructor, Assistant Women's Cross Country and Track Coach
B.A., North Central College; M.S., University of Tennessee; PhD, University of Tennessee

MICHAEL ZAPOLSKI, Instructor, HEPE Program Coordinator, Director of Athletics
B.A., M.B.A., Pepperdine University

Health courses (HEPE)

Wellness Coordinator Denise Yoder

241 Lifetime Wellness (1)

Students should take course before the junior year or transfer an approved course from a degree-granting institution.

Other Health electives

(elective Health courses do not count to fulfill the HEPE activity requirement for graduation)

213 Prevention and Treatment of Athletic Injuries (2)

Two hours of theory and lab weekly. Prerequisite: HEPE 140 or equivalent First Aid and CPR certification.

250 Orthopedic Taping, Wrapping and Bracing (2)

Taping, wrapping and bracing for the protection and prevention of sports injuries. Understanding the mechanism of injury as a crucial part for effective taping and bracing. Prerequisites: BIOL-213

370 Orthopedic Evaluation of Athletic Injuries (4)

This course is designed to provide students with specific knowledge and practical skills to perform a clinical evaluation of the upper extremity, lower extremity and spine. Prerequisites: BIOL-213, BIOL-255 or permission of instructor.

371 Orthopedic Rehabilitation of Athletic Injuries (4)

This class will focus on the treatment and rehabilitation of athletic injuries of the upper extremity, lower extremity and torso, including the phases of tissue healing and basic components and goals of a rehabilitation program. Prerequisites: BIOL-213, BIOL-370, BIOL-255 or permission of the instructor.

470 Seminar in Sports Medicine (4)

A senior seminar involving various topics associated with sports medicine. Topics will include administrative and budget considerations, therapeutic modalities and legal issues as they relate to sports medicine. Prerequisites: 213, BIOL 255, BIOL 358 or permission of instructor.

Physical Education Activity Courses (HEPE)

Two activity courses are required for Bachelor of Arts candidates. No activity courses may be repeated for credit except upon recommendation of physical education department chair and approval of the Dean of the College. No more than 3 activity credits may count toward total number of credits for the degree. To meet the degree requirements, students must select two P suffix activity courses from the list below. Activity courses are open to students at all knowledge and skill levels.

Activity Courses (P Suffix)

HEPE-101 Physical Conditioning
*HEPE-103 Volleyball
HEPE-111 Badminton
*HEPE-112 Tennis
HEPE-116 Weight Training
*HEPE-117 Swimming
HEPE-118 Racquetball
HEPE-119 Scuba Training
HEPE-121 Archery
HEPE-122 Aerobic Dance
HEPE-123 Jazz Dance
HEPE-130 Bowling
HEPE-131 Canoeing
*HEPE-132 Golf
HEPE-133 Ballet
HEPE-134 Square and Folk Dance
*HEPE-135 Beginning Modern Dance
HEPE-136 Skiing
HEPE-138 Cycling
HEPE-139 Social Dance
HEPE-166 Movement in Elementary Classrooms
HEPE-200 Varsity Football
HEPE-201 Varsity Cross Country
HEPE-202 Varsity Basketball
*HEPE-203 Varsity Swimming
HEPE-204 Varsity Wrestling
HEPE-205 Varsity Baseball
*HEPE-206 Varsity Tennis
HEPE-207 Varsity Track & Field
*HEPE-208 Varsity Golf
*HEPE-209 Varsity Volleyball
HEPE 10 Varsity Bowling
HEPE-222 Varsity Softball
HEPE-223 Varsity Lacrosse
HEPE-224 Varsity Soccer
HEPE-225-01 Crew - Club

HEPE-225-02 Cheerleading - Club
HEPE-225-03 Dance Company - Club
HEPE-225-04 Equestrian - Club
HEPE-225-06 Poms - Club
HEPE-225-07 Men's Rugby - Club
HEPE-225-08 Men's Volleyball - Club
HEPE-225-09 Ultimate Frisbee - Club
HEPE-225-10 Fencing - Club
HEPE-225-12 Water Polo - Club
HEPE-225-13 Badminton - Club
HEPE-225-15 Women's Soccer - Club
HEPE-225-16 Men's Soccer - Club
HEPE-225-17 Women's Volleyball - Club
HEPE-225-18 Men's Basketball - Club
HEPE-225-19 Women's Basketball - Club
HEPE-225-21 Paintball - Club
HEPE-225-22 Baseball - Club
HEPE-225-23 Equestrian - Competitive Team
HEPE-225-24 Quidditch - Club
HEPE-225-25 Softball - Club
HEPE-225-26 UNYK - Club
HEPE-225-27 Bowling-Club
HEPE-233 Movement and Dance for Educators
*HEPE-235 Intermediate/Advanced Modern Dance
HEPE-236 Movement and Dance for Educators

NOTE:

Select club sports can be utilized to fulfill the HEPE activity requirement toward the degree. Approved HEPE club sports will be graded Pass/No Credit. Students enrolling in Pass/No Credit HEPE club courses must participate in a minimum of 70 percent of all of the club's practices and competitions to meet the requirements for passing.

Exception: Club sports with a paid coach will follow the standard letter grading system. Those classes include:

HEPE - 225 - 01: Crew
HEPE - 225 - 02: Cheerleading
HEPE - 225 - 03: Dance Company
HEPE - 225 - 04: Equestrian
HEPE - 225 - 23: Equestrian - Competitive

Graded club sport courses will have specific attendance and participation policies outlined in the course syllabus from the coach. If there is not a syllabus, then the 70% attendance policy for pass/no credit club sports will apply.

All club sport courses will adhere to the college add/drop enrollment policies and deadlines.

*Students may not repeat a skill/topic with a different course number to fulfill the P suffix. Students may take one but not both skill/topic courses below to fulfill the P requirement:

HEPE-103 Volleyball or 209 Varsity Volleyball
HEPE-112 Tennis or 206 Varsity Tennis

HEPE-117 Beginning Swimming or 203 Varsity Swimming
HEPE-132 Golf or 208 Varsity Golf
HEPE-135 Beginning Modern Dance or 235 Intermediate Modern Dance

Elective HEPE Courses

(elective HEPE courses do not count to fulfill the HEPE activity requirement for graduation)

Some courses are offered every other year; consult master schedule in Arches for terms offered

HEPE-141 First Aid and Cardiopulmonary Resuscitation
HEPE-239 Coaching and Officiating Volleyball
HEPE-241 Coaching and Officiating Football
HEPE-242 Coaching and Officiating Basketball
HEPE-243 Coaching and Officiating Baseball
HEPE-244 Coaching and Officiating Track & Field
HEPE-245 Coaching and Officiating Wrestling
HEPE-248 Coaching and Officiating Softball

HEPE Course Transfer Credit Policy

The policy is to accept transfer credit/waive credit only for approved health or physical education courses offered and taught by accredited colleges and universities. Approved courses must be taught as a regular class and have a course description printed in the institution's official course catalog.

History course catalog

<https://www.augustana.edu/academics/areas-of-study/history>

2020-21

LENDOL G. CALDER, Professor and Chair
B.A., University of Texas-Austin; M.A., Ph.D., Chicago

DAVID L. ELLIS, Professor
B.A., Wake Forest; M.A., Ph.D., Chicago

LAUREN HAMMOND, Assistant Professor
B.A., University of Virginia; M.A., Ph.D., University of Texas-Austin

ELIZABETH LAWRENCE, Assistant Professor
B.A., Grinnell College; M.A., Ph.D., Columbia University

BRIAN LEECH, Associate Professor
B.A., University of Montana; M.A., Ph.D., Wisconsin-Madison

JANE E. SIMONSEN, Professor
B.A., Gustavus Adolphus; M.A., Ph.D. University of Iowa

Contributing Faculty

EMIL KRAMER, Professor
B.A., Texas; M.A., Georgia; Ph.D., Cincinnati

JOHN KOLP, Part-time Associate Professor
B.A., M.A., Iowa State University; Ph.D., University of Iowa

Major in History

30 credits, distributed as follows: 8 credits from 100- or 200-level history courses; 4 credits for HIST300; 6 credits for Senior Inquiry Sequence, HIST440 (2 cr.) and HIST450 (4 cr.); 12 additional credits in history at the 300/400 level. Majors may elect to choose 300-level courses from one of the Compass Points; see your adviser for information.

Additional Requirements: At least 4 credits in a geographic area outside the U.S.

Majors are strongly recommended to take 300 before taking any 300-or 400-level courses.

Major in History Education

32 credits, distributed as follows: 4 credits from HIST130 or 131; 4 credits from HIST114, HIST115, or HIST116; HIST300; HIST305 or HIST306; HIST460; 4 credits from a 300-level U.S. history course in a period other than the ones taken at the 100-level; 8 credits from 2 of the following geographic areas: Asia, Africa, Latin America, or World history; at least 12 credits at the 300 level. See Department of Secondary Education for required supporting courses.

Minor in History

The minor in history consists of 4 courses (16 credits), at least two of which must be at the 300/400 level. Minors may elect to choose 300-level courses from one of the Compass Points; see your adviser for information.

Advanced Placement Credit

First-year students with scores of 4 or 5 on the College Board Advanced Placement Examination in European History and American History are eligible for as many as 8 credits applied to the history major, teaching history major, or history minor (4 credits if in World History). Students who wish to have their scores considered should request that the College Board send them directly to Augustana College. Students applying AP History credits toward the major should consult with their advisor about the possible value of taking a 100-level history course at Augustana.

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

HIST-114 Europe 200-1300 (4 Credits)

(PP, G) This course will address crucial moments in late antiquity and the medieval era, including the collapse of the western Roman Empire, the flowering of Byzantium, periodic invasions and transigrations of peoples, the development of medieval Christianity, and birth of the university. Special emphasis will be laid on developing students' ability to write their own historical interpretations through a critical use of eyewitness accounts.

HIST-115 Europe 1300-1800 (4 Credits)

(PP, G) This course will address foundational moments in early modern Europe, including the Renaissance, the Reformation, voyages of global exploration, absolutism, the Scientific Revolution, the Enlightenment, and revolutions against absolute monarchies. Special emphasis will be placed on developing students' ability to write their own historical interpretations through a critical use of eyewitness accounts.

HIST-115AP AP European History (4 Credits)

HIST-115IB IB European History (4 Credits)

HIST-116 Europe 1800-Present (4 Credits)

(PP,G) This course will address central moments in modern Europe, including the Industrial Revolution, WWI, fascism, WWII, the Holocaust, the birth and death of Soviet Communism, the Cold War, and the foundation of the European Union. Special emphasis will be placed on developing students' ability to write their own historical interpretations through a critical use of eyewitness accounts.

HIST-116AP AP European History (4 Credits)

HIST-116IB IB European History (4 Credits)

HIST-120 Social Histories of the "New" World (4 Credits)

(PP, G) Social Histories of the "New" World, 1492-1820. In 1492, Christopher Columbus set sail from Spain for the Indies, initiating a major sea change in world history that would see peoples from the Americas, Europe, and Africa come together in unprecedented ways. This class uses the lens of social history to survey the rich tapestry of the new societies that emerged in modern-day Latin America from the eve of European exploration to the stirrings for independence. Studying four units - the pre-colonial Atlantic World, encounter and conquest, the establishment and maturation of colonial society, and the crises of the late colonial period - course participants will explore themes such as conquest myths, conversion, honor, bigamy, revolt, rape, and murder, while paying close attention to race, class, gender, religion, and their intersections.

HIST-121 Latin America, 1820-PRESENT (4 Credits)

(PP,G)Post-Colonial Problems and Conditions in Latin America, 1820-Present As Spain, Portugal, and France's New World colonies emerged from their respective independence struggles, each former colony would embark on a journey to build a national government, set borders, forge a distinct national identity, and exercise their sovereignty as equals on the world stage. Yet despite their best efforts, many found themselves increasingly hemmed in by a neo-colonial power - the United States. This class blends political and social history as it traces Latin America's post-colonial journey and the accompanying continuities and changes in the everyday lives of Latin Americans from 1820 to the present. Broken up into three units - independence, the early national period, and the modern era - course participants will explore major trends such as nationalism, neo-colonialism, authoritarianism, and human rights, while attending to the ways race, class, gender, national identity and their intersection shaped dynamics internal and external to the region.

HIST-123 Women/Gender in LA 1492-Present (4 Credits)

(PP, G)Women/Gender in Latin America, 1492-Present This course traces the continuities and changes in the lives of Latin American women through the lens of gender from the colonial era to the present. While the Spanish and Portuguese brought a set of normative gender values and sexual practices with them to the New World, these norms were contested, even in Iberia, and collided with indigenous and African beliefs about the roles and behavior of men and

women in society in the centuries following conquest. Participants in the class consider these norms, their transfer to the Americas, and the various ways in which women - elite and non-elite, white and non-white - embraced and challenged them in Latin America and later in the United States. This inquiry will be guided by a variety of themes, including gender as an analytical category, intersectionality, hegemony, patriarchy, honor and virtue, feminism, marginality, violence, the border, and political power.

HIST-124 Shades of Black/Brown (4 Credits)

(G) Shades of Black and Brown: Afro-Latin American and Afro-Latino Experiences, 1492-present In *Seven Myths of the Spanish Conquest*, Matthew Restall challenges our understanding of conquest and the very image of the conquistador by noting the presence of Africans who also bore arms for the Spanish King. In doing so, he calls attention to an important fact: Africans and their descendants, enslaved and free, have been present in Latin America and the Caribbean since its earliest days. Moreover, they can still be found in virtually every nation in Latin America and the Caribbean - from Mexico to Argentina, from core to periphery. As a result, they have played an important role in the establishment and development of Latin American society, culture, and identity. Cognizant of these facts, this course examines the experiences of Africans and their descendants in Latin America and the Caribbean from the 1500s to the early twenty-first century over three units - black life during enslavement, the fight to live as equals after abolition in Latin America, and the experiences of Afro-Latin Americans/Latin@s in the United States. After gaining an in-depth understanding of the concepts of diaspora and Afro-Latin America, participants will explore processes and themes such as acculturation, social death, agency and resistance, the meaning of citizenship, race and national inclusion, and the migrations of Afro-Latin American to the U.S.

HIST-130 Rethinking American Hist, to 1877 (4 Credits)

(PP)Rethinking American History, to 1877 Almost everything most people know about American history is at worst, wrong, and at best, oversimplified. This course examines enduring problems, powerful stories, and common misconceptions about the American past. Students will learn a set of problem-solving skills that historians use to make sense of the past, so that they can reach their own conclusions and recognize sense from nonsense.

HIST-130AP AP Amer History (4 Credits)

HIST-131 Rethinking American Hist, 1877-Present (4 Credits)

(PP)Rethinking American History, 1877-Present Almost everything most people know about American history is at worst, wrong, and at best, oversimplified. This course examines enduring problems, powerful stories, and common misconceptions about the American past. Students will learn a set of problem-solving skills that historians use to make sense of the past, so that they can reach their own conclusions and recognize sense from nonsense.

HIST-131AP AP American History (4 Credits)

HIST-133 American Environment (4 Credits)

(PP)Introduction to environmental history, which is the study of human interaction with the natural world over time. Students will learn how Americans have shaped their environment, as well as how they are shaped by it. Particular emphasis will be placed on Americans' changing ideas about nature during the past two centuries. Students will compose landscape histories, analyze artwork from the Augustana Teaching Museum of Art, write about changes in human-animal relationships, and debate past environmental policies through roleplaying.

HIST-150 Problems in East Asian History to 1600 (4 Credits)

(PP,G)The history of East Asia to roughly 1600 through a combined chronological and thematic approach. Beginning with Confucian thought as a worldview and political ideology, the course will then examine histories of the environment, of women, and of trade and commercial culture in the region. Taking for granted that it is impossible to adequately survey thousands of years of history in a single semester, the course takes as a central concern why certain historical narratives

are given priority while others are marginalized or excluded. Guided by input from course participants, any given section may explore additional topics, such as Buddhism, military history, and material culture.

HIST-151 East Asia Making Modern World (4 Credits)

(PP,G) Ever since East Asia played a crucial role in stimulating early modern globalization, East Asian countries, their empires, revolutions, wars, and social upheavals, have profoundly shaped our world. This course places East Asia at the center of modern world history while also investigating the internal social, cultural, and environmental conditions that shaped historical change in China, Japan, and Korea since roughly 1600.

HIST-160 African History (4 Credits)

(PP,G) Topics in African history.

HIST-162 Topics in Modern African History (4 Credits)

(PP,G) Topics in African history.

HIST-170 World History Since 1500 (4 Credits)

(PP,G) The initial contacts between various global populations and how these inter-continental, cross-cultural encounters played out over time and affected those involved. Explores organic processes and their external impetuses in order to situate peoples in a global context and to show how the world has become increasingly integrated, ultimately enabling us to historicize the current globalization phenomenon.

HIST-199 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of instructor.

HIST-205 The French Revolution (4 Credits)

(PP,G) This J-Term course will intensively examine the French Revolution of 1789, with special attention to the problem of legitimizing authority amid rapid changes of regimes, from absolute monarchy through constitutional monarchy to the republican Reign of Terror and beyond.

HIST-220 Hearing Hurstory: black Wmn in America (4 Credits)

Hearing HURstory: Black Women in America. (PP, D) This course explores the lives of black women in the United States from 1619 to the present. It defines racism, patriarchy, slavery, and Jim Crow, as more than economic and social oppression, but as inherently political systems. These systems, and their legacies, have forged the web in which black women have found themselves entangled in the United States since the 1600s. As such, they have profoundly shaped the experiences of black women. With this in mind, we will employ an approach that foregrounds the identities of black women as they were shaped by, and attempted to shape, these systems over time. First, we will build an understanding of race, class/status, and gender, along with their intersections. After delving into these concepts, we will move on to explore a variety of themes, including hegemony and agency; the lives of ante-bellum black women - enslaved and free; the process of defining and enacting freedom; civil rights and black power; the womanist critique of feminism; and a variety of contemporary issues including colorism, hair politics, and violence against the black female body.

HIST-230 Bodies of Evidence: Scientific Racism (4 Credits)

(PP,D) Bodies of Evidence: Scientific Racism in the U.S. As a category that has been used to define and to assign power to groups of people, race has been a potent force in U.S. history. Combining reading, visual analysis, and museum visits, we'll investigate how evolving scientific theories have been used as tools to mark difference and, often, to justify economic and social systems that profit from those differences. We'll also discover how various individuals and groups harnessed the authority of science for themselves in order to undermine racist theory.

HIST-232 Picturing the "Other": American Indians (4 Credits)

(PA,D) Picturing the "Other": American Indians and Visual Culture examines the way that visual depictions of "the Indian"- in paintings, photographs, and film--have functioned as a way of negotiating identity for both Euro-Americans and Indigenous Americans between colonization and the present. Beginning with early American images of indigenous people as "noble savages" and ending with postmodern reinterpretations of indigeneity by contemporary Native American artists, we'll come to understand how imagery reinforces powerful narratives about race and empire even as it provides the terms through which Native Americans have always negotiated their own self- representation.

HIST-235 American Film History & Theory (4 Credits)

(PP) Covers major developments in the history of American cinema, from the 1890s to today, while exploring the basic tools needed for film analysis. Students will become familiar with major film theories and the language used to analyze films, while better understanding the historical development of film techniques. Topics include silent film, Hollywood, censorship, independent cinema, genres like Westerns, comedies, film noir, and horror, and the rise of the blockbuster. Students will view films in and out of class, compare films from different eras in critical essays, and research the historical context for important films of their choice. By the end of the term, students should be able to produce historically-informed, sophisticated film criticism.

HIST-250 Parade of Nations (4 Credits)

(PP) Parade of Nations: History of the Modern Olympic Games The modern Olympic Games are a product of the age of the nation state. This course examines the Olympic Games as a stage for twentieth-century international politics, from the Nazi Olympics and the Cold War to the rise of East Asian countries as economic powerhouses. The Olympics will also serve as a prism through which course participants will investigate the relationship between sports and society, including issues of gender, race, technology, and media. We will analyze primary sources from the digital archives of the International Olympics Committee, documentary and film, interviews of athletes and spectators, and academic scholarship.

HIST-255 History of the Self(ie) (4 Credits)

(PP) What is a person doing when she produces a digital image of herself? Does the selfie bear any relation to images captured during early experiments with photographic technology? Do selfies share features with the painted self-portraits of Renaissance artists or even the brushwork of Chinese calligraphists? Are visualizations of the self records of narcissism or artifacts of empowerment? This course examines these questions and the one that underlies them all - what is the self? - from historical and cross-cultural perspectives. From the halls of high culture to the archives of social media, we will interrogate the nature of the self through its visual traces past and present.

HIST-260 Making a Museum (4 Credits)

(PP) This course acts as a hands-on history workshop, during which students will, in the space of a few short weeks, conceptualize, build, and display a public exhibition of historical materials. Sometimes students will create physical exhibits; at other times, they'll create digital ones. The topic and form of the exhibition will change each term it is offered, largely due to the fact that the course will typically partner with a different community organization each time. After performing historical research themselves, students will consider best practices in museums, public, and digital history, then apply those skills immediately to their own exhibition.

HIST-280 History Field School (4 Credits)

The History Field School is an on-site learning experience joining travel with hands-on historical investigation such as oral history fieldwork, visits to museums, and/or archival research.

HIST-299 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of instructor.

HIST-300 Gateway: Historical Research (4 Credits)

Introduction to basic skills and methods of historical research and writing, including acquisition and analysis of primary and secondary sources. Required for majors; intended for students early in their historical studies. Prerequisite: any 100-level history course (not including AP or transfer courses). During the course, students will research important local, state, and regional events.

HIST-305 Ancient Greece (4 Credits)

(PP) A survey of the history and culture of the ancient Greeks from the beginnings of their civilization in the Bronze Age down to the conquests of Alexander the Great in the late fourth century BC, a span of well over a thousand years. Special attention is given to the types of source material, both material and literary, used by historians to reconstruct Greek history, and also to the problems and limitations of these sources.

HIST-306 Ancient Rome (4 Credits)

(PP) A survey of the history and culture of the ancient Romans from the beginnings of their civilization in the 8th c. BC through the fall of the western Roman Empire in the 5th c. AD, a span of over 1200 years. Special attention is given to the types of source material, both material and literary, used by historians to reconstruct Roman history, and also to the problems and limitations of these sources.

HIST-316 Germany 1500-1914 (4 Credits)

(PP,G)This course will explore the tumultuous course of German-speaking Europe, including the Reformation(s), religious warfare, the Thirty Years' War, absolutism, the Enlightenment, movements for unification, and Imperial Germany. We will examine the tensions between religious revival and the forces of secularization as well as the place of groups and individuals in a period of contested state-building and nation-building.

HIST-317 Germany 1914-Present (4 Credits)

(PP,G)This course will analyze the changing construction of the German nation in WWI, the Weimar Republic, WWII, the two Germanies during the Cold War, and the (re)unification of 1990. We will examine the processes of modernization and their persistent critics, the difficulties of establishing a flourishing democratic civil society, and the complexities of forming a German nation amid periodic regime collapses.

HIST-323 Dictators, Death & Dirty Wars (4 Credits)

(PP,G)During the twentieth century, anti-democratic regimes spread throughout Latin America and the Caribbean at an astonishing rate, at times taking root in unexpected places. The form varied, from brutal, one-man populism to military states to familial "dynasties" to one-party rule. Yet regardless of the guise, dictatorial regimes always seem to strike us as an aberration, and as a result, leave us with many questions: How do authoritarian regimes come to power and legitimize their rule? How can we make sense of the often horrifying violence? How have citizens and members of the international community, particularly the United States, aided anti-democratic governments? What happens in the dictatorship's aftermath? And how do individuals as well as nations remember regimes past? We will grapple with these questions and others over the course of the semester as we examine the Trujillo regime in the Dominican Republic, the Guatemalan and El Salvadoran civil wars, Castro's Cuba, and the Dirty War in Chile.

HIST-324 Borders & Crossings 1830-PRESENT (4 Credits)

Latin Americans and their descendants have been present in the geographical area we now understand to be the United States since the late 1500s, but the settlement of Anglo-Americans in northern Mexico and the subsequent Texas Revolution and Mexican-American War ushered in a new era in the Latin American experience. With the United States'

incorporation of Mexicans living in what is now Texas, Latin Americans began to become Americans and Latino/a, with all the complications therein. This course uses both case study and comparative models of history to uncover and think deeply about the experiences of Latin Americans and Latinos/as of Mexican, Puerto Rican, Dominican, Cuban, and Guatemalan-descent in the United States from 1830 to the present. Thus, the key questions that animate the course are: What circumstances led to the presence of Latin Americans/Latinos in the United States? Who and what is Latino/a? How have Latin Americans become Latino/a? And how have historical circumstances, race, gender, and class affected these processes and definitions for each group?

HIST-330 Public History and Memory (4 Credits)

(PP) Investigates the many and diverse ways in which history is put to work in the world. Includes basic principles for the collection, organization, preservation and public presentation of history in places like museums, archives, and public agencies, or through public projects, like oral and digital history. Includes both practical experience in the field and theoretical discussions of memory. During each term, students will apply what they've learned to two major public projects, both done in conjunction with other groups on campus and/or the community.

HIST-333 Disease and Health (4 Credits)

Changing perceptions, effects, and treatments of illness throughout American history. Covers major epidemics, industrial poisons, and attempts to manage sickness through public regulations and both conventional medical and alternative health care. Will show that current public health and healing practices were not predestined, but were produced by real people because of changing ideas about disease, bodies, and environments. Students will learn to analyze documents and artifacts about healthcare. Although the focus will be on the U.S., comparisons will be made with developments around the world.

HIST-335 Am West in Hist & Memory (4 Credits)

(PP) The American West is both a stunningly unique part of the country and a potent metaphor for the nation as a whole. Giving close attention to documentary film, this course examines the West in memory, popular culture, and historical scholarship. How has the American West been understood by the peoples, societies, and empires who shaped and reshaped the region? How do documentary filmmakers and historians today make sense of the history of the West? What stories have people told about the West, and who gets the story right? How does western history matter for the social, political, and environmental challenges we face today?

HIST-336 A Consumer's Republic (4 Credits)

(PP) Today, the dominant cultural experience for most Americans--and what people the world over think of as "The American Way of Life"--is the culture of consumption. This course examines the history of this new way of life: how it began, what it replaced; who benefited from it, who suffered; the development of its key institutions, rituals, practices, ideals, commodities, arenas, and power relations. Because ambivalence about wealth and luxury is one of the oldest American traditions, the building of a Consumers' Republic did not escape criticism. Critics have said that for the good of the planet and for our own well-being, we need to find ways of living that wreak less destruction on the Earth and build communities up instead of tearing them down. A key question of the course, then, is this: how does the history of American consumerism--and its critics--help us think better about how we want to live, but do not yet live?

HIST-337 Images As History in US (4 Credits)

(PA) Whether defined as art, memento, or propaganda, images are powerful tools for telling stories. This course will examine the storytelling power of images, using historical thinking to unpack the meanings latent in images, focusing particularly on how images have been used to construct and critique ideas about race, class, gender, and nationality in the U.S. What impact did images have at the time they were created, and how do they continue to shape our understanding of history? How do historians use images to tell new stories?

HIST-338 The Long Sixties (4 Credits)

(PP) Like the 1760s and 1860s, the 1960s casts a long shadow on American life. People don't agree on what it was all about. Historians don't agree. Liberals and conservatives don't agree. Hawks and doves on the Vietnam War don't agree. Men and women, church-goers and secularists, white radicals and black conservatives-people don't agree on the stories to tell about the Sixties. The disagreements are profound because they cut to the heart of how we as a society think we ought to live. This course attempts to come to terms with the historical moment we call "The Sixties," a watershed period in American history that continues to be celebrated, regretted, argued with, and debated. Most of all, it is misunderstood. This course addresses the following Big Questions: What is the best story for making sense of the Sixties? What stories about the Sixties are overlooked? What stories are unworthy of belief? What stories about the Sixties have not yet been told? How do historians justify the stories they tell to make sense of the past?

HIST-340 Gender in U.S. History (4 Credits)

(PP,D)In this course you will develop skills for using gender as a category of analysis and as a tool for challenging the systems that perpetuate oppression and violence in the world we live in today. To that end, we will investigate how masculinity and femininity have changed over time, even as we question the universality of the categories "woman" and "man." By understanding the ways that gender has always operated intersectionally with race, class, ethnicity, status, religion, and sexuality from the pre-colonial era to the present, we gain critical insight into the mechanisms of power, privilege, and resistance.

HIST-345 African-American History (4 Credits)

(PP,D) Now a subfield of American history, African American history is American history that is "longer, larger, more various, more beautiful, and more terrible than anything anyone has ever said about it" (James Baldwin). Since most people today learn their history at the movies, this course pays attention to how feature-length films tell the story of the African American past, asking: Has Hollywood got the story of African-American history right? What is the story of African-American history? How does one judge the quality of accounts of the past, whether told by filmmakers or historians?

HIST-350 Modern China in a Century of Rev (4 Credits)

(PP,G)Modern China in a Century of Revolution. In the twentieth-century, China was rocked by successive revolutions. From a nationalist revolt against a non-Chinese dynastic empire to a communist revolt against imperialism and class enemies, the history of modern China is a history of struggle. This course interweaves the political history of China's revolutionary twentieth century with stories of other types of change, harder to pinpoint in time, but no less significant. Themes include the urban-rural divide, the rise of Chinese feminisms, youth rebellion, and competing visions of local community, national identity, and a utopian world.

HIST-355 Japanese Empire & Its Ashes (4 Credits)

(PP,G) Japan is the only non-Western power to build an expansive colonial empire in the age of imperialism. This course examines Japan's empire from the colonization of Taiwan in 1895 through the devastation of World War II and its aftermath. Emphasis will be placed on the ways in which everyday people experienced Japanese imperialism in Japan and in the colonies during times of war and times of peace. Course participants will also analyze legacies and memories of Japanese imperialism, from the discriminatory treatment of people of Korean descent in post-war Japan to the neo-nationalist views expressed in the manga *On War*.

HIST-358 Perspectives From East Asia (4 Credits)

(PP, G) History vs. Heritage: Perspectives From East Asia History and heritage both reference the past, but they have different purposes and standards of evidence. This course examines heritage making as a way of building community, defining cultural values, and exercising power through a selective engagement with the past. Through a series of case studies from the recent history of East Asia, the course will examine the ways in which the past has been used, abused, and contested to serve the needs of the present. In teasing out the differences between history and heritage, the course will demystify icons of East Asian culture, like the Japanese samurai and the Confucian sage. We will also examine

powerful heritage institutions, such as the modern museum and the United Nations Educational, Scientific, and Cultural Organization (UNESCO) as they relate to the history of East Asian countries.

HIST-361 African History (4 Credits)

Topics in African history.

HIST-370 European Revolutions in Comparison (4 Credits)

(PP) Modern Europe was frequently shaken by multiple revolutions, including the "Glorious Revolution" of 1688, several revolutions in France, the wide-spread revolutions of 1830 and 1848, the two Russian revolutions of 1917, and the revolutions that led to the end of Soviet communism. We will examine the causes, course, and consequences of at least three revolutions that reshaped civil societies and fundamental political structures in Europe.

HIST-375 Colonialism and Imperialism (4 Credits)

(PP,G)Comparison and contrast of different historical experiences with colonialism in the Americas, Africa and/or Asia from the perspectives of both colonizers and colonized. Focus on what is common to the colonial experience and what is unique to specific cases. Comparisons vary each time the course is offered.

HIST-393 International Study Colloquium (3-4 Credits)

HIST-399 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of instructor.

HIST-400 Independent Study (1-2 Credits)

Investigation of topics involving original research. Open only to seniors with a grade-point average in history of 3.0 or better, with consent of instructor.

HIST-440 Senior Inquiry Practicum (2 Credits)

Majors will enroll in this course in the spring of their junior year. The course will meet once per week, during which time students will develop a proposal for their SI, to be conducted the following fall. Proposals must be approved by the department before students may enroll in HIST-450. Prerequisite: HIST-300

HIST-450 Senior Inquiry (4 Credits)

Prerequisite: Successful completion of HIST440. The capstone seminar for students preparing to graduate with a history major. Students will first perform in-depth research on a significant topic, then they will begin drafting arguments, clarifying claims, and revising their writing. The final product will be a polished essay communicating the results of a significant project of historical research as well as a reflection about students' experience in the field of history.

HIST-460 SI for History Educators (4 Credits)

This course assists future history teachers to develop "pedagogical content knowledge." Pedagogical content knowledge (PCK) is a type of knowledge that is unique to teachers, combining pedagogical knowledge (what they know about teaching) to subject matter knowledge (what they know about what they teach). This course bridges the gap between education and history, assisting future history teachers as they think about what topics in a subject area should be taught and the most effective ways to represent them. Guided by local history teachers and trained historians teaching at the college level, students will consider what makes the learning of specific concepts easy or difficult, dominant misconceptions on essential topics, the preconceptions that students of different ages and backgrounds bring to learning, and the most powerful analogies, illustrations, examples, explanations, and demonstrations known to experienced teachers; in other words, ways to make their subject comprehensible to others.

HIST-499 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of instructor.

International Business

<https://www.augustana.edu/academics/areas-of-study/international-business>

2020-21

AMANDA BAUGOUS, Professor, Chair
B.S., Drake University; M.B.A., Ph.D., University of Tennessee

ANGELA BOELEN, Visiting Instructor
B.A., Western Illinois University; M.B.A., University of Iowa

GEORGE BOONE, Visiting Assistant Professor
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MAMATA MARMÉ, Assistant Professor and Advising Coordinator
B.Stat., M.Stat., Indian Statistical Institute; M.S., University of Illinois

DENNIS NORLING, Part-time Assistant Professor
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BRYCE PALAR, Visiting Assistant Professor
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TRANG PHAN, Assistant Professor
B.C.S., Hanoi University of Technology; M.C.S., Vietnam National University, Hanoi; M.B.A., University of Arizona; Ph.D., University of Hawaii at Manoa

DAVID THORNBLAD, Assistant Professor
B.A., Augustana College; M.M., University of Miami; Ph.D., Virginia Tech

LINA ZHOU, Associate Professor
B.E., M.A., Central South University, China; M.A., Ph.D., University of Mississippi; C.F.A.

Major in International Business

The required four foundation courses are typically completed during the sophomore year but must be completed by the end of your junior year. A grade-point average of at least 2.0 must be maintained in each of the four foundation categories: (1) ACCT-201 (2) ECON-200 (3) BUSN-211, (4) BUSN-205. (MATH-315, or PSYC-240 may be substituted for BUSN-211).

Required core courses (12 credits): BUSN-301, BUSN-321, BUSN-331.

Required international business course (4 credits): BUSN-363.

Required international business or economics course (4 credits): select one of ECON-361, ECON-362, ECON-366, ECON-406 or an international business or international economics course offered as part of an international academic program.

Required quantitatively-oriented BUSN course (2-4 credits): Select one course from the list: BUSN-303, BUSN-311, BUSN-313, BUSN-324, BUSN-325, BUSN-329, BUSN-334, BUSN-335.

Note: A BUSN-389 Special Topics Seminar may qualify for a quantitatively oriented (q) course as approved by the Chair of the Business Administration department.

Required Senior Inquiry experience in one of the following:

Business Simulation (4 credits): BUSN-474

International Business Strategy (4 credits): BUSN-475

Strategic Management (4 credits): BUSN-479

Independent Research Seminar (4 credits): BUSN-476 & BUSN-477.

Required supporting areas: second year (through 202) or equivalent of a foreign language; international academic experience: 4 credits of Augustana international term, international study or international internship.

International Business offers an optional 10 credit concentration in Management, Marketing, Finance or MIS. The required quantitatively-oriented BUSN course (2-4 credits) may be included in the 10 credits if associated with a chosen concentration. See Business Administration for the list of the courses available in each concentration.

See Business Administration for descriptions of BUSN courses. Students cannot major in both Business Administration and International Business.

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Interreligious Leadership

2020-21

Director: Nirmala S. Salgado, professor of religion; B.A., M.A., London; Ph.D., Northwestern

The Interreligious Leadership Experiential Minor (IRLD) allows students at Augustana to explore various religious traditions, interreligious dialogue, and the application of such knowledge to private, government, non-profit, and advocacy work. Classes in the minor program also focus on intercultural awareness and leadership skills. Students with an IRLD minor should be able to display interreligious competency in both an academic and practical sense.

Students must apply to the program by sending a letter of intent to Dr. Nirmala Salgado or another advisor in Religion. The letter must include a description of ways in which study and leadership in interreligious dialogue will contribute to the student's potential career goals.

The requirements are as follows:

1. RELG 150 (four credits)
2. Two courses (eight credits) from the RELG "Cross-Cultural" requirement. One of those Cross-Cultural courses should be from RELG 284, 287, 384, or 387, and the other should be from RELG 285, 385, or 386.
3. One course (four credits) in either BUSN 304 or COMM 260.
4. Two areas of practicum:
 - Participation in "Faith Zone Training," offered through Campus Ministries (RELG-001). Contact Connie L. Huntley for details.
 - Participation in 0-3 credits of internship work done through CORE (Careers, Opportunities, Research and Exploration), "CORE-INTR." This will be for a minimum of 80 hours. A proposed description of this internship work, mapped out by the student and an advisor in CORE, must be submitted to Dr. Nirmala Salgado or another advisor in Religion for approval. Applicants are free to consider any relevant option for this internship, as long as the work involved advances interreligious awareness.

Students completing IRLD will be required to have passed each class in the program with a "C" or higher. Students majoring in any discipline are encouraged to participate. IRLD is housed in the Religion department. The minor will be granted to students after a 30-minute exit interview attended by two faculty members in Religion, conducted after submission of a short essay in which the student articulates knowledge and skills acquired in the program.

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Japanese course catalog

<https://www.augustana.edu/academics/areas-of-study/japanese>

2020-21

Chikahide Komura, Part-time Instructor

B.A., Kansai University, Cincinnati; M.A., Cincinnati, Utah

MARI NAGASE, Associate Professor

B.A., M.A., University of Tokyo; Ph.D., British Columbia

Minor in Japanese

20 credits; at least 16 from JPN-201, JPN-202, JPN-220, JPN-221, JPN-301, JPN-302, JPN-320, JPN-321, JPN-401, JPN-402, JPN-420, JPN-421. Remaining credits from the courses above and/or JPST-250, JPST-350, HIST-355.

For an interdisciplinary minor related to Japanese, see [Linguistics](#).

See [Asian Studies](#).

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Courses (JPN)

JPN-101 First Year Japanese I (4 Credits)

Introduction to Japanese language, both written and spoken. Includes study of the culture of Japan and an introduction to intercultural communication. For students with no prior study of Japanese.

JPN-102 First Year Japanese II (4 Credits)

Fundamentals of spoken and written Japanese. Basic grammatical patterns and practical conversation skills with an emphasis on speaking and listening. Cultural aspects of modern Japanese society. Prerequisite: JPN101 or the equivalent.

JPN-120 First Level Japanese (8 Credits)

(G) This is an intensive language course offered at one of our partner schools in Japan. All language skills, including speaking, listening, writing and reading, the expansion of kanji/ vocabulary knowledge, and study of Japanese culture and society are emphasized. This course prepares students for Japanese Language Proficiency Test (JLPT), N5. Prerequisite: JPN101 or the equivalent.

JPN-121 First Level Japanese (6 Credits)

(G) This is an intensive language course offered at one of our partner schools in Japan. All language skills, including speaking, listening, writing and reading, the expansion of kanji/ vocabulary knowledge, and study of Japanese culture and society are emphasized. This course prepares students for Japanese Language Proficiency Test (JLPT), N5. Prerequisite: JPN101 or the equivalent.

JPN-201 Second Year Japanese I (4 Credits)

Continuation of the first-year sequence. Emphasis is placed on the development of practical conversation skills as students broaden their knowledge of vocabulary, kanji characters, more complex grammatical patterns, and Japanese culture and society. Prerequisite: JPN102 or JPN120 or the equivalent.

JPN-202 Second Year Japanese II (4 Credits)

Continuation of JPN201. Emphasis is placed on the students broadening their knowledge of vocabulary, kanji characters, more complex grammatical patterns, and Japanese culture and society. Prerequisite: JPN-201 or the equivalent.

JPN-220 Second Level Japanese in (8 Credits)

(G) This is an intensive language course offered at our partner schools in Japan. All language skills, including speaking, listening, writing and reading, the expansion of kanji/vocabulary knowledge, and study of Japanese culture and society are emphasized. This course aims at achieving Japanese Language Proficiency Test (JLPT) N4. Prerequisite: JPN102 or the equivalent.

JPN-221 Second Level Japanese in (6 Credits)

(G) This is an intensive language course offered at our partner school in Japan. All language skills, including speaking, listening, writing and reading, the expansion of kanji/vocabulary knowledge, and study of Japanese culture and society are emphasized. This course aims at achieving Japanese Language Proficiency Test (JLPT) N4. Prerequisite: JPN102 or the equivalent.

JPN-301 Third Year Japanese I (4 Credits)

Continuation of the second-year sequence, designed for students who have acquired elementary levels of Japanese. Continues to expand vocabulary, grammar, and kanji, and cultural understanding. This course completes the introduction of essential Japanese syntactic forms and sentence patterns. Prerequisite: JPN-202 or JPN 220 or the equivalent.

JPN-302 Third Year Japanese II (4 Credits)

This course seeks to utilize, develop, and integrate skills acquired in the earlier stages of language learning, based on a variety of authentic texts. While continuing to expand vocabulary, grammar, and kanji, the course focuses on developing proficiency in using the language with the deeper understanding of its social and cultural references. The primary language in class is Japanese. Prerequisite: JPN-301, or the equivalent.

JPN-320 Third Level Japanese (8 Credits)

(G) This is an intensive language course offered at our partner schools in Japan. All language skills, including speaking, listening, writing and reading, the expansion of kanji/ vocabulary knowledge, and study of Japanese culture and society are emphasized. This course aims at achieving Japanese Language Proficiency Test (JLPT) N3. Prerequisite: JPN202 or the equivalent.

JPN-321 Third Level Japanese (6 Credits)

(G) This is an intensive language course offered at our partner school in Japan. All language skills, including speaking, listening, writing and reading, the expansion of kanji/ vocabulary knowledge, and study of Japanese culture and society are emphasized. This course aims at achieving Japanese Language Proficiency Test (JLPT) N3. Prerequisite: JPN202 or the equivalent.

JPN-393 International Study Colloquium (3-4 Credits)

JPN-399 Directed Study (1-2 Credits)

JPN-401 Japanese Language Practicum I (2 Credits)

More guided practice in speaking, reading, listening and writing in Japanese while expanding vocabulary, kanji, idioms, grammatical patterns, cultural knowledge and comprehension. While oral communication practice is central in the classroom, the assignment emphasis is placed on higher level of reading and writing. Prerequisite: JPN301, JPN320, or the equivalent. May be repeated for credit.

JPN-402 Japanese Language Practicum II (2 Credits)

More guided practice in speaking, reading, listening and writing in Japanese while expanding vocabulary, kanji, idioms, grammatical patterns, cultural knowledge and comprehension. While oral communication practice is central in the classroom, the assignment emphasis is placed on higher level of reading and writing. Prerequisite: JPN302, JPN320, or the equivalent. May be repeated for credit.

JPN-420 Fourth Level Japanese (8 Credits)

(G) This is an intensive language course offered at our partner schools, in Japan. All language skills, including speaking, listening, writing and reading, the expansion of kanji/ vocabulary knowledge, and study of Japanese culture and society are emphasized. This course prepares students for Japanese Language Proficiency Test (JLPT), N2.

JPN-421 Fourth Level Japanese (6 Credits)

(G) This is an intensive language course offered at our partner schools in Japan. All language skills, including speaking, listening, writing and reading, the expansion of kanji/ vocabulary knowledge, and study of Japanese culture and society are emphasized. This course prepares students for Japanese Language Proficiency Test (JLPT), N2. Prerequisite: JPN310 or the equivalent.

Courses (JPST)

JPST-250 Japanese Culture & Society (4 Credits)

(PH,G) This course will introduce students to Japanese culture and society while traveling in Japan on J-term. The topics and reading materials closely relate to each destination and include literature, history, religion, social systems, and current issues. Students will deepen their understanding of Japanese culture and society by having classroom study combined with firsthand experience, observation, and interaction with people living in Japan. Taught in English. No prerequisite.

JPST-350 Japanese Masterpieces in Translation (4 Credits)

(PL,G) This course provides a broad overview of Japanese literary history. The readings include masterpieces from different time periods and genres. While reading the selected works, the class discusses the historical and socio-cultural backgrounds in which the works were created as well as the cultural and social values reflected in the works. Students will cultivate a familiarity and appreciation of literature that has developed outside the Western tradition, and be encouraged to think critically about the locality and universality of literary expression. Taught in English.

Kinesiology courses

<https://www.augustana.edu/academics/areas-of-study/kinesiology>

2020-2021

KINS-100 Intro to Kinesiology (4 Credits)

An overview of kinesiology, the interdisciplinary study of physical activity. Examines human motor behavior and its cultural forms such as sport from the physiological, psychological, sociological, historical, philosophical, and biomechanical perspectives.

KINS-100L Lab for 100 (0 Credits)

KINS-200TR Kinesiology Elective (1-9 Credits)

KINS-220 Issues in Sports (4 Credits)

Although we often consider sport and physical activity as recreational value-free activities, they often serve as a window into societal norms and as a space for social change. This course is designed for majors and non-majors alike to explore some of the contemporary controversies found within sport and physical activity. In exploring these controversies, we will debate different perspectives in order to critically examine these controversies in the broader context of social, political, and cultural changes.

KINS-250 Sociology of Sport & Phys Culture (4 Credits)

(PS) To some, sport and physical culture seem to exist outside of society - somehow removed from the political, social, and cultural issues that shape our daily lives. This course seeks to challenge that separation: instead arguing that sport and physical culture are deeply intertwined with the values of our current socio-political moment. This course will ask you to think critically about a topic you may have taken for granted. From the local sporting experiences of high school athletes to the giant spectacles of the Olympics, we will investigate and interrogate the often overlooked exceptionalism of sport and physical culture. In the first module we will lay out the contemporary landscape of sport and physical culture and examine the ideologies, philosophies, and assumptions that we bring to these spaces. In the second module, we will explore the social construction of individual identities and groups, and how those groups both create, and are created by, their involvements in sport and physical activity. Finally, we will explore sport and physical activity's power to bring diverse groups together, and examine the ways in which that can be used for equitable and inequitable practices. As we delve into the complexities of sport and physical culture, you will take on the role of a potential agent of change. How can you, within your current and future spheres of power, help make sport and physical culture better for everyone?

KINS-251 Anat & Phys for KINS (4 Credits)

This course will cover the structure and function of the human body as it relates to the field of kinesiology. Topics will include the physiology and anatomy of the cardiovascular, nervous, musculo-skeletal, endocrine, and digestive systems. Includes one two-hour lab weekly.

KINS-300 Exercise Physiology (4 Credits)

Building on previous coursework in anatomy and physiology, the exercise physiology course critically examines the body's responses and adaptations to exercise. Particular emphasis will be placed on the interaction between different physiological systems in healthy individuals during exercise, and changes that occur within those systems due to aging, disease, and lifestyle differences. Using primary scholarly articles, experimentation, and discussion, we will explore the ways that exercise and other forms of physical activity effect our body's capacity for performance. Prerequisite: KINS-100 and either KINS-251 or BIOL-351.

KINS-320 Sporting Hollywood (4 Credits)

Sporting Hollywood is a course that seeks to shed light on an often overlooked, and quite powerful, form of narrative - the sport film. Sport films create stories that show a "version" of the truth that is dramatized and made accessible to a wide viewership. While some sport films attempt to recreate the past, others tell tales that could be true, but often are not. From the all-American rags to riches story of Rocky to the heavily embellished A League of Their Own, sport films are delightful myths filled with social, cultural, and political meanings.

KINS-330 Biomechanics Human Mvmnt (4 Credits)

Even as we marvel at the capabilities of the human body, it remains governed by the fundamental principles of physics. Through this course we will examine the structure and function of the human body from the perspective of classical mechanics. Through an emphasis on quantitative analysis of the features and qualities of human movement, we will explore the relationship between movement (kinematics), causes of movement (kinetics), and cost of movement (energetics). We will then look at the implications of these interactions on health and human performance.

KINS-464 Senior Inquiry (4 Credits)

The Senior Inquiry is a culminating experience for students in the Kinesiology program. This course provides students an opportunity to explore an area of selected interest within the discipline while also examining issues relevant to the field.

KINS-ELEC Kinesiology Elective (1-12 Credits)

Landscape Architecture

<https://www.augustana.edu/academics/areas-of-study/landscape-architecture>

2020-21

Advisor: Christopher Strunk, Associate Professor
B.A., Wesleyan University; M.A., Ph.D., University of Minnesota

Augustana is affiliated with the [Department of Landscape Architecture at the University of Illinois at Urbana-Champaign](#) in offering a coordinated degree program through which a student can earn a B.A. from Augustana and a M.L.A. in Landscape Architecture from the University of Illinois. The 3-3 cooperative program normally requires three years of study at Augustana College followed by three years at the University of Illinois. The program is designed to integrate an undergraduate education with a professional education.

Students should major in geography at Augustana to be considered for admission to the University of Illinois Master of Landscape Architecture Program at the completion of three years at Augustana. During these first three years participating students are expected to complete all general education requirements, 30 credits of required geography classes (especially GEOG-323 Urban Planning and Environmental Justice), a good distribution of preparatory course-work — including BIOL-140 Organisms to Ecosystems, BIOL-386 General Ecology, ART-101 Drawing, GRD-225 Introduction to Graphic Design — and recommended supporting courses, and a minimum of 90 semester hours applicable toward graduation. Geography senior inquiry research (GEOG-472/473) is not required.

Since all general education requirements for the Augustana degree and most of the geography major must be completed before transferring to the University of Illinois, students interested in this coordinated degree program should meet with the advisor early in the first year of study to plan a schedule of courses. Special attention should be paid to the number of 300 and 400 level classes taken in the first three years at Augustana. Students should work closely with the advisor since completion of these requirements alone does not guarantee admission to the University of Illinois. Admission to the University is based on grade-point average (minimum 3.0, but Augustana advises 3.2), recommendations and test scores.

Students should initiate the application procedure in the fall term of their junior year. After satisfactorily completing one year of study at the University of Illinois and satisfying the Augustana graduation requirements, the student will be awarded the Bachelor of Arts degree by Augustana. Upon satisfactory completion of the requirements for the master's degree, the student will be awarded the degree of Master of Landscape Architecture by the University of Illinois.

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Latin American and Latinx Studies course catalog

<https://www.augustana.edu/academics/areas-of-study/latin-american-studies>

2020-21

Coordinators

CHRISTOPHER R. STRUNK, Associate Professor (Geography)
B.A., Wesleyan University; M.A., Ph.D., University of Minnesota

LAUREN HAMMOND, Assistant Professor (History)
B.A., The University of Virginia; M.A., Ph.D. The University of Texas at Austin

Advising Faculty

MARIANO MAGALHÃES, Professor (Political Science)
B.A., The University of Iowa; Ph.D. The University of Iowa

Program Overview

Augustana's Latin American and Latinx studies program allows students to expand their awareness and understanding of Latin America, the Caribbean and Latinx communities in the United States through a transdisciplinary curriculum made up of a combination of in-class and experiential requirements.

The program offers a minor in Latin American and Latinx Studies, requiring 17 credits, an experiential component, and a capstone essay. Coursework in several disciplines, augmented by experiential learning opportunities, encourages analysis of how historical experiences, cultural expression, geopolitical processes, and the physical environment interact to influence the ways in which the region and Latin American and Latinx societies at large respond to local, regional, national, and transnational dynamics.

Requirements

(1) LANGUAGE

Students must demonstrate proficiency in a second language by completing one of the following:

- pass a language proficiency exam at the second-year level
- successfully complete two years of course work in Spanish (through SPAN-202)

Note: In appropriate circumstances, an alternate language (e.g., Portuguese, Quechua, French, etc.) may be substituted with the approval of program coordinators.

(2) COURSE WORK - 17 credits (5 classes)

Students must complete 17 credits of course work, with at least eight credits (2 courses) from the Core Courses category. Students should also complete two additional courses.

Note: The following course lists are not exhaustive and changes may occur without notice. Please direct questions to the Latin American and Latinx Studies coordinators.

Core Latin American Studies courses

GEOG-331 (G) - Geography of Latin America
HIST-120 (PP,G) - Social History of the " New" World, 1492- 1820
OR

HIST-121 (PP,G) - Post Colonial Problems and Conditions in Latin America 1820-Present)
POLS-346 (PS,G) - Politics in Latin America
SOAN-322 (PS,G) -Anthropology of Latin America

SPAN-343 (PP, G) - Latin/o Contemporary Culture I
 Latin American Studies electives
 AFSP-201 (PP,G) - Introduction to Africana Studies
 ART-343 (PA,D) - Art of the Americas
 ART-343A (PA) - Art of the Americas (taught in Ecuador)
 ECON-406 (PH,G) - Development Economics
 ENCW-203 - Travel Writing in Mexico
 HIST-123 (PP) - Women and Gender in Latin America, 1492-Present
 HIST-124 (PP) - Shades of Black and Brown: Afro-Latin American and Afro-Latin Experiences, 1492- Present
 HIST-323 - Dictators and Death in Latin America
 HIST-324 - Borders and Crossings: Latin Americans and Latinos in the U.S.,1830-Present
 LTAM-320 (PP) - Listening Brazil: Popular Music in Context
 LTAM-322 (PP,G) - Citizens and Residents in the City: Exploring U.S.-Latin American Relations in the Quad Cities
 LTAM-330 (PS,G) - Environment and Health in Central America
 POLS-319 - International Relations of Latin America
 POLS-348 (PS,G) - Politics in Brazil
 PSYC- 405: Risk & Resilience (2 credits; fall semester)
 PSYC- 406: Childhood in Guatemala (2 credits; J-term, taught in Guatemala)
 SPAN-202 (Intermediate Spanish II)
 SPAN-344 (PP,G) - Latin/o Contemporary Culture II
 SPAN-353 (PL,G) - Latin/o-American Literature I
 SPAN-354 (PL) - Latin/o American Literature II
 SPAN-457 – Literature and Culture of the Andes (taught in Ecuador)
 SPAN-458 – Contemporary Latin American Society (taught in Ecuador)
 SPAN-480 – Topics in Spanish Literature (when literature selected is Latin American)
 SPST-251 – Latino/a Culture in the US
 WLIT-219 (PL) - Hispanic Literature in Translation
 WLIT-317 (PL) - Topics in French Literature (when literature selected is Caribbean)
 WLIT-380 - Topics in World Literature (when literature selected is Latin American)
 Please note that:

- at least 8 credits (2 classes) at the 300-level or above
- no more than 8 credits (2 classes) in one department will count toward LAS minor
- courses (level 250 and higher) from Augustana's summer language program in Ecuador may be applied toward the LTAM minor

(3) EXPERIENTIAL LEARNING COMPONENT / FIELD EXPERIENCE

Students must complete an experiential learning component for the Latin American Studies minor. These include, but are not limited to the successful completion of at least one of the following:

- A study abroad program in a Latin American or Caribbean context, and with a minimum extension of three weeks (in Augustana, this would include Ecuador, Mexico and Brazil, in addition to programs approved by Augustana through other institutions following approval from the LTAM program coordinators).
- An experiential learning experience offered through Augustana College including, but not limited to independent field research, and internships in Latin America or in a U.S. Latinx context.

Arrange for completion of this requirement via enrollment in LTAM FLDXP, a zero-credit course. (See advisor; advisor permission required)

(4) CAPSTONE ESSAY

After completing the above requirements and prior to graduation, students should enroll in a one-credit Latin American and Latinx Studies Capstone course.

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Courses (LTAM)

LTAM-320 Listening Brazil: Popular Mus in Contxt (4 Credits)

(PP) This course offers a cultural history of Brazil through the country's music production, and its ties and influence beyond national borders. Brazil's self-definition relies largely on the production and consumption of popular music. Its study is particularly useful to understand the country's social and cultural dynamics, both local and global.

LTAM-322 Citizenship and the City (4 Credits)

(PP, G) This course addresses the complex ties between U.S. Latinos and transnational processes between the U.S. and the Latin American region as manifested through various forms of cultural expression (i.e. visual, oral, sonic, religious and filmic narratives), with a focus on the Quad Cities.

LTAM-330 Environment & Health in Central America (4 Credits)

(PS,G) Introduction to the study of environmental and health issues in Central America; history of European colonialism, U.S. imperialism, and revolution in Central America; geography of environmental change, "natural" hazards, and disease; analysis of public health interventions in the region; environmental conflicts and social movements

LTAM-399 Directed Study (1-2 Credits)

LTAM-400 Ind Study in Latin American Studies (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of program advisor and instructor.

Liberal Studies Courses (LSC)

<https://www.augustana.edu/academics/areas-of-study/liberal-studies-courses-lsc>

2020-21

Liberal Studies Courses (LSC) are offered to students in support of their academic curriculum. Students may explore ways to support their studies in classroom or tutorial settings. Students are often encouraged to add LSC courses to their schedule with support of their first-year advisor or a mentor in the Advising Office.

LSC-199 Directed Study (1 Credits)

LSC-300 Transfer Transitions I (1 Credits)

LSC 300 is a one-credit course that addresses the specific needs of transfer students. The course will focus on addressing transition issues, equipping students for writing and research projects at Augustana, and will help students engage with the Augustana community. LSC 300 is required for all incoming transfer students.

Library and Information Science Advising

<https://www.augustana.edu/academics/areas-of-study/library-and-information-science-advising>

2020-21

Library and Information Science Advising(LIS)Program

Contact: Chris Schafer, Director of Thomas Tredway Library, 309-794-7266.

Overview

Graduate programs in Library & Information Science (LIS) do not specify a preference for any particular undergraduate major. Accordingly, Augustana does not offer a pre-LIS major, minor or concentration, but does offer pre-LIS advising by Tredway librarians to assist students majoring in any discipline(s).

The key to preparing for graduate work in library and information science is a broad and demanding liberal arts education. Such an education develops the skills that will be needed for graduate study: critical thinking, reading and comprehending difficult material, writing and speaking clearly, and conducting thorough research using sources thoughtfully and effectively. Consider taking classes that help you develop these skills beyond the FYI sequence.

Strong computer skills are highly desirable for most librarian positions; additional courses in Computer Science are recommended if student is interested in library systems management, digital initiatives or database construction. Students may also choose additional courses that will prepare them for a specific area of LIS. For example, a student interested in K-12 school librarianship or children's librarianship may want to take Children's Literature or Adolescent Literature. Students interested in pursuing management positions in libraries might want to consider an Introduction to Business or Accounting.

Other Services and Activities

Advising: Tredway librarians can provide guidance in curriculum planning and the graduate admissions process. Pre-LIS students are welcome to consult them in addition to their major advisor(s). Students interested in becoming a Media Specialist (K-12) and seeking teacher certification should meet with an Education department advisor early in their academic career.

Student employment: It is strongly recommended that students interested in library and information science seek employment in a library, either at Augustana's Thomas Tredway Library, at a public library in the Quad Cities, or a library in the student's hometown. If applying to work at the Thomas Tredway Library, students should indicate their interest in studying library and information science on their employment application(s) each term.

Additional Activities: Participation in extracurricular activities such as the Web Authors Guild or peer tutoring at the Reading/Writing Center are also recommended, as appropriate to each individual students' interests. Volunteering at a local public or school library can also provide valuable experiences. There is also a Future Librarians group organized by Tredway librarians that can help you get in touch with other current students interested in these careers. Numerous Augustana alumni in varied library careers are willing to be contacts for our current Augustana students.

Linguistics course catalog

<https://www.augustana.edu/academics/areas-of-study/linguistics>

2020-21

Coordinator

JEFFREY RENAUD, Assistant Professor (World Languages, Spanish)
B.A., M.A., Ph.D., Iowa

Program Overview

Augustana's 20-credit linguistics minor engages students in the scientific study of language. The interdepartmental structure of the minor allows students to approach language and communication from different perspectives.

Linguistics students are encouraged to complement the minor with language study ([World Languages](#) and [Classics](#)) and to participate in study abroad opportunities offered by [International and Off-Campus Programs](#).

Requirements

Linguistics minors take three required courses (12 credits) and at least eight (8) credits of electives for 20 total credits.

Required courses (12 credits)

LING-100 Linguistics or SPAN-330 Introduction to Hispanic Linguistics
CSD-215 Phonetics or SPAN-331 Spanish Phonetics and Phonology
PHIL-314 (PH) Philosophy of Language

Electives (at least 8 credits)

Students must select courses from different subgroups (2) through (6) for each elective to ensure as much breadth as possible; there is no restriction on the number of credits from group (1) Linguistics. Note: The following course lists are not exhaustive, and changes may occur without notice. Please direct questions to the Linguistics coordinator.

(1) Linguistics

LING-380 Topics in Linguistics
LING-399 Linguistics Directed Study (1 or 2 credits)
LING-400 Linguistics Independent Study (1 or 2 credits)
(2) Etymology and writing systems
CLAS-290 Greek and Latin Roots for Science (2 credits)
CLAS-334 Mysterious Manuscripts and Secret Knowledge
(3) Communication and society
COMM-220 (PS, D) Communication and Social Relationships
COMM-260 (PH, G) Communication and Culture
(4) Language acquisition and development
CSD-100 (PS) Human Communication and its Disorders
CSD-220 Speech and Language Development
(5) Translation and crosslinguistic analysis
FREN-335 Advanced Grammar/Translation
SWED-212 Swedish Translation
(6) Logic and the mind
PHIL-300 (Q) Formal Logic
PHIL-310 (PH) Philosophy of Mind

For course descriptions, see the catalog pages for the corresponding departments and programs.

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Mathematics course catalog

<https://www.augustana.edu/academics/areas-of-study/mathematics>

2020-21

THOMAS E. BENGTON, Professor
A.B., Augustana; Ph.D., California (San Diego)

JON M. CLAUSS, Professor
B.A., Indiana; M.S., Ph.D., Oregon

MARY J. KILBRIDE, Adjunct Instructor
B.A., Saint Mary's; M.A.T., Vanderbilt

ROHAN LOVELAND, Assistant Professor

TAUHEED KHAN MOHD, Assistant Professor
B.Tech., Jamia Millia Islamia; M.B.A., IIM Calcutta; M.S., Ph.D., The University of Toledo

DIANE C. MUELLER, Adjunct Assistant Professor
B.A., Concordia; M.S., Illinois State

STACEY A. RODMAN, Associate Professor, Chair
B.A. Gustavus Adolphus; M.A., Ph.D. Oregon

FORREST STONEDAHL, Associate Professor
B.A., Carleton College; M.S., Ph.D., Northwestern University

ANDREW SWARD, Associate Professor
B.S., Northeastern University; M.S., Ph.D., University of Illinois

MAJOR IN MATHEMATICS. 34 credits, including MATH 160, MATH 250, MATH 260, MATH 350, MATH 410, MATH 450, MATH 490 and two electives at least one of which must be at the 300 – 400 level.

Recommended supporting course: CSC 201

Recommended supporting course: PHIL 300

MAJOR IN APPLIED MATHEMATICS. 34 credits in MATH, including MATH 160, MATH 220, MATH 250, MATH 260, MATH 340, MATH 460 and two from MATH 320, MATH 330 and MATH 350, plus an upper level elective. In addition students must take CSC 201 and 8 additional credits from outside of MATH to provide an area of specialization.

Areas of Specialization for the Applied Math major

Accounting: 8 credits in ACCT including 4 credits from: ACCT 311 Accounting Information Systems, ACCT 321 Intermediate Accounting, ACCT 314 Tax Accounting

Biology: 8 credits in BIOL including 4 credits from: BIOL 310 Evolutionary Biology, BIOL 375 Molecular Biology, BIOL 386 Ecology, BIOL 387 Aquatic Biology

Business: 8 credits in BUSN including 4 credits from: BUSN 313 Operations Management, BUSN 324 Marketing Research Methods, BUSN 325 Digital Marketing and Analytics, BUSN 334 Security Analysis and Portfolio Management, BUSN 335 Options & Other Derivatives

Computer Science: 8 credits in CSC including 4 credits from: CSC 310 Database Systems, CSC 320 Principles of Artificial Intelligence, CSC 371 Algorithms & Computational Theory

Chemistry: 8 credits in CHEM including 4 credits from: CHEM 361 Physical Chemistry: Thermodynamics and Kinetics, CHEM 365 Physical Chemistry II: Quantum Chemistry and Spectroscopy

Economics: 8 credits in ECON including 4 credits from: ECON 301 Intermediate Macroeconomics, ECON 302 Intermediate Microeconomics

Geography: 8 credits in GEOG including 4 credits from: GEOG 372 Digital Cartography and Design, GEOG 375 Applied Environmental GIS, GEOG 475 Advanced GIS

Geology: 8 credits in GEOL including 4 credits from: GEOL 309 Geomorphology, GEOL 330 Hydrogeology, GEOL 360 Petrology

Physics: 8 credits in PHYS including 4 credits from: PHYS 300 Optics, PHYS 313 Thermodynamics, PHYS 360 Classical Mechanics, PHYS 377 Electricity and Magnetism, PHYS 401 Introductory Quantum Physics

MAJOR IN MATHEMATICS FOR SECONDARY EDUCATION. 32 credits in MATH, including MATH 160, MATH 220, MATH 230, MATH 250, MATH 330, MATH 350, MATH 410, MATH 450 and MATH 470. Recommended supporting course: CSC201

MINOR IN MATHEMATICS. 20 credits at the Calculus level or above, including MATH 160, MATH 250, MATH 350, and two electives at least one of which must be at the 300-400 level.

Students who received Calculus AP credit with a score of 4 or above will receive 4-6 credits toward the major or minor.

Commercially available software is integrated into most of our classes. A graphing calculator is generally required for MATH 140, MATH 160 and MATH 220. The department uses the Texas Instruments TI-84 Plus in MATH 140 and MATH 160 and the TI-89 Titanium in MATH 220 and other courses. (Students planning to take MATH 220 may use the TI-89 in MATH 140 and MATH 160, so need not purchase both.)

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Courses (MATH)

MATH-090 Preparation for College Math (3 Credits)

This course focuses on algebra skills needed to be successful in future college math classes. Students work "emporium style" in class to complete work at their own pace. Credit for this course does count toward a student current load, but does not count toward the credit total for graduation. Students who are placed in MATH-090 will have to complete the coursework with a grade of A in order to be allowed to register for MATH-140 Pre-Calculus. MATH-090 is for incoming students only.

MATH-110 Mathematics for Elementary Teachers (4 Credits)

(Q) This course explores elementary school math topics, with emphasis placed on using various approaches to explain why standard and non-standard methods are valid and why incorrect methods are invalid. Topics covered include: addition, subtraction, multiplication and division of whole numbers, integers, fractions and decimals, ratio and elementary number theory, geometry, measurement, area, perimeter, volume and surface area. Enrollment limited to majors in elementary education. Prerequisite: three years of high school math (Geometry, Algebra I and II) or equivalent.

MATH-120 Quantitative Reasoning (4 Credits)

(Q) In this course students develop their quantitative reasoning skills through the study of topics important for engaged citizens in today's world. Topics include working with large numbers, percentages used to describe change, interest rates and exponential growth, group decision making, analyzing and making charts, probability and statistics. Not applicable to the Mathematics major or minor.

MATH-140 Pre-Calculus (4 Credits)

(Q) Linear, exponential, logarithmic, power, periodic, polynomial and rational functions are compared, contrasted, transformed, and combined in the context of real world problems. May not be taken for credit after the completion of any mathematics course numbered 160 or above. Prerequisite: A in MATH 090 or placement into Pre-Calculus

MATH-160 Calculus (4 Credits)

(Q) Calculus is the precise and quantitative study of change. This course explores the notions of an instantaneous rate of change and accumulation of infinitesimally small quantities; these ideas seem paradoxical, but the paradox can be resolved! This course emphasizes conceptual understanding, not just computational fluency, and students will reason about the concepts in applied, numerical, graphical, algebraic/analytic, and verbal contexts. Topics include derivatives, definite integrals, and the Fundamental Theorem of Calculus. Prerequisite: C or better in MATH 140 or placement into Calculus

MATH-160AP AP Calculus (4 Credits)

MATH-210 Number Theory (4 Credits)

(Q) Number Theory explores the arithmetic structures of integers, including congruences, primes, Diophantine equations, and other patterns. This course will also introduce and reinforce proof construction and validation skills. Course can count as a lower level elective for the mathematics major.

MATH-220 Integration Methods (2 Credits)

In this course students learn methods of anti-differentiation including integration by parts and partial fractions. Students construct applications of the definite integral and are introduced to differential equations. Prerequisite: C or better in MATH 160. Course can count as a lower level elective for the mathematics major.

MATH-220AP AP Integration Methods (2 Credits)

MATH-230 Infinite Series (2 Credits)

In this course students learn how to carefully work with infinite sums, determining when they converge and how to use them to approximate differentiable functions and model infinite processes. Prerequisite: C or better in MATH 160. Course can count as a lower level elective for the mathematics major.

MATH-230AP AP Infinite Series (2 Credits)

MATH-250 Discrete Mathematics (4 Credits)

(Q) An introduction to mathematical proof; students will develop skills for exploring patterns, parsing and using definitions, constructing and validating arguments, working with quantifiers, and communicating mathematical thinking with others. Discrete mathematics is the study of finite and countable phenomena including graph theory, modular arithmetic, and some sets and functions, which are both familiar and new enough to support learning about proof, contrast with the continuous phenomena studied in calculus, and support future work in modeling and computer science. Prerequisite: C or better in MATH 160

MATH-260 Multivariable Calculus (4 Credits)

(Q) In this course students apply the concepts of Calculus to functions that live in 3 or more dimensions. This will require an understanding of vectors and parametrically defined functions. Topics include partial derivatives, nested integrals and extensions of the Fundamental Theorem of Calculus. Prerequisite: C or better in MATH 160

MATH-299 Directed Study (1-2 Credits)

MATH-310 Introduction to Cryptography (4 Credits)

How can we establish trust and security of information in an inherently distrustful and insecure world? This course provides an introduction to traditional and modern forms of cryptography. Topics may include: public/private key encryption, one-way hash functions, ciphers, pseudo-random number generators, zero-knowledge, and applications of cryptography including blockchains. Prerequisite: Discrete Math and CSC 201. Course can count as an upper level elective for the applied mathematics major.

MATH-320 Differential Equations (4 Credits)

A study of modeling continuous physical systems using differential equations of the first and second orders. Techniques for finding analytic solutions, numeric solutions, and the use of Laplace transforms. Series solutions and/or linear systems of differential equations are also discussed. Prerequisite: Grade of C or better in MATH 220.

MATH-330 Probability and Statistics (4 Credits)

In this course students use the principles of counting and probability to develop the foundations of Statistics from the ground up, learning both the theory and applications. Topics include confidence intervals and hypothesis testing and Experimental design. Prerequisite: Grade of C or better in MATH-250

MATH-340 Mathematical Modeling (4 Credits)

Discrete modeling with an emphasis on computation. Topics include difference equations, stochastics, Markov chains, simulations, graph theory, linear programming and optimization methods. Grade of C or better in MATH-250 and CSC-201.

MATH-350 Linear Algebra (4 Credits)

In this course students discover the connections between solutions to linear equations, subspaces of vector spaces, linear transformations and matrix properties. Topics include linear independence, spanning and eigenvectors. Prerequisite: Grade of C or better in MATH-250

MATH-360 Complex Variables (4 Credits)

Calculus of functions of a complex variable. Proof of the fundamental theorem of algebra, a study of residue calculus and the use of residues to compute improper real integrals. Prerequisite: Minimum grade of C in MATH 260

MATH-393 International Study Colloquium (3-4 Credits)

MATH-399 Directed Study (1-2 Credits)

MATH-400 Independent Study (1-2 Credits)

Prerequisites: 18 upper-division credits in mathematics and consent of department chair.

MATH-410 Real Analysis (4 Credits)

This proof-based course explores infinite processes carried out on the real line. Using the axiom of completeness and several equivalent statements we establish important topological properties of the real line and functions acting on it. These in turn are used to establish important properties of the derivative and Riemann integral, culminating in the Fundamental Theorem of Calculus. Prerequisite: Grade of C or better in MATH 350.

MATH-430 Advanced Statistics (4 Credits)

In this course students solidify and build on their understanding of inferential statistics, both the theory and applications. Students also evaluate the role of statistics in society. Topics include: moment generating functions, single and multilinear regression, analysis of variance and non-parametric statistics. Prerequisite: Minimum grade of C or better in MATH-330.

MATH-440 Numerical Methods (4 Credits)

Numerical algorithms, roots of an equation, interpolation, curve-fitting and approximation of functions, numerical integration, solution of linear equations, solutions of systems of differential equations, programming of algorithms, use of computer software. Emphasis on determining uncertainty from numeric results. Prerequisites: Grade of C or better in MATH 260 and CS 201

MATH-450 Algebraic Structures (4 Credits)

This course explores the abstract ideas of structure and operation. When are two structures the same? What maps preserve structure? Topics include groups, rings, fields, generators, sub-objects, quotients, and morphisms. Prerequisite: Grade of C or better in MATH 350.

MATH-460 SI Applied Mathematics (4 Credits)

Senior capstone course for applied mathematics majors with a focus on advanced mathematical modeling. Topics may include: Partial differential equations, advanced linear algebra, advanced probabilistic or statistical models, or other appropriate topics. The course emphasizes student research, reflection and presentation of mathematics. Prerequisites: Grade of C or better in MATH 260, MATH 320 and MATH 340.

MATH-470 Foundations of Geometry (4 Credits)

(PH) This course explores 2 dimensional geometry from an advanced perspective, emphasizing the philosophical and historical considerations of this perspective. What is the nature of geometric truth and knowledge, and what are its origins? The content and perspective of this course support future teachers. Prerequisite: Grade of C or better in MATH 350.

MATH-480 Advanced Topics (4 Credits)

This course will explore a topic outside of the existing curriculum. Prerequisite: MATH410, 450, 470 or permission of instructor.

MATH-490 SI Mathematics (4 Credits)

Continued development of mathematical inquiry skills, including the formulation, exploration, and communication of questions of personal interest. This course will integrate the major experiences by asking questions that blend concepts and skills from across the curriculum; this course will integrate the college experiences by reflecting on growth and the relationships between mathematics and the rest of the liberal arts. Prerequisite: Grade of C or better in MATH 410 and MATH 450

MATH-499 Directed Study (1-2 Credits)

Multimedia Journalism and Mass Communication course catalog

<https://www.augustana.edu/academics/areas-of-study/multimedia-journalism-and-mass-communication>

2020-21

WENDY HILTON-MORROW, Dean of the College and Professor (Communication Studies)
B.A., Augustana; M.A., Ph.D., Iowa

DAVID SNOWBALL, Professor and Chair (Communication Studies)
B.A., Pittsburgh; M.A., Ph.D. Massachusetts

DAVID A. SCHWARTZ, Assistant Professor
B.A., Iowa; M.S., Northwestern; Ph.D., Iowa

DOUG TSCHOPP, Instructor and Director of Entrepreneurial Development
B.A., St. Ambrose, M.B.A., Iowa

CAROLYN YASCHUR, Assistant Professor
B.A., Gettysburg; M.A., Missouri; Ph.D., Texas

MAJOR IN MULTIMEDIA JOURNALISM AND MASS COMMUNICATION 30 credits, including three foundational courses (MJMC-215, MJMC-250 and MJMC-251); three advanced study courses (MJMC-301, MJMC-382, and either MJMC 403 or MJMC 404), senior inquiry (MJMC-450), internship during junior or senior year taken for credit or no-credit and four credits of elective courses; in addition to MJMC courses, COMM-230, COMM-240 and COMM-370 may be used to fulfill this requirement.

MINOR IN MULTIMEDIA JOURNALISM AND MASS COMMUNICATION 20 credits, including MJMC-215, MJMC-250, MJMC-251, and MJMC-301; at least 4 credits of MJMC electives.

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Courses (MJMC)

MJMC-199 Directed Study (1-2 Credits)

MJMC-200 Special Topics in Media (4 Credits)

Introduces methods and frameworks for considering the complex interrelationship between media and cultures/society. Topics will vary year to year and will integrate relevant approaches to help build understanding.

MJMC-215 News Literacy (4 Credits)

(PH) Examines forces that shape news today and how the news media have changed. Prepares students to understand journalism and critically evaluate news sources as well as analyze their own roles as news consumers and communicators using current events as a backdrop. Assignments and discussion focus on topics such as: news values, detecting bias, source credibility, journalistic constraints, and media economics.

MJMC-225 Strategic Comm in Society (4 Credits)

(PS) The startup you work for, an "Airbnb for weekend yacht enthusiasts," wants to make a series of YouTube videos to attract Gen Z influencers. Your school board needs help controlling a media crisis after the superintendent gets arrested. You see a job ad for an editor-in-chief, but it's not for a media company, it's for a local non-profit seeking to expand. Strategic communication-journalism-related concepts used in marketing, public relations, social media, and advertising for the purpose of influencing behavior-is everywhere, yet if done right the consuming masses hardly notice the machinations. This course helps students identify strategic communication that occurs in their world, discover how it affects them and others, furthers their understanding through collaborative, creative role play, and asks them to consider the ethical implications of this booming profession.

MJMC-250 Multimedia Reporting I (4 Credits)

Introduces a toolkit of conceptual and practical skills in multimedia journalism. Students learn about reporting in contexts that cut across the traditional barriers of online, broadcast, and print news. Students begin to consider journalism's moral and ethical underpinnings and how those considerations interact with everyday professional considerations made by journalists.

MJMC-251 Multimedia Reporting II (4 Credits)

Builds upon the skills learned in Multimedia Reporting I, reinforcing journalism production concepts that transcend any single technology system. Students will continue to master reporting, photojournalism and video skills, and further integrate them in more in-depth multimedia projects. Prerequisite: 250 or Permission of Instructor.

MJMC-299 Directed Study (1-2 Credits)

MJMC-301 Mass Communication Law (4 Credits)

(PP) Provides an overview of the ethical and legal issues affecting free expression, media and multimedia journalism and prepares students to understand and articulate how these laws apply to our everyday knowledge of how mass media is produced, consumed, and shapes our world. Students will engage at the intersection of what is legal and what is ethical, and they will consider scenarios in which those two entities are in conflict with one another.

MJMC-310 Specialized Reporting (2-4 Credits)

Introduces key concepts and conventions behind genre-specific reporting and production. Topics vary each term, but may include sports journalism, film/television criticism, design concepts, and data journalism/visualization. Can be repeated.

MJMC-345 Cultural History of Media (4 Credits)

(PP) The purpose of this course is to "de-naturalize" our understanding of U.S. broadcasting as "the only way it could be" or as "the best way it could be." Using a historical approach, students examine the ever-changing complexity of media by considering the shifting relationships between institutions, politics, culture, social organization and technology. The course helps students develop critical knowledge as media consumers and (for some) future media producers and to gain the background knowledge necessary for more nuanced inquiry into mediated communication.

MJMC-350 Contemporary Issues in Media (4 Credits)

This course examines the roles that media play in society, paying particular attention to some of the most controversial issues surrounding media ownership (e.g. globalization and media monopolies) and media content (e.g. indecency and violence). Exploring these issues from both legal and ethical perspectives, students will consider the effects of existing media practices, as well as the potential for industry change.

MJMC-380 Special Topics in Media (4 Credits)

Building upon a foundational understanding of media, this class uses critical/cultural, sociological, historical, and economic paradigm to investigate the complex interrelationship between media and cultures/society. Topics will vary year to year.

MJMC-381 Media in Society (4 Credits)

(PS) This course is a critical look at the Walt Disney Corporation, one of the largest, oldest, and most influential media companies in the world. Students will explore the textual and corporate history of the company and be asked to consider Disney's lasting influence on both the media industry and popular culture.

MJMC-382 Media Theory in Communication (4 Credits)

(PS)The central purpose of this course is to help students develop a sophisticated understanding of "media" and "mass communication," and particularly how these crucially important human phenomena are theorized and researched by communication scholars from two broad perspectives: social science and critical/cultural studies. During the term, students explore the key highlights of this terrain, engaging significant advances in the history of mass communication and media theory, and especially locating important areas of similarity and difference between theories. Prerequisite: COMM-230, COMM-240, MJMC-215 or permission of instructor.

MJMC-393 International Study Colloquium (3-4 Credits)

MJMC-399 Directed Study (1-2 Credits)

MJMC-400 Independent Study (1-2 Credits)

MJMC-403 Public Relations (4 Credits)

Reviews current practices and emerging trends in public relations. Considers similarities and differences between working in corporate, nonprofit, and agency settings. Students will create a portfolio-quality public relations plan.

MJMC-404 Advanced Multimedia Project (4 Credits)

Applies conceptual and practical skills of journalism to a significant converged journalism project for professional portfolios. Working individually or in groups, students will do in-depth reporting on a topic of consequence to the campus and/or Quad Cities community, producing a final project that incorporates elements from multiples media platforms. Prerequisites: 251 and 301.

MJMC-411 Seminar in Media (4 Credits)

In-depth analysis of media topics offered for advanced students. Typically reading and discussion-intensive, with an expectation that students take active roles in the classroom. Seminar topics change from year to year. Can be repeated. Description for Fall Semester 2020-2021: Discussion-based class that stimulates in-depth analysis of mass media's representation of diverse groups and its effects on those groups and society.

MJMC-450 Senior Inquiry (2 Credits)

Introduces students to reflective practices designed to learn from prior experiences and become more intentional about future actions. Should enroll in SI experience in conjunction with MJMC-403 or MJMC-404.

Music course catalog

<https://www.augustana.edu/academics/areas-of-study/music>

2020-21

GAIL BALDWIN, Part-time Instructor, Piano
B.A., Saint Ambrose; M.S., Wisconsin-Platteville

JACOB BANCKS, Associate Professor, Composition, Musicianship
B.M., Wheaton; M.M., Eastman; Ph.D., Chicago

SUSAN BAWDEN, Part-time Instructor, Bassoon, Woodwind Methods
B.M., Iowa

DANIEL CHETEL, Assistant Professor, Director of Orchestral Activities, Augustana Symphony Orchestra, Chamber Orchestra, Conducting, Music Appreciation
A.B., Harvard; M.M., Maryland; D.M.A., Kentucky

SAMUEL CHO, Part-time Instructor, Voice
B.M., M.M. Seoul National; M.M. Westminster Choir; D.M.A., Iowa

GARY CICCOTELLI, Part-time Instructor, Drum Set
B.M.E., Augustana College

MICHELLE CROUCH, Adjunct Assistant Professor, Voice, Opera, Musicianship
B.Ch.M., Prairie; B.M., M.M., Alberta; D.M.A., Iowa

JOHN CUMMINS, Part-time Instructor, Saxophone
B.M., University of Minnesota; M.M., Iowa

DEBORAH DAKIN, Adjunct Assistant Professor, Viola, Music Appreciation
B.M., New School; M.M., SUNY-Binghamton; D.M.A., Iowa

SHEILA DOAK, Accompanist
B.M., Northwestern

JANINA EHRLICH, Professor, Cello, Music History, Music Appreciation
B.M., Drake; M.M., Indiana; D.M.A., Iowa

ROBERT ELFLINE, Associate Professor, Piano, Musicianship, Senior Inquiry
B.M., Illinois Wesleyan; M.M., Rice; D.M.A., Cincinnati

MARGARET ELLIS, Assistant Professor of Music and Administrative Assistant, Musicianship, Trumpet
B.M., Augustana; M.M., Northwestern

DAWN FARMER, Assistant Professor, Music Education, Woodwind Methods, Music Appreciation
B.M.E., Arizona; M.A., Maryland; Ph.D., Arizona State

ERIN FREUND, Part-time Assistant Professor, Harp
B.M., Oberlin; M.M., D.M.A., Northwestern

RANDALL HALL, Professor, Saxophone, Improvisation, Musicianship, Electronic Music, Music History
B.S., Warner Pacific; M.M., New England; D.M.A., Eastman, Premier Prix-CNR Boulogne-Billancourt

JULIANA HAN, Assistant Professor, Piano, Musicianship
A.B., J.D., Harvard; M.M., Manhattan; M.M., D.M.A., Juilliard

JOHN W. HILDRETH, Gassman Family Professor of Music, Musicology, Ethnomusicology, Music Appreciation
B.A., Concordia (Fort Wayne); B.Mus., M.M., Roosevelt; Ph.D., Northwestern

MAUREEN HOLMES, Adjunct Instructor, Voice
B.M., Drake University; M.M., Westminster Choir

JON HURTY, Henry Veld Professor of Music, Director of Choral Activities, Augustana Choir, Chamber Singers, Conducting
B.A., Bethany; M.A., California State–Northridge; D.M.A., Illinois

SONJA HURTY, Adjunct Instructor, Voice, Augustana Concert Chorale
B.A., Bethany; M.A., California State–Northridge

SAMANTHA KEEHN, Assistant Professor, Low Brass, Brass Methods, Music Appreciation
B.M., Texas Tech; M.M., Baylor; D.M.A., Colorado

CYNTHIA LAMBRECHT, Part-time Instructor, Oboe, Woodwind Methods
B.M., Illinois State; M.M., Indiana

JAMES LAMBRECHT, Professor, Co-Chair, Director of Bands, Augustana Symphonic Band, Trumpet, Conducting, Brass
Methods
B.M., Wisconsin–Whitewater; M.M., D.M., Indiana

GOLDEN LUND, Part-time Assistant Professor, Low Brass, Musicianship
B.M., University of Utah; M.M., Indiana; D.M.A., Nebraska

JUAN MENDOZA, Part-time Instructor, Voice
B.M., Juilliard; M.A., D.M.A., Iowa

TONY OLIVER, Associate Professor, Percussion, Concert Band, Percussion Methods, Music Appreciation, Percussion
Ensemble
B.M., M.A., Iowa; D.M.A., Rutgers

ANDY PARROTT, Part-time Instructor, Jazz Guitar, Electric Bass
B.M., Iowa

JOHN PFAUTZ, Professor, Voice, Co-Chair, Division Chair, West African Music
B.S., Eastern Nazarene; M.M., Missouri; D.M.A., West Virginia

RANDY POBANZ, Part-time Instructor, Guitar
B.A., M.M., Southern Illinois

SANGEETHA RAYAPATI, Professor, Voice, Diction, Vocal Pedagogy
B.M., Valparaiso; M.M., D.M.A., Minnesota

JESSE RATHGEBER, Assistant Professor, Music Education
B.M.E., Illinois; M.M., Northwestern; Ph.D., Arizona

ENDRE RICE, Adjunct Instructor, Augustana Jazz Ensemble, Improvisation, Jazz History, Jazz Combos
B.A., Columbia; M.M., Arkansas

CHARLES SCHMIDT, Assistant Professor, Piano, Class Piano, Musicianship
B.A., M.M., Missouri-Kansas City; D.M.A., Michigan State

SUSAN SCHWAEGLER, Part-time Instructor, Clarinet, Clarinet Choir
B.M.E., Northwestern; M.P.S., St. Ambrose

JANET STODD, Part-time Instructor, Flute, Flute Choir
B.A., Augustana; M.M., Western Illinois

SUSAN E. STONE, Professor, Violin, Musicianship, String Methods, Music Appreciation
B.M., Valparaiso; M.M., Northwestern; D.M.A., Southern California

RACHEL VICKERS, Part-time Instructor, Voice
B.M., Wartburg; M.M., Minnesota

MICHAEL ZEMEK, Professor, Music Education, Jenny Lind Vocal Ensemble, Augustana Academic Chorus
B.M., Gustavus Adolphus; M.M., St. Cloud; Ed.D., Illinois

MARC ZYLA, Part-time Instructor, Horn
B.M., West Virginia; M.M., Carnegie Mellon; D.M.A., Illinois

Bachelor of Arts: Major in Music

See Music Department Handbook for specific requirements.

MAJOR IN MUSIC. 44 credits, including 17 credits in 110, 111, 112/112L, 211/211L, 212/212L; 12 credits in 300, 311, 312; 3 credits in 450, 451; 8 credits in one area of applied vocal or instrumental lessons; and 2 credits in applied piano or 4 credits in class piano. Ensemble requirements: eight terms participation. Non-credit requirements: Improvisation, Recital Attendance and Piano Proficiency.

PRE-MUSIC THERAPY (advising track). Same requirements as Major in Music degree plus additional coursework including conducting (MUSC-360, MUSC-361), class voice (MUSC-103) or applied voice (MULS-100-VC), applied guitar (MULS-100-GTR), Basic Instrumental Techniques (EDMU-121), General Music Methods and Materials (EDMU 386), psychology courses (PSYC-100, PSYC-216, PSYC-220, PSYC-240, PSYC-412), and Human Anatomy (BIOL-351). Augustana's Pre-Music Therapy program prepares students for an equivalency or completion program in Music Therapy after graduation. For more detailed information, please consult the Music Department Handbook.

MINOR IN MUSIC. 21 credits, including 9 credits in 110, 111, 112/112L; 8 credits from 300, 311, 312, 315, 316 or 317; and 4 credits in one area of applied vocal or instrumental lessons. Ensemble requirements: 4 terms participation. Non-credit requirement: Recital Attendance.

MINOR IN JAZZ. 21 credits, including 9 credits in 110, 111, 112/112L; 4 credits in 317; 2 credits in 220; and 6 credits in applied jazz improvisation lessons. Ensemble requirements: 4 terms participation in Jazz Ensemble or Jazz Combo. Non-credit requirement: Recital Attendance.

Bachelor of Arts: Major in Music Performance

See Music Department Handbook for specific requirements

INSTRUMENTAL MUSIC. 62 credits, including 17 credits in 110, 111, 112/112L, 211/211L, 212/212L; 12 credits in 300, 311, 312; 4 credits from 315, 316, 317 or 480; 2 credits in 363, 364; 4 credits in 360; 2 credits in 390, 490; 3 credits 450, 451; 14 credits in one area of applied instrumental lessons; and 2 credits in applied piano or 4 credits in class piano. Ensemble requirements: eight terms participation. Non-credit requirements: Improvisation, Recital Attendance and Piano Proficiency.

PIANO. 62 credits, including 17 credits in 110, 111, 112/112L, 211/211L, 212/212L; 12 credits in 300, 311, 312; 4 credits from 315, 316, 317 or 480; 4 credits in 321, 322; 4 credits in 360; 2 credits in 390, 490; 3 credits 450, 451; 14 credits in applied piano lessons; and 2 credits in minor applied vocal or instrumental lessons. Ensemble requirements: eight terms participation. Non-credit requirements: Improvisation, Recital Attendance and Piano Proficiency.

VOICE. 64 credits, including 17 credits in 110, 111, 112/112L, 211/211L, 212/212L; 12 credits in 300, 311, 312; 4 credits from 315, 316, 317 or 480; 4 credits in 323, 325; 4 credits in 360; 2 credits in 390, 490; 3 credits 450, 451; 14 credits in applied voice lessons; and 2 credits in applied piano or 4 credits in class piano. Ensemble requirements: eight terms participation. Non-credit requirements: Improvisation, Recital Attendance and Piano Proficiency.

Bachelor of Arts: Major in Music Composition

See Music Department Handbook for specific requirements

MAJOR IN COMPOSITION. 67 credits, including 17 credits in 110, 111, 112/112L, 211/211L, 212/212L; 12 credits in 300, 311, 312; 6 credits in 225, 320, 330; 4 credits in 360; 1 credit in 490; 3 credits 450, 451; 12 credits in applied composition lessons; 5 credits in one area of applied vocal or instrumental lessons; 1 credit of applied electronic music lessons; and 2 credits in applied piano or 4 credits in class piano;. Ensemble requirements: eight terms participation. Non-credit requirements: Improvisation, Recital Attendance and Piano Proficiency.

MINOR IN COMPOSITION. 25 credits, including 9 credits in 110, 111, 112/112L; 4 credits from 312; 6 credits in 225, 320, 330; and 6 credits in applied composition lessons. Ensemble requirements: 4 terms participation. Non-credit requirement: Recital Attendance.

Bachelor of Arts: Major in Music Education

Music students who successfully complete the music education degree and meet Illinois State requirements will be recommended for a Professional Educator License endorsed in K-12 music.

See Department of Education and the Department of Music Handbook for specific requirements.

CONCENTRATION IN VOCAL MUSIC EDUCATION. 90 credits, including 17 credits in MUSC 110, 111, 112/112L, 211/211L, 212/212L; 12 credits in MUSC 300, 311, 312; 8 credits in MUSC 360, 361; 7 credits of applied voice, and 2 credits in applied piano or 4 credits in class piano. Music education sequence includes 15 credits in EDMU 120, 250, 330, 386, 387; 4 credits in vocal methods MUSC 323, 325; and 23 professional education credits in EDUC 301, 340, 411, 422, 450 and INTR-EDA92 (Senior Inquiry met in EDUC 422, 450, and INTR-EDA92). Ensemble requirement: seven terms participation. Non-credit requirements: Improvisation, Recital Attendance and Piano Proficiency. Supporting courses required for licensure include psychology and American government.

CONCENTRATION IN INSTRUMENTAL MUSIC EDUCATION. 90 credits, including 17 credits in MUSC 110, 111, 112/112L, 211/211L, 212/212L; 12 credits in MUSC 300, 311, 312; 8 credits in MUSC 360, 361; 7 credits in one area of applied instrumental lessons, and 2 credits in applied piano or 4 credits in class piano. Music education sequence includes 19

credits in EDMU 121, 250, 330, 386, 387; 4 credits in instrumental methods chosen from EDMU 272, 273, 274, 275 (required for orchestra majors), 276; and 23 professional education credits in EDUC 301, 340, 411, 422, 450 and INTR-EDA92 (Senior Inquiry met in EDUC 422, 450, and INTR-EDA92). Ensemble requirement: seven terms participation. Non-credit requirements: Improvisation, Recital Attendance and Piano Proficiency. Supporting courses required for licensure include psychology and American government.

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

General Music Courses (MUSC)

Music Education (EDMU)

MUSC-101 Introduction to Music (4 Credits)

(PA) Exploration of the fundamental elements, various forms and styles of music. Includes listening to and thinking about music in various cultural and historical contexts and the live concert experience. Does not apply to major in Music.

MUSC-103 Class Voice (1 Credits)

Beginning voice in a group setting.

MUSC-105 Guitar in the Classroom (2 Credits)

Course participants will develop beginning skills in playing guitar and leading groups of singers in educational or clinical settings. Material and repertoire for teaching classes of beginning guitar students will also be introduced.

MUSC-106 The Modern Piano (4 Credits)

(PA) The Modern Piano: Playing, Listening and Technology. A survey of musical styles related to the development of the modern piano combined with a detailed investigation of the technical history of the instrument. The course will also include elementary training in playing the piano.

MUSC-107 Music in Worldwide Perspective (4 Credits)

(PA,G) Music in Worldwide Perspective. Introduction to ethnomusicology and survey of indigenous music of the various regions of the world. Does not apply to major in music.

MUSC-110 Music Theory Rudiments (1 Credits)

Basic music theory concepts. Prerequisite: placement exam.

MUSC-111 Musicianship I (4 Credits)

(PA) An introduction to the study of music and related skills: score-reading, sight singing, text analysis, conducting, composition, research, and writing. Primary focus is given to the development of notated music in Europe and America from the middle ages to the present day, with additional study of popular and non-western music.

MUSC-111L Lab for 111 (0 Credits)

MUSC-112 Musicianship II (4 Credits)

The fundamentals of musical organization, ear training and performance skills through the study of music literature, melodic and harmonic structures and grammar, basic piano skills, singing and aural perception skills, composition, basic conducting, analysis and survey of music literature.

MUSC-112L Musicianship II Lab (0 Credits)

Aural Skills, taken in conjunction with MUSC-112.

MUSC-121 Class Piano I (1 Credits)

Beginning piano in a group setting. Prerequisite: piano assessment.

MUSC-122 Class Piano II (1 Credits)

Beginning piano in a group setting. Prerequisite: piano assessment.

MUSC-131 Music in Film (4 Credits)

(PA) This class immerses you in the history, people, and creative processes behind the music heard in movies. It traces the path from the not-so-silent era at the birth of film all the way to the high-tech world of making music for today's big-budget blockbusters. The course goes behind the scenes with composers, directors, and musicians to learn about the art and craft of film music. The course includes extensive film viewing and basic analysis of music in film along with basic creative activities in adding music to film. Please note: In this course you may be exposed to films featuring adult themes, language, and visual depictions of nudity, sexual situations, violence including sexual violence, and drug use.

MUSC-132 Music & Activism (4 Credits)

(PP) What do rock, gospel, country, heavy metal, jazz, hip-hop, rap, alternative, indie and every other possible type of music have in common? Activism. Social Consciousness. Justice. Change. Throughout history popular music and activism have joined forces to support a variety of social and political movements. Music and Activism: The Role of the Protest Song throughout History is an interdisciplinary course that emphasizes the relationships between society, music, songwriters, performers, and listeners. By exploring history through its sonic landscapes, specifically protest songs, this course will trace mainstream and radical responses to key movements in history with special emphasis on the tumultuous social, economic, and political challenges of the 20th century. Through text, audio, and video sources this course will focus on the role that protest songs play in activism, social justice, and change.

MUSC-133 Video Game Music (4 Credits)

(PA) An introduction to the history and function of musical sound in video games.

MUSC-134 Wagner's Ring Cycle (4 Credits)

(PP) Wagner's massive tetralogy, Der Ring des Nibelungen stands as one of the greatest artworks ever created in Western society. The breadth and scope of this work is more far reaching than any other work and its influence on past and future generations is undiminished. More than simply a mere work of art, this nineteenth-century epoch stands as testament to the genius of one man and countless others who have delved into its deeper meanings. This course will serve as an introduction to this work and hopefully inspire further exploration into this subject.

MUSC-150 Rudiments of Improvisation (0 Credits)

Rudiments of Improvisation explores an important facet of music education and performance central to the life of a musician.

MUSC-199 Directed Study (1-2 Credits)

MUSC-211 Musicianship III (4 Credits)

Continuing fundamentals of musical organization, ear training and performance skills through the study of music literature, melodic and harmonic structures and grammar, basic piano skills, singing and aural perception skills, composition, basic conducting, analysis and survey of music literature

MUSC-211L Musicianship III Lab (0 Credits)

Aural Skills, taken in conjunction with MUSC-211.

MUSC-212 Musicianship IV (4 Credits)

Continuing fundamentals of musical organization, ear training and performance skills through the study of music literature, melodic and harmonic structures and grammar, basic piano skills, singing and aural perception skills, composition, basic conducting, analysis and survey of music literature.

MUSC-212L Musicianship IV Lab (0 Credits)

Aural Skills, taken in conjunction with MUSC-212.

MUSC-220 Topics in Jazz Styles and Analysis (2 Credits)

Topics in Jazz Styles and Analysis. Advanced study in the harmonic and melodic practices prevalent in jazz music. Investigation of major jazz styles through specific style period transcriptions and harmonic analysis. Prerequisite: successful completion of MUSC 112.

MUSC-221 Class Piano III (1 Credits)

Beginning piano in a group setting. Prerequisite: piano assessment.

MUSC-222 Class Piano IV (1 Credits)

Beginning piano in a group setting. Prerequisite: piano assessment.

MUSC-225 Music Notation (2 Credits)

This course includes an overview of contemporary issues in music notation of works for students and professionals, and training in the use of music notation software. Prerequisite: MUSC 110 or permission of instructor.

MUSC-231 Deep Listening (4 Credits)

(PH) In this course we will explore sound meditation using the Deep Listening practice developed by American experimental composer Pauline Oliveros. In so doing we will explore the possibility of sound as a meditative technique to transcend the limits of discursive reason, language, conceptual thought, and our culture's hyper-visual orientation. In order to better understand our Deep Listening experience, we will explore how sound has been used in contemplative disciplines and metaphysical speculations in various cultural contexts. We will also see how some contemporary composers have been influenced by these ideas, resulting in changes to both their musical techniques and musical goals, moving away from traditional ideas of expression toward a more meditative orientation. This is an experiential course: students will engage in daily Deep Listening exercises which will include focused listening, simple vocalizations, body movements

MUSC-232 From Ashes to Immortality (4 Credits)

(PP) During the Holocaust, European fascists attempted to exterminate the Jewish people and their culture. Even before WWII, the Nazis banned so-called Degenerate Art (painting, music, literature) and used the arts as a propaganda tool. But for the Jews, the arts were a connection to their past, sustenance to feed creative hunger, and a salve to soothe spiritual wounds. We will explore the historical origins of anti-Semitism, the Jewish contribution to the arts in central

Europe, and how the arts helped save a culture. Ultimately, we'll seek to discover the centrality of the arts in our time and culture.

MUSC-261 Improvisation (2 Credits)

Introduction to skills and materials necessary for improvisation in jazz and contemporary styles. Prerequisite: permission of instructor.

MUSC-270 Fingerboard Harmony for Guitar (2 Credits)

Fingerboard Harmony for Guitar. Application of fundamental elements of harmony to guitar.

MUSC-299 Directed Study (1-2 Credits)

MUSC-300 World Music (4 Credits)

(PS,G) Advanced study in ethnomusicology, its origins, development, theories, methodologies, concepts, problems and questions.

MUSC-301 Music in Vienna (4 Credits)

(PP) Music in Vienna. Study of music and its cultural context in Vienna from 1885-1938. Taught as part of the Vienna term.

MUSC-302 Music of Paris (4 Credits)

(PA) Students will study music written in Paris from the Middle Ages to the early Twentieth Century and its cultural context. In addition students will explore the city of Paris to understand the draw it has had on artists, writers and thinkers. Taught as part of a Study Away Program.

MUSC-303 Music of Ireland (4 Credits)

(PA) In this course, students will examine the roots of Irish traditional music, its "reinvention" over the last half-century, and its current performance culture. Additionally, we will investigate the political implications behind everyday music making, asking how these disparate musical expressions all play a small part in the creation of Irish national identity. Taught as part of a Study Away Program

MUSC-304 Mult Persp: How Music & Physics Collide (4 Credits)

(PP) This course will survey the shared aspects of physics and music and the shared qualities of scientists and artists by using the history and culture of central Europe. Taught as part of a Study Away Program.

MUSC-305 Music & Culture of West Africa (4 Credits)

(PH,G) Investigation of musical traditions of various cultural groups in West Africa.

MUSC-306 Music in Germany (4 Credits)

(PA) A survey of the most important musical figures in Germany. We will examine the culture, politics, and religious aspects of this country and how each played a part in shaping its music. This class will culminate with a trip to Germany and Switzerland where we will see important sites of German musical centers.

MUSC-306A Music in Germany (2 Credits)

A survey of the most important musical figures in Germany. We will examine the culture, politics, and religious aspects of this country and how each played a part in shaping its music. This class will culminate with a trip to Germany and Switzerland where we will see important sites of German musical centers.

MUSC-307 Music in London (4 Credits)

(PA) Music in London. The importance of music in the social fabric of London from the Renaissance to the present. Taught as part of the Study Away Program.

MUSC-311 Music Styles & Literature I (4 Credits)

(PP) Music Styles and Literature I. Music literature and styles and their place in Western culture, 800 to the 19th Century. Prerequisite: Successful completion of MUSC-112 or permission of instructor.

MUSC-312 Music Styles & Literature II (4 Credits)

(PP) Music Styles and Literature II. Music literature and styles and their place in Western culture, 19th Century to the present. Pre-requisite: Take MUSC-112 or permission of instructor.

MUSC-315 Music in American History (4 Credits)

(PA,D) Music in American History. Indigenous American music traditions; their role in American life.

MUSC-316 African-American Music (4 Credits)

(PA,D) African-American Music. A study of the emphasis on critical examination of African influence and various musical styles, performance practices, aesthetic considerations and social and cultural contexts.

MUSC-317 Jazz History and Analysis (4 Credits)

(PA,D) Jazz History and Analysis. Study of major jazz periods and styles from 1900 to the present

MUSC-320 Orchestration (2 Credits)

Intensive study of scoring techniques for instruments and voices, via score study, in-class demonstrations and independent creative projects. Prerequisite: MUSC-112 or consent of instructor

MUSC-321 Piano Literature (2 Credits)

Survey of piano literature from J.S. Bach to the present. Includes score study, comparison of recorded examples and performance of selected standard works where applicable.

MUSC-322 Piano Pedagogy (2 Credits)

Principles, methods and materials of individual and group piano instruction. Supervised teaching experience is required of each student.

MUSC-323 Vocal Diction & Literature (2 Credits)

Basic IPA, English, French, German, and Italian diction and song literature for use in personal singing and teaching.

MUSC-325 Vocal Pedagogy (2 Credits)

Principles, methods and materials of voice pedagogy. Supervised teaching experience is required of each student.

MUSC-330 New Music Seminar (2 Credits)

Advanced course in new music. Through intensive examination of a series of works by living composers, students will develop skills for listening to, analyzing, and understanding recent music. Prerequisite: MUSC-212 or consent of instructor.

MUSC-343 Soundscapes (4 Credits)

(PA,D) Soundscapes. Exploration of the distinctive settings, sounds and significances of musical cultures in multi-ethnic America. Examines broad aspects of life experiences as expressed in music of multiple ethnic groups in the U.S., including topics such as birth, death, worship, local custom and belief.

MUSC-344 Creative Arts Therapies (4 Credits)

(PH) Topics in this course include foundational understandings of the aging process on individuals and communities, creativity in aging, dementia, grief and loss, how the arts are used and impact this population, and historical foundations of arts and creative therapies. This course has no prerequisites. It is suitable for majors in health professions and related fields, and is required for those pursuing the Aging Studies Experiential Minor.

MUSC-360 Conducting I (4 Credits)

Beginning conducting techniques for choral, orchestral or wind ensembles

MUSC-361 Conducting II (4 Credits)

Literature and advanced techniques of conducting for choral, orchestral or wind ensembles.

MUSC-363 Ped. for Stgs, Ww, Brass, Gtr, Perc (1 Credits)

Pedagogy for Strings, Woodwinds, Brass, Guitar or Percussion. Survey of principles, methods and materials of instrument pedagogy.

MUSC-364 Lit for Stgs, Ww, Brass, Gtr, Perc (1 Credits)

Literature for Strings, Woodwinds, Brass, Guitar or Percussion. Survey of literature for strings, woodwinds, brass, guitar or percussion. Includes score study and performances of selected works where applicable.

MUSC-380 Music in Context (4 Credits)

In-depth study of music in the context of cultural history. Includes live concert experience and extensive individual study of critical listening. Prerequisite: completion of MUSC 101 or permission of instructor.

MUSC-381 Choral Music, Study & Performance (4 Credits)

(PA) This course will explore the context of choral music that the choir will be rehearsing and performing. Selected pieces from the repertoire will be explored in terms of musical content, textual content and cultural and historical context. The course may include an element of exploring vocal development in the choral setting. Sometimes taught as part of a Study Away Program.

MUSC-382 Instrumental Music, Study & Performance (4 Credits)

(PA) This course will explore the context of instrumental music that the ensemble will be rehearsing and performing. Selected pieces from the repertoire will be explored in terms of musical content and cultural and historical context. Sometimes taught as part of a Study Away Program.

MUSC-390 Junior Recital (1 Credits)

Preparation and performance of a program of music as specified in The Department of Music Handbook.

MUSC-393 International Study Colloquium (3-4 Credits)

MUSC-399 Directed Study (1-2 Credits)

MUSC-400 Independent Study (1-2 Credits)

MUSC-405 Seminar in Church Music (4 Credits)

(PA) Seminar in Church Music. Principles underlying worship, the liturgical year, the great liturgies, styles of worship, instruments in the service, the professional church musician, church music methods and administration.

MUSC-450 Senior Inquiry Seminar (2 Credits)

A proposal development seminar. Students engage in the skills and process of inquiry to successfully prepare their Senior Inquiry proposals in Performance, Composition or Research.

MUSC-451 Senior Inquiry (1 Credits)

Final production of the written element of Senior Inquiry and public presentation of student's work.

MUSC-480 Seminar: Topics in Music (4 Credits)

Intensive investigation and examination of one particular music problem, genre, composer or period. May also include multicultural or interdisciplinary aspects as they affect the topic studies. The subject as well as the faculty will vary from year to year. Students may then repeat the course if the topic has changed. Prerequisite: MUSC-101, 111 or permission of the instructor.

MUSC-490 Senior Recital (1 Credits)

Preparation and performance of a program of music.

MUSC-499 Directed Study (1-2 Credits)

EDMU-120 Basic Vocal Techniques (1 Credits)

Topics relating to the instruction of the young and/or inexperienced singer, primarily in the classroom situation, including experiences through classroom lecture/discussion and laboratory settings to help build an awareness of one's own voice. Introduction to major concerns of those who lead in the act of singing.

EDMU-121 Basic Instrumental Techniques (1 Credits)

Fundamental information about wind, percussion and stringed instruments for music majors with a vocal concentration. Hands-on experience with one woodwind, one brass and one stringed instrument.

EDMU-250 Foundations in Music Education (2 Credits)

Examines historical, psychological and philosophical foundations for teaching music while acquainting prospective music educators with the various elements and methodologies of music teaching. 10 hours of K-12 music classroom observation required.

EDMU-272 Brass Methods (1 Credits)

Fundamentals of playing trumpet, horn, trombone, euphonium and tuba; pedagogy and methods.

EDMU-273 Woodwind Methods (1 Credits)

Fundamentals of playing flute and single reed instruments; pedagogy and methods.

EDMU-274 Woodwind Methods II (1 Credits)

Fundamentals of playing double reed instruments; pedagogy and methods.

EDMU-275 String Methods (1 Credits)

Fundamentals of playing stringed instruments; pedagogy and methods. Required for all instrumental music education majors preparing to teach orchestral instruments.

EDMU-276 Percussion Methods (1 Credits)

Fundamentals of playing percussion instruments; pedagogy and methods.

EDMU-330 Assess & Eval in Music Education (4 Credits)

(Q) Designed for teacher candidates in K-12 music education, this course focuses on assessing learning in music classrooms. Topics include the processes and factors involved in understanding, developing, and applying a variety of assessment strategies to support music learning and teaching. Foundational components of quantitative assessment including statistics, measurement, analysis, and interpretation of results will be explored as a means to improve both student learning and instruction required in contemporary schooling contexts.

EDMU-386 Classroom Music Teaching Methods (4 Credits)

Examination of current methods and materials to prepare teachers for general music teaching in grades K-12. Students will survey materials, prepare instructional projects and engage in peer and elementary classroom teaching. 30 hours of clinical observation/teaching required.

EDMU-387 Secondary Music Teaching Methods (4 Credits)

Examination of current methods and materials to prepare teachers for choral or instrumental music teaching in grades 5-12. Students will survey materials, prepare instructional projects and engage in peer and secondary classroom teaching. 30 hours of clinical observation/teaching required.

EDMU-393 International Study Colloquium (3-4 Credits)

Applied Lessons (MULS)

One credit is given for each half-hour weekly lesson, two credits for two half-hour weekly lessons. Four levels of instruction are offered: 100-first-year level; 200 second-year level; 300 third-year level; and 400 fourth-year level. Instruction is given in the following: Bassoon, Cello, Clarinet, Double Bass, Electric Bass, Electronic Music, Euphonium, Flute, Guitar, Harp, Harpsichord, Horn, Improvisation, Oboe, Organ, Percussion, Piano, Saxophone, Drum Set, Trombone, Trumpet, Tuba, Viola, Violin, Voice, Conducting, Composition.

MULS-100 Applied Music Lessons (1-4 Credits)

One credit is given for each half-hour weekly lesson, two credits for two half-hour weekly lessons. Four levels of instruction are offered.

MULS-111 Applied Musicianship (1 Credits)

MULS-112 Applied Musicianship (1 Credits)

MULS-113 Applied Musicianship (1 Credits)

MULS-200 Applied Music Lessons (1-4 Credits)

One credit is given for each half-hour weekly lesson, two credits for two half-hour weekly lessons. Four levels of instruction are offered.

MULS-211 Applied Musicianship (1 Credits)

MULS-212 Applied Musicianship (1 Credits)

MULS-213 Applied Musicianship (1 Credits)

MULS-300 Applied Music Lessons (1-4 Credits)

One credit is given for each half-hour weekly lesson, two credits for two half-hour weekly lessons. Four levels of instruction are offered

MULS-311 Applied Musicianship (1-2 Credits)

MULS-400 Applied Music Lessons (1-4 Credits)

One credit is given for each half-hour weekly lesson, two credits for two half-hour weekly lessons. Four levels of instruction are offered

Chamber Music (MUCH)

Students may register for chamber ensembles for credit or participation. First-year students register at the 100-level, sophomores at the 200-level, juniors at the 300-level and seniors at the 400-level.

MUCH-100, MUCH-200, MUCH-300, MUCH-400 Chamber Brass
MUCH-301, MUCH-401 Junior Chamber Recital Preparation
MUCH-102, MUCH-202, MUCH-302, MUCH-402 Clarinet Choir
MUCH-103, MUCH-203, MUCH-303, MUCH-403 Flute Choir
MUCH-104, MUCH-204, MUCH-304, MUCH-404 World Hand Drumming
MUCH-105, MUCH-205, MUCH-305, MUCH-405 Percussion Ensemble
MUCH-106, MUCH-206, MUCH-306, MUCH-406 Chamber Piano
MUCH-107, MUCH-207, MUCH-307, MUCH-407 Chamber String
MUCH-108, MUCH-208, MUCH-308, MUCH-408 Chamber Woodwind
MUCH-109, MUCH-209, MUCH-309, MUCH-409 Jazz Combo
MUCH-110, MUCH-210, MUCH-310, MUCH-410 Chamber Improvisation
MUCH-111, MUCH-112, MUCH-113, MUCH-114 Horn Choir

Course descriptions

MUCH-100 Chamber Brass (0-1 Credits)
MUCH-102 Clarinet Choir (0-1 Credits)
MUCH-103 Flute Choir (0-1 Credits)
MUCH-104 World Hand Drumming (0-1 Credits)
MUCH-105 Percussion Ensemble (0-1 Credits)
MUCH-106 Chamber Piano (0-1 Credits)
MUCH-107 Chamber String (0-1 Credits)
MUCH-108 Chamber Woodwind (0-1 Credits)
MUCH-109 Jazz Combo (0-1 Credits)
MUCH-110 Chamber Improvisation (0-1 Credits)
MUCH-111 Horn Choir (0-1 Credits)
MUCH-200 Chamber Brass (0-1 Credits)
MUCH-202 Clarinet Choir (0-1 Credits)
MUCH-203 Flute Choir (0-1 Credits)
MUCH-204 World Hand Drumming (0-1 Credits)

MUCH-205 Percussion Ensemble (0-1 Credits)
MUCH-206 Chamber Piano (0-1 Credits)
MUCH-207 Chamber String (0-1 Credits)
MUCH-208 Chamber Woodwind (0-1 Credits)
MUCH-209 Jazz Combo (0-1 Credits)
MUCH-210 Chamber Improvisation (0-1 Credits)
MUCH-211 Horn Choir (0-1 Credits)
MUCH-300 Chamber Brass (0-1 Credits)
MUCH-302 Clarinet Choir (0-1 Credits)
MUCH-303 Flute Choir (0-1 Credits)
MUCH-304 World Hand Drumming (0-1 Credits)
MUCH-305 Percussion Ensemble (0-1 Credits)
MUCH-306 Chamber Piano (0-1 Credits)
MUCH-307 Chamber String (0-1 Credits)
MUCH-308 Chamber Woodwind (0-1 Credits)
MUCH-309 Jazz Combo (0-1 Credits)
MUCH-310 Chamber Improvisation (0-1 Credits)
MUCH-311 Horn Choir (0-1 Credits)
MUCH-400 Chamber Brass (0-1 Credits)
MUCH-402 Clarinet Choir (0-1 Credits)
MUCH-403 Flute Choir (0-1 Credits)
MUCH-404 World Hand Drumming (0-1 Credits)
MUCH-405 Percussion Ensemble (0-1 Credits)
MUCH-406 Chamber Piano (0-1 Credits)
MUCH-407 Chamber String (0-1 Credits)
MUCH-408 Chamber Woodwind (0-1 Credits)
MUCH-409 Jazz Combo (0-1 Credits)
MUCH-410 Chamber Improvisation (0-1 Credits)
MUCH-411 Horn Choir (0-1 Credits)

Ensemble (MUEN)

Students qualifying for the following ensembles have the option of earning 2/3 credit each term, or for participation for no credit. First-year students register at the 100-level, sophomores at the 200-level, juniors at the 300-level and seniors at the 400-level.

MUEN-100, MUEN-200, MUEN-300, MUEN-400 Augustana Choir
MUEN-101, MUEN-201, MUEN-301, MUEN-401 Chamber Singers
MUEN-102, MUEN-202, MUEN-302, MUEN-402 Augustana Concert Chorale
MUEN-103, MUEN-203, MUEN-303, MUEN-403 Augustana Concert Band
MUEN-104, MUEN-204, MUEN-304, MUEN-404 Augustana Jazz Ensemble
MUEN-105, MUEN-205, MUEN-305, MUEN-405 Jazz Lab Band
MUEN-106, MUEN-206, MUEN-306, MUEN-406 Jenny Lind Vocal Ensemble
MUEN-107, MUEN-207, MUEN-307, MUEN-407 Opera @Augustana
MUEN-108, MUEN-208, MUEN-308, MUEN-408 Augustana Symphony Orchestra
MUEN-109, MUEN-209, MUEN-309, MEUN-409 Augustana Symphonic Band
MUEN-110, MUEN-210, MUEN-310, MUEN-410 Augustana Academic Chorus
MUEN-111, MUEN-211, MUEN-311, MUEN-411 Wennerberg Men's Chorus
MUEN-113, MUEN-213, MUEN-313, MUEN-413 Augustana Chamber Orchestra-pending approval EPC

Course descriptions

MUEN-100 Augustana Choir (0-1 Credits)

This highly select mixed ensemble performs a wide variety of music in major concerts, special events and on tour. The choir has released a number of recordings, and has performed on commercial and public radio and network television. The Augustana Choir requires a high level of musicianship and a serious time commitment. Students from any academic field may audition. The choir rehearses daily, and gives as many as 20 performances each year. Students in the Augustana Choir also participate in the Handel Oratorio Society.

MUEN-101 Chamber Singers (1 Credits)

A select small ensemble that performs primarily a cappella chamber works from madrigals to vocal jazz. Performances include a traditional Lessons and Carols program in December and a concert in the spring as well as campus and community events throughout the year.

MUEN-102 Augustana Concert Chorale (0-1 Credits)

A mixed ensemble that performs a wide variety of literature from all style periods. Students will gain a better understanding and appreciation of choral music through study and performance of a varied repertoire of choral literature. The group will primarily sing in on-campus concerts. Meets scholarship participation requirement.

MUEN-103 Augustana Concert Band (0-1 Credits)

Students qualifying for the following ensembles have the option of earning 2/3 credit each term, or for participation for no credit. First-year students register at the 100-level, sophomores at the 200-level, juniors at the 300-level and seniors at the 400-level.

MUEN-104 Jazz Ensemble (0-1 Credits)

MUEN-106 Jenny Lind Vocal Ensemble (0-1 Credits)

This select women's ensemble is for the singer who wishes to develop advanced choral skills. Participation in Jenny Lind allows singers to gain a better understanding and appreciation of various styles of choral music composed for women's chorus, from Medieval chant to works from the 20th century. The ensemble performs concerts on campus each term and several campus and community events.

MUEN-107 Opera@Augustana (0-1 Credits)

MUEN-108 Orchestra (0-1 Credits)

Students qualifying for the following ensembles have the option of earning 2/3 credit each term, or for participation for no credit. First-year students register at the 100-level, sophomores at the 200-level, juniors at the 300-level and seniors at the 400-level.

MUEN-109 Symphonic Band (0-1 Credits)

Students qualifying for the following ensembles have the option of earning 2/3 credit each term, or for participation for no credit. First-year students register at the 100-level, sophomores at the 200-level, juniors at the 300-level and seniors at the 400-level.

MUEN-110 Augustana Academic Chorus (0-1 Credits)

A mixed ensemble that incorporates student conductors and faculty mentors. Required of all vocal music education majors and encouraged for all other music majors. Open to all students. This ensemble meets once per week and focuses on accessible literature from all style periods. Does not meet scholarship participation requirement.

MUEN-111 Wennerberg Chorus (0-1 Credits)

An ensemble for men who want to sing for enjoyment and an enhanced appreciation of choral music. The ensemble develops musical skills and proper singing techniques while exploring choral literature from various time periods and cultures. The group sings each term in an on-campus concert and periodically in chapel and other off-campus events. The ensemble meets twice a week for an hour.

MUEN-112 Handel Oratorio Society (0-1 Credits)

Since the turn of the century the Society has performed Messiah each Christmas. The annual spring oratorio explores the riches of the choral-orchestral literature. The musicians of the Handel Oratorio Society include Quad City community members, Augustana students, The Augustana Choir, the Augustana Symphony Orchestra and invited soloists. Any Augustana College student may sing with the Oratorio Society. Messiah rehearsals begin on the first Monday of October. More information is available from Jon Hurty at the first rehearsal.

MUEN-113 Augustana Chamber Orchestra (0-1 Credits)

The purpose of Augustana Chamber Orchestra (ACO) is to provide an intensive and varied orchestral opportunity for current orchestral students at Augustana. The Augustana Chamber Orchestra will play a diverse collection of repertoire—specifically focusing on baroque, classical, and 20th and 21st century works written for a smaller symphonic or string ensemble. This ensemble will also serve as the ensemble for Opera @ Augustana productions and other potential collaborative projects.

MUEN-114 SMI Lab Ensemble (0-1 Credits)

Secondary Musical Instrument Lab Ensemble (SMILE) is an ensemble that develops skills on non-primary instruments. Students mentor each other on various musical instruments and also take lead as student-conductors. In this setting, future instrumental music teachers are exposed to quality beginning and advancing literature through the lens of a developing musician. Does not count for scholarship requirement.

MUEN-128 Band Audition (0 Credits)

MUEN-129 Choir Audition (0 Credits)

MUEN-130 Orchestra Audition (0 Credits)

MUEN-131 Jazz Audition (0 Credits)

MUEN-200 Augustana Choir (0-1 Credits)

This highly select mixed ensemble performs a wide variety of music in major concerts, special events and on tour. The choir has released a number of recordings, and has performed on commercial and public radio and network television. The Augustana Choir requires a high level of musicianship and a serious time commitment. Students from any academic field may audition. The choir rehearses daily, and gives as many as 20 performances each year. Students in the Augustana Choir also participate in the Handel Oratorio Society.

MUEN-201 Chamber Singers (1 Credits)

A select small ensemble that performs primarily a cappella chamber works from madrigals to vocal jazz. Performances include a traditional Lessons and Carols program in December and a concert in the spring as well as campus and community events throughout the year.

MUEN-202 Augustana Concert Chorale (0-1 Credits)

A mixed ensemble that performs a wide variety of literature from all style periods. Students will gain a better understanding and appreciation of choral music through study and performance of a varied repertoire of choral literature. The group will primarily sing in on-campus concerts. Meets scholarship participation requirement.

MUEN-203 Concert Band (0-1 Credits)

Students qualifying for the following ensembles have the option of earning 2/3 credit each term, or for participation for no credit. First-year students register at the 100-level, sophomores at the 200-level, juniors at the 300-level and seniors at the 400-level.

MUEN-204 Jazz Ensemble (0-1 Credits)

MUEN-206 Jenny Lind Vocal Ensemble (0-1 Credits)

This select women's ensemble is for the singer who wishes to develop advanced choral skills. Participation in Jenny Lind allows singers to gain a better understanding and appreciation of various styles of choral music composed for women's chorus, from Medieval chant to works from the 20th century. The ensemble performs concerts on campus each term and several campus and community events.

MUEN-207 Opera@Augustana (0-1 Credits)

MUEN-208 Orchestra (0-1 Credits)

Students qualifying for the following ensembles have the option of earning 2/3 credit each term, or for participation for no credit. First-year students register at the 100-level, sophomores at the 200-level, juniors at the 300-level and seniors at the 400-level.

MUEN-209 Symphonic Band (0-1 Credits)

Students qualifying for the following ensembles have the option of earning 2/3 credit each term, or for participation for no credit. First-year students register at the 100-level, sophomores at the 200-level, juniors at the 300-level and seniors at the 400-level.

MUEN-210 Augustana Academic Chorus (0-1 Credits)

A mixed ensemble that incorporates student conductors and faculty mentors. Required of all vocal music education majors and encouraged for all other music majors. Open to all students. This ensemble meets once per week and focuses on accessible literature from all style periods. Does not meet scholarship participation requirement.

MUEN-211 Wennerberg Chorus (0-1 Credits)

An ensemble for men who want to sing for enjoyment and an enhanced appreciation of choral music. The ensemble develops musical skills and proper singing techniques while exploring choral literature from various time periods and cultures. The group sings each term in an on-campus concert and periodically in chapel and other off-campus events. The ensemble meets twice a week for an hour.

MUEN-212 Handel Oratorio Society (0-1 Credits)

Since the turn of the century the Society has performed Messiah each Christmas. The annual spring oratorio explores the riches of the choral-orchestral literature. The musicians of the Handel Oratorio Society include Quad City community members, Augustana students, The Augustana Choir, the Augustana Symphony Orchestra and invited soloists. Any Augustana College student may sing with the Oratorio Society. Messiah rehearsals begin on the first Monday of October. More information is available from Jon Hurty at the first rehearsal.

MUEN-213 Augustana Chamber Orchestra (0-1 Credits)

The purpose of Augustana Chamber Orchestra (ACO) is to provide an intensive and varied orchestral opportunity for current orchestral students at Augustana. The Augustana Chamber Orchestra will play a diverse collection of repertoire—specifically focusing on baroque, classical, and 20th and 21st century works written for a smaller symphonic or string ensemble. This ensemble will also serve as the ensemble for Opera @ Augustana productions and other potential collaborative projects.

MUEN-214 SMI Lab Ensemble (0-1 Credits)

Secondary Musical Instrument Lab Ensemble (SMILE) is an ensemble that develops skills on non-primary instruments. Students mentor each other on various musical instruments and also take lead as student-conductors. In this setting, future instrumental music teachers are exposed to quality beginning and advancing literature through the lens of a developing musician.

MUEN-300 Augustana Choir (0-1 Credits)

This highly select mixed ensemble performs a wide variety of music in major concerts, special events and on tour. The choir has released a number of recordings, and has performed on commercial and public radio and network television. The Augustana Choir requires a high level of musicianship and a serious time commitment. Students from any academic field may audition. The choir rehearses daily, and gives as many as 20 performances each year. Students in the Augustana Choir also participate in the Handel Oratorio Society.

MUEN-301 Chamber Singers (1 Credits)

A select small ensemble that performs primarily a cappella chamber works from madrigals to vocal jazz. Performances include a traditional Lessons and Carols program in December and a concert in the spring as well as campus and community events throughout the year.

MUEN-302 Augustana Concert Chorale (0-1 Credits)

A mixed ensemble that performs a wide variety of literature from all style periods. Students will gain a better understanding and appreciation of choral music through study and performance of a varied repertoire of choral literature. The group will primarily sing in on-campus concerts. Meets scholarship participation requirement.

MUEN-303 Concert Band (0-1 Credits)

Students qualifying for the following ensembles have the option of earning 2/3 credit each term, or for participation for no credit. First-year students register at the 100-level, sophomores at the 200-level, juniors at the 300-level and seniors at the 400-level.

MUEN-304 Jazz Ensemble (0-1 Credits)

MUEN-306 Jenny Lind Vocal Ensemble (0-1 Credits)

This select women's ensemble is for the singer who wishes to develop advanced choral skills. Participation in Jenny Lind allows singers to gain a better understanding and appreciation of various styles of choral music composed for women's chorus, from Medieval chant to works from the 20th century. The ensemble performs concerts on campus each term and several campus and community events.

MUEN-307 Opera@Augustana (0-1 Credits)

MUEN-308 Orchestra (0-1 Credits)

Students qualifying for the following ensembles have the option of earning 2/3 credit each term, or for participation for no credit. First-year students register at the 100-level, sophomores at the 200-level, juniors at the 300-level and seniors at the 400-level.

MUEN-309 Symphonic Band (0-1 Credits)

Students qualifying for the following ensembles have the option of earning 2/3 credit each term, or for participation for no credit. First-year students register at the 100-level, sophomores at the 200-level, juniors at the 300-level and seniors at the 400-level.

MUEN-310 Augustana Academic Chorus (0-1 Credits)

A mixed ensemble that incorporates student conductors and faculty mentors. Required of all vocal music education majors and encouraged for all other music majors. Open to all students. This ensemble meets once per week and focuses on accessible literature from all style periods. Does not meet scholarship participation requirement.

MUEN-311 Wennerberg Chorus (0-1 Credits)

An ensemble for men who want to sing for enjoyment and an enhanced appreciation of choral music. The ensemble develops musical skills and proper singing techniques while exploring choral literature from various time periods and cultures. The group sings each term in an on-campus concert and periodically in chapel and other off-campus events. The ensemble meets twice a week for an hour.

MUEN-312 Handel Oratorio Society (0-1 Credits)

Since the turn of the century the Society has performed Messiah each Christmas. The annual spring oratorio explores the riches of the choral-orchestral literature. The musicians of the Handel Oratorio Society include Quad City community members, Augustana students, The Augustana Choir, the Augustana Symphony Orchestra and invited soloists. Any Augustana College student may sing with the Oratorio Society. Messiah rehearsals begin on the first Monday of October. More information is available from Jon Hurty at the first rehearsal.

MUEN-313 Augustana Chamber Orchestra (0-1 Credits)

The purpose of Augustana Chamber Orchestra (ACO) is to provide an intensive and varied orchestral opportunity for current orchestral students at Augustana. The Augustana Chamber Orchestra will play a diverse collection of repertoire—specifically focusing on baroque, classical, and 20th and 21st century works written for a smaller symphonic or string ensemble. This ensemble will also serve as the ensemble for Opera @ Augustana productions and other potential collaborative projects.

MUEN-314 SMI Lab Ensemble (0-1 Credits)

Secondary Musical Instrument Lab Ensemble (SMILE) is an ensemble that develops skills on non-primary instruments. Students mentor each other on various musical instruments and also take lead as student-conductors. In this setting, future instrumental music teachers are exposed to quality beginning and advancing literature through the lens of a developing musician.

MUEN-400 Augustana Choir (0-1 Credits)

This highly select mixed ensemble performs a wide variety of music in major concerts, special events and on tour. The choir has released a number of recordings, and has performed on commercial and public radio and network television. The Augustana Choir requires a high level of musicianship and a serious time commitment. Students from any academic field may audition. The choir rehearses daily, and gives as many as 20 performances each year. Students in the Augustana Choir also participate in the Handel Oratorio Society.

MUEN-401 Chamber Singers (1 Credits)

A select small ensemble that performs primarily a cappella chamber works from madrigals to vocal jazz. Performances include a traditional Lessons and Carols program in December and a concert in the spring as well as campus and community events throughout the year.

MUEN-402 Augustana Concert Chorale (0-1 Credits)

A mixed ensemble that performs a wide variety of literature from all style periods. Students will gain a better understanding and appreciation of choral music through study and performance of a varied repertoire of choral literature. The group will primarily sing in on-campus concerts. Meets scholarship participation requirement.

MUEN-403 Concert Band (0-1 Credits)

Students qualifying for the following ensembles have the option of earning 2/3 credit each term, or for participation for no credit. First-year students register at the 100-level, sophomores at the 200-level, juniors at the 300-level and seniors at the 400-level.

MUEN-404 Jazz Ensemble (0-1 Credits)

MUEN-406 Jenny Lind Vocal Ensemble (0-1 Credits)

This select women's ensemble is for the singer who wishes to develop advanced choral skills. Participation in Jenny Lind allows singers to gain a better understanding and appreciation of various styles of choral music composed for women's chorus, from Medieval chant to works from the 20th century. The ensemble performs concerts on campus each term and several campus and community events.

MUEN-407 Opera@Augustana (0-1 Credits)

MUEN-408 Orchestra (0-1 Credits)

Students qualifying for the following ensembles have the option of earning 2/3 credit each term, or for participation for no credit. First-year students register at the 100-level, sophomores at the 200-level, juniors at the 300-level and seniors at the 400-level.

MUEN-409 Symphonic Band (0-1 Credits)

Students qualifying for the following ensembles have the option of earning 2/3 credit each term, or for participation for no credit. First-year students register at the 100-level, sophomores at the 200-level, juniors at the 300-level and seniors at the 400-level.

MUEN-410 Augustana Academic Chorus (0-1 Credits)

A mixed ensemble that incorporates student conductors and faculty mentors. Required of all vocal music education majors and encouraged for all other music majors. Open to all students. This ensemble meets once per week and focuses on accessible literature from all style periods. Does not meet scholarship participation requirement.

MUEN-411 Wennerberg Chorus (0-1 Credits)

An ensemble for men who want to sing for enjoyment and an enhanced appreciation of choral music. The ensemble develops musical skills and proper singing techniques while exploring choral literature from various time periods and cultures. The group sings each term in an on-campus concert and periodically in chapel and other off-campus events. The ensemble meets twice a week for an hour.

MUEN-412 Handel Oratorio Society (0-1 Credits)

Since the turn of the century the Society has performed Messiah each Christmas. The annual spring oratorio explores the riches of the choral-orchestral literature. The musicians of the Handel Oratorio Society include Quad City community members, Augustana students, The Augustana Choir, the Augustana Symphony Orchestra and invited soloists. Any Augustana College student may sing with the Oratorio Society. Messiah rehearsals begin on the first Monday of October. More information is available from Jon Hurty at the first rehearsal.

MUEN-413 Augustana Chamber Orchestra (0-1 Credits)

The purpose of Augustana Chamber Orchestra (ACO) is to provide an intensive and varied orchestral opportunity for current orchestral students at Augustana. The Augustana Chamber Orchestra will play a diverse collection of repertoire- specifically focusing on baroque, classical, and 20th and 21st century works written for a smaller symphonic or string ensemble. This ensemble will also serve as the ensemble for Opera @ Augustana productions and other potential collaborative projects.

MUEN-414 SMI Lab Ensemble (0-1 Credits)

Secondary Musical Instrument Lab Ensemble (SMILE) is an ensemble that develops skills on non-primary instruments. Students mentor each other on various musical instruments and also take lead as student-conductors. In this setting, future instrumental music teachers are exposed to quality beginning and advancing literature through the lens of a developing musician.

MUEN-BAND Band Audition (0 Credits)

MUEN-CHOR Choir Audition (0 Credits)

MUEN-JAZZ Jazz Audition (0 Credits)

MUEN-ORCH Orchestra Audition (0 Credits)

Neuroscience courses

<https://www.augustana.edu/academics/areas-of-study/neuroscience>

2020-21

Program Advisors:

RUPA GUPTA GORDON, Assistant Professor (Psychology & Neuroscience)

B.S., Purdue; Ph.D., University of Iowa

IAN A. HARRINGTON, Professor (Psychology & Neuroscience)

B.S., Dalhousie University; M.A., Ph.D., Toledo

SHARA STOUGH, Associate Professor, Chair (Psychology & Neuroscience)

B.A., Coe College; Ph.D., University of California-Irvine

MAJOR IN NEUROSCIENCE 36 credits, including PSYC-200, -240, -246, -349, -352 one Neuroscience elective (choose from PSYC-342, -343, -347, -418); two multi-disciplinary electives from different course codes (choose from BIOL-130, -250, -358, -360, -362, CSC-320, CSD-205, -210, -410, PHIL-301, -310, -314, RELG-355); and one Senior Inquiry from PSYC-452, -454, or -466. Students are encouraged to complete supervised research experiences (PSYC-382 or -385) although these credits cannot be counted toward the major. Students who complete Senior Inquiry in another major must substitute an additional 4-credit elective at the 300 or 400 level. The major requires a minimum of 20 credits at the 300-400 level.

Students who began before the semester transition should refer to the [transition requirements](#) corresponding to their first year of enrollment.

Students may not major or minor in both Psychology and Neuroscience.

Recommended supporting courses: some or all of the following are recommended for students planning to pursue graduate training in neuroscience and may be required by some graduate programs: CHEM-131, -132, -321, -322, -441, -442; MATH-160; PHYS-151, -152, or PHYS-211, -212, -213. Please consult with your advisor.

For course descriptions, see the catalog pages for Biology, Chemistry, Communication Sciences & Disorders, Computer Sciences, Math, Philosophy, Physics, Psychology, and Religion.

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Nonprofit Leadership Development Experiential Minor

<https://www.augustana.edu/academics/areas-of-study/nonprofit-leadership-development-experiential-minor>

2020-21

Advisor- MELINDA R. MAHON, Assistant Professor

B.S., Western Illinois University; M.B.A., University of Iowa; D.B.A., St. Ambrose University

The purpose of the Nonprofit Leadership Development experiential minor is to help prepare liberal arts majors for leadership roles with non-profit organizations and to provide them with formal documentation of their competence for doing so. Like traditional academic programs, it will be structured and closely overseen by the faculty. Unlike traditional programs, a substantial fraction of the program content (as much as 500 hours of engagement) will occur in programs that do not lead to the award of academic credit or grades. We believe the program offers a valuable, rigorous experience and, at the same time, demonstrates the practicality of pursuing a liberal arts education.

The Augustana Nonprofit Leadership Development experiential minor is designed to enable our graduates to flourish in dynamic nonprofit sector. The course work and experiential learning opportunities are intended to develop professional leaders who can:

- Build and communicate a shared organizational vision. (Lead and Communicate)
- Use systems thinking to analyze and address complex situations from multiple perspectives (i.e. financial, ethical, and managerial). (Analyze, Interpret, Respond)
- Encourage collaboration and synergy among diverse constituents. (Lead and Relate)
- Demonstrate an understanding of the fundamental objectives and operations of a nonprofit organization. (Understand)
- Question and evaluate assumptions and models that guide practice. (Create)

The requirements are as follows:

A. Four core area courses (16 credits). Students must receive at least a C in each of the four core area courses in order to earn the experiential minor.

1. Competent communication

or

- MJMC 403: Public Relations;
- BUSN 320: Marketing for Creative Professionals (non-business majors) or
- BUSN 321: Marketing (business majors)

2. Effective financial management

- ACCT 200: Accounting Fundamentals or
- ACCT 201: Financial Accounting

3. Knowledgeable organizational leadership

- COMM 402: Organizational Communication or
- COMM 460: Communication, Diversity and Leadership

4. Ethical, informed decision making

- RELG 356: Business Ethics;
- RELG 355: Medical Ethics;
- PHIL 103: Social Ethics or
- PHIL 105: Life and Death

B. Four experiential learning areas:

1. Completion of the following CORE activities in consultation with a Career Coach:

- Informational Interview
- Action Plan: Developing Career Goals
- Action Plan: Life After Augie

2. Completion of four LinkedIn Learning courses relevant to working with nonprofit organizations. These courses should be chosen in consultation with the academic advisor. Courses are typically 60-90 minutes in length. Topics can include, but aren't limited to, the history and foundation of nonprofit organizations, future issues facing nonprofits, fundraising, event planning, social entrepreneurship, marketing and social media, stewardship and storytelling, legal and regulatory issues, fund investing, audits and fraud investigation, strategic planning, grant writing, and member relations and volunteer management.

3. Completion of a minimum of 300 hours of internship in one or more a nonprofit organization(s) with a satisfactory supervisor evaluation. The internship must be registered for 0 or more credits and must be approved by the faculty advisor.

4. Development and presentation of a portfolio/reflection paper that exemplifies the knowledge, abilities and dispositions relevant to the experiential minor, and illustrates how the student has met the goals of the experiential minor.

For a complete list of the college policies and guidelines about experiential minor, see the catalog section on [Organization of the Curriculum](#).

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Philosophy course catalog

<https://www.augustana.edu/academics/areas-of-study/philosophy>

2020-21

TIMOTHY BLOSER, Associate Professor
B.A., Princeton; Ph.D., Stanford

ROMAN P. BONZON, Professor
B.A., Haverford; M.A., Ph.D., Pittsburgh

DEKE GOULD, Continuing Lecturer
B.A., Flagler College; M.A., Texas A&M University; Ph.D., Syracuse University

DOUGLAS PARVIN, Associate Professor
A.B., Harvard; Ph.D., Rutgers

HEIDI STORL, Professor, Chair
B.A., Capital; M.A., Ph.D., Ohio State

Major in Philosophy

Requirements for Major (32 credits).

Logic Requirement (one course): PHIL100 or PHIL300. Required in sophomore year.

History Requirement (two courses): PHIL 200, PHIL 201, or PHIL 203. Required in sophomore year.

Advanced Requirement (two courses): Any course from 300- or 400-level. May be taken anytime dependent upon student's areas of interest. So, for example, pre-law/philosophy majors may elect to take PHIL324 (Philosophy of Law) and PHIL222 (Political Philosophy); students with a major in the biological sciences and philosophy may wish to take PHIL305 (Philosophy of Science) and PHIL 310 (Philosophy of Mind).

Senior Seminar (one course): PHIL 440. Required in senior year.

Required Elective Courses (two courses). May be taken anytime, though often taken in freshmen or sophomore year

Optional Senior Thesis. This course is intended for those major who wish to pursue a graduate degree in philosophy. This course will be taken in the senior year as an IP with an appropriate Philosophy Department faculty member. This course will count as one of two Advanced Requirement courses.

Minor in Philosophy

Requirements for Minor (20 Credits)

Logic Requirement (one course): PHIL100 or PHIL300. Typically required in sophomore year.

History Requirement (one course): PHIL 200, PHIL 201, PHIL 203. Typically required in sophomore year.

Advanced Requirement (one course): Any course from 300- or 400-level. May be taken anytime dependent upon student's areas of interest. So, for example, pre-law/philosophy majors may elect to take PHIL324 (Philosophy of Law) and PHIL222 (Political Philosophy); students with a major in the biological sciences and philosophy may wish to take PHIL305 (Philosophy of Science) and PHIL 310 (Philosophy of Mind).

Required Elective Courses (two courses). May be taken anytime

The department offers two courses in reasoning for students wishing to improve their analytical skills, ability to evaluate and construct arguments, and knowledge of logical concepts: PHIL-100 Critical Reasoning (4) and PHIL-300 Modern Formal Logic (4)

Introduction to/History of Philosophy

All of the following courses are introductory: 100, 101, 103, 105, 200, 201, and 203. The 200-level courses cover particular historical periods. Our J-term courses are open to all students: 120, 122, and 124.

PHIL-100 Critical Reasoning (4)

PHIL-101 (PH) Knowing and Being (4)

PHIL-103 (PS) Social Ethics (4)

PHIL-105 (PH) Life and Death (4)

PHIL-120 (PH) Puzzles & Paradoxes (4)

PHIL-122 (PH) Meaning of Life (4)

PHIL-124 (PH) Kinds of Minds (4)

PHIL-200 (PP) History of Great Ideas (4)

PHIL-201 (PP) Classical Philosophy (4)

PHIL-203 (PP) Modern Philosophy (4)

Philosophy of Special Subjects

These courses are organized around specific subjects. Each assumes some interest in the relevant subject. All are open to students regardless of major.

PHIL-300 (Q) Formal Logic (4)

PHIL-305 (PP) Philosophy of Science (4)

PHIL-301 (PS; Q) Decision & Game Theory (4)

PHIL-303 (PH) Metaphysics and Epistemology (4)

PHIL-310 (PH) Philosophy of Mind (4)

PHIL-312 (PH) Philosophy of Medicine (4)

PHIL-314 (PH) Philosophy of Language (4)

PHIL-316 (PH) Philosophy of Religion (4)

PHIL-318 (PA) Philosophy of Art (4)

PHIL-320 (PH) Moral Philosophy (4)

PHIL-330 (PH) Applied Ethics (4)

PHIL-342 (PH) Phenomenology & Existentialism (4)

Individual and Advanced Studies

Although intended primarily for majors and minors in philosophy, these courses may be taken by other interested students, with permission of the relevant faculty.

PHIL-399 Directed Study (1+)

PHIL-400 Independent Study (1+)

PHIL-440 Advanced Seminar (4)

PHIL-450 Senior Thesis (4)

Minor in Ethics

20 credits, including the following:

- Core courses: RELG 203; either PHIL 103 or PHIL 105; and PHIL 320
- Complementary courses: two of RELG 355, RELG 356, RELG 359, RELG 363, RELG 385, PHIL 122, PHIL 312, PHIL 320, PHIL 322, PHIL 324, PHIL 330.
- At least one complementary course must carry a RELG designation.
- A student may substitute RELG 357 and RELG 358 for one of the complementary courses listed above.

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Courses (PHIL)

PHIL-100 Critical Reasoning (4 Credits)

Students will study the basic concepts of logic and learn to apply them in both real-world evaluation of arguments and the construction of their own arguments. Basic tools will include: fundamentals of propositional logic and inductive logic, informal fallacies, syllogistic logic, and Venn diagrams. In addition, students will read regular opinion articles written by professional philosophers as exemplars of clearly articulated reasoning on important social issues.

PHIL-101 Knowing and Being (4 Credits)

(PH) Introduction to central topics in philosophy, such as ethical theory, metaethics, knowledge and skepticism, theology, free will, personal identity, and the nature of meaning. Attention is paid to the careful formation and critical evaluation of arguments.

PHIL-103 Social Ethics (4 Credits)

(PS) An introduction to the philosophical examination of issues in three areas of social ethics-global problems, family matters, and societal policies. The following general questions will be considered in light of three moral theories (utilitarianism, rights, and the ethics of care): What do we owe the poor and starving in other countries? What do we owe our family members? How should we treat criminals in our society?

PHIL-105 Life and Death (4 Credits)

(PH) An introduction to ethics, approached through an examination of the ethics of living, letting die, and killing. The course will introduce students to major theories of morality, such as utilitarianism and Kantian ethics, and apply these theories to issues that may include euthanasia, abortion, capital punishment, and just war.

PHIL-120 Puzzles and Paradoxes (4 Credits)

(PH) An introductory survey of well-known paradoxes that arise in the philosophical study of logic, ethics, theology, metaphysics, epistemology, and decision theory. Also explored are paradoxes from other disciplines, such as psychology, physics, statistics, and economics. Through these paradoxes, the concepts of reason and rationality are examined.

PHIL-122 Meaning of Life (4 Credits)

(PH) An exploration of philosophical efforts to answer the question posed by Socrates in Plato's Republic: how should one live? We will investigate the roles of happiness, morality, and meaning in a well-lived human life, as well as the significance of death for us mortal creatures. Readings will range from classical thinkers such as Plato and Epicurus, to recent work by philosophers such as Robert Nozick and Susan Wolf.

PHIL-124 Kinds of Minds (4 Credits)

(PH) This course surveys recent developments in the philosophy of animal minds. Students will be introduced to the basic methods of philosophy through an investigation of non-human animal mental lives. Topics will include animal consciousness, pain, reasoning, language, and sociality. Many of these topics will connect to broader questions about animal rights and reflections about human nature.

PHIL-200 History of Great Ideas (4 Credits)

(PP) An introductory overview of the development of key philosophical ideas from the pre-Socratics to the present. Students will be exposed to major traditions and current trends in philosophy, and will be able to make connections with ideas in other disciplines such as the sciences, social sciences, arts, and humanities.

PHIL-201 Classical Philosophy (4 Credits)

(PP) Study of the beginnings of philosophical thought in Classical Greece, with particular attention to the fragments of the pre-Socratics, the dialogues of Plato, and the treatises of Aristotle. Topics will include early physics and metaphysics, theories of knowledge, human nature, happiness and virtue ethics.

PHIL-203 Modern Philosophy (4 Credits)

(PP) Studies in the Rationalist philosophical tradition of Descartes, Spinoza, Leibniz and the Empiricist tradition of Locke, Berkeley, Hume. Topics will include perception, knowledge and skepticism, mind and matter, the nature and existence of God, the character of reality.

PHIL-300 Formal Logic (4 Credits)

(Q) Techniques of translation, proof, and analysis from ordinary language to sentential logic and first-order predicate logic with identity and functions. Additional topics may include modal logic, Peano arithmetic, and metalogic. For students of philosophy, mathematics, linguistics, law, and the sciences, but recommended for anyone interested in exactness of thought

PHIL-301 Decision & Game Theory (4 Credits)

(PS,Q) This introduction to decision theory and game theory explores the nature of probability and utility and their use in decision-making. We examine puzzle cases where different approaches to decision-making yield different results, and

the difference (if any) between decisions, where only one agent acts, and games, where the result depends on decisions by multiple agents. Applications to psychology, evolutionary biology, ethics, business, and political science are explored.

PHIL-303 Metaphysics & Epistemology (4 Credits)

(PH) This course will survey some of the major theories and approaches in metaphysics and epistemology. Topics in metaphysics may include puzzles about material constitution, composition and identity, modality, general ontology. Topics in epistemology may include attempts to provide an analysis of the concept of knowledge, theories of justification, conceivability and possibility, a priori knowledge, and testimony.

PHIL-305 Philosophy of Science (4 Credits)

(PP) Study of key episodes in the history of science, with a focus on philosophical issues. Primary source readings from scientists and philosophers from ancient Greece through the scientific revolution and up to the twentieth century. Concepts explored include methodology, the nature of scientific explanation, confirmation and falsification, empiricism, and scientific realism.

PHIL-310 Philosophy of Mind (4 Credits)

(PH) Questions involving the nature of consciousness serve as the primary focus for this course. Key areas of examination will include the mind-body problem, the nature of mental representation, the nature of human subjectivity, and select issues in neurophilosophy.

PHIL-312 Philosophy of Medicine (4 Credits)

(PH)An examination of the underlying metaphysical, epistemological, and ethical dimensions of the practice of medicine. Key issues of investigation will include concepts of health, goals of care, and trends toward population-based medicine.

PHIL-314 Philosophy of Language (4 Credits)

(PH) Exploration of theories of language and its relation to the mind and the world. Topics will include meaning and reference, logic and necessity, propositional attitudes, communication and intention. Readings will be from such foundational figures as Frege, Russell, Wittgenstein, and later thinkers.

PHIL-316 Philosophy of Religion (4 Credits)

(PH)Philosophical study of religious questions concerning the existence and nature of God, reason and faith, and the relation of divine commands and morality. Readings will be from such thinkers as Aquinas, Hume, and William James.

PHIL-318 Philosophy of Art (4 Credits)

(PA) An examination of classical and contemporary theories of art and aesthetics, focusing on artistic creativity, the nature of art, and the reception of and response to works of art. Readings from Plato, Aristotle, Tolstoy, Collingwood. Examples from literature, painting, music, and film.

PHIL-320 Moral Philosophy (4 Credits)

(PH) A detailed investigation of major philosophical theories in ethics and metaethics, rooted in a close study of primary texts. Topics will include consequentialist, Kantian, and virtue-based theories of ethics, as well as metaethical topics such as the debates between moral objectivism and skepticism. Readings will draw from authors such as Plato, Aristotle, Bentham, Kant, Mill, and Hume.

PHIL-322 Political Philosophy (4 Credits)

(PH) A careful study of prominent philosophical investigations into the nature of a just society, rooted in a close reading of primary texts. Issues include the sources of legitimate political authority, the just distribution of economic goods, and

the sources of, and limits to, individual rights. We will consider theoretical approaches including perfectionism, contractarianism, utilitarianism, and Marxism, and read texts by figures such as Plato, Hobbes, Locke, Mill, and Marx.

PHIL-324 Philosophy of Law (4 Credits)

(PS) An introduction to, and careful study of, philosophical issues surrounding the nature of law. These issues include the nature of law itself (that is, what makes a law legitimate, and the disputes between natural lawyers and legal positivists on this issue), the nature and sources of rights, the source and extent of our moral obligation to obey the law (and if such an obligation exists), and judicial approaches to interpreting the law. Texts will be drawn from authors such as Aquinas, Austin, Hart, Dworkin, and Rawls.

PHIL-330 Applied Ethics (4 Credits)

(PH) This course will center on a specific theme each term, as determined by the instructor. For example, themes might include ethics and information technology or bioethics. Specific topics within ethics and information technology might include privacy and data aggregation, the ethics of artificial intelligence, and the ethical dimensions of social media. The course may be repeated if the topic has substantially changed.

PHIL-340 Enlightenment Philosophy (4 Credits)

(PP) Readings in the primary works of such major Enlightenment thinkers as Hume and Kant. Topics will be drawn from metaphysics, epistemology, ethics, and aesthetics.

PHIL-342 Phenomenology & Existentialism (4 Credits)

(PH) A study of works from Continental thinkers such as Kierkegaard, Husserl, Heidegger, Sartre, and Camus. Central topics will include a study of the human condition and its ramifications on issues such as freedom, authenticity, and death.

PHIL-360 Topics in Philosophy (2 Credits)

This course will focus on a particular theme each term, as determined by instructor and student interest. The course will be of primary interest to philosophy majors and minors who would like to explore a given topic in greater detail or link a topic more directly to a secondary major. The course may be repeated for credit if the topic has substantially changed.

PHIL-399 Directed Study (1-2 Credits)

A close and critical study of a substantial philosophical text or group of texts under the guidance of a member of the philosophy faculty.

PHIL-400 Independent Study (1-2 Credits)

Study of philosophical issues of major importance, selected by the student, done by arrangement with and under the direction of a member of the philosophy faculty.

PHIL-440 Advanced Seminar (4 Credits)

An intensive investigation of a major philosopher or a specific problem in philosophy. The subject will vary from year to year, and students may repeat the course if the content has changed substantially.

PHIL-450 Senior Thesis (2 Credits)

A two-term sequence, with grade of IP for successful completion of the initial term. Under the direction of a member of the philosophy faculty, the student researches and writes a substantial thesis, to be submitted and defended in the ensuing term. Student must have senior status. Strongly recommended for students intending to pursue graduate studies in philosophy or related fields. This course satisfies the Senior Inquiry requirement.

PHIL-460 Senior Inquiry (1 Credits)

A revision and preparation of the philosophy senior essay, for submission to the philosophy department and presentation at the Spring Philosophy Colloquium.

PHIL-499 Directed Study (1-2 Credits)

A close and critical study of a substantial philosophical text or group of texts under the guidance of a member of the philosophy faculty.

Physics course catalog

<https://www.augustana.edu/academics/areas-of-study/physics-and-engineering-physics>

2020-21

LEE CARKNER, Professor

B.S., Rensselaer Polytechnic Institute; Ph.D., Pennsylvania State

JOSHUA DYER, Associate Professor

B.S., University of Illinois, Urbana-Champaign; Ph.D., Michigan State

NATHAN H. FRANK, Associate Professor

B.A., Concordia College; Ph.D., Michigan State

JAMES VAN HOWE, Associate Professor

B.A., University of Chicago; Ph.D., Cornell

WILLIAM PETERSON, Professional Faculty Instructor

B.S., Ph.D., University of Iowa

CECILIA J. VOGEL, Professor

B.S., Michigan State; Ph.D., Minnesota

JAMES W. WETZEL, Visiting Assistant Professor

B.S., Ph.D., University of Iowa

Major in Physics

42 credits, including 211, 212, 213, 366, 368 (or 367 and 421), 12 elective credits at the 300-400 level, 4 credits of chemistry at 131 level or above, and 10 credits of MATH-160, MATH-220, and MATH-260. Students may NOT major in both Engineering-Physics and Physics.

Major for Teaching Physics

28 credits, including PHYS-211, PHYS-212, PHYS-213, PHYS-360, PHYS-366, and PHYS-368 as well as two of the following: PHYS-300, PHYS 339, PHYS-313. See the Director of Secondary Education for more details. 100-level courses do not count toward the major. Required supporting courses (40 credits): ASTR-145; BIOL-130 and BIOL-140; CHEM-131 and CHEM-132; GEOL-101 and GEOG-105; MATH-160, MATH-220, MATH-230, and MATH-260.

Minor in Physics

16 credits, including 211, 212, 213, 366, and 368

Major in Engineering Physics

42-44 credits, including 211, 212, 213, 366, 368 (or 367 and 421), ENGR-180, ENGR-375, and 6 credits of ENGR-310 and PHYS-360, or 8 credits of PHYS-339 and PHYS-377, or 8 credits of CHEM-321 and CHEM-322, 4 credits of chemistry at 131 level or above, and 10 credits of MATH-160, MATH-220, and MATH-260.

The above sequence involves a selection of one of three engineering tracks: chemical, mechanical, or electrical. A student interested in mechanical or civil engineering would take PHYS-310, and PHYS-360, students interested in electrical or computer engineering would take PHYS-339 and PHYS-377, while students interested in chemical engineering would take CHEM-321 and CHEM-322.

Students may NOT major in both Physics and Engineering Physics as of 11-12-09.

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Courses (PHYS)

PHYS-111 Understanding the Universe (4 Credits)

(PN) A non-calculus based course covering ideas and technology in physics and engineering that have drastically changed the way we live and how we think about the universe. Topics may include black holes, dark matter, quantum information, lasers, atomic energy, medical imaging, 3D printing, transistors, rf electronics and wireless communication, and aeronautics. Labs will be integrated into the course and may include building simple circuits on Arduino boards, 3D printing, working with the scanning electron microscopy, and measuring entangled photons. Possible fieldtrips may be taken to local industry, the Corps of Engineers, and QCA's maker space. A math-index score of 840 or higher is recommended (pre-calc ready). Please note: this course will have field trips and studio time that may extend beyond class time.

PHYS-121 Elementary Physics (4 Credits)

(PN, offered J-term) A quantitative treatment of mechanics, electricity, heat, liquids, gases, and atomic, nuclear, and elementary particle physics. This class meets during January term. Daily class meetings consist of multiple short lecture/discussion sections interspersed with group problem solving activities and hands-on laboratory exercises. Nightly required readings are reinforced by warm-up exercises. There are quizzes at the end of each week and a summative final exam.

PHYS-151 Principles of Physics I (4 Credits)

(PN) This course is an algebra-based introduction to fundamental concepts in physics for non- majors. Topics include mechanics, fluids, waves, and thermodynamics. Problem solving techniques, conceptual thinking, and basic quantitative experimental skills will be developed. Lectures and two-hour lab weekly.

PHYS-151AP AP Principles of Physics I (4 Credits)

PHYS-151L Lab for 151 (0 Credits)

PHYS-152 Principles of Physics II (4 Credits)

(PN) This course is an algebra-based introduction to fundamental concepts in physics for non-majors. Topics include electricity and magnetism, electronics, optics, and an introduction to modern topics. Problem solving techniques, conceptual thinking, and basic quantitative experimental skills will be developed. Lectures and two-hour lab weekly.

PHYS-152AP AP Principles of Physics II (4 Credits)

PHYS-152L Lab for 152 (0 Credits)

PHYS-199 Directed Study (1-2 Credits)

Opportunity for a student to study a particular topic in physics under a faculty member's direction. Prerequisites: permission of department chair and instructor

PHYS-211 Foundation Physics I (4 Credits)

(PN) A calculus based introduction to fundamental concepts in physics. Topics include mechanics, fluids and thermodynamics. The course is taught studio style with lecture, problem solving, discussion of concepts, and laboratory work integrated into each class session. Course time takes up two back-to-back MWF course slots (130 min duration each class period) Prerequisite: MATH-160.

PHYS-211AP AP Foundational Physics I (4 Credits)

PHYS-211IB IB Foundation Physics I (4 Credits)

PHYS-212 Foundational Physics II (4 Credits)

(PN) A calculus based introduction to fundamental concepts in physics. Topics include simple harmonic motion, waves, electricity and magnetism, and optics. The course is taught studio style with lecture, problem solving, discussion of concepts, and laboratory work integrated into each class session. Course time takes up two back-to-back MWF course slots (130 min duration each class period). Prerequisite: MATH-220 and PHYS-211. Prerequisite or Corequisite: MATH-260.

PHYS-212AP AP Foundational Physics II (4 Credits)

PHYS-213 Foundational Physics III (4 Credits)

A calculus based introduction to fundamental concepts in physics. Topics include electromagnetic waves, Maxwell's equations, relativity, quantum phenomena, atomic spectra and structure, radioactivity, nuclear structure and reactions, and elementary particles. The course is taught studio style with lecture, problem solving, discussion of concepts, and laboratory work integrated into each class session. Course time takes up two back-to-back MWF course slots (130 min duration each class period). Prerequisite: MATH-220, MATH-260 and PHYS-212.

PHYS-299 Directed Study (1-2 Credits)

Opportunity for a student to study a particular topic in physics under a faculty member's direction. Prerequisites: permission of department chair and instructor

PHYS-300 Optics (4 Credits)

This course will study advanced physical optics and modern optical phenomena. Specific topics will include interference, coherence, optical beams, ray-tracing and lenses, applications of lenses, Fourier optics, optical pulse propagation, and quantum optics. An emphasis will be placed on using computational tools for visualizing optical waves, optical phenomena, and designing optical systems. (Offered in alternate years) Prerequisite: PHYS-212. Suggested prerequisite: MATH-350. Corequisite: PHYS-213.

PHYS-313 Thermodynamics (4 Credits)

Classical thermodynamics and Statistical Mechanics. Topics will include temperature, heat transfer, work, the first law, ideal gases, engines, refrigerators, the second law, entropy, Maxwell's relations, ensembles, and quantum statistics. (Offered in alternate years.) Prerequisite: PHYS-212 and MATH- 220.

PHYS-316 Advanced Computer Applications (2 Credits)

This course will build on programming skills learned throughout the 200-level sequence. Students will learn additional programming skills in LabVIEWTM culminating in a final project. Prerequisite: PHYS-213.

PHYS-339 Electronics (4 Credits)

This course will concentrate on designing, building, debugging, analyzing, and taking measurements on electronic circuits. Most of course time will be spent in the electronics lab. Specific topics will include DC circuits, complex impedance, AC signals, AC circuits, diodes, transistors, Op Amps, oscillators, timers, logic gates, digital arithmetic, and memory. Lecture and lab (3 hours) meet once a week. Prerequisite: PHYS-212.

PHYS-339L Lab for 339 (0 Credits)

PHYS-355 Observational Astronomy (1 Credits)

An evening class where students use the facilities of the Carl Gamble Observatory to make observations of stars, planets, galaxies, and nebulae. Topics covered include telescope properties, using a computer controlled telescope, digital photography, photometry, astrometry, and data analysis. (Offered in alternate years) Prerequisites: PHYS-211 and PHYS-212.

PHYS-360 Classical Mechanics (4 Credits)

This course develops advanced problem solving skills and conceptual thinking beyond the introductory mechanics topics covered in PHYS-211 and 212. Topics include dynamics of single and multiple particles, central forces, celestial mechanics, harmonic oscillators, and non-inertial reference frames. New mathematical frameworks based on path length minimization such as Lagrangian and Hamiltonian dynamics will be developed. (Offered in alternate years) Prerequisites: PHYS-211, PHYS-212, MATH-260. Suggested or Supporting: MATH-320, MATH-350.

PHYS-366 Advanced Laboratory I (2 Credits)

Advanced experiments with emphasis on independent use of equipment and sophisticated analysis, statistical evaluation, and plotting of experimental data. Experiments will cover various topics in physics geared to develop these skills. Prerequisites: PHYS-213.

PHYS-367 Advanced Laboratory II (2 Credits)

A continuation of developing advanced experimental techniques from PHYS-366. The course culminates with an independent, advanced, project. Prerequisites: PHYS-366.

PHYS-368 Senior Inquiry in Advanced Laboratory II (2 Credits)

A continuation of developing advanced experimental techniques from PHYS-366. Like PHYS-367, this course culminates with an advanced project and presentation. However, students will also focus on literature searching skills related to project-work and turn in a final project reflection. Prerequisites: PHYS-366.

PHYS-377 Electricity and Magnetism (4 Credits)

This course will focus on the advanced study of electrostatics, magnetostatics, electric and magnetic fields in matter, time-varying fields, induction, and electromagnetic waves. An emphasis will be placed on using computational tools for visualizing electromagnetic fields and solving Maxwell's equations. (Offered in alternate years) Prerequisites: PHYS-211, PHYS-212 and MATH-260.

PHYS-380 Advanced Topics in Physics (4 Credits)

This course will cover an advanced topic in physics; topic will be determined each year based on student and faculty input. Possible topics include astrophysics, solid state physics, electricity and magnetism, statistical physics, nuclear physics and quantum physics. (Offered in alternate years) Prerequisites: MATH-160. Additional pre-requisites may apply depending on topic.

PHYS-393 International Study Colloquium (3-4 Credits)

PHYS-399 Directed Study (1-2 Credits)

199, 299, 399, 499 Directed Study (1+) Opportunity for a student to study a particular topic in physics under a faculty member's direction. Prerequisites: permission of department chair and instructor

PHYS-400 Independent Study (1-2 Credits)

Research or study in physics. Prerequisites: approval of department chair and instructor.

PHYS-401 Introductory Quantum Physics (4 Credits)

Quantum theory, development of quantum mechanics and application to atomic phenomena. Students will solve the Schrodinger equation for "toy" models, working up to realistic, simple atomic systems such as hydrogen and helium. Numerical modelling will be used throughout the course. (Offered in alternate years.) Prerequisite: PHYS-213, MATH-260. Suggested prerequisites: MATH-230, MATH-320, MATH-350.

PHYS-421 Senior Inquiry - Novel Work (0 Credits)

An alternative way to meet the requirements for physics SI is through novel research in physics or engineering or a novel engineering design project. Some ways that a student may accomplish this novel work prior to enrollment in this course include participation in an approved undergraduate research program at Augustana or another institution, or satisfactory completion of a senior design project at an ABET-accredited engineering program. Presentation and reflection will be required. Prerequisites: PHYS-212 and approval of academic and research advisor(s).

PHYS-499 Directed Study (1-2 Credits)

Opportunity for a student to study a particular topic in physics under a faculty member's direction. Prerequisites: permission of department chair and instructor

Political science course catalog

<https://www.augustana.edu/academics/areas-of-study/political-science>

2020-21

DAVID M. DEHNEL, Professor

B.A., University of Wisconsin-Madison; M.A., Ph.D., University of Minnesota

MARIANO MAGALHÃES, Professor

B.A., The University of Iowa; Ph.D., The University of Iowa

XIAOWEN ZHANG, Associate Professor, Chair

B.A., Peking University; Ph.D., University of Southern California

Major in Political Science

32 credits in Political Science, including 2 of POLS 101, 103, 105, and 107. POLS 301; POLS 302; and POLS 490. At least 4 credits from three of the following four areas, with at least 12 credits in one area:

American Politics: POLS 101, POLS 203, POLS 260, POLS 326, POLS 330, POLS 334, POLS 335, POLS 338, POLS 361, POLS362, and POLS 364

Comparative Politics: POLS 105, POLS 344, POLS 346, POLS 348

International Relations: POLS 103, POLS 316, POLS 317, POLS 318, POLS 319, POLS 320

Political Theory: POLS 107, POLS 351, POLS 352, POLS 353

Students who complete a substantial senior inquiry project in another major may substitute an additional Political Science course for 490, in consultation with their adviser.

Minor in Political Science

20 credits in Political Science, including one of POLS 101, 103, 105, and 107. 8 credits at the 300-level or above. 12 credits must be from one of the following categories:

American Politics: POLS 101, POLS 203, POLS 260, POLS 326, POLS 330, POLS 334, POLS 335, POLS 338, POLS 361, POLS362, and POLS 364

Comparative Politics: POLS 105, POLS 344, POLS 346, POLS 348

International Relations: POLS 103, POLS316, POLS 317, POLS 318, POLS 319, POLS 320

Political Theory: POLS 107, POLS 351, POLS 352, POLS 353

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Courses (POLS)

POLS-101 American Government (4 Credits)

(PS) A study of constitutional principles and their implementation to create a functioning national government. Development of basic institutions--presidency, Congress, courts, bureaucracy. Analysis of Political Behavior -- political parties, campaigns, and interest groups. Examples from public policy are used to show the institutions and groups in action.

POLS-101AP AP American Govt (4 Credits)

POLS-103 Global Perspectives (4 Credits)

(PS,G) Examination of major issues of world politics from various theoretical and country perspectives. Considers issues - war and peace, international law and organization, economic globalization, climate change, nuclear weapon proliferation and human rights- which pose questions of justice or represent threats to the peace or to global survival.

POLS-105 Comparative Politics (4 Credits)

(PS,G) Comparative politics is devoted to the study of countries not called the United States. It involves the comparative examination of important concepts in political science (culture, forms of government, regime types, conflict, human rights, poverty, identity, among others) and their application to both Western and non-Western nations.

POLS-107 Contemporary Political Ideas (4 Credits)

(PH,D) Politics is ultimately the struggle over ideas. This course aims to pay close attention to this struggle by seeking to understand how these ideas (from classic liberalism to neoliberalism, conservatism, socialism, feminism, etc.) have influenced how we are living our social, political, cultural and economic lives today. This course will ask the following questions: How have our interpretations of liberalism shifted overtime? What does it mean to conserve politically, culturally, or economically? What is the proper balance between freedom, equality, and democracy? How do we see these ideas playing out in the politics of our day? The course focuses on primary texts from a variety of political traditions in an attempt to answer these questions. D suffix approved as of November 1, 2019.

POLS-199 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and instructor.

POLS-203 Identity in American Politics (4 Credits)

(PS,D) The evolution of governmental institutions, political socialization, and political processes in the United States are all rooted in a wide variety of issues related to identity. The United States has a system rooted in exclusion with a long history of incremental progress, despite resistance, for increased inclusion. Through analyses of the various intersections of identities such as race, gender, ethnicity, sexuality, and others in American society, a deeper understanding of political movements and policy outcomes can be developed.

POLS-260 The Legal System (4 Credits)

(PS) A survey of American legal institutions in relation to their social and political context. We analyze the behavior of lawyers, police officers, judges, and juries. The course considers political issues and basic terminology related to civil and criminal law. We explore the impact of law on society and the way that social forces shape the legal system.

POLS-299 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and instructor.

POLS-301 Intro to Political Science (2 Credits)

This new course will be part of a required sequence for majors (along with 302). The purpose of this course is to help students become self-conscious political scientists and to begin the process of formulating questions that will motivate their senior inquiry process. The course will survey the major areas of the discipline, give examples of political science inquiry in these areas, and teach students how to find political science scholarship. A related purpose of the course will be to create a sense of community among political science majors and faculty.

POLS-302 Analyzing Politics (2 Credits)

Analyzing Politics (2 Credits) This new course, required for majors, will replace our one credit research practicum as the gateway to senior inquiry. The goal will be for students to become sophisticated consumers of political science scholarship, and to use this skill as they begin to do research for their senior inquiry project.

POLS-316 Contemporary World Politics (4 Credits)

This course is intended to provide students with an in-depth examination of contemporary world politics. Twelve current and pressing international issues, ranging from regional conflicts to the future of globalization, are selected so that students can capture both the trends and dynamics of today's world politics. Student will not only learn important factual information of the historical background and current situation of these issues, but also explore the policy choices that address them. Once students are fully informed they will utilize a variety of critical thinking skills to analyze, solve, and evaluate the issues being examined.

POLS-317 International Law & Organization (4 Credits)

Examination of basic principles of international law and attempts to create international political institutions such as the United Nations and European Union. Special emphasis on the World Trade Organization and international trade laws but with case studies drawn from a wide range of regional and transnational organizations.

POLS-318 China in World Affairs (4 Credits)

(PS,G) In-depth examination of China's changing role in the world and its relations with key countries and regions, in particular the United States. Emphasis on the various determinants of China's foreign policy, such as its history, culture, and the structure of its domestic decision-making system.

POLS-319 International Relations Latin Amer (4 Credits)

Examination of relationships among Latin American countries and between Latin America and other actors and countries in the international system, especially the United States, in the 19th and 20th centuries. Provides a framework for understanding the international dimensions of historical and contemporary developments in the region. Special attention will be placed on examining the post-Cold War era of Inter-American relations.

POLS-320 American Foreign Policy (4 Credits)

This course is designed to acquaint students with the basics of the process of American foreign policy-making. Foreign policy decisions are the product of a historical context, a complex bureaucratic process, and an intertwined domestic and international political and economic environment. We will examine these components with a dozen contemporary cases of U.S. foreign policy-making. By the end of this class, students are expected to be equipped with the knowledge and skills to interpret, evaluate, and criticize past and present U.S. foreign policy decisions and process.

POLS-325 Public Policy:Process & Politics (4 Credits)

A survey of the policy making process, including the legislative and administrative phases. Considers how policy ideas are developed, enacted into law, and implemented. Focus on domestic policy in the United States.

POLS-326 Politics of Environmental Policy (4 Credits)

(PS) An analysis of how political institutions, interests and ideologies shape environmental policy. Examples from major areas of environmental concern, such as air pollution, water quality, management of public lands, and global climate change are used to illustrate how political institutions and movements cope with local, regional and global threats to the environment. International as well domestic environmental politics are explored.

POLS-330 American Political Participation (4 Credits)

An intensive study of various means and mechanisms of participation in the American political system with special focus on grassroots movements, interest groups, political parties, voting, and campaigns. The importance of public opinion, electioneering, campaigning and mass political behavior in the American political process will be examined while taking issues of gender, race, social class and other elements of identity in the American electorate into account.

POLS-334 Race Wealth & Inequality (4 Credits)

(PS, D) An intensive survey and investigation of the impacts of race, wealth and inequality on American politics and public policy, specifically the ways in which the racial wealth gap impacts politics and public policy. Public policies and political actions that serve as the roots of the disparities along racial lines will be explored. Social and political factors that perpetuate the racial economic and political inequalities will also be examined.

POLS-335 Gender & Sexuality in Amer Pol (4 Credits)

(PS,D) Historical and theoretical dimensions of the roles of gender and sexuality American politics with special focus on the intersections of gender, race, sexuality and social class. Analysis of U.S. women's movements, perspectives on gender difference, women as candidates and in elected office, and the gendered character of public policy. Particular attention will be paid to issues of citizenship, representation, equality and differences of experiences and identities.

POLS-338 The American Presidency (4 Credits)

An intensive study of the institution of the American presidency with special emphasis on the historical evolution of the office of the president, theories of presidential power, presidential campaigns, the permanent campaign, governing, the growth of the modern presidency, and other current issues of the presidency. The prominence of the presidency among the three branches of government in the modern context will be explored and unpacked to help students develop their discernment in processing political news pertaining to the presidency.

POLS-344 Politics in the Arab World (4 Credits)

(PH,G) This course examines the origins of the popular uprisings of the Arab Spring, the actual course of events in particular countries directly and indirectly hit by the Arab Spring, and the regional and international responses to these events. It will also examine the historical roots of authoritarianism in the region and the role of Islam in political life.

POLS-346 Politics in Latin America (4 Credits)

(PS,G) Study of politics and political change in Latin America, focusing on contemporary issues of democratization, political economy and social movements. Attention paid to historical and cultural aspects of these issues and how they affect political institutions and behavior. Although country case studies are used, the course is organized in a thematic manner, emphasizing these issues in Latin American politics and comparing how different countries have addressed them. A significant focus of the course is on the rise of and fall of the Pink Tide and recent developments that have endangered the quality of democracy in the region.

POLS-348 Politics in Brazil (4 Credits)

(PS, G) This course explores the lived experience of the African diaspora in Brazil from a multidisciplinary perspective. The course focuses on the particular configuration of race relations in the state of Bahia and the formation of Afro-Brazilian identity and its cultural, political, economic and social manifestations from a variety of historical and contemporary perspectives, with a special emphasis on the period since the reinstatement of democracy in 1985.

POLS-351 Foundations of Liberal Democracy (4 Credits)

(PH) The emergence of and debate over liberal democracy in modern political thought. Consideration of thinkers and texts (Hobbes, Locke, Rousseau, Mill, and others) that are important in the development of liberal democracy.

POLS-352 Capitalism & Modernity (4 Credits)

(PH,D) Surveys theoretical approaches to "modern" societies, their relationship to capitalism, and the challenges of globalization in the post-cold war world. Classic texts from Marx and Weber are used to structure an approach to contemporary theorists. "D" suffix was approved on 02/17/2020.

POLS-353 Democracy & Mass Politics (4 Credits)

(PH) Examines the tensions that emerge between individuals and communities in 20th-century democracies. Classic democratic theory is used to structure readings and discussions from contemporary theorists, covering issues including citizenship, civil societies, rights claims and the emergence of new claims on democratic states.

POLS-361 Constitutional Law I (4 Credits)

(PS) An analysis of judicial interpretation of the Constitution. Cases examined will cover issues such as freedom of speech and press, separation of church and state, due process of law, and federalism. Emphasis is placed on the evolution of legal doctrine in response to political forces.

POLS-362 Constitutional Law II (4 Credits)

(PP,D) A survey of the debate over equality in the development of American constitutional law, with particular emphasis on issues of racial equality. Court decisions and other documents from the founding period to the present are analyzed in relation to their political and social context. Debates over the interpretation of major civil rights statutes, such as the 1964 Civil Rights Act and Title IX, are also analyzed.

POLS-364 Topics in Law & Politics (2 Credits)

This new course will be a vehicle for further study for students with an interest in political science or pre-law. Possible topics could include civil rights (based on our current trimester course), environmental law, or criminal justice. This two credit course should be accessible for non-majors with an interest in law.

POLS-380 Special Topics in Political Science (4 Credits)

Special Topics in Political Science. Intensive study of a particular aspect of the discipline of political science. Topics will draw on new developments in political science related to contemporary events and/or the research and teaching expertise of the instructor. May be repeated up to 8 credits.

POLS-380A Special Topics in Political Science (2 Credits)

Intensive study of a particular aspect of the discipline of political science. Topics will draw on new developments in political science related to contemporary events and/or the research and teaching expertise of the instructor. May be repeated up to 4 credits.

POLS-393 International Study Colloquium (3-4 Credits)

POLS-399 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and instructor.

POLS-400 Independent Study (1-2 Credits)

POLS-450 Senior Thesis (4 Credits)

(SI) Under the direction of a member of the political science faculty, a student researches and writes a substantial thesis, to be submitted and defended in the ensuing term. A two-term sequence, with a grade of IP for successful completion of the initial term. This course serves as a Senior Inquiry experience by permission of the instructor only.

POLS-490 Senior Inquiry (4 Credits)

(SI) Having explored possible questions in 301 and considered research strategies in 302, in this course students will complete the research, writing, and presentation of a major research paper. Pre-requisite: POLS-301 and POLS-302.

POLS-499 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and instructor.

Pre-Dentistry

<https://www.augustana.edu/academics/areas-of-study/pre-dentistry>

2020-21

Coordinator: JASON KOONTZ, Professor (Biology) B.S., Iowa State; M.S., Miami University (Ohio); Ph.D., Washington State

Augustana's pre-dentistry program prepares students for admission to dental school. All U.S. dental schools require three or more years of pre-dental training and preference is given to applicants who are bachelor's degree candidates.

Dental schools also place emphasis on the importance of a broad, general program of study. Students seeking admission to dental school should include in their course of study BIOL-130, BIOL-140, BIOL-250, BIOL-343, and BIOL-360 or 362; CHEM-131, CHEM-132, CHEM-321, CHEM-322, and CHEM-441; PHYS-151, PHYS-152.

Recommended electives include statistics or math, and advanced courses in art, English, history, philosophy, psychology, and social and political science. It is recommended that elective courses be chosen to broaden the student's intellectual background.

Augustana's dentistry program is not a graduation major, so a departmental major must be completed if the student intends to graduate with a Bachelor of Arts degree. The choice of graduation major is not critical for acceptance by a dental school, though nationwide the majority of matriculating dental students have a major in biology.

Pre-Law course catalog

<https://www.augustana.edu/academics/areas-of-study/pre-law>

2020-21

Advisor: DAVID DEHNEL, Professor (Political Science)
B.A., Wisconsin; M.A., Ph.D., Minnesota

The practice of law requires three years of study in Law School following the completion of a bachelor's degree. The key to preparing for law school is a broad and demanding liberal arts education. Such an education equips students to think critically, to read and comprehend difficult material, to write and speak clearly and effectively, to do research, and to develop and defend an argument. Law schools do not specify a preference for any particular undergraduate major. Accordingly, Augustana does not offer a pre-law major, but offers relevant courses and pre-law advising to assist students majoring in any field..

To develop the skills needed for law school and the practice of law, students are encouraged to take COMM 101 Public Speaking, PHIL 100 Critical Reasoning, and ENGL 200 Writing Process. For an introduction to the legal system and the study of law, students should consider POLS 260 The Legal System, POLS 361 Constitutional Law I, and PHIL 324 Philosophy of Law.

All students considering a law-related career should contact the pre-law advisor. Admission to law school is highly competitive. For a good chance of admission to an accredited law school, students generally need a grade average of B or better and an LSAT score above the median. In addition to strong grades and LSAT scores, law schools seek students who engage in activities that demonstrate the qualities of leadership and citizenship. Additional information is available from the advisor.

Pre-Medicine

<https://www.augustana.edu/academics/areas-of-study/pre-medicine>

2020-21

Contacts:

BRADLEY KENNEDY, Cadaver Dissection Coordinator, Instructor
B.A., University of Northern Iowa; M.S., Creighton University

Most schools of medicine require at least a Bachelor of Arts degree of candidates seeking admission. Medical schools specify subject requirements in science, but, with these satisfied, may give consideration to the student who avoids specialization in the sciences in favor of a broader education.

The Augustana pre-medicine major is designed to provide a strong foundation in the sciences, to satisfy the entrance requirements of most medical schools, and to prepare students for the MCAT (Medical College Admissions Test). It allows for a wide choice of electives in accordance with the student's own interest. Since admission to medical school is based on many factors, the student is encouraged to work closely with the advisor while enrolled at Augustana.

NOTE: A student majoring in Pre-Medicine may not also major in Biology.

MAJOR IN PRE-MEDICINE. 52 credits, including the following:

Biology (16 credits): BIOL-130, BIOL-140, BIOL-250, BIOL-360 or BIOL-362.

Chemistry (20 credits): CHEM-131, CHEM-132; CHEM-321, CHEM-322; CHEM-441.

Behavioral Science (4 credits): PSYC 100.

Social Science (4 credits): SOAN 101 or SOAN 102.

Physics (8 credits): PHYS-151, PHYS-152, or PHYS-211, PHYS-212.

Math index score of 920 or successful completion of MATH 218 with a grade of C or higher.

Senior Inquiry (4 credits) - any college-approved SI experience is acceptable; consult with the Biology Department IRIS coordinator in advance for authorization of SI experiences.

Some schools of medicine may require the following courses: 8 credits American, English or world literature, statistics PSYC 240, Biochemistry II CHEM-442 or Calculus I MATH-160, and additional courses in social and behavioral sciences.

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Pre-Nursing courses

<https://www.augustana.edu/academics/areas-of-study/pre-nursing>

2020-21

Contact:

DARA WEGMAN-GEEDEY, Professor (Biology) Primary Contact
B.S., Mount Union; Ph.D., Delaware

TROY M. LARSON, Assistant Professor

B.A., Augustana College; M.S. Bradley University; Ph.D., Illinois State University

Augustana's pre-nursing program is designed to prepare students for several types of nursing degree programs. Augustana graduates have been accepted into a variety of accelerated BSN programs, second-degree BSN programs, and direct-entry MSN programs, some of which feed into nurse practitioner programs.

Acceptance into any post-baccalaureate nursing program is dependent upon undergraduate performance, clinical shadowing experience, letters of evaluation, interview results and successful completion of any entrance requirements required by a nursing school.

While requirements vary among different schools, Augustana's pre-nursing program satisfies the general education and science prerequisites for nearly all nursing schools in the country.

The program requirements include BIOL 130, BIOL 140, BIOL 250, BIOL 343, BIOL 351, BIOL 362; CHEM 131, CHEM 132; PSYC 100, PSYC 216, PSYC 240; one of RELG 355 or PHIL 103 or PHIL 105.

Recommended supporting courses include CHEM 245 or CHEM 321, SOAN 101, SOAN 324, upper-level communication and composition courses, and additional social science coursework.

The Augustana nursing program is not a graduation major, so a departmental major must be completed if the student intends to graduate with a Bachelor of Arts degree. The choice of graduation major is not critical for acceptance by a school of nursing, but the majority of students matriculating in advanced nursing programs have a major in the biological sciences or psychology.

Having an academic degree from Augustana *before* completing a professional nursing degree provides students with enhanced critical thinking and communication skills, advanced understanding of genetics and other topics in biology, as well as a foundation in ethics and the social sciences. These are concepts needed for working with our diverse and changing U.S. population. Research shows that the more education a nurse has, the better the overall patient outcomes are for those under their care. These patient outcomes are a standard measure for performance assessment used across U.S. health-care systems.

One option for students interested in nursing is a unique BA/BSN Dual Degree articulation between Augustana College and Trinity College of Nursing & Health Sciences. Students may apply to the program in fall of their sophomore or junior year at Augustana and must then maintain a minimum grade-point average and complete all required coursework. Through this articulation, students are granted limited acceptance to Trinity to take their first nursing skills course in early summer following their third year at Augustana. Following this course, students may opt to take their CNA certification exam, but CNA certification is not required to go into a nursing career.

All Dual Degree students return to Augustana for their senior year to complete the BA in biology and a minor in either anthropology, psychology, public health, sociology or women and gender studies. During senior year, students may work as part-time CNAs or patient care technicians at local facilities, which will provide them with additional clinical experience.

After graduation from Augustana, Dual Degree students are granted complete acceptance to Trinity and finish the remaining year of nursing school (paying tuition and fees to Trinity), graduating with a BSN degree and an RN license pending adequate performance on the NCLEX-RN (National Council Licensure Exam for RNs). The Augustana/Trinity College program (five years total) is not restricted to Illinois residents.

Students interested in nursing should confer with [Dara Wegman-Geedey](#) before the end of their first year of study.

Pre-Occupational Therapy

<https://www.augustana.edu/academics/areas-of-study/pre-occupational-therapy>

Biology: LORI SCOTT, Professor
B.S., Manchester; M.S., Ph.D., Illinois State

Psychology: LISA SZAFRAN, Assistant Professor
B.A., Nazareth College; M.A. & Ph.D., SUNY at Buffalo

Occupational therapists help patients regain control over important job-related or day-to-day functions that may have been impaired through accident, disease or birth trauma.

Augustana's pre-OT program includes courses in biology, psychology, and sociology. The flexibility of the Pre-OT curriculum allows a student to satisfy entrance requirements to most of the occupational therapy schools in the country, and it prepares students for success both in graduate school and in their career.

Augustana assists pre-occupational therapy students in gaining clinical experience. The clinical experience required for entrance into occupational therapy programs is made available through the college at a variety of clinics in the Quad-Cities area and beyond. Note: Pre-OT is not a major; the student can major in any field; biology and/or psychology are most common. For more information, contact Pre-OT advisors Dr. Lisa Szafran for psychology majors or Dr. Lori Scott for biology majors.

Augustana offers two program options in pre-occupational therapy:

The first option is a four-year B.A. program (nearly any major) at Augustana followed by graduate work in occupational therapy. Students who choose this option may apply to any graduate program in the country. Augustana graduates who have met established criteria have a significant admissions advantage over students from other schools. It is important to check on requirements of graduate programs on a regular basis, as pre-requisites and other application requirements may change.

Clinical occupational therapy experience is often a requirement for admission to a graduate program. Opportunities to gain such experience may be arranged through CORE with local hospitals, rehabilitation centers and nursing homes.

The second option is a coordinated degree program in occupational therapy with Washington University in St. Louis. In this program, the student spends three years at Augustana followed by either two years (Master of Science in Occupational Therapy degree) or three years (Clinical Doctorate in Occupational Therapy) at Washington University. The student can choose a major in any field, but all graduate program pre-requisites must be met prior to matriculation. The student must complete a Senior Inquiry in the chosen major during the junior year or summer following the junior year.

Prior to attending Washington University, the student must: 1) complete all Augustana general education courses, with the exception of the last 30-credits at the 300+ level; 2) major requirements unless waived by the appropriate department (with the possible exception of BIOL358/Neuroanatomy* for the biology major.) *If the student plans to transfer WU's Neurobiology credits back to Augustana to be applied toward the biology major, then BIOL358 cannot be taken.

It is important to check on requirements of the WU OT graduate program on a regular basis, as pre-requisites and other application requirements may change.

Acceptance into the 3:2 (MS) or 3:3 (OTD) WUOT programs is not guaranteed. It is a highly competitive process, and all applicants are considered based on their merits and achievements. Once enrolled at Washington University, the student transfers as many as 30 appropriate 300-level credits to Augustana to complete remaining requirements for the bachelor of arts degree.

Program outline of recommended courses

BIOL 130 (Molecules to Cells); recommended for first or second year
BIOL 351 Human Anatomy; recommended for second year or third year
BIOL 362 Human Physiology; recommended for third year
PSYC 100 Intro to Psychology; recommended for first or second year
PSYC 216 Human Development; recommended for first, second or third year
PSYC 240 Statistics; recommended for first, second or third year
PSYC 224 Psychological Disorders; recommended for second year
SOAN 101 Intro to Sociology; recommended for first or second year
CLAS 290 Greek/Latin for Science; can be taken at any time; shadowing and internships may be done at any time.

Other relevant courses in biology (e.g., Neuroanatomy - BIOL 358) math (e.g., Calculus – MATH160), sociology (e.g., Social Gerontology – SOAN 326), physics, philosophy, speech communication, first aid and CPR certification may be required or suggested by specific graduate programs.

Prerequisites for the 3:2 or 4:2 OT program at the Washington University in St. Louis

The OT program with Washington University stipulates that you must have four of the following six prerequisites completed with a grade of B or better by the time of your application:

- Physiology (e.g., BIOL 362 Human Physiology; prerequisites: BIOL 130)
- One upper-level life science course (e.g., Human Anatomy; BIOL 351)
- One social science course (e.g., PSYC 100, SOAN 101, economics, political science, anthropology)
- One statistics course (e.g., PSYC 240),
- Abnormal Psychology (e.g., PSYC 224)
- Developmental Psychology (e.g., PSYC 216)

Augustana 3-2 applicants are not guaranteed admission at Washington University. In order to be competitive applicants, they should also have:

- A cumulative GPA at the end of seven terms of 3.25 or above
- GRE test scores (current mean scores are 149 quantitative, 154 verbal and 4.0 analytical writing)
- At least 30 hours of OT-related experience, including at least some time directly shadowing an OT
- Three letters of recommendation, including one from Dr. Szafran or Dr. Scott as the pre-OT advisor and one from someone who supervised during OT-related experience
- Demonstration of life experience including work, extracurricular activities, leadership, honors, community service and/or research

Admitted students also are encouraged to get their CPR certifications and take medical terminology (CLAS290) before matriculation to the OT program.

Pre-Optometry courses

<https://www.augustana.edu/academics/areas-of-study/pre-optometry>

2020-21

Contact:

DARA WEGMAN-GEEDEY, Professor (Biology)

B.S., Mount Union; Ph.D., Delaware

Admission to any of the 23 optometry schools in the United States requires completion of at least three years of undergraduate coursework. Some schools give preference to applicants with a bachelor's degree.

Acceptance is dependent upon undergraduate performance, Optometry Admission Test (OAT) scores, letters of evaluation, interview results and successful completion of all entrance requirements.

While requirements vary among different schools, Augustana's pre-optometry program satisfies the pre-requisites of nearly all optometry schools in the country.

The program requirements include BIOL-130, BIOL-140, BIOL-250, BIOL-343, BIOL-351, BIOL-362; CHEM-131, CHEM-132, CHEM-321; PHYS-151, PHYS-152; PSYC-100, PSYC-240; and MATH-160. Recommended supporting courses include advanced communication courses, a biochemistry course, an ethics course, and additional social science coursework.

Augustana's optometry program is not a graduation major, so a departmental major must be completed if the student intends to graduate with a Bachelor of Arts degree. The choice of major is not critical for acceptance by a school of optometry, though nationwide approximately 80 percent of all matriculating students major in the biological sciences.

Augustana College has an articulation agreement with Illinois College of Optometry. Students may apply to the program during spring of their first year at Augustana and must then maintain a minimum grade-point average over the next two years and score above the average Optometry Admission Test (OAT) score of the prior year's incoming ICO class.

Our agreement with ICO is a 3:4 program, meaning students can enter ICO following their third year at Augustana. After their first year at ICO, they return for graduation ceremonies from Augustana, then finish the remaining three years of optometry school (seven years total for the BA and OD degrees). The 3:4 program is not restricted to Illinois residents.

Students interested in optometry should confer with the advisor early in the first year of study. Please see the page dedicated to [Coordinated Degree Programs](#) for more information.

Pre-Pharmacy course catalog

<https://www.augustana.edu/academics/areas-of-study/pre-pharmacy>

2020-21

Contact:

MARY ELLEN BIGGIN,
Associate Professor (Chemistry) B.S., Clarke; Ph.D, Illinois

A typical program leading to the Doctor of Pharmacy degree requires two or more years of pre-professional study at an undergraduate college followed by four years at an accredited school of pharmacy.

Although the pre-professional study can often be completed in two years, an increasing percentage of students entering pharmacy schools complete more than two years of undergraduate study. Currently more than half of students entering pharmacy programs nationwide have three or more years of pre-professional study and more than one-third have earned bachelor's degrees.

Entrance requirements vary among pharmacy schools, so students are urged to determine as early as possible the requirements of the schools to which they intend to apply.

For students planning two years of pre-pharmacy study at Augustana, recommended courses include CHEM-131, CHEM-132 and CHEM-321, CHEM-322; BIOL-130, BIOL-140 and BIOL-351; MATH-160; PHYS-151, PHYS-152 or PHYS-211, PHYS-212.

Many pharmacy schools also require COMM-101, two courses in English composition, one course in social/behavioral studies, one course in Economics, one statistics course, and one course in the humanities.

Students who plan to complete more than two years of study at Augustana should also include as many of the following as possible: BIOL-250, BIOL-343, BIOL-358, BIOL-362, BIOL-373, BIOL-455; CHEM-441. Pre-pharmacy students should contact the advisor immediately upon entering their first year of study so that an appropriate schedule of courses may be planned.

Augustana's pharmacy program is not a graduation major, so a departmental major must be completed if the student intends to graduate with a Bachelor of Arts degree.

Pre-Physical Therapy courses

<https://www.augustana.edu/academics/areas-of-study/pre-physical-therapy>

2020-21

Contacts

Biology: SCOTT GEHLER, Associate Professor
B.A., Cornell College; Ph.D., University of Minnesota

Biology: TROY LARSON, Assistant Professor
B.A., Augustana College; M.S., Bradley University; Ph.D., Illinois State University

Psychology: LISA SZAFRAN, Assistant Professor
B.A., Nazareth College; M.A. & Ph.D., SUNY at Buffalo

Students interested in attending a program in physical therapy following graduation from Augustana take an undergraduate course of study with a major in an area of their choice. Biology and Psychology majors are most common.

Students also complete a pre-physical therapy curriculum involving courses in biology, chemistry, physics, mathematics, psychology, sociology, classics, and speech. Augustana College has a cooperative educational agreement with Washington University's program in physical therapy. A maximum of three students per year who meet specified entrance requirements are automatically accepted into Washington University's program in physical therapy following the completion of the B.A. from Augustana. Contact the pre-physical therapy advisor for more information.

Pre-physical therapy students also may participate in internships with clinical experience during the school year at various physical therapy sites in the Quad-City area, in their home communities, or abroad in order to obtain both academic credit and the clinical experience necessary for successful competition for admission into professional physical therapy programs.

Pre-Physical Therapy Program Outline

These courses will fulfill many prerequisite courses required by DPT graduate programs. (Information provided from a survey of 27 DPT programs located primarily in the Midwest)

Chemistry (1 year w/labs)

- CHEM-131/132 (General Chemistry)

Biology (General Biology I and II; Human Anatomy and Physiology w/ lab)

- BIOL-130 (Molecules to Cells w/lab)

- BIOL-140 (Organisms to Ecosystems w/lab)

- BIOL-351 (Human Anatomy w/lab)

- BIOL-362 (Human Physiology w/lab)

Physics (1 year w/labs)

- PHYS-151/152 (Principles of Physics)

Psychology (2-3 psychology courses that include Introductory Psychology AND Human Development OR Psychological Disorders)

-PSYC-100 (Introduction to Psychology)

-PSYC-216 (Human Development)

-PSYC-224 (Psychological Disorders)

Statistics (Biostatistics, Business Stats, Math Stats, OR Psych Stats)

-PSYC-240 (Statistics; Requires advanced permission by Psychology Department)

Social/Behavioral Sciences (Generally, any social/behavioral science course)

-SOAN-101 (Introduction to Sociology and Social Justice)

-SOAN-102 (Introduction to Anthropology)

Additional Relevant Courses - These courses are not required by many programs, but they may enhance your application (check specific program requirements):

-MATH-160 Calculus I (Required by several DPT programs)

-CLAS-290 Greek & Latin Roots for Science (Medical Terminology)(Required by several DPT programs)

-BIOL-358 Neuroanatomy

-BIOL-455 Cadaver Dissection

-HEPE-140 – First Aid & CPR (applicant must be certified prior to matriculation)

-English – upper-level writing course

Cooperative Educational Agreement with Washington University

Students applying to Washington University Doctor of Physical Therapy program under this agreement must meet the following criteria:

1. Receive a Bachelor of Arts degree in Biology or Psychology from Augustana College.

2. Have a 3.5 grade point average (on a 4.0 scale) in math/science and prerequisite courses. Majority of prerequisites should be completed at Augustana College. Courses completed at other accredited academic institutions will be accepted.
3. Earn a 155 on both the verbal and quantitative sections of the GRE.
4. Have a 4.5 or higher on analytical writing section of GRE.
5. Submit three favorable letters of recommendation, one of which must come from a Biology or Psychology faculty member.
6. Complete the requisite courses and degree by matriculation into the professional curriculum in physical therapy at Washington University.
7. Submit a completed application by October 1st of the year preceding the desired year of admission.

Pre-Physician Assistant courses

<https://www.augustana.edu/academics/areas-of-study/pre-physician-assistant>

2020-21

Advisor:

TIERNEY R. BROSIUS, Associate Professor (Biology)

B.S., Wayne State College; M.S. & Ph.D., University of Nebraska-Lincoln

Augustana's pre-physician assistant advising program prepares students for the entrance requirements to any physician assistant graduate program in the country.

Besides taking challenging coursework in biology, chemistry and physics, Augustana pre-physician assistant students are encouraged to take advantage of the college's strong liberal arts foundation by taking classes in other areas of interest. Beyond their requirements of a Bachelor of Arts degree and strong science curriculum, pre-physician assistant programs may give consideration to students with a broader, well- rounded education.

Pre-Physician Assistant program outline

The following courses should be completed by the end of the first year:

Chemistry 131, 132 (General Chemistry)

First-Year Inquiry (FYI) 101 and 102

First-Year J Term course

Foreign Language 101, 102 if needed (less than 4 years of high school language)

Biology 130 (Molecules to Cells)* or Biology 140 (Organisms to Ecosystems)*

Summer after First Year:

Take Certified Nursing Assistant (CNA) Class or EMT class. This can be taken at a local community college near hometown. ALL schools require clinical hours (i.e.direct patient care); most require a minimum of 1,000-2,000 hours.

The following courses should be completed by the end of second year:

Biology 130 (Molecules to Cells)* or Biology 140 (Organisms to Ecosystems)* (whichever one was not taken during the first year)

Chemistry 321,322 (Organic Chemistry) *Organic Chemistry is not required for all PA schools. Many schools only require a single semester. However, since many schools also require Biochemistry, the prerequisite being two semesters of Organic, you will need to enroll in a full year of Organic Chemistry. Some programs may accept Intro to Biochemistry Chemistry 245 as an alternative to the 400-level Biochemistry but programs must be contacted individually to be certain.

Biology 250 (Genetics)*-BIOL 130 is a prerequisite

Psychology 100 (Intro to Psychology)

Psychology 240 (Psych. Stats) Calculus is NOT required, however a few PA schools require one math course. Psych stats fills this requirement.

The following courses should be completed by the end of the third and fourth year:

Biology 250 (Genetics)*(if it was not taken during the first year)-BIOL 130 is a prerequisite

Biology 360 (Comparative Physiology) or Biology 362 (Human Physiology)

Biology 343 (Microbiology)

Biology 351 (Human Anatomy)

Chemistry 441 (Biochemistry I)* if schools you are considering require it

Senior Inquiry Course- in Biology or another major; if done in a different major, then replace with another biology elective

Additional courses currently needed for some Physician Assistant Schools:

Additional courses currently needed for some Physician Assistant schools: Biology 345 (Immunology), Communication Studies-100, Public Speaking, Argumentation and Oral Advocacy, or Business & Professional Communication, Psychology-216 (Human Development), Psychology-224 (Psychological Disorders)

The Augustana physician's assistant program is not a graduation major, so a departmental major must be completed if the student intends to graduate with a Bachelor of Arts degree. The choice of graduation major is not critical for acceptance by a PA school, but the majority of students matriculating in PA programs have a major in the biological sciences or psychology.

Pre-seminary course catalog

<https://www.augustana.edu/academics/areas-of-study/pre-seminary>

2020-2021

Finalized 3-1-2020

Advisor: JASON MAHN, Conrad Bergendoff Professor in the Humanities; Professor (RELG)

B.A., Gustavus Adolphus; M.A., Luther Theological Seminary; Ph.D., Emory University

The Pre-Seminary program prepares students for entry into divinity schools and seminaries, where they prepare to be ordained ministers, youth and family leaders, community advocates, and for other religious leadership positions. Divinity schools and seminaries do not require any particular undergraduate major, although they do desire a strong background

in the liberal arts and humanities, with particular focus on religion, philosophy, music, Greek, and other disciplines. Accordingly, Augustana does not offer a pre-seminary major, but offers relevant courses, experiences, and advising to assist students majoring in any field. A Major in Religion is most common and beneficial among pre-seminary students. Students intending to pursue a Masters of Divinity (M.Div.) degree in seminary also benefit from a Minor in Biblical Languages (through Classics).

To develop the skills needed for divinity school/seminary and the profession of church ministry, students are encouraged to take COMM-101 Public Speaking; GREK 101 and 102 Elementary Greek; PSYC-130 Survivor Advocacy; RELG-273 Jesus of Nazareth; RELG- 362 Race, Ethnicity, Religion; RELG-370 Suffering, Death & Hope; and other appropriate courses in consultation with the pre-seminary advisor.

Pre-seminary students may take the one credit directed study, RELG-399 Working with Faith, more than once. This course directly explores the calling to and work of Christian ministry by discussing memoirs and other reflections from innovative Christian leaders; an exploratory trip to ELCA and other seminaries is often a component of the course.

All students considering careers in religious leadership should contact the pre-seminary advisor, who will help craft an academic plan appropriate for each student, as well as point students toward internships, study-away opportunities, leadership within campus ministries, part-time work at area churches, gap-year programs, and other experiences that help them discern and develop their callings to ministry.

Pre-Veterinary Medicine course catalog

<https://www.augustana.edu/academics/areas-of-study/pre-veterinary-medicine>

2020-21

Advisor

TIMOTHY MUIR, Associate Professor
B.A., Kalamazoo College; M.S., Ph.D., Miami University (Ohio)

KIMBERLY MURPHY, Associate Professor and Chair
B.A., Winona State; Ph.D., Washington State

Although most of our students attend vet school through the traditional route (after four years of undergraduate), Augustana College is one of only three colleges with an early acceptance agreement with the University of Illinois College of Veterinary Medicine.

Students are accepted at the beginning of their second year at Augustana and must maintain a minimum grade-point average. Our agreement is not only an early admission program, but also a 3-4 program, meaning students can enter the vet school after their third year at Augustana. After their first year of veterinary school, they return for graduation at Augustana, then finish the remaining three years of vet school (seven total years). Application to this program is open to all Augustana students, regardless of residency.

Students also may participate in clinical rotations during the school year at various veterinary clinics in the Quad-City area to obtain the clinical experience necessary for successful competition for admission into schools of veterinary medicine.

Students interested in veterinary medicine should consult with the advisor early in their first year of study to plan an appropriate schedule.

Pre-Veterinary program outline

The following courses should be completed by the end of the first year:

CHEM-131, CHEM-132 (General Chemistry)

First-Year Inquiry (FYI) 101 and 102

First-Year J Term Course

Foreign Language 101, 102 if needed (less than four years of high school language)

Biology 130 (Molecules to Cells)* or Biology 140 (Organisms to Ecosystems)*

The following courses should be completed by the end of second year:

CHEM-321, CHEM-322 (Organic Chemistry)

BIOL-130 (Molecules to Cells)* or Biology 140 (Organisms to Ecosystems)* (whichever one was not taken during the first year)

Biology 250 (Genetics)* – BIOL 130 and BIOL 140 are prerequisites

Reasoned Examination of Faith (REF) course

The following courses should be completed by the end of the third and fourth year:

Physics 151, 152

Biology 250 (Genetics)* (if was not taken during the second year) – BIOL 130 and BIOL 140 are prerequisites

Biology 360 (Comparative Physiology) or Biology 362 (Human Physiology)

Chemistry 441 (Biochemistry I)

Senior Inquiry Course - in Biology or another major; if done in a different major, then replace with another biology elective

Biology - Three other courses of your choosing to complete the biology major

*Denotes a core course that each Biology major must complete prior to beginning Senior Inquiry.

Additional useful courses:

BIOL-310 (Evolutionary Biology)

BIOL-335 (Entomology)

BIOL-343 (Microbiology)

BIOL-345 (Immunology)

BIOL-351 (Human Anatomy)

BIOL-354 (Neuroanatomy)

BIOL-373 (Developmental Biology)

BIOL-375 (Molecular Genetics)

BIOL-386 (General Ecology)

BIOL-387 (Aquatic Biology)

BIOL-455 (Human Gross Anatomy Lab)

English 200 (Writing Process) - 2nd writing courses is required by many vet schools

Math 219 (Calculus) - suggested by some vet schools

Psychology 100 (Intro to Psychology)
Psychology 240 (Statistics) - required by some vet schools
Communication Studies 101 or 250 (Public Speaking or Health Communication)
Classics 290 (Greek and Latin Roots for Science; 2 credit)
"Humanities" & "Social Sciences" - several vet schools require a minimum number of credits
Internship - 4 credits (160 hours) or 8 credits (400 hours)

Pre-Veterinary 3-4 Coordinated Degree Program

Coordinated Degree Program at Augustana with the College of Veterinary Medicine at University of Illinois; NOTE: Requires a 3.50 GPA, 3.50 Science GPA. This program is for all students, regardless of residency, completing all their pre-veterinary coursework at Augustana College.

Required courses

The following courses should be completed by the end of the first year:

Chemistry 131, 132 (General Chemistry)
First-Year Inquiry (FYI) 101 and 102
First Year J-Term
Foreign Language 101, 102 if needed (less than 4 years of high school language)
BIOL 130 (Molecules to Cells)* or Biology 140 (Organisms to Ecosystems)*

The following courses should be completed by the end of second year:

Chemistry 321, 322 (Organic Chemistry)
Biology 130 (Molecules to Cells)* or Biology 140 (Organisms to Ecosystems)* (whichever one was not taken during the first year)
Biology 250 (Genetics)* – BIOL 130 and BIOL 140 are prerequisites
Reasoned Examination of Faith (REF) course

The following courses should be completed by the end of the third year:

Chemistry 441 (Biochemistry I)
Physics 151, 152
BIOL-360 or BIOL-362 (Comparative or Human Physiology)
Biology – One other course (not Immunology, Neuroanatomy, or Histology)
Senior Inquiry - in Biology

*Denotes a core course that each Biology major must complete prior to beginning Senior Inquiry.

You also must complete all of your 'General Education' courses during your three years.

The above course work totals 110 credits, thereby requiring 8 credits of overload, summer school or AP credit from high school. However, if the foreign language requirement has been satisfied, only 102 credits in specific courses are required.

Note, a student wishing to earn an Augustana degree, should AVOID taking any of the following courses at Augustana: Immunology, Neuroanatomy, Histology. These courses, when taken at U. of Illinois, will fulfill the last of the requirements for your Biology Major at Augustana.

Students must take ALL the Illinois CVM prerequisite courses at Augustana. After being accepted into the 3-4 program, all science courses must be taken at Augustana. Only non-science courses can be transferred into Augustana and only if absolutely necessary.

Additional useful courses

PSYC-100 (Intro. to Psychology)
PSYC-240 (Statistics)
Biology 310 (Evolutionary Biology)
BIOL-310 (Evolutionary Biology)
BIOL-335 (Entomology)
BIOL-343 (Microbiology)
BIOL-345 (Principles of Immunology)
BIOL-351 (Human Anatomy)
BIOL-373 (Developmental Biology)
BIOL-375 (Molecular Genetics)
BIOL-386 (General Ecology)
BIOL-387 (Aquatic Biology)
BIOL-455 (Human Gross Anatomy Lab; 2 credits)

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Psychology course catalog

<https://www.augustana.edu/academics/areas-of-study/psychology>

2020-21

DANIEL P. CORTS, Professor
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JAMIE NORDLING, Associate Professor
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JAYNE ROSE, Professor
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JONATHAN SCHACHERER, Teaching Fellow
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JESSICA SCHULTZ, Associate Professor
B.A., Central College; Ph.D., Iowa

SHARA STOUGH, Associate Professor
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LISA R. SZAFRAN, Assistant Professor
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MARK A. VINCENT, Professor
A.B. Wabash; Ph.D., Indiana

J AUSTIN WILLIAMSON, Assistant Professor
B.S., Vanderbilt; M.A., Ph.D., Iowa

Major in Psychology

32 credits, including 100, 240, 246, and 300; 4 credits of electives at each of the 200-, 300-, and 400-levels; one Senior Inquiry from 452, 454, 458, or 466; and 2 additional credits of electives at any level. Students who complete a Senior Inquiry in another major will complete 414. Experiential coursework (382, 385, 490, internships) cannot satisfy the 200-, 300-, or 400-level elective requirement, but can satisfy the 2 additional electives requirement.

Students who began before the semester transition should refer to the [transition requirements](#) corresponding to their first year of enrollment.

Students may not major or minor in both Psychology and Neuroscience.

Students intending to apply to graduate school in psychology should consult with their advisors for further recommendations.

Minor in Psychology

20 credits, including 100, 240, 246; and two 4-credit electives with at least one at the 300-400 level.

Psychology Honors: Graduating majors in psychology will be awarded honors in psychology upon attainment of the following: (1) a minimum grade-point average of 3.50 in all psychology courses and 3.25 in all courses attempted (transfer students must also achieve the 3.50 minimum in all psychology courses taken at Augustana); (2) a research project (481) of honors quality as judged by the department.

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Courses (PSYC)

PSYC-100 Introduction to Psychology (4 Credits)

(PS) A survey course of the major areas of interest within the field of Psychology (physiological, cognitive, clinical, and social), including fundamental principles and theories about human behavior as well as the scientific methods used by psychologists to draw these conclusions.

PSYC-130 Survivor Advocacy (2 Credits)

This course is taught by staff from Family Resources Survivor Services and focuses on the dynamics and impact of domestic and sexual violence. Students will learn appropriate ways of supporting survivors in both acute and long-term interactions and receive the training and experience necessary to become a Survivor Advocate for Domestic Violence and Sexual Assault in Illinois and Iowa. Students will also complete 20 hours of volunteer work with Family Resources Survivor Services that may include work in the violent crimes shelter, staffing the crisis line, and serving as an advocate for a survivor at the hospital. This class will help students to grow in their ability to lead on campus and in the community through engaging in advocacy related to domestic and sexual violence. Students will relate to others who are different from themselves through the class and community engagement. Finally, students will be asked to respond to the societal crisis of domestic and sexual violence and work towards change. Permission of Instructor required.

PSYC-135 Bystander Intervention (1 Credits)

This course addresses gender-based violence in our society, introduces students to bystander intervention approaches, and prepares students to provide bystander intervention education to college and high school students. Students will be introduced to the educational philosophy of the gender violence educational program, Mentors in Violence Prevention, take part in interactive units on leadership, battering, sexual assault/rape, gender roles, sexual harassment, and homophobia/heterosexism. Additionally, students will gain the skills to become strong facilitators by addressing how to manage dialogue, group dynamics, learning styles, and preparation.

PSYC-180 Special Topics (4 Credits)

Consideration of topics of special interest during January term. Topics may vary from year to year.

PSYC-200 Intro to Neuroscience (4 Credits)

Students will learn about the operations of the nervous system related to topics like movement, sensation and perception, learning and memory, emotions, decision making, and cognitive and social behaviors including language and consciousness. These topics will be explored at multiple levels of analysis (e.g., cellular, systems, and behavioral) and with reference to a variety of neuroscientific methods. This is a required introductory course for Neuroscience majors and an elective for Psychology majors. Psychology majors are expected to take PSYC-100 prior to taking this course.

PSYC-216 Human Development (4 Credits)

This course examines how biological, cognitive, social, and cultural factors shape development from conception through death. Students will analyze prominent concepts, theories, and methods to understand how earlier factors impact development later in life. Prerequisites: PSYC-100.

PSYC-222 Motivation & Emotion (4 Credits)

Evolutionary biology explains species' adaptations to their environment. Motivation and Emotion studies how these biological adaptations motivate individual members of the species, and provide the ability for individuals to make behavioral adaptations during the lifespan. Thus, the course can take on any basic need like hunger and examine the biological, experiential, cognitive, and sociocultural variables that initiate, sustain, and cease specific behaviors. Once students develop an understanding of the mechanisms for each topic (e.g., bonding, altruism, achievement), we are able to address societal problems and make research-based arguments about how we can support healthy psychological functioning. Prerequisites: PSYC-100.

PSYC-224 Psychological Disorders (4 Credits)

This course will focus on the most significant psychological disorders throughout the lifespan. Students understand the etiology, development, impact, assessment, and treatment of psychological disorders. We will discuss how biological, socio-cultural, cognitive, and developmental processes contribute to and are shaped by these disorders. Students will be introduced to empirically supported treatment approaches for these disorders. Prerequisites: PSYC-100.

PSYC-226 Human Sexuality (4 Credits)

This course will examine the neurobiological, cognitive, social, historical, cultural, and evolutionary aspects and explanations of human sexuality. Topics such as hormones, reproduction, sexual orientation, attractiveness, and cross-cultural differences in attitudes and practices related to sexuality will be covered. Prerequisite: PSYC-100.

PSYC-228 Psychology of Prejudice (4 Credits)

(D) An introduction to the social, historical, cognitive, motivational, neurological, and evolutionary aspects and explanations of stereotyping and prejudice. This course will examine why prejudice exists, why it persists, how it influences intergroup relations, how it impacts the targets of discrimination, and how it can be reduced. Prerequisites: PSYC-100.

PSYC-240 Statistics (4 Credits)

(Q) Students learn to use statistical procedures to describe patterns and trends in data and to answer research questions. Basic proficiency in using statistical software is developed. Credit may not be earned for more than one of PSYC-240, BUSN-211, COMM-380, MATH-315, or SOC-230. Permission of instructor.

PSYC-246 Research Methods (4 Credits)

An introduction to the basic logic and design of psychological research. Students will learn how to understand, evaluate, and use scientific methods to gather knowledge in the field of psychology. They will also learn how to read research articles and effectively write using APA style. Prerequisites: PSYC-100 (or PSYC-200 for NSCI majors) and PSYC-240. Permission of instructor.

PSYC-280 Special Topics (2-4 Credits)

Consideration of topics of special interest to student and instructor. The topics may vary each year. Prerequisite: PSYC-100.

PSYC-300 Professional Development (2 Credits)

In this course, students will examine what it means for them personally to study psychology and identify their own strengths in relation to opportunities in psychology. The course includes significant self-reflection and a consideration of the scientific understanding of self-knowledge (self-awareness, self-regulation, etc.) in psychology, developing an awareness of and concern for others (ability to read others, awareness of diversity issues and their consequences), and the ability to interact effectively with people of diverse backgrounds. Prerequisites: PSYC-100. Must be declared Psychology major or permission of instructor.

PSYC-322 Personality Psychology (4 Credits)

Students will learn the process of how psychologists identify and measure personality traits, including the methods and statistical procedures necessary for this process. We will discuss the major traits that comprise much of human personality and the implications of those traits for important health, occupational, and relationship outcomes. Prerequisites: PSYC-246.

PSYC-340 Advanced Statistics (4 Credits)

This course provides an introduction to multivariate statistics--methods used by scientists to analyze large data sets with multiple variables. Students learn to determine the correct statistical procedures for specific data and research

questions, how to conduct these statistical procedures with software, and how to read and write about each of these techniques when presented in academic or public formats. Beyond the basic techniques, students critically examine the pros and cons of traditional hypothesis-testing methods, and get a brief introduction to the main alternative, Bayesian analyses. Prerequisites: PSYC-246 or permission of instructor.

PSYC-342 Cognition (4 Credits)

Students will examine major cognitive functions (memory, perception, language, imagination, and reasoning) with an interdisciplinary approach ranging from neuroscience to philosophy. This course also demonstrates how scientists develop this knowledge through laboratory experimentation on behavior, but also through neuropsychology, AI simulations, and other methodological approaches. Additionally, the course spends time on applications in fields such as medicine, education, and law. Prerequisites: PSYC-246.

PSYC-343 Sensation & Perception (4 Credits)

This course explores how we relate to and engage with the world around us using our senses. Although considerable attention will be given to the experiences of humans, student understanding will also be enhanced through descriptions of relevant animal models. In addition to learning about our understanding of sensation and perception, students will come to appreciate the diverse ways in which these understandings have been achieved by focusing on the methods and practices of the field. Students will work with existing datasets to refine their skills with analysis, interpretation, and communication, and will propose novel experiments to address new research questions. Prerequisites: PSYC-246.

PSYC-346 Social Development (4 Credits)

This course examines the roots and outcomes of individual differences in one's emotions, personality, peer and parent relationships, sense of self, morality, and gender as discovered through developmental science. Emphasis is placed on understanding how researchers go about asking and answering social developmental questions related to these individual differences. Prerequisites: PSYC-246.

PSYC-347 Learning (4 Credits)

In this course students will re-examine and further explore the principles by which an organism's behavior changes as a result of experience, primarily the unconscious forms of learning that impact our behavior every day. The course focuses on the research that has led to our understanding of these phenomena and the application of these learning principles to intentional modification of human behavior, including their use in psychotherapy and Applied Behavior Analysis. Students develop skills that are critical to performing, understanding, and communicating about research in Psychology through hands-on experiments and analysis of pre-existing data sets. Prerequisites: PSYC-246.

PSYC-349 Advanced Seminar in Neuroscience (4 Credits)

This upper-division seminar is focused on reading and discussing primary literature in neuroscience. Students will develop a literature review and grant proposal to investigate a novel hypothesis related to a topic of their interest. Prerequisites: PSYC-200 and PSYC-246 and Neuroscience majors only or permission of the instructor. Students are encouraged to take this course during the junior year.

PSYC-350 Social Psychology (4 Credits)

In this course, students will learn about the scientific study of the way individuals think about, feel about, and act toward other people. We will emphasize the use of scientific method to address these topics, and to that end students will be expected to read primary research articles, and to conduct research projects in small groups over the course of the term. Topics will include aggression, conformity, altruism, stereotyping and relationships. Prerequisites: PSYC-246.

PSYC-352 Methods in Neuroscience (4 Credits)

Introduction to the primary methods used in neuroscience, from cellular/molecular methods to systems/behavioral neuroscience. Students will gain hands-on experience with select methods, including data collection, analysis, and interpretation. This course will be offered in J-term only. Prerequisites: PSYC-200 and PSYC-246. Permission of instructor. This is a required course for Neuroscience majors and an elective for Psychology majors. Neuroscience majors are encouraged to take this course during the junior year.

PSYC-380 Special Topics (4 Credits)

Consideration of topics of special interest. Topics may vary from year to year. Prerequisites: PSYC 246 or permission of instructor.

PSYC-382 Supervised Research (0-2 Credits)

Students will work in small teams to conduct research with faculty supervision. Students will engage with primary literature, discuss ethical situations in research, collect and analyze data, and communicate their findings via oral and poster presentations. May be repeated for credit, maximum of 6 credits, only 4 credits total of experiential learning (PSYC 382, PSYC 490, PSYC 385, internships) may count towards the PSYC major. (Credit-no credit only.) Cannot fulfill 300-level elective requirement. Prerequisites: Permission of instructor.

PSYC-385 Research Practicum (0-2 Credits)

Students will work directly with faculty on faculty supervised research projects. The faculty member and student will create an agreed upon plan for the type of research and outcomes of the project. This course does not count towards faculty teaching load. May be repeated for credit, maximum of 6 credits, only 4 credits total of experiential learning (PSYC 382, PSYC 490, PSYC 385, internships) may count towards the PSYC major. (Credit-no credit only.) Cannot fulfill 300-level elective requirement. Prerequisites: Permission of instructor.

PSYC-393 International Study Colloquium (3-4 Credits)

PSYC-399 Directed Study (1-2 Credits)

Prerequisites: 100 and permission of Department Chair and Instructor.

PSYC-400 Independent Study (1-2 Credits)

PSYC-405 Risk & Resilience (2 Credits)

The purpose of this class is to develop a deeper understanding of how the context of children's lives influences their development by studying how it occurs within developing countries as well as impoverished circumstances in our own country. Such study will enable us to better understand our own context as well as to respect and appreciate cultural differences. The class includes a service learning experience and prepares students for a study abroad experience during J-Term to Guatemala. Course is open only to students involved in the Guatemala Study Abroad Program. Prerequisites: PSYC-100 and permission of instructor. Minimum of junior standing.

PSYC-406 Childhood in Guatemala (2 Credits)

(G) This class examines psychological development, particularly factors impacting risk and resilience; in children and families in Guatemala. This course includes a 10-14 day trip to Guatemala where students will learn intensively about topics including education, trauma and violence, child labor, community risks and supports, cultural competence, and social responsibility. Prerequisites: PSYC-405 and permission of instructor. G suffix awarded after completion of PSYC-405 and PSYC-406. Minimum of junior status.

PSYC-412 Counseling Psychology (4 Credits)

Students will be introduced to clinical interventions for psychological concerns. We will discuss empirically supported psychological approaches to problems clients face, including motivational interviewing, psychodynamic, behavioral,

cognitive, and acceptance/mindfulness approaches. Part of this discussion will include the scientific foundations of these approaches and the manner in which their effectiveness is evaluated. Issues related to ethical practice and working with clients from a diversity of backgrounds will be emphasized. Students will begin to develop basic counseling skills necessary for a wide range of professional settings. Prerequisites: PSYC-100. Minimum of junior status.

PSYC-414 Psychology & Society (4 Credits)

This course is required for majors who completed SI in another major, and is an elective for students completing one of the four SI options in Psychology (Research, Clinical, Public Policy, or Off-Campus Research). During this course, we will start with a contemporary problem that emphasizes ethics and social responsibility and consider the role of psychology in understanding and addressing this problem. Prerequisites: PSYC-100. Permission of instructor. Minimum of junior status.

PSYC-415 Industrial-Organization Psychology (4 Credits)

This course provides a foundation for students interested in the psychology of the workplace; this includes Industrial Organizational (I/O) Psychology and the related areas of Human Resources and Management. Students will learn fundamental principles and theories and develop the skills to apply these ideas to address issues presented in case studies. These exercises give students the opportunity to develop critical thinking and explore the importance of leadership and workplace ethics. Prerequisites: PSYC-100. Minimum of junior status.

PSYC-416 Psychology & the Law (4 Credits)

This course will focus on a number of intersection points between psychology and the law. We will discuss biological, psychological, and environmental influences on law-breaking behavior. We will learn about the psychological processes at play during interactions between suspected criminals and victims, witnesses, and the police. Students will become familiar with the role of forensic psychologists in performing evaluations to inform decisions about sanity and competency to stand trial. Psychological processes inherent in the court system will be discussed. Discussions will include the impact of race on the behavior of accused persons, witnesses, police, judges, and jurors. We will also learn about psychological and psychiatric treatment for people convicted of crimes and some of the social and psychological influences on the law-making process. A particular emphasis of this course will be engagement with people in the Quad Cities who work for and with the legal system. Prerequisites: PSYC-100. Minimum of junior status.

PSYC-418 Drugs & Addiction (4 Credits)

Addiction is a public health crisis that poses challenges for afflicted individuals, family members, health care providers and policy-makers alike. In this course, we discuss the mechanisms by which drugs alter different brain structures and how those changes impact behavior. Students will evaluate the evidence for a variety of biological and environmental factors that impact the cycle of addiction and learn about different pharmacological and psychological therapies. Which therapies are most successful? Are there early interventions that we should endorse based on the evidence about risk factors for developing addiction? Is addiction a disease and how much control do individuals with addiction have over their actions? There are no easy answers to these questions. Students will read a variety of sources including scientific literature and personal memoirs to develop their understanding of these complex topics. Prerequisites: PSYC-100. Minimum of junior status.

PSYC-426 Cultural Psychology (4 Credits)

(PS,G) This course engages students in the scientific study of how culture shapes (and is shaped by) psychological functioning. Rather than just cataloging similarities and differences among cultures, students will learn how biological, social, and physical worlds interact to produce adaptive behavior among individuals and larger social groups. Prerequisite: PSYC-100 or Permission of instructor. Minimum of junior status.

PSYC-452 Senior Inquiry-Research (4 Credits)

(SI) Students conduct an independent, empirical research project on a topic of their choosing. Students cannot take this course if they have successfully passed one of the other three SI options (Clinical, Research, or Off-Campus Research), or if they completed an SI in another major in which case they will take Psychology and Social Issues. Prerequisites: PSYC-246 and Permission of Instructor. Minimum of junior status.

PSYC-454 Senior Inquiry-Public Policy (4 Credits)

(SI) Students apply the entire range of skills they have developed in completing the major to propose a solution to a public issue using relevant primary literature and other sources of information. Students cannot take this course if they have successfully passed one of the other three SI options (Clinical, Research, or Off-Campus Research), or if they completed an SI in another major in which case they will take Psychology and Social Issues. Prerequisites: PSYC-246 and Permission of Instructor. Minimum of junior status.

PSYC-458 Senior Inquiry-Clinical (4 Credits)

(SI) In this capstone course, students conduct a comprehensive review of research on a practical question related to a psychology-related community experience. This SI should be preceded by a pre-approved internship or volunteer placement, completed with 6 months of the beginning of the SI. The end result includes both a paper and a formal presentation. Students cannot take this course if they have successfully passed one of the other three SI options (Clinical, Research, or Off-Campus Research), or an SI in another major in which case they will take Psychology and Social Issues. Prerequisites: PSYC-246 and Permission of Instructor. Minimum of junior status.

PSYC-466 Off-Campus Research (4 Credits)

Advanced off-campus research experience in Psychology or Neuroscience to be completed in the summer following the junior year. Research experiences must be at least 8 weeks in duration, involve a fulltime commitment (i.e., approximately 40 hours per week), and be preapproved by the PSYC/NSCI program coordinators. Students cannot take this course if they have successfully passed one of the other three SI options (Clinical, Research, or Off-Campus Research), or an SI in another major in which case they will take Psychology and Social Issues. Prerequisites: PSYC-246 and Permission of Instructor. Minimum of junior status.

PSYC-480 Special Topics (2-4 Credits)

Consideration of topics of special interest to student and instructor. The topics may vary each year. Prerequisites: PSYC 246 or permission of instructor. Minimum of junior status.

PSYC-481 Honors in Psychology (0-2 Credits)

Students extend or improve upon research they completed in PSYC-452 (or other significant research) under supervision of a supervisory committee. Required of all students applying for honors in psychology. Prerequisites: Psychology major, completion of PSYC-452 or other significant research, and permission of instructor. Cannot fulfill 400-level elective requirement. Minimum of junior status.

PSYC-490 Clinical Experience (2 Credits)

Clinical experience is an experiential learning opportunity that allows students to apply their psychological knowledge and skills in the "real world." In the course, students work with an organization in the community throughout the term and engage in ongoing reflection related to their experiences. Through this experience students will build: an understanding of the nature and purpose of the organization including its role in the community, awareness of the knowledge, skills, and methods used by professionals within the field, application of principles learned through psychology coursework and experience, and insight into personal strengths, areas for growth, and career goals. Prerequisites: PSYC-100 and Permission of Instructor. Minimum of junior status.

PSYC-499 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject in the curriculum under a faculty member's direction.
Prerequisites: 100 and permission of department chair and instructor.

Public health course catalog

<https://www.augustana.edu/academics/areas-of-study/public-health>

2020-21

LENA HANN, Assistant Professor
B.A., Cornell College; M.P.H., Iowa; Ph.D. Illinois

REBECCA HEICK, Assistant Professor
B.A., Augustana; M.S., Western Illinois; Ph.D. Iowa

CAROLYN HOUGH, Associate Professor (Anthropology)
B.A., Knox; M.A., M.P.H., Ph.D., Iowa

DARA L. WEGMAN-GEEDEY, Professor (Biology), Chair
B.S., Mount Union; Ph.D., Delaware

Major in Public Health

32 credits, including PUBH 100, Statistics, PUBH 300, SOAN 324, PUBH 350, PUBH 450 (2 credits), PUBH 460 (2 credits), and 8 supporting course credits, at least 4 credits of which must be at the 300-400 level.

Minor in Public Health

20 credits, including PUBH 100; 2 of the following: PUBH 300, PUBH 350, SOAN 324; and 8 supporting course credits, at least 4 credits of which must be at the 300-400 level.

Supporting Courses

BIOL-343 Microbiology (4 credits)
CHEM-115 Introduction to Molecular Nutrition (PN, 4 credits)
COMM-250 Health Communication (4 credits)
COMM-405 Health Communication Campaigns (4 credits)
ECON-225 Health Economics (PS, 4 credits)
ENGL-295 Women, Health, in/and South Asian Literature (PH, G, 4 credits)
GEOG-273 Introduction to GIS (4 credits)
GEOG-274 Introduction to GIS with Social Science Applications (4 credits)
GEOG-325 Urban Planning and Environmental Justice (4 credits)
HIST-333 Disease and Health (4 credits)
PHIL-105 Life and Death (4 credits)
PHIL-312 Philosophy of Medicine (PH, 4 credits)
PSYC-130 Survivor Advocacy (2 credits)
PSYC-135 Bystander Intervention (2 credits)
PSYC-224 Psychological Disorders (4 credits)
PUBH-273 Reproductive Justice: Perspectives on Policies, Practices, and Public Health (PH, D, 4 credits)
PUBH-306 Sexuality and Health Education (4 credits)

PUBH-340 Community-Based Health Initiatives in Australia (4 credits)
PUBH-365 Professionalism in Public Health Practice (2 credits)
PUBH-380 Special Topics in Public Health (4 credits, may be taken more than once as topics change)
PUBH-399 Directed Study (1 credit, may be taken more than once with a different focus)
PUBH-400 Independent Study (1 credit, may be taken more than once with a different focus)
RELG-355 Medical Ethics (4 credits)
RELG-363 Sexual Ethics (4 credits)
SOAN-326 Social Gerontology (D, 4 credits)
WGSS-240 Gender and Sexuality (PH, D, 4 credits)

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Courses (PUBH)

PUBH-100 Introduction to Public Health (4 Credits)

(PS) This course introduces the interdisciplinary field and application of public health. Students will explore the social, political, and environmental determinants of health, and will be introduced to the institutions that shape health outcomes at the local, national, and global levels. This course will also help students understand how public health impacts the health of populations on a daily basis. Course activities will examine a diverse range of topics such as community health organizations, ethics in public health practice, maternal and child health, control of chronic and infectious disease, health through the lifespan, mental health, nutrition, and more. The course has no pre-requisites and is open only to first and second year students.

PUBH-100TR Public Health Elective (1-9 Credits)

PUBH-273 Reproductive Justice (4 Credits)

(PH,D) What is reproductive justice, and how is it different from reproductive rights and reproductive health? This immersive course will explore how gender, class, race, ability, sexual orientation, immigration status, criminalization status, and other multifaceted oppressions shape a person's ability to self-determine their reproductive destiny. Students will utilize readings, films, guest speakers, and field trips to understand the socioeconomic and political contexts in which reproduction is situated. Topics include intersectional, anti-racism, feminist, and critical public health perspectives on abortion, adoption, childbirth, contraception, health care, infertility, parenting, pregnancy, and sterilization.

PUBH-300 Epidemiology (4 Credits)

Epidemiology is the study of health-related events and conditions across populations of humans and/or animals (including infectious and chronic diseases, environmental events and conditions, and health related behaviors). Upon completion of the course, students will understand the basic concepts, methods, and terminology of epidemiology, and will be able to apply these concepts and methods to current public health issues. Course includes a weekly hands-on lab. Pre-requisites: PUBH-100 and Statistics (BUSN-211, MATH-315, PSYC-240 or SOC-230), and minimum of junior status. Permission of instructor only.

PUBH-306 Sexuality & Health Education (4 Credits)

Sexuality includes diverse values and behaviors that are influenced by history, culture, environments, and identities. Students will explore the many challenges and strategies involved in developing education initiatives to achieve sexual

and reproductive health. Topics include sexuality through the lifespan, gender identity, sexual orientation, sexually transmitted infections, pregnancy, contraception, sexual functioning, sexual violence, and sex work. An emphasis on community-based health education, sex positivity, and harm reduction perspectives encourage students to analyze complex public health issues that impact sexuality across diverse populations. Pre-requisite: PUBH-100 or Permission of Instructor.

PUBH-340 Community Health Initiatives Australia (4 Credits)

This service-learning study abroad course explores health disparities in Australia with a focus on Indigenous history and health, specifically the Aboriginal Stolen Generations. Students will examine social, political, and environmental determinants of health for Aboriginal and other populations in South Australia and New South Wales, Australia. Service-learning at Wami Kata Aboriginal Elder Care facility in Port Augusta, SA will help students synthesize public health concepts with community-based approaches to culturally competent care. Site visits, guest speakers, and exploration of local resources will provide immersion in South Australian culture. Pre-requisite: PUBH-100 or Permission of Instructor.

PUBH-350 Health Behavior & Promotion (4 Credits)

(PS) This course will highlight the role of health behavior in reducing the burden of diseases from preventable health conditions and improving health and wellness among communities and populations. Topics will include social and behavioral theories of health behavior change, community-based research methods and ethics, development of health promotion programs, and interventions and program planning frameworks. Team-based projects will result in health promotion proposals for the Augustana College community. Pre-requisite: PUBH-100 and minimum of junior status. Permission of instructor only.

PUBH-365 Professionalism in Public Health Practice (2 Credits)

This course introduces students to the core competencies for public health professionals, a set of skills required for public health practice, to help prepare for working in a variety of public health settings, including the internship required for the Public Health major SI sequence. Students will explore their unique interests within the field, examine how they apply to the essential services of public health, and describe how the liberal arts approach at Augustana College can prepare them for a future in public health practice. Multiple methods of instruction will include activities, readings, peer-led discussion, guest speakers, and site visits to examine the many ways public health is practiced in the QC community and beyond. Prerequisite: PUBH-100

PUBH-380 Special Topics in Public Health (4 Credits)

May be taken more than once as topics change. Each Special Topics course is an in-depth treatment of an area of study in Public Health. The topic will be announced for each offering. Prerequisite: PUBH-100 or Permission of Instructor.

PUBH-399 Directed Study (1-2 Credits)

PUBH-400 Independent Study (1-2 Credits)

PUBH-450 SI Sequence I (2 Credits)

Part 1 of the Senior Inquiry Sequence. This course expands the learning environment beyond the traditional classroom to an applied setting aligned with each student's public health career goals. You will explore the internship site's mission, outreach, and needs while working to promote the health and well-being of the population they serve. Ongoing analysis of relevant literature will help you ground your organization's work in public health research and practice. You will work with your preceptor(s) to identify and develop a plan for a deliverable that will benefit the organization's work and population served. See the "SI Sequence Handbook" for more details about the internship and Senior Inquiry process. Permission of instructor only.

PUBH-460 SI Sequence II (2 Credits)

Part 2 of the Senior Inquiry Sequence. PUBH 460 will provide students a culminating experience that synthesizes, integrates, and applies what they have learned through their PUBH coursework and internship. Students will conduct an applied research project based on their proposal developed during the SI internship. This project requires integrating evidence-based public health research methods, theories, and practice strategies and will result in a deliverable for the internship site, a final paper, and a professional presentation delivered during Augustana's Celebration of Learning student symposium. The project will be of interest to the student, relevant to public health practice, and useful to the internship site. Completion of this course after PUBH-450 will satisfy the SI requirement for the Public Health major. Prerequisites: PUBH-350 and PUBH-450. Permission of instructor only.

Religion course catalog

<https://www.augustana.edu/academics/areas-of-study/religion>

2020-21

KHALIL ANDANI, Assistant Professor of Religion

B.Math., University of Waterloo; M.Acc., University of Waterloo., MTS, Harvard Divinity School; Ph.D., Harvard University

DANIEL E. LEE, Marian Taft Cannon Professor in the Humanities

B.A., Concordia (Moorhead); M.A., M.Phil., Ph.D., Yale University

JASON MAHN, Associate Professor

B.A., Gustavus Adolphus; M.A., Luther Theological Seminary; Ph.D., Emory University

NIRMALA S. SALGADO, Professor, Chair

B.A., M.A., London; Ph.D., Northwestern University

ERIC C. STEWART, Associate Professor

B.A., Pacific Lutheran; M.A., Claremont; Ph.D., University of Notre Dame

MICHELLE WOLFF, Assistant Professor

B.A. Westmont; MTS Duke Divinity School; Ph.D., Duke University

Reasoned Examination of Faith (REF) Courses

All REF courses will include a critical examination into the ways in which faith and reason challenge and enrich each other through the academic study of Christianity, ethical theories, and worldviews. REF courses are 200-level courses with numbering up to and including RELG 214. The "reasoned examination of faith" constitutes one of Augustana's five faith commitments; sections of this course may focus on additional faith commitments. One or more significant writing projects builds on skills introduced in the First Year Inquiry program. Reasoned Examination of Faith (REF) courses are listed below. Honors 202: Reason will also count for the REF requirement. Barring exceptional circumstances, students may not take more than one course that qualifies as an REF course.

RELG-201 Christian Origins (4)

RELG-202 Jewish and Christian Scriptures (4)

RELG-203 Christian Ethics (4)

RELG-204 Christian Theology and Contemporary Issues (4)

RELG-205 American Christianities (4)

RELG-206 Radical Lutherans/Lutheran Radicals (4)

RELG-207 Jesus and Discipleship, Then and Now (4)
RELG-208 Literature and Theology (4)
RELG-209 Global Christianities (4)
RELG-210 Sages, Mystics, and Philosophers (4)
RELG-211 Religion and Film (4)
RELG-212 The Disciplined Life: Asceticism in Buddhism, Christianity and Hinduism (4)
RELG-213 Called to Work: Vocational Discernment from Theological and Practical Perspectives
RELG-214 Angels & Demons

Major in Religion

28 credits [not including the CT Courses (renamed as REF or Reasoned Examination of Faith)] beginning with 150 (4 credits) and culminating with 449 (2 credits) and 450 (2 credits). At least one course from each of the following three areas, with two additional courses from any of the religion course offerings; three of these five courses should be at the 300 level.

History and Theology: 270, 273, 370, 371, 373, 374

Ethics and Practice: 269, 355, 356, 357, 358, 359, 360, 361, 362, 363

Cross Cultural: 284, 285, 287, 384, 385, 386, 387

Minor in Religion

18 credits, including 150 (4 credits) and 449 (2 credits) and one course from each of the three categories specified above for the major (12 credits), one of which must be at the 300-level.

Minor in Ethics (Religion and Philosophy departments)

20 credits, including the following:

- Core courses: RELG 203; either PHIL 103 or PHIL 105; and PHIL 320
- Complementary courses: two of RELG 355, RELG 356, RELG 359, RELG 363, RELG 385, PHIL 122, PHIL 312, PHIL 320, PHIL 322, PHIL 324, PHIL 330.
- At least one complementary course must carry a RELG designation.
- A student may substitute RELG 357 and RELG 358 for one of the complementary courses listed above.

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Courses (RELG)

RELG-150 Encountering Religion (4 Credits)

(D) A comparative approach to the academic study of religion and religious phenomena with some focus on religions as lived in the Quad Cities area. Required of majors and minors, as well as for the Interreligious Leadership program.

RELG-199 Directed Study (1-2 Credits)

RELG-201 Christian Origins (4 Credits)

(REF) An examination of the origins of Christianity and its transformation from a Judean grassroots home-based religious movement to an official Roman political religion with special attention to the varieties of, and conflicts between, various movements dedicated to following Jesus.

RELG-202 Jewish & Christian Scriptures (4 Credits)

(REF) An introduction to the biblical texts of Judaism and Christianity, their origins, and history of interpretation in their initial contexts and key contexts in the history of their interpretation. Students will focus on the varieties of canons and the communities who use them, as well as the many ways in which these communities appeal to the authority of their scriptures.

RELG-203 Christian Ethics (4 Credits)

(REF) An examination of Christian and other perspectives on ethical decision-making and on issues such as sexual ethics, abortion, war and peace, and the environment.

RELG-204 Christian Theology (4 Credits)

(REF) An examination of primary Christian understandings of God, sin, salvation, suffering, and hope, with an eye to how they can address contemporary social issues, including environmental degradation, racism, sexism, consumerism, and violence.

RELG-205 American Christianities (4 Credits)

(REF) An exploration of Christianities in the United States and the ways in which Americans have put a distinctively "American" spin on their churches and faith. Special attention is given to the intersecting realities of race, gender, religion, and the struggle for inclusion and justice from the 1960s until today.

RELG-206 Radical Lutherans/Lutheran Radicals (4 Credits)

(REF) An examination of several Christians (such as Luther, Kierkegaard, Bonhoeffer, Soelle, or others) who root their thought in the Lutheran tradition while drawing on that tradition to work for social justice.

RELG-207 Jesus & Discipleship, Then & Now (4 Credits)

(REF) An examination of the historical Jesus and the Christ of Faith, with focus on the counter-cultural discipleship of early Christians and of contemporary Christians such as Catholic Workers and members of neo-monastic religious communities.

RELG-208 Literature & Theology (4 Credits)

(REF) An examination of the "existential" experiences of suffering, sin, doubt, faith, despair, and hope through the careful interpretation of fiction.

RELG-209 Global Christianities (4 Credits)

(REF) An exploration of Christianities throughout the world today including social, political and cultural factors that contribute to Christianity's shape in places outside of central Europe and North America. Students will pay particular attention to developments such as those involving the rise of Pentecostalism, Christianity as it encounters indigenous or other religions, migration, religious syncretism, or the shifting of Christianity to the Global South.

RELG-210 Sages, Mystics & Philosophers (4 Credits)

(REF) An introduction to monotheistic religions focused on Neoplatonic thought, comparative mysticism, and ascetic movements, considering also contemporary theological relevance.

RELG-211 Religion and Film (4 Credits)

(REF) A consideration of major themes in Religion (focusing especially on Christianity, Judaism, and Islam) using the study of film

RELG-212 The Disciplined Life (4 Credits)

(REF) The Disciplined Life: Asceticism in Buddhism, Christianity and Hinduism is a comparative study of the disciplined life focusing on asceticism in the religious traditions of Buddhism, Christianity, and Hinduism

RELG-213 Called to Work (4 Credits)

(REF) Students reflect on purposeful and meaningful work as understood through the Christian-Lutheran religious tradition, sociological studies on "emerging adulthood" and on the changing nature of the workplace, and new scholarship on "vocation" and "calling." Students participate in a number of reflective activities such as structured interviews, conversations with advisors, personality/strengths inventories, and one overnight vocation retreat when taught in J term. Students who are considering or reconsidering their career paths and majors may find this course especially helpful, although it is open to all sophomores and first-year students who have not yet fulfilled their "Reasoned Examination of Faith" (REF) requirement.

RELG-214 Angels and Demons (4 Credits)

(REF) The interactions of paganism and Christianity are examined through Greek and Latin literature of the 4th-5th centuries CE--from Diocletian's Great Persecution to the triumph and establishment of Christianity, including the momentous and controversial reigns of Constantine the Great and Julian the Apostate. Study of the encounter highlights tradition and innovation in literary genres, dialogue, and conflict in the relations between the two traditions. In the end, the establishment of Greco-Roman paganism and Christianity as twin poles in an ongoing tension continues to produce new ways of thinking about their relationship.

RELG-269 Judaism (4 Credits)

(PH) An examination of the historical development, contemporary expression, and geographical distribution of Jewish texts, rituals, and beliefs. Special attention will be given to contemporary Jewish ethics, to post-Shoah (post-Holocaust) theology, and to the intersection of religion and politics.

RELG-270 Luther: Life, Thought, Legacy (4 Credits)

(PP) An examination of Martin Luther and the Lutheran Reformation, both in terms of the late medieval church and as they influence contemporary understandings of church, vocation, God, grace, ethics, religious pluralism, and the common good.

RELG-273 Jesus of Nazareth (4 Credits)

(PP) An historical critical examination of the life and teachings of Jesus of Nazareth focusing primarily on the New Testament gospels and other early Christian texts, including examination of key ideas about/reconstructions of Jesus in scholarship and popular culture

RELG-284 Buddhism and Film (4 Credits)

(PH,G) Engaging with written texts, films, and contemplative practice, this course focuses on how Buddhist religious traditions address ethical and existential issues including questions about suffering, gender, sexuality, karma, life, and

death. Students will learn about different schools of Buddhism such as Theravada, Zen and Tibetan Buddhism, the controversy about the ordination of nuns, and issues pertaining to the representation of Buddhism through film. In this course, students will be expected to engage in mindfulness meditation practices.

RELG-285 Islam: An Introduction (4 Credits)

(PH,G) A scholarly critical examination of Islam's scriptures, rituals, history, and contemporary issues.

RELG-287 Religion & Philosophy of India (4 Credits)

(PP, G) An introduction to religions and philosophies originating in the Indian subcontinent, including traditions such as Hinduism, Buddhism and Jainism and a study of texts, devotional practices, and more modern developments such as the impact of colonialism and Gandhi's political activism.

RELG-299 Directed Study (1-2 Credits)

RELG-355 Medical Ethics (4 Credits)

(PH) An exploration of issues at the intersection of medicine and ethics, including allocation of scarce healthcare resources, health reform and financing of health care, advance directives and end-of-life decisions, cloning and other forms of artificial reproduction, CRISPR and gene editing, gene therapy and genetic enhancement, expressed consent and presumed consent in organ donation, and xenotransplantation. The course focuses particular attention of Jewish, Christian and Muslim perspectives on these issues.

RELG-356 Business Ethics (4 Credits)

(PH,G) Ethical issues pertaining to the business world and of the relationship between Christian ethical ideals and economic concerns, focusing particular attention on the ethics of globalization and its impact on marginalized populations in China, Mexico, Bangladesh, Ethiopia, Liberia and other countries, and on supplier codes of conduct and other measures that can be taken to ensure high ethical standards in business.

RELG-357 Gift of Simplicity I (2 Credits)

A course taught fall semester on campus to prepare students for the J-term experience in Montana. The course will combine (a) readings pertaining to the question of how the natural world and material possessions should be viewed and environmental issues such as preserving woodlands, with (b) a study of Native American culture with particular emphasis on the Confederated Salish and Kootenai Tribes.

RELG-358 Gift of Simplicity II (2 Credits)

(PH, D) The Montana J-term portion of the course with numerous site visits and special presentations related to the assigned readings covered in RELG357, including opportunities to interact with faculty and students at Salish-Kootenai College, a meeting with the members of the Confederated Salish and Kootenai Tribal Council, a visit to the historic Jesuit mission at St. Ignatius, a visit to the National Bison Range, and a presentation by a forester accompanied by a tour of land protected by a conservation easement.

RELG-359 Environmental Ethics (4 Credits)

(PH) A philosophical and theological examination of the moral relationship between human beings and non-human creatures and species, with attention to the ethical principles and religious worldviews through which the natural world might be preserved/sustained, and to the moral and religious status of earth and its inhabitants

RELG-360 Creator, Creation & Calling (4 Credits)

(PH) An examination of the relationship between God, the natural world, and human vocation as they intersect with scientific knowledge, ecological degradation and restoration, salvation, personal commitment, and countercultural communities such as Holden Village.

RELG-361 American Catholicism (4 Credits)

(PP,D) An examination of the history of the Catholic Church in the United States, with a special focus on issues of gender, ethnicity, social justice, and spiritual practices. Students will compare many ways that contemporary Catholics practice fidelity—from Catholic Workers to traditionalists.

RELG-362 Race, Ethnicity, Religion (4 Credits)

(PS,D) An investigation into how issues of race and ethnicity defined and were defined by religious persuasions in post-World War II America. Special consideration will be given to liberation theologies and strategies for reconciliation, restoration, and justice.

RELG-363 Sexual Ethics (4 Credits)

(PH) An exploration of conventions, morals, and practices pertaining to human sexuality from the perspective of religious ethics, i.e., a systematic and principled understanding of the good as articulated in religious traditions. Special attention will be given to teenage sexuality and the church, reproductive rights, and LGBTQ+ identities.

RELG-370 Suffering, Death & Hope (4 Credits)

(PH) A theological, existential, and practical investigation into the crisis of meaning brought about by radical suffering and how religious communities respond. Students analyze the Book of Job, contemporary debates about theodicy ("the problem of evil"), and various understandings of the afterlife.

RELG-371 Theological Investigations (4 Credits)

(PH) Exploration of Christian theology focused on revisiting traditional doctrines for contemporary communities.

RELG-373 Early Jesus Movements (4 Credits)

(PP, G) The Social World of Early Jesus Movements is a social analysis of early Christianity utilizing historical and social scientific approaches, emphasizing the emergence of early Jesus groups and their relations to their Jewish, Greek, Roman, North African, and Southwest Asian neighbors.

RELG-374 Gender and the Bible (4 Credits)

(PL) An examination of the concepts of masculinity and femininity as they are represented in the Bible and treated in popular and scholarly analysis of the Bible. The course pays special attention to how biblical authors and their interpreters draw upon, construct, reinforce, and challenge gender performances in ancient and modern contexts.

RELG-384 Buddhism and Film (4 Credits)

(PH,G) Engaging with written texts, films, and contemplative practice, this course focuses on how Buddhist religious traditions address ethical and existential issues including questions about suffering, gender, sexuality, karma, life, and death. Students will learn about different schools of Buddhism such as Theravada, Zen and Tibetan Buddhism, the controversy about the ordination of nuns, and issues pertaining to the representation of Buddhism through film. In this course, students will be expected to engage in mindfulness meditation practices.

RELG-385 Islamic Ethics in Literature (4 Credits)

(PL,G) An exploration of Islamic thought and cultures from a literary perspective. Works of fiction, hagiography, poetry, and personal narrative are used to examine ethical concerns.

RELG-386 Finding God in Early Islam (4 Credits)

(PP,G)After Muhammad: Finding God in Early Islam is an introduction to the key movements and figures in Islam's mystical traditions, making particular use of medieval contemplative writings. This class traces the formation of identities, sects, orders, traditions, and scholarly movements in Islam from the seventh century to today.

RELG-387 Religions of China and Japan (4 Credits)

(PL,G) An investigation of the beliefs of the religions of East Asia including Confucianism, Daoism, Shinto, and schools of East Asian Buddhism such as Pure Land and Zen, as expressed in religious texts and practices.

RELG-393 International Study Colloquium (3-4 Credits)

RELG-399 Directed Study (1-2 Credits)

An opportunity for students to study a particular subject under a faculty member's direction. Prerequisites: permission of instructor and department chair.

RELG-400 Independent Study (1-2 Credits)

Guided study and research in religion. Prerequisites: permission of instructor and department chair.

RELG-449 Theorizing Religion (2 Credits)

A multidisciplinary introduction to theories and methods for the academic study of religion. Required for majors and minors

RELG-450 Senior Inquiry (2 Credits)

A consideration of methodological approaches to religion as context for and to support the completion of the research, writing, and public presentation of the Senior Inquiry project. Prerequisites: RELG 150 and RELG 449.

RELG-480 Special Topics (4 Credits)

An in-depth study of special topics in the area of religious studies. May be taken twice for credit if course content is different.

RELG-499 Directed Study (1-2 Credits)

An opportunity for students to study a particular subject under a faculty member's direction. Prerequisites: permission of instructor and department chair.

Scandinavian Studies course catalog

<https://www.augustana.edu/academics/areas-of-study/scandinavian-studies>

2020-21

KIMBERLY LaPALM, Assistant Professor
B.A., Wisconsin (Madison); M.A., C.Phil., Ph.D., UCLA

MARK SAFSTROM, Associate Professor
B.A., North Park University; M.A., Ph.D., University of Washington

Major in Scandinavian Studies

28 credits, including 8 credits of language courses beyond SWED-102 (SWED-211, SWED-212, SWED-380; SCAN-201, SCAN-202, SCAN-320, SCAN-321, SCAN-401, SCAN-402); at least 4 credits of Scandinavian history (SCAN-250 or SCAN-350); and at least 4 credits of elective coursework (SCAN-240, SCAN-241, SCAN-242, SCAN-243, SCAN-250, SCAN-270, SCAN-271, SCAN-340, SCAN-341, SCAN-342, SCAN-350, SCAN-360, SCAN-361, SCAN-370, SCAN-371, SCAN-393, SCAN-470, SCAN-471, and RELG-270).

Remaining credits may be earned through language courses, elective courses, Senior Inquiry, or internship. At least 8 credits must be at the 300 or 400 level. A maximum of 12 credits of coursework taken overseas may count toward the major.

Minor in Scandinavian Studies

16 credits, including 4 credits of language courses beyond SWED-102 (SWED-211, SWED-212, SWED-380; SCAN-201, SCAN-202, SCAN-320, SCAN-321, SCAN-401, SCAN-402) and at least 4 credits of elective coursework (SCAN-240, SCAN-241, SCAN-242, SCAN-243, SCAN-250, SCAN-270, SCAN-271, SCAN-340, SCAN-341, SCAN-342, SCAN-350, SCAN-360, SCAN-361, SCAN-370, SCAN-371, SCAN-393, SCAN-470, SCAN-471, and RELG-270).

Remaining credits may be earned through language courses or elective courses. At least 4 credits must be at the 300 or 400 level. A maximum of 12 credits of coursework taken overseas may count toward the minor.

For an interdisciplinary minor related to Scandinavian Studies, see [Linguistics](#).

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Courses (SWED)

SWED-101 Elementary Swedish I (4 Credits)

Introduction to Swedish language. This is the FIRST course in the elementary Swedish language sequence. Includes study of the cultures of Scandinavia and an introduction to intercultural communication. Instruction is by immersion, emphasis is on basic skills: reading, writing, speaking, and aural comprehension. For students with no prior study of Swedish. No prerequisites.

SWED-102 Elementary Swedish II (4 Credits)

Continued study of Swedish language. This is the SECOND course in the elementary Swedish language sequence. Includes study of the cultures of Scandinavia and further development of intercultural communication skills. Instruction is by immersion, emphasis is on basic skills: reading, writing, speaking, and aural comprehension. Prerequisite: SWED 101 or permission of instructor.

SWED-211 Swedish Contemporary Society (4 Credits)

Practice in reading and writing Swedish at the intermediate level in a variety of genres, ranging from electronic correspondence to academic writing. Primary topics of discussion in this course include contemporary issues in Swedish society, Scandinavia, and the European Union. Authentic texts are drawn from television and online news sources. Taught in Swedish. Prerequisite: SWED 102 or consent of instructor. Non-sequential.

SWED-212 Swedish Translation (4 Credits)

Practice in translating Swedish texts in a variety of genres. Includes study of basic theory and methods of literary translation, including the relationship between language and culture, and broad questions of intercultural exchange. Culminates in a capstone translation portfolio. Taught in Swedish. Prerequisite: SWED 102 or consent of instructor. Non-sequential.

SWED-380 Special Topics in Swedish Studies (4 Credits)

Rotating topics in Swedish studies, including children's literature, film, history, masterpieces, music, and pop culture. The emphasis in this course is on close reading and analysis of authentic primary and secondary texts, such as novels and drama, in the target language. Taught in Swedish. Prerequisite: SWED 102 or consent of instructor. Non-sequential. Repeatable as topics change.

Courses (SCAN)

SCAN-101 Elementary Scandinavian I (4 Credits)

Introduction to Danish or Norwegian language. Credit may only be earned by transfer students who have completed coursework prior to enrolling at Augustana College, or through study abroad at a Scandinavian school. Permission of department chair and instructor required.

SCAN-102 Elementary Scandinavian II (4 Credits)

Continued study of elementary Danish or Norwegian language. Credit may only be earned by transfer students who have completed coursework prior to enrolling at Augustana College, or through study abroad at a Scandinavian school. Permission of department chair and instructor required.

SCAN-199 Directed Study (1-2 Credits)

Opportunities for students to study a particular subject under a faculty member's direction. Permission of department chair and instructor required.

SCAN-201 Intermediate Scandinavian I (4 Credits)

Intermediate study of Danish or Norwegian language. Credit may only be earned by transfer students who have completed coursework prior to enrolling at Augustana College, or through study abroad at a Scandinavian school. Permission of department chair and instructor required.

SCAN-202 Intermediate Scandinavian II (4 Credits)

Intermediate study of Danish or Norwegian language. Credit may only be earned by transfer students who have completed coursework prior to enrolling at Augustana College, or through study abroad at a Scandinavian school. Permission of department chair and instructor required.

SCAN-240 Fairy Tales & Folklore (4 Credits)

(PL) This course studies the history of storytelling and oral tradition in Northern European folk tales, folk songs, poems, music and legends, including the fairy tales of H.C. Andersen, Asbjørnsen & Moe, Lönnrot, and the Brothers Grimm. Counts toward the major and minor requirements for both German and Scandinavian Studies. Taught in English.

SCAN-241 Scandinavian Film (4 Credits)

(PA) An exploration of representative films from the Scandinavian cinematic repertoire, including works by Victor Sjöström, Carl Dreyer, Ingmar Bergman, Lars Von Trier, Lukas Moodysson and others. Taught in English.

SCAN-242 Crime Fiction (4 Credits)

(PH) This course studies representations of crime and justice in literature and film. The readings are primarily drawn from Nordic authors, and these works will also be considered within the broader arena of international crime fiction, and will discuss genre including the detective novel, police procedural, and thriller. Taught in English.

SCAN-243 Scandinavian Masters: Lit (4 Credits)

(PL) An in-depth study of the biography, corpus, and influence of a single Nordic author (or literary team). Students will develop an understanding and appreciation of the subject's life and works, applying critical and analytical skills to a range of works, including those of authors and artists who were influenced by the subject. Rotating topics; possible subjects include Hans Christian Andersen, Stieg Larsson, Astrid Lindgren, Henrik Ibsen, Tove Jansson, Sigrid Undset. Taught in English.

SCAN-250 Vikings to Volvos: (4 Credits)

(PP, G) Scandinavian History An introduction to the history, literature, and culture of Scandinavia and the Nordic region, from the Viking age (700s) until the modern era (iconically represented by the Volvo automobile). Includes discussion of Denmark, Faroe Islands, Finland, Iceland, Norway, and Sweden, as well as Svalbard and Greenland. Course material will address literature, the arts, cinema, indigenous cultures, and popular culture of the region. Taught in English.

SCAN-270 Literature in Scandinavia (4 Credits)

Reading, discussion, and writing about literature from various eras. Taught in Scandinavia as part of a summer or semester program. May be repeated with department approval as topics vary.

SCAN-271 Cultural Studies (4 Credits)

Investigation of cultural topics from various eras, using a variety of types of texts. Taught in Scandinavia as part of a summer or semester program. May be repeated with department approval as topics vary.

SCAN-299 Directed Study (1-2 Credits)

Opportunities for students to study a particular subject under a faculty member's direction. Permission of department chair and instructor required.

SCAN-320 Third Year Scandinavian I (4 Credits)

Intensive language instruction in Swedish, Danish, or Norwegian. Taught in Scandinavia as part of a summer or semester program. Credit may be earned by transfer students who have completed coursework prior to enrolling at Augustana College. Permission of department chair and instructor required.

SCAN-321 Third Year Scandinavian II (4 Credits)

Intensive language instruction in Swedish, Danish, or Norwegian. Taught in Scandinavia as part of a summer or semester program. Credit may be earned by transfer students who have completed coursework prior to enrolling at Augustana College. Permission of department chair and instructor required.

SCAN-340 Viking Sagas and Myths (4 Credits)

(PL) This course studies Old Norse and Medieval Scandinavian society through its crowning literary form, the saga. Readings include an array of genres, such as kings' sagas, family sagas, mythical-heroic sagas, and romances. This course will also explore the religion and philosophy of the pre-Christian Germanic peoples of Northern Europe. Taught in English.

SCAN-341 Arctic Narratives (4 Credits)

(PL) This course studies the Arctic, its peoples and cultures, as imagined in literature, art, history, media, and film. The course makes cross-cultural comparisons with accounts by indigenous people and Scandinavian, American, and European visitors to or settlers in the Arctic. This course includes emphasis on environmental, colonial, and social aspects from theoretical and historical perspectives. Counts toward the major and minor requirements for both German Studies and Scandinavian Studies. Taught in English.

SCAN-342 The Modern Breakthrough (4 Credits)

(PL) This course studies the Modern Breakthrough in Scandinavian literature and art in the late 19th century, including the cultural origins of the modernist boom that precipitated this cultural phenomenon. Emphasis will be placed on the continental influences of the Scandinavian Modernists, in particular the artist communities in Berlin, Paris, and Rome. Taught in English.

SCAN-350 Immigration History (4 Credits)

(PP, G) This course will study the history of the mass migration to North America from Europe in the 19th and 20th centuries, with special emphasis on Sweden and Scandinavia. Readings will include historical accounts, fictional novels, letters and memoirs, as well as visual art and community traditions. Course includes a culminating research project and experience working in the Swenson Swedish Immigration Research Center. Taught in English.

SCAN-360 Northern European Drama (4 Credits)

(PL) This course will explore the history of Scandinavian and Northern European drama and performance, from the medieval period, through the Golden Age, and up to contemporary drama. This course will situate Scandinavian artists within their broader European context to focus on shared performance traditions and developments in Northern Europe. Counts toward the major and minor requirements for both German Studies and Scandinavian Studies. Taught in English.

SCAN-361 Kierkegaard and the Self (4 Credits)

(PH) This course will feature readings from some of the major works by Søren Kierkegaard, as well as works by other Scandinavian authors who responded to him, such as fairy tales, novels, and films by Andersen, Ibsen, Strindberg, Lagerlöf, Bremer, and Bergman. This course will also focus on the philosophical and theological contexts out of which Kierkegaard's thought was formed, including German and continental influences within Idealism, Romanticism, Pietism, and Existentialism. A central theme throughout the course is the development of modern selfhood. Counts toward the major and minor requirements for both German Studies and Scandinavian Studies. Taught in English.

SCAN-370 Literature in Scandinavia (4 Credits)

Reading, discussion, and writing about literature from various eras. Taught in Scandinavia as part of a summer or semester program. May be repeated with department approval as topics vary.

SCAN-371 Cultural Studies (4 Credits)

Investigation of cultural topics from various eras, using a variety of types of texts. Taught in Scandinavia as part of a summer or semester program. May be repeated with department approval as topics vary.

SCAN-393 International Study Colloquium (3-4 Credits)

SCAN-399 Directed Study (1-2 Credits)

Opportunities for students to study a particular subject under a faculty member's direction. Permission of department chair and instructor required.

SCAN-400 Independent Study (1-2 Credits)

Independent study project dealing with some aspect of Scandinavian language, literature or culture.

SCAN-401 Fourth Year Scandinavian I (4 Credits)

Advanced instruction in Swedish language, or in Danish or Norwegian with permission of department chair and instructor. Credit for this course may be earned by transferring coursework from study abroad at a Scandinavian school.

SCAN-402 Fourth Year Scandinavian II (4 Credits)

Advanced instruction in Swedish language, or in Danish or Norwegian with permission of department chair and instructor. Credit for this course may be earned by transferring coursework from study abroad at a Scandinavian school.

SCAN-470 Literature in Scandinavia (4 Credits)

Reading, discussion, and writing about literature from various eras. Taught in Scandinavia as part of a summer or semester program. May be repeated with department approval as topics vary.

SCAN-471 Cultural Studies (4 Credits)

Investigation of cultural topics from various eras, using a variety of types of texts. Taught in Scandinavia as part of a summer or semester program. May be repeated with department approval as topics vary.

SCAN-490 Senior Inquiry (4 Credits)

Guided student investigation, writing and presentation of a major original research paper in Swedish. Taken at the end of the junior year or the beginning of the senior year. Prerequisites: declared Scandinavian major and junior or senior standing.

SCAN-499 Directed Study (1-2 Credits)

Opportunities for students to study a particular subject under a faculty member's direction. Permission of department chair and instructor required.

Sociology and Anthropology course catalog

<https://www.augustana.edu/academics/areas-of-study/sociology>

2020-21

PAUL CROLL, Associate Professor

B.A., Northwestern; Ph.D., Minnesota

CAROLYN HOUGH, Associate Professor, Chair

B.A., Knox; M.A. M.P.H., Ph.D., Iowa

ADAM KAUL, Associate Professor

B.A., Minnesota State–Moorhead; M.A., Northern Illinois; Ph.D., Durham

PETER KIVISTO, Professor, Richard A. Swanson Professor of Social Thought

B.A., Michigan; M.Div., Yale; M.A., Ph.D., New School for Social Research

FATIMA SATTAR, Assistant Professor

B.A., Aurora University; M.A., University of Chicago; M.A., Ph.D., Boston College

Major in Sociology and Anthropology (SOAN)

32 credits, including SOAN -101 (Introduction to Sociology), SOAN-102 (Introduction to Anthropology), 4 credits of mixed methodological training at the 200-Level, 4 credits of sociological and/or anthropological theory at the 300-level, SOAN-450 (Senior Inquiry Capstone), and at least 12 credits in electives from the department (at least 8 of these elective credits must be at the 300-level or higher).

Minor in Sociology and Anthropology (SOAN)

20 credits, including SOAN -101 (Introduction to Sociology) or SOAN-102 (Introduction to Anthropology), 4 credits of mixed methodological training at the 200-Level, 4 credits of sociological and/or anthropological theory at the 300-level, and at least 8 credits in electives from the department (at least 4 of these elective credits must be at the 300-level or higher).

Pre-Master of Social Work (MSW) Program

The Augustana College pre-MSW program is not a graduation major, so a major in another field must be completed if the student intends to graduate with a Bachelor of Arts degree. We recommend a major in Sociology and Anthropology because of the high number of required courses from this department for the pre-MSW program, although other majors could be completed in the pre-MSW program.

PRE-MSW TRACK RECOMMENDED COURSES:

1. SOAN-227 Social Statistics or equivalent from another department, e.g. PSYC-240 Statistics (4 credits)
2. SOAN-221 Inequality in America (4 credits)
3. SOAN-333 Refugees, Rights and Responsibilities (4 credits)
4. PSYC-100 Introduction to Psychology (4 credits)
5. 300-level elective in any of the following disciplines: Sociology and Anthropology; Psychology; Public Health; Non-Profit Leadership Development; Women, Gender and Sexuality Studies; or Education, through consultation with the pre-MSW advisor (4 credits)
6. CORE “experiential internship” in a social service organization, through consultation with a CORE career coach (1-3 credits)

The following experiential courses also are recommended and could satisfy the experiential internship requirement: PSYC-130 Victim Advocacy (2 credits); PSYC-135 Bystander Intervention (1 credit).

Grade-Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Courses (SOAN)

SOAN-101 Intro to Sociology (4 Credits)

(PS, D) A general introduction to society and culture, socially learned patterns of human behavior, formal and informal organization, collective behavior and social change. The course will also discuss how a social justice-orientation on structured inequalities is central to both sociology and anthropology.

SOAN-102 Intro to Anthropology (4 Credits)

(PS, G) A general introduction to society and culture, diverse cultural systems and groups of people from around the globe, and a holistic examination of the many parts of culture. Students will learn the tools, methods and key concepts anthropologists use to study humanity.

SOAN-199 Directed Study (1-2 Credits)

Opportunities for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and instructor.

SOAN-200TR SOAN Elective (1-12 Credits)

SOAN-201 Social Science Research Methods (4 Credits)

Introduction to a range of qualitative and quantitative methods. Students will gain practical skills in doing and understanding research. Methodological approaches covered include (but are not limited to) interviews, participant observation, ethnography, and survey research. The course also covers epistemology, a critical examination of each method, ethical issues, data analysis, and the interplay of data, methods, and theory. Prerequisite: SOAN-101 or SOAN-102.

SOAN-211 Qualitative Research Methods (2 Credits)

Introduction to a range of qualitative methods. Students will gain practical skills in doing and understanding research. Methodological approaches covered include (but are not limited to) interviews, participant observation, and ethnography. The course also covers epistemology, a critical examination of each method, ethical issues, data analysis, and the interplay of data, methods, and theory. Prerequisite: Permission of Instructor.

SOAN-212 Quantitative Research Methods (2 Credits)

Introduction to a range of quantitative methods. Students will gain practical skills in doing and understanding research. Methodological approaches covered include (but are not limited to) survey research. The course also covers epistemology, a critical examination of each method, ethical issues, data analysis, and the interplay of data, methods, and theory. Prerequisite: Permission of Instructor.

SOAN-221 Inequality in America (4 Credits)

(PP, D) Examination of class stratification, poverty, and inequity in American society will be covered. Students will be introduced to a range of contemporary and historical social problems, social welfare issues, and social policies affecting individuals, groups, families, children and elderly. Emphasis on class, gender and sex, and racial and ethnic inequalities.

SOAN-222 Popular Culture (4 Credits)

(PS,D) Critical study of selected examples of popular culture, including folklore, music, cinema, the internet and more. Emphasis on the relation between popular culture, ideology, gender identity and political-economic processes. (Offered in alternate years.)

SOAN-223 Marriage and Family (4 Credits)

(PS,D) Examination of the social and psychological factors that influence interpersonal relationships within the institution of the family and the processes by which self and personality are developed and maintained throughout the family life cycle, from its inception throughout dating and mate selection to its termination in separation, divorce or death.

SOAN-224 Consumption (4 Credits)

(PS, D) Critical examination of consumer culture including historical and contemporary features as analyzed by sociologists and related disciplines (anthropology, geography, history).

SOAN-225 Contemporary Social Issues (4 Credits)

(PS) Examination of contemporary social issues as analyzed from a variety of sociological perspectives. The course also considers Examination of contemporary social issues as analyzed from a variety of sociological perspectives.

SOAN-226 Ethnography (4 Credits)

(PS,G) This course investigates how anthropologists employ ethnographic research methods to generate knowledge about human populations far and near. We will explore a variety of issues and problems in the anthropological study of culture by reading and discussing ethnographies that depict communities in varied cultural, geographical, political and economic contexts.

SOAN-227 Social Statistics (4 Credits)

(Q) An introduction to descriptive and inferential statistics, including frequencies, sampling, hypothesis testing, bivariate analysis, regression and correlation. The course will also discuss the use of statistics in society and the media, with an emphasis on the critical evaluation of social statistics. Credit may not be earned for more than one of SOAN-227, PSYC-240, BUSN-211, COMM 380 and MATH-316.

SOAN-228 Bystander Intervention (1 Credits)

This course addresses gender-based violence in our society, introduces students to bystander intervention approaches, and prepares students to provide bystander intervention education to college and high school students. Prerequisite: permission of instructor.

SOAN-229 Social Dynamics of the Marriage Relation (1 Credits)

Interpersonal relationships during courtship and marriage. Offered pass-no credit only.

SOAN-231 Culture Through Film (4 Credits)

(PS,G) In this course we will use film to explore other cultures and some of the common issues people face globally. Our primary focus will be on documentary and ethnographic films, but we will also consider commercial and narrative films. We will look at both Western and non-Western societies as well as cross-cultural encounters, and we will look at both Western and non-Western film traditions. We will explore topics like representation, point of view, bias, and ethnocentrism in film narratives and framing.

SOAN-299 Directed Study (1-2 Credits)

Opportunities for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and instructor.

SOAN-301 Social Theory (4 Credits)

A systematic introduction to sociological theory, focusing on the intellectual and socio-political factors that shaped the thought of classic and contemporary social theorists and on the logics and rhetorics employed by thinkers attempting to comprehend the complexities of the social world. Classic theorists treated may include Marx, Durkheim, Simmel, Weber, and DuBois while among contemporary theorists Parsons, Bell, Goffman, Giddens, Bourdieu, Baudrillard and Habermas may be examined. Prerequisite: SOAN 101 or permission of instructor.

SOAN-302 Anthropological Theory (4 Credits)

A systematic introduction to anthropological theory, focusing on the development of thought within the discipline; changing perspectives on relationships between culture and nature, agency and structure, self and other; as well as contemporary debates on ethnographic authority, globalized identities and the meaningful application of anthropological knowledge. Prerequisite: SOAN 102 or permission of instructor.

SOAN-311 Special Topics in SOAN Theory (2 Credits)

A 2-credit theory course focused on a particular theoretical tradition within sociology or anthropology. Prerequisite: SOAN 101 or 102 or permission of instructor.

SOAN-321 Native North America (4 Credits)

(PS, D) Survey on the indigenous peoples and cultures of North America, with special emphasis on cultural geography, subsistence patterns, the ethnohistory of various indigenous peoples, and contemporary issues and problems in Native America. (Offered in alternate years.) Prerequisite: SOAN 101 or 102 or permission of instructor.

SOAN-322 Anthropology of Latin America (4 Credits)

(PS, G) This course is an ethnographic exploration of the political and cultural history, social institutions, and peoples and cultures of contemporary Latin America. Particular consideration will be given to the legacies of colonialism and imperialism and the impacts of globalization, as we examine the rich and problematic cultural heritage and profound interconnectedness of the Americas, including the United States. Special attention will also be paid to the select themes of identity, belonging, and transnational migration as we navigate the complicated geography and blurred lines of race, gender, sex, and class that define this region. Prerequisite: SOAN 101 or 102 or permission of instructor.

SOAN-323 Population Problems (4 Credits)

(PS,G) A general introduction to population issues, problems and policies; population theories; elements of population structure and change; mortality, fertility, migration; and the demographic, social and economic consequences of current population shifts. Prerequisite: SOAN 101 or 102 or permission of instructor.

SOAN-324 Anthropology of Global Health (4 Credits)

(PS, G) Global health refers to health care systems, medical practices, and ideas about illness in cross-cultural contexts as well as issues of health development and global health inequities. This course will focus on key political, economic and sociocultural factors associated with the scope and magnitude of global health issues such as HIV/AIDS, tuberculosis, malaria and maternal health, with particular attention to how inequalities within and between populations shapes them in fundamental ways. We will also examine anthropology's contributions to global health knowledge, debates and practice. Prerequisite: SOAN 101, SOAN 102 or PUBH 100 or permission of instructor.

SOAN-325 Global Connections (4 Credits)

(G) This course turns a critical anthropological lens onto the complex and increasingly interconnected interactions between societies and cultures, something that is often called globalization. In particular, we will examine the legacy of colonialism, the rise and fall of nationalism(s), migration, intercultural interactions, commodification and the ruins of late capitalism, the fate of local communities within global economic and political systems, and tourism as a powerful mechanism of globalization. Prerequisite: SOAN 101 or 102 or permission of instructor.

SOAN-326 Social Gerontology (4 Credits)

(D) An examination of aging in human societies, comparing aging in the United States with the experiences of other nations. The course will consider issues associated with population change, income and employment, retirement, health and the family. Policy programs will be examined as well as projections of likely patterns of social change. (Offered in alternate years.) Prerequisite: SOAN 101 or 102 or permission of instructor.

SOAN-327 Gender in Society (4 Credits)

(PS,D) Examination of gender at the individual, interpersonal and socio-structural levels. Meanings of masculine and feminine and gender relations and corresponding responses of organizations and institutions are addressed through both women's and men's studies perspectives. The gender binary is critically examined to better understand gender non-conforming, trans, gender fluid, gender queer, men, and women. Prerequisite: SOAN 101 or 102 or permission of instructor.

SOAN-328 Feminist Anthropology (4 Credits)

(PS,G) This course explores the history and contemporary practice of feminist anthropology. We will investigate how the inclusion of women, as ethnographic subjects and researchers, has influenced the production of anthropological knowledge and our cross-cultural understandings of race, gender, kinship, class, and sexuality. We will read key texts that highlight anthropological debates about women and culture, race, and gender, as well as contemporary feminist ethnographies. Prerequisite: SOAN 101 or 102 or permission of instructor.

SOAN-329 American Race & Ethnic Relations (4 Credits)

(D) American Race & Ethnic Relations. An overview of major sociological interpretations of the nature of ethnicity and ethnic relations; socio-historical analyses of the major racial and ethnic minorities in the United States; Native American, African, Latinx, Asian and European origin groups; an assessment of the role of race in American society; an exploration of the future significance of race and ethnicity. Prerequisite: SOAN 101 or 102 or permission of instructor.

SOAN-330 Social Movements (4 Credits)

(PH,D) An investigation into the social science of social movements. Includes an overview of social movement strategies and tactics, a range of theoretical perspectives, growth and prospects for success, and social psychological dimensions of social movement activism. Prerequisite: SOAN 101 or 102 or permission of instructor.

SOAN-331 Self & Society (4 Credits)

An introduction to the sociological study of the self, including inquiry into the relevance of philosophers and social psychologists to a distinctly sociological approach to the self, with particular attention to the symbolic interactionist tradition and the sociology of emotions. Prerequisite: SOAN 101 or 102 or permission of instructor.

SOAN-333 Refugees,Rights,Responsibilities (4 Credits)

(PS,G) This seminar will explore the refugee experience from forced migration and displacement globally, to local resettlement. Students will examine: causes and consequences of displacement; international, state, and local responses to refugee situations; and refugee resettlement, with a special emphasis on the U.S. response to refugees and refugees' rights and global responsibilities. Prerequisite: SOAN 101 or 102 or permission of instructor.

SOAN-334 Immigrants: Beyond Borders (4 Credits)

(PS,D) An exploration of the dynamics and impacts of global migration, past and present. The course examines this complex and often contested phenomenon, focusing on the forces that promote movement from one nation to another, the factors that contribute to or deter the integration of immigrants into the receiving society, and the role of the state and other actors in controlling migratory flows and defining incorporation regimes. Prerequisite: SOAN 101 or 102 or permission of instructor.

SOAN-335 Citizenship (4 Credits)

(PS) A systematic inquiry to introduce the major thematic approaches to citizenship studies: inclusion, erosion, withdrawal and expansion. Exploration of the relationship between democracy and capitalism, and analysis of the significance of an emerging global human rights regime. Prerequisite: SOAN 101 or 102 or permission of instructor.

SOAN-336 Anthropology of Art (4 Credits)

(PS,G) This course holistically examines human artistic expression. Students will learn about how creativity sparked human evolution, and what the archaeological record can tell us about various artforms. We will examine oral traditions through folklore and ethnomusicology, and we will look at contemporary global problems in relation to the arts. Specifically, we will look at the ways in which the intersection of modern capitalism and indigenous arts traditions have empowered or exploited artists in various contexts. In this way, the course will take a 4-fields approach to anthropology by studying human evolution, archaeology, linguistics and oral traditions, and sociocultural anthropology. Prerequisite: SOAN 101 or 102 or permission of instructor.

SOAN-338 Sociology of Religion (4 Credits)

(PH) An inquiry into the social structure and institutional characteristics of religion, including an examination of the relationship of religion to other structures and institutions; an analysis of the individual and social functions of religion. (Offered in alternate years.) Prerequisite: SOAN 101 or 102 or permission of instructor.

SOAN-339 Welfare Policy (4 Credits)

Front-Line Welfare, Policy, & Justice (PH,D) This experiential learning course will bring students into the community by introducing them to local non-profit and state social service/welfare organizations. Students will learn how various organizations on the "front-line" do the work of welfare provision, poverty alleviation, immigrant incorporation, and social justice rights work for marginalized populations. In addition to critically examining front-line service challenges and issues of justice, power, and control, students will engage in service learning to learn about practical issues, first-hand. Prerequisite: SOAN 101 or 102 or permission of instructor.

SOAN-340 Environmental Sociology (4 Credits)

(PS,D) Interactive seminar designed to introduce environmental sociology, broadly defined. Theoretical perspectives and debates within this interdisciplinary foreground an analysis of thematic areas: climate change, food and agriculture, environmental activism, and others. Prerequisite: SOAN 101 or 102 or permission of instructor.

SOAN-341 Crime and Society (4 Credits)

(PS) An examination of the forms, distributions and causes of criminal behavior in contemporary American society; an analysis of the criminal justice system; discussion about policies concerning issues such as the death penalty, the insanity defense, plea bargaining and gun control. Prerequisite: SOAN 101 or 102 or permission of instructor.

SOAN-342 Sociology of Education (4 Credits)

(PS, D) An overview of the study of education from a sociological perspective. Topics will include the purpose of the educational system, the goals and benefits of the educational system, how school experiences vary for different groups in society, how social characteristics such as age, race, class, gender, and disability affect the educational experience, and how educational systems are similar and different across the globe. Prerequisite: SOAN 101 or 102 or permission of instructor.

SOAN-380 Special Topics Seminar (4 Credits)

Treatment in-depth of a topic of sociological interest not offered in the general curriculum. Topic announced for each offering. Prerequisite: SOAN 101 or 102 or permission of instructor. Students may take more than one special topics seminar

SOAN-393 International Study Colloquium (3-4 Credits)

SOAN-399 Directed Study (1-2 Credits)

Opportunities for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and instructor.

SOAN-400 Independent Study (1-2 Credits)

Prerequisite: permission of instructor, agreement on topic and schedule of appointments

SOAN-450 Senior Inquiry/Capstone (4 Credits)

Students will develop and complete an independent research project. The topic of each SI will be determined in collaboration with the instructor. Projects may include original primary research and/or secondary research using qualitative methods, quantitative methods, or a mixed-methods approach. Students will communicate why the project is meaningful and impactful via a reflective component. The project will be reflective of one or more of (a) the nature of knowledge and inquiry; (b) self-awareness and connection with others; (c) the relationship of individuals to a community. This will be demonstrated through appropriate forms of reflection on learning.

SOAN-499 Directed Study (1-2 Credits)

Opportunities for students to study a particular subject under a faculty member's direction. Prerequisite: permission of department chair and instructor.

Spanish course catalog

<https://www.augustana.edu/academics/areas-of-study/spanish>

2020-21

ANA BORDERIA-GARCIA, Associate Professor

B.A., Valencia; M.A., Ph.D., Iowa

AMERICA COLMENARES, Adjunct Instructor of Spanish

B.A., Augustana College; M.A., Kansas

MEGAN HAVARD ROCKWELL, Associate Professor

B.A., Texas; M.A., Ph.D., Washington University, St. Louis

OLESKI MIRANDA NAVARRO, Visiting Assistant Professor

B.A. Zulia (Maracaibo, Venezuela); M.A., Chile (Santiago); Ph.D. Edinburgh

JENNIFER HEACOCK-RENAUD, Continuing Lecturer

B.A., M.A., Ph.D. Iowa

JEFFREY RENAUD., Assistant Professor

B.A., M.A., Ph.D., Iowa

SAMANTA ECHEVARRIA SCHMELZER, Part-Time Instructor

B.S. ITESM (Queretaro); M.A., Western Illinois

JEANNETH VAZQUEZ, Professor

B.A., Central del Ecuador; M.A., Ph.D., Ohio State

Major in Spanish

32 credits, including SPAN-301 and SPAN-302; one peninsular culture course (SPAN-341 or SPAN-342); one Latin American culture course (SPAN-343 or SPAN-344); one linguistics course (SPAN-330 or SPAN-331); one 300-level literature course (SPAN-351, SPAN-352, SPAN-353, or SPAN-354); 4 elective credits at 202 or above; and SPAN-490, a Senior Inquiry project both written and presented in Spanish. Participation in an International Studies Program in Spanish is highly recommended for all Spanish majors.

Major in Spanish for Professional Use

30 credits, including SPAN-301 and SPAN-302; one course in professional Spanish (SPAN-318 or SPAN-319); one peninsular culture course (SPAN-341 or SPAN-342); one Latin American culture course (SPAN-343 or SPAN-344); one linguistics course (SPAN-330 or SPAN-331); one 300-level literature course (SPAN-351, SPAN-352, SPAN-353, or SPAN-354); and 2 elective credits at 202 or above. The Senior Inquiry is completed within the department of the paired professional major.

Only students already accepted to a pre-professional program may apply for the Spanish for Professional Use major. These programs include Accounting, Biology, Business, Communication Sciences & Disorders, International Business and a variety of pre-health advising tracks. Contact the department with eligibility questions. Participation in an International Studies Program in Spanish is highly recommended for all Spanish majors.

Major for Teaching Spanish

34 credits, including SPAN-301, SPAN-302, SPAN-311; one peninsular culture course (SPAN-341 or SPAN-342); one Latin American culture course (SPAN-343 or SPAN-344); one linguistics course (SPAN-330 or SPAN-331); one 300-level literature course (SPAN-351, SPAN-352, SPAN-353, or SPAN-354); 4 elective credits at 202 or above; and SPAN-490, a Senior Inquiry project both written and presented in Spanish. Students are required to complete a study abroad program that focuses on study of Spanish language and culture. Please consult the Education Department for additional requirements.

Minor in Spanish

18 credits, including SPAN-301, SPAN-302, one peninsular culture course (SPAN-341 or SPAN-342), one Latin American culture course (SPAN-343 or SPAN-344), and 2 elective credits at 202 or above.

For interdisciplinary minors related to Spanish, see [Latin American Studies](#) and [Linguistics](#).

For additional courses, see [Spanish in the Andes Summer Program](#).

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Courses (SPAN)

SPAN-100 First Year Spanish Refresher (2 Credits)

For students placed in 102 by Spanish placement test. These students may, with consent of the department, register for 100 and attend a 101 class (they cannot take 101), then continue with 102-103. Prerequisite: placement in 102 and consent of the department.

SPAN-101 First Year Spanish I (4 Credits)

Introduction to Spanish language, both written and spoken. Includes study of the cultures of Spanish-speaking countries and an introduction to intercultural communication. No previous knowledge of Spanish is assumed. Students are immersed in a Spanish-only classroom in which instruction is given (almost) exclusively in Spanish.

SPAN-102 First Year Spanish II (4 Credits)

Continued study of Spanish language, both written and spoken. Includes study of the cultures of Spanish-speaking countries and further development of intercultural communication skills. Students are immersed in a Spanish-only classroom in which instruction is given (almost) exclusively in Spanish. Prerequisite: [language] 100, 101 or placement.

SPAN-199 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisites: permission of department chair and instructor.

SPAN-200 AP Spanish Lit (4 Credits)

SPAN-200AP AP Spanish Language (4 Credits)

SPAN-201 Second Year Spanish I (4 Credits)

This third course in the Spanish language sequence reinforces skills from SPAN-102 with additional emphasis on reading, composition and conversation in Spanish. Students explore the cultures and people of the Spanish-speaking world in greater depth. Students are immersed in a Spanish-only classroom in which instruction is given exclusively in Spanish and students are expected to exclusively use Spanish in return. Prerequisite: SPAN-102 or equivalent.

SPAN-202 Second Year Spanish II (4 Credits)

(D) This fourth and final course in the Spanish language sequence reinforces reading, composition and conversation skills from SPAN-201. Students explore the cultures and people of the Spanish-speaking world in greater depth, with specific emphasis on U.S. Latino/Chicano literature, including reading a memoir in Spanish. Students are immersed in a Spanish-only classroom in which instruction is given exclusively in Spanish and students are expected to exclusively use Spanish in return. Prerequisite: SPAN-201 or equivalent.

SPAN-210 Accelerated Intermediate Spanish (4 Credits)

This intensive-accelerated course reinforces reading, composition and conversation skills developed in SPAN-201 and SPAN-202, with specific emphasis on preparation for the advanced courses. Students explore the cultures and people of the Spanish-speaking world in greater depth, including U.S. Latino/Chicano cultures. Students are immersed in a Spanish-only classroom in which instruction is given exclusively in Spanish and students are expected to exclusively use Spanish in return. Designed for students who transfer credit for SPAN-202 but place below SPAN-301/302, or students who excel in SPAN-102 with the recommendation and permission of the instructors.

SPAN-299 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisites: permission of department chair and instructor.

SPAN-301 Spanish Composition & Conversation (4 Credits)

Students develop writing techniques in Spanish by analyzing authentic texts from varying genres then employing these techniques in their own written work: a fictional narrative and a final persuasive essay.

SPAN-302 Intro to Hispanic Literature (4 Credits)

Introduction to Hispanic Literature prepares students to read and analyze texts in Spanish from a variety of genres, historical moments, and cultural contexts in the Spanish-speaking world. The course focuses on developing reading skills, learning terms and processes of literary interpretation, and cultivating one's own critical voice through analytical writing. This course prepares students for deeper study of literature and other cultural artifacts in subsequent upper-level courses. Prerequisite: 202 or equivalent.

SPAN-310 Conversational Spanish (2 Credits)

Spanish conversation designed to develop oral proficiency, working on grammatical competence, vocabulary, pronunciation and fluency of speech, and cross-cultural communication. Conversations will revolve around authentic video materials that students will be responsible of viewing outside of class and contemporary news from Spanish speaking countries. These texts will expose students to different features of conversational Spanish and culture. May be repeated for up to 4 credits. Prerequisite: 202 or placement equivalent of 301.

SPAN-311 Advanced Spanish Grammar (2 Credits)

Intensive study and practice of Spanish language structure, concentrating on the aspects that cause more difficulty for students to move to the advanced level, such as accurate past tense formation and choice of aspect, hypothetical speech, reported or indirect speech, and constructing arguments in all subjunctive tenses. Contrast between English and Spanish structures are taught and practiced explicitly. Prerequisites: one course from 341, 342, 343 or 344 or permission of instructor. Required for teaching majors.

SPAN-318 Spanish for Business Professionals (4 Credits)

This course provides specialized instruction in Spanish for students pursuing careers in business fields. Students study vocabulary and grammatical topics necessary to prepare a résumé, to contact potential employers, to interview for jobs in Spanish, and to encounter differing business customs throughout the Spanish-speaking world. SPAN-318 or SPAN-319 required for Professional Use majors. Prerequisite: 301 and 302.

SPAN-319 Spanish for Healthcare Professionals (4 Credits)

This course provides specialized instruction in Spanish for those students pursuing careers in the health sciences (including speech pathology and language development). Its intent, in part, is to problematize and address the growing need for multilingual and multicultural health professionals in an increasingly inclusive United States. To achieve this goal, students will explore the public health issues facing citizens of the Spanish-speaking world. Students will study- in Spanish- the vocabulary, grammar, sociocultural components and medical information necessary to accomplish this. While grammar is not the principal focus of this course, students will review and practice those linguistic aspects of Spanish most relevant to the realization of activities that further the above goals: e.g., asking questions, narrating in the past, deferential forms of address, domain-specific vocabulary. SPAN-318 or SPAN-319 required for Professional Use majors. Prerequisite: SPAN-301 and SPAN-302.

SPAN-330 Introduction to Hispanic Linguistics (4 Credits)

Students are introduced to linguistics, the scientific study of human language, and explore its facets mostly through the lens of the Spanish language. Specifically, students examine such questions as: what does it mean to know (a) language?; what kinds of systematic knowledge are represented in the mind of a speaker?; and how is this knowledge stored cognitively? Based on the answers to these questions, students study proposed models of human language. The main goal of this course is to allow students to discover a new way of thinking about language based on analyses of the sounds (phonetics), the sound system (phonology), and the order (syntax) and structure (morphology) of words of Spanish, at times compared with English. Students will learn to think like a linguist in order to arrive at hypotheses about the nature of linguistic knowledge. Prerequisite: SPAN-301 and SPAN-302. Required for Spanish Teaching majors.

SPAN-331 Spanish Phonetics & Phonology (4 Credits)

This course introduces the fundamental concepts of linguistics and, specifically, phonetics and phonology as they relate to Spanish. Linguistics is the scientific study of human language; when linguists analyze language(s), they seek answers to such questions as: what does it mean to know a language?; what kinds of systematic knowledge are represented in the mind of a speaker?; and how is this knowledge stored cognitively? Based on the answers to these questions, linguists propose models of human language. The goals of this course are to learn a new way of thinking about language and to answer the above questions based on students' analysis of the sounds (phonetics) and the sound system (phonology) of Spanish, at times compared with English. In a broader sense, students will learn to think like a linguist in order to arrive at hypotheses about the nature of phonological knowledge. Prerequisites: SPAN-301 and SPAN-302.

SPAN-341 Culture of Spain I (4 Credits)

(PP, G) The course gives an overview of the history and culture of Spain from antiquity to the early modern era. Students go beyond the memorization of historical facts, synthesizing information so as to observe changes in the ideological, political, and artistic landscape across millennia. Secondary readings are complemented by study of authentic cultural artifacts and historical documents, especially of canonical literary texts that exemplify the trends identified in class discussions. Prerequisites: 301 and 302.

SPAN-342 Culture of Spain II (4 Credits)

(PP, G) The course gives an overview of the history and culture of Spain from 1700 to the present. Students go beyond the memorization of historical facts, synthesizing information so as to observe changes in the ideological, political, and artistic landscape across several centuries. Secondary readings are complemented by study of authentic cultural artifacts and historical documents. Prerequisites: 301 and 302.

SPAN-343 Latin/o American Culture (4 Credits)

(PP,G) Latin/o American Contemporary Culture I. The origin and development of Latin/o American cultures from the Indigenous Period through the Colonial Period (1800s). Students go beyond the memorization of historical facts, synthesizing information so as to observe changes in the ideological, political, and artistic landscape. Secondary readings are complemented by study of authentic cultural artifacts and historical documents, especially of canonical literary texts that exemplify the trends identified in class discussions. Prerequisites: 301 and 302.

SPAN-344 Latin/o American Culture II (4 Credits)

(PP,G) Spanish-American Culture and Civilization II. The origin and development of Spanish-American culture and civilization from Independence to the present. Students go beyond the memorization of historical facts, synthesizing information so as to observe changes in the ideological, political, and artistic landscape across several centuries and countries. Secondary readings are complemented by study of authentic cultural artifacts and historical documents. Prerequisites: 301 and 302.

SPAN-351 Literature of Spain I (4 Credits)

(PL) Representative movements and works from the Medieval period through the Golden Age. Students make interdisciplinary connections to the literature of Spain through art, music, film, and build their Spanish language proficiency through critical thinking and analytical writing. Prerequisite: 341 or 342, or instructor permission. (Offered in alternate years.)

SPAN-352 Literature of Spain II (4 Credits)

(PL) Representative movements and works from 18th century to the present. Students make interdisciplinary connections to the literature of Spain through art, music, film, and build their Spanish language proficiency through critical thinking and analytical writing. Prerequisite: 341 or 342, or instructor permission. (Offered in alternate years.)

SPAN-353 Latin/o American Literature (4 Credits)

(PL, G) Representative works of Spanish-American authors from discovery through modernism. Students make interdisciplinary connections to the literature of Latin American countries through art, music, film, and make thematic connections between texts of various genres and historical periods. Students continue to develop language proficiency across a full range of language skills, with special attention on language used in critical thinking and analytical writing. Prerequisite: SPAN-343 or SPAN-344, or instructor permission. (Offered in alternate years.)

SPAN-354 Latin/o American Literature II (4 Credits)

(PL) Representative works in Latin/o American contemporary literature from modernism through the present. Students make interdisciplinary connections to the literature of Latin American countries through art, music, film, and make thematic connections between texts of various genres and historical periods. They build their Spanish language proficiency through critical thinking and analytical writing. Prerequisite: 343 or 344, or instructor permission. (Offered in alternate years.)

SPAN-380 Topics in Spanish Studies (4 Credits)

An in depth exploration of specific topics in Peninsular or Latin American cultural studies, or Spanish linguistics as selected by the instructor. Topics will vary by instructor. May be repeated for credit with permission of instructor when the topics are different.

SPAN-393 International Study Colloquium (3-4 Credits)

SPAN-399 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisites: permission of department chair and instructor.

SPAN-400 Independent Study (1-2 Credits)

Research project in Spanish language literature or civilization for departmental or divisional language majors. Prerequisite: consent of department chair.

SPAN-480 Topics in Spanish Literature (4 Credits)

(PL). An in-depth exploration of specific topics in Peninsular or Latin American literature. Topics will vary by instructor. May be repeated for credit with permission of instructor when the topics are different.

SPAN-490 Senior Inquiry in Spanish (4 Credits)

(SI) This course is designed to assist and supervise Spanish majors as they develop, research, and write a capstone essay on a topic of their choice. Students will select research topics, conduct in depth research, and approach writing as a multi-step process as they work towards the production of an original research paper in Spanish. The class will also act as a forum in which students can share their experiences, work collaboratively towards common goals, and reflect upon their current research as well as their academic experience within the Spanish major. The course is taken at the end of the junior year or at the beginning of the senior year. Prerequisites: declared Spanish major and junior or senior standing.

SPAN-499 Directed Study (1-2 Credits)

Opportunity for students to study a particular subject under a faculty member's direction. Prerequisites: permission of department chair and instructor.

Courses (SPST)

SPST-251 Latino/a Culture in US (4 Credits)

(PL) Exploration of major themes and issues around Latino/a cultural production including fiction, memoirs, essays, films, and music. This course will consider interaction between individuals and social groups as they reflect on and give meaning to the concept of Latinidad in the United States. Does not count toward the major/minor in Spanish.

SPST-344 Camino de Santiago (4 Credits)

(PH,G) This course gives students a broad understanding of the Camino de Santiago (Way of St. James), from its origins to its contemporary reality. We will begin with the history and purpose of pilgrimage rites in the Christian tradition, before learning about the particular history of the Camino de Santiago. A large portion of the course will be dedicated to analyzing literary and film representations of the Camino. Students will develop understanding of critical language relating to literary and cultural analysis, as they evaluate how various pilgrims make meaning of their experiences through narrative. They will be expected to deploy this critical language in oral and written expression as they engage with assigned materials. Course includes both reflective and investigative assignments.

Master of Science Speech-Language Pathology course catalog

<https://www.augustana.edu/academics/areas-of-study/speech-language-pathology-master-science>

2020-21

KAREN AUMULLER, Professional Faculty/Clinical Supervisor/Externship Coordinator
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STACIE GREENE, Assistant Professor, Center Director
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ANN PERREAU, Associate Professor
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CATHERINE WEBB, Assistant Professor
B.A., Augustana College; M.S. Nazareth College; Ph.D., University of Illinois at Chicago

LAUREL WILLIAMS, Professional Faculty/Clinical Supervisor
B.A., Augustana; M.A., University of Northern Iowa

Courses (SLP)

SLP-500 Clinical Seminar 1 (1 Credits)

Procedures related to federal regulations (e.g., HIPAA, FERPA, Hi-Tech Act) will be discussed. Students will learn about the supervision and certification processes and speech-language pathologists' Scope of Practice as determined by the American Speech-Language-Hearing Association (ASHA). They will learn to follow and interpret the ASHA Code of Ethics. Students will learn to document their clinical work and will complete clinical reporting procedures through daily session notes and semester summary reports. Students will complete evidence-based practice assignments that will apply to their clinical practicum caseload. The intervention process from intake and interview through dismissal will be explored.

SLP-501 Graduate Practicum 1 (3 Credits)

The primary objective for this internship course is for students to provide supervised intervention for up to four clients in individual and/or group weekly sessions at the Center for Speech, Language, and Hearing. Student clinicians will complete documentation for each session for each client, write semester summary clinical reports, participate in weekly staffing sessions with their supervisors and fellow clinicians, and provide the highest level of individualized, evidence-based intervention for their clients. Student clinicians will have the opportunity to share information with and counsel clients' caregivers. Students will review with a clinical supervisor or the Center Director one videotaped intervention session and will set personal goals for future semesters of intervention based on an exit interview session. This recording again will be reviewed along with an updated recording at the end of Clinical Practicum 4 so student clinicians can reflect on areas of clinical growth.

SLP-502 Clinical Seminar 2 (1 Credits)

The primary objective of this course is to build upon principles introduced in Clinical Seminar 1. Student clinicians will complete evidence-based practice assignments for each client seen in their Graduate Practicum internship. Interprofessional practice for different work settings will be discussed and practiced in case study and role play assignments. Strategies for adapting intervention plans, deciding when to dismiss clients, and using principles of learning to guide the intervention process all will be emphasized in this internship course.

SLP-503 Graduate Practicum 2 (3 Credits)

The primary objective of this internship course is to build upon content covered in Clinical Seminar 1 and clinical experiences developed in Graduate Practicum 1 to continue to provide supervised intervention for up to four clients in individual and/or group weekly sessions at the Center for Speech, Language, and Hearing. Student clinicians will work with increasing independence to complete documentation for each session for each client, write semester summary clinical reports, participate in weekly staffing sessions with their supervisors and fellow clinicians, and provide the highest level of individualized, evidence-based intervention for their clients. Student clinicians will have the opportunity to share information with and counsel clients' caregivers.

SLP-504 Clinical Seminar 3 (1 Credits)

The primary objective of this course is to build upon content introduced in Clinical Seminars 1 and 2 and clinical experience developed in Graduate Practicums 1 and 2. Conflict resolution, workload caseload concerns, self-advocacy in

the workplace, and use of technology in the diagnostic and intervention processes will be topics that will be explored in this course.

SLP-505 Graduate Practicum 3 (3 Credits)

The primary objective of this internship course is to build upon clinical experience developed in Graduate Practicums 1 and 2 to continue to provide supervised intervention for up to four clients in individual and/or group weekly sessions at the Center for Speech, Language, and Hearing. Student clinicians will work with increasing independence to complete documentation for each session for each client, write semester summary clinical reports, participate in weekly staffing sessions with their supervisors and fellow clinicians, and provide the highest level of individualized, evidence-based intervention for their clients. Student clinicians will have the opportunity to share information with and counsel clients' caregivers.

SLP-506 Clinical Seminar 4 (1 Credits)

The primary objective of this course is to build upon content introduced in Clinical Seminars 1, 2, and 3 and clinical experience developed in Graduate Practicums 1, 2, and 3. Specific areas of focus for this course include job requirements of different work settings, billing and reimbursement, the role of professional organizations and continuing education, and public policy related to communication sciences and disorders. Professional expectations, workplace etiquette and accountability will be presented to prepare students for their future off-site adult and pediatric externship experiences.

SLP-507 Graduate Practicum 4 (3 Credits)

The primary objective of this internship course is to build upon clinical experience developed in Graduate Practicums 1, 2, and 3 to continue to provide supervised intervention for up to four clients in individual and/or group weekly sessions at the Center for Speech, Language, and Hearing. Student clinicians will work with increasing independence to complete documentation for each session for each client, write semester summary clinical reports, participate in weekly staffing sessions with their supervisors and fellow clinicians, and provide the highest level of individualized, evidence-based intervention for their clients. Student clinicians will have the opportunity to share information with and counsel clients' caregivers. Students will self-reflect on their clinical performance by reviewing recordings of their first term clinical work and set personal goals for their clinical externships during an exit interview with a clinical supervisor or the Center Director.

SLP-508 Externship: Pediatrics (8 Credits)

Student clinicians will engage in advanced clinical practice under supervision of an externship supervisor in a pediatric setting such as a school, preschool, or outpatient clinic. Students will participate actively in all aspects of service delivery and will accrue at least 100 direct clinical contact hours. They will actively engage with their site mentors to learn about documentation, intervention, diagnostics, referrals, collaboration, and other setting-specific aspects of the practice of speech-language pathology. Students will reflect on their clinical performance and set personal future vocational goals.

SLP-509 Externship: Adult (8 Credits)

Student clinicians will engage in advanced clinical practice under supervision of externship supervisors in a setting where adult clients are served (e.g., medical center, home health care agency, skilled nursing facility, outpatient rehabilitation clinic). Students will participate actively in all aspects of service delivery and will accrue at least 100 direct clinical contact hours. They will actively engage with their site mentors to learn about documentation, intervention, diagnostics, referrals, collaboration, and other setting-specific aspects of the practice of speech-language pathology. Students will reflect on their clinical performance and set personal future vocational goals.

SLP-510 Counsel & Prof Issues (4 Credits)

The primary objective of this course is to provide students with an overview of the speech-language pathologist's role in counseling individuals with communication impairments and their families. Students will learn about several specific

skills such as active listening, collaborative problem-solving. They will also learn how to deliver news that is potentially difficult for clients to learn. Special consideration will be given to determining when clients should be referred to mental health professionals. Strategies will be derived from a variety of disciplines including psychology, social work, and communication studies. Other professional issues that will be covered in this course include mandatory reporting procedures and interprofessional interactions in pediatric and adult work settings.

SLP-520 Adv Lang & Litrcy Disorders (4 Credits)

The focus of this course is to examine and analyze competing theories of speech acquisition, as well as to recognize how a speech-language pathologist's theoretical understanding influences the SLP's speech sound diagnosis and treatment. A variety of diagnostic procedures and standardized measures will be analyzed, with students expected to develop a diagnostic protocol for a variety of speech sound disorders affecting children and adolescents. Dialectal differences and management options will be discussed, as will implications of the World Health Organization model for clinical service delivery, to increase your cultural competence. A problem-based learning, case-based format will provide hands-on experiences to further develop critical thinking and collaboration skills in the evidence-based clinical evaluation and treatment of pediatric speech sound disorders.

SLP-522 Adv Lang & Lit Disorders (4 Credits)

The primary objective of this course is for students to build upon concepts introduced in their undergraduate Language & Literacy Disorders course. Specifically, this course will focus on students applying principles of language science to inform oral and written language assessment and intervention. Students will complete a project related to a language client from their practicum caseload to complete a multi-phase evidence-based practice project. Best practices for family-focused intervention, early intervention, and school-based service delivery will be explored in-depth. Interprofessional practice strategies for collaborating with reading teachers, teachers of English Language Learners, English/language arts educators, and regular and special educators also will be explored.

SLP-524 Multicultural Perspectives (4 Credits)

The primary objective of this course is to provide a framework for students to serve individuals with communication disorders in a culturally competent way by exploring concepts of multilingualism, cultural identification, public policy, and evidence-based practice. Students will consider how factors such as age, gender, socioeconomic status, and country of origin influence an individual's interactions. Students will consider how their own cultural identity may influence their clinical interactions and decision-making. Strategies for determining eligibility for speech-language services in multicultural populations will be addressed in-depth. Students will learn to collaborate with other educational or medical team members to best serve individuals from culturally diverse backgrounds.

SLP-526 Motor Speech Disorders (4 Credits)

The primary objective of this course is for students to apply an understanding of the nervous system for the production of speech to a range of clinical skills: to distinguish the range of symptoms from multiple body systems associated with motor speech disorders, to differentiate motor speech disorders from other communication disorders that effect the production of speech, and to differentially diagnose the disorders. Auditory perceptual skills will be practiced for these purposes. Students will learn about etiologies of the disorders. Management of the disorders and the decision-making process for determining the best outcomes for improved communication will be examined with an emphasis on the evidence of efficacy.

SLP-530 Diagnostics (4 Credits)

The primary objective of this course is for graduate student clinicians to apply evidence-based principles of communication assessment through all phases of the diagnostic process for clients of all ages who have a variety of communication concerns. Students will complete clinical interviews and learn to integrate case history information and testing data into clinical decision-making. They will learn about standardized test development and will critique commercially available and informal assessment measures. Students will interpret psychometric data and will work

collaboratively to assess through screening and omnibus measures pediatric and adult clients in areas including speech, language, voice, fluency, nonverbal intelligence, feeding, swallowing, and hearing. Students will incorporate standardized and informal or observational assessment data into treatment planning and goal setting. Special emphasis will be placed on interprofessional interactions in the diagnostic and assessment processes. Strategies for assessing and determining eligibility for services for multicultural and multilingual clients will be applied. Clinical report writing, ethical treatment of prospective clients, and maintaining patient confidentiality will be emphasized in this course.

SLP-540 Aphasia (4 Credits)

The primary objective of this course is the range and the patterns of deficit in speaking, listening, reading, and writing that individuals with aphasia may exhibit. This knowledge can then be considered to gain an understanding of the multiple aphasia classification systems and their rationale. Diagnosis of aphasia and aphasia type through standardized and informal procedures will be emphasized. A wide range of intervention strategies and the evidence for their efficacy will be examined for the continuum of recovery and treatment from the acute to the chronic stage.

SLP-542 Dysphagia (4 Credits)

The focus of this course is normal and disordered deglutition and the diagnosis and treatment of dysphagia in children and adults. Evaluation of the three phases of deglutition by instrumental measures and bedside clinical examinations by the speech-language pathologist in consultation and collaboration with other medical team members will be addressed. Management of disordered swallowing using a multidisciplinary team approach also will be addressed. Management of swallowing disorders secondary to birth trauma, head and neck cancer, and neuromuscular disorders will be addressed, in addition to medical treatments currently available. Orofacial myology will be reviewed, with treatment of myofunctional disorders addressed. Clinical management and decision making will be based on the World Health Organization model and support available from evidence-based practice.

SLP-544 ASD & AAC (4 Credits)

Autism Spectrum Disorders & Augmentative & Alternative Communication The primary objective of the autism spectrum disorders component of this course is for students to learn about diagnostic criteria for autism spectrum disorder (ASD) and associated disorders and best practices for determining social-communication goals and intervention planning for affected individuals. The role of the family when one or more members is affected by ASD will be explored in-depth. Other topics that will be covered include the SLP's role on ASD diagnostic and intervention teams, coordination of services, current research about the etiology of ASD, and best practices for treating ASD. The primary objective of the Alternative and Augmentative Communication (AAC) component of the course is for students to determine instances in which high or low tech AAC may be an appropriate primary or supplemental approach for clients with communication impairments across the lifespan. Students will learn about selection techniques and funding, and how to collaborate with other professionals and clients' family members to determine the most effective approach to take with clients who may benefit from AAC.

SLP-546 Advanced Audiology (4 Credits)

The focus of this seminar is on audiological diagnoses and interventions, and hearing science instrumentation for speech-language pathologists. Topics include the history of cochlear implantation, the performance outcomes and auditory (re)habilitation of children and adults with hearing loss using implantable technologies, appropriate assessments and evidence-based interventions for auditory processing disorders, and clinical applications of instrumentation used in speech and hearing. An emphasis will be placed on the collaborative nature of hearing disorders and instrumentation, and speech and language deficits. Includes in-class laboratory work.

SLP-550 Fluency Disorders (4 Credits)

The focus of this course is diagnosis and treatment of fluency disorders in individuals across the lifespan. Students will learn to distinguish among normal disfluencies, stuttering, and other fluency disorders. An emphasis will be on understanding factors that influence the development of fluency disorders, including genetics, neuroanatomy,

neurophysiology, speech and language development, temperament, and environmental influences. Student will learn how to utilize differential diagnostic tools, formulate intervention goals and procedures, and demonstrate competence in a variety of stuttering modification and fluency shaping techniques.

SLP-552 Advance Research (2 Credits)

The content in this course builds upon the content covered in the undergraduate Research Methods and Essay Writing courses. The primary objective of this course is to examine advanced statistical measures. There is an emphasis on study design, as well as on interpretation of statistical findings for evidence-based decision making in clinical practice.

SLP-560 Acquired Disorders (4 Credits)

The acquired cognitive-communication disorders associated with traumatic brain injury, dementia, and right hemisphere disorder will be examined in this course. Neurophysiological implications of the disorders or disease processes will be presented. Students will gain an appreciation for the role of attention, memory and executive functions in supporting communication and how deficits in these cognitive processes result in communication disorders. To better understand assessment of and intervention for cognitive-communication deficits, models explaining these cognitive processes will be examined. Students will learn about specific assessment procedures and engage in the decision-making process for intervention planning. The social communication aspects of cognitive-communication disorders will also be examined.

SLP-570 Comprehensive Exam (0 Credits)

Students must successfully pass the comprehensive examination that is designed to test their comprehensive knowledge of speech-language pathology. Grading will be Pass/No Credit.

SLP-580 Low Incidence Disorders (2 Credits)

The focus of this course is to explore low incidence disorders that effect speech and language in childhood, with primary attention on craniofacial disorders, including cleft lip and palate. Students will review typical and disordered development of facial anatomy and physiology in neonates, as well as early medical interventions available to address craniofacial dysmorphology. Emphasis placed on the speech-language pathologist's roles on a multidisciplinary team as a consultant, collaborator, and direct service provider. Research reviewed pertaining to evidence-based practice and the World Health Organization model to develop diagnostic and treatment procedures to address secondary disorders of articulation, language, and voice and resonance in various cultural contexts.

SLP-582 Voice Disorders (2 Credits)

The focus of this course is diagnosis and treatment of a wide variety of voice disorders and differences in individuals across the lifespan. The importance of the speech-language pathologist as a member of a multidisciplinary team to differentially diagnose voice disorders will be emphasized. Interventions, including counseling, of individuals with voice disorders will be addressed. A survey of medical interventions currently available to treat voice disorders will be conducted. Clinical management and decision making will be based on the World Health Organization model and support available from evidence-based practice.

Theatre Arts

<https://www.augustana.edu/academics/areas-of-study/theatre-arts>

2020-21

SHELLEY COOPER, Assistant Professor
B.A., Hanover; M.F.A., University of Central Florida

JEFF COUSSENS, Professor, Chair

A.B., Augustana; M.F.A., Indiana University

MARK LOHMAN, Technical Director

B.A., University of Iowa; M.F.A., Western Illinois University

JACKIE MCCALL, Brunner Theater Outreach Coordinator

B.A., Augustana College., M.F.A. Western Illinois University

JENNIFER POPPLE, Assistant Professor

B.A., Drake University; M.Ed., University of Utah; Ph.D. University of Colorado

Major in Theatre Arts with a Performance Concentration

31 credits including 240, 241, 242, 244, 340, 341 or 343, 460*, one additional 4 credit theatre elective at the 200 level or above and a minimum of 2 theatre practicums for 0-1 credit each.

Major in Theatre Arts with a Theatre History Concentration

31 credits including 240, 244, 301, 341, 343, 344, 460*, one additional 4 credit theatre elective at the 200 level or above and a minimum of 2 theatre practicums for 0-1 credit each.

Major in Theatre Arts with a Design & Technology Concentration

31 credits including 240, 244, 314, 315, 341 or 343, 460*, one additional 4 credit theatre elective at the 200 level or above and 4 theatre practicums for 1 credit each (106-CR, 206-CR, 306-CR and 406-CR).

Major in Theatre Arts with a Musical Theatre Concentration

31 credits including 240, 241, 244, 250, 251, 341 or 343, 344, 350, 460*; Required Supporting Music Courses: MUSC 110 or MUSC 111, 2-3 years of Voice Lessons, 2-3 years of Vocal Ensemble; a minimum of 2 theatre practicums for 0-1 credit each.

Major in Theatre Arts with a Generalist Concentration

31 credits including 240, 244, 341 or 343, 460*; one of 241, 242, or 340; 314 or 315; one of 301, 341, or 343; one of 250&251, 250&350 or 344; a minimum of 2 theatre practicums for 0-1 credit each.

*Students who complete a senior inquiry project in another major may substitute a four credit 300-400 level course in consultation with their adviser. Students may also substitute 3 credits of THEA-INTR for THEA460.

Minor in Theatre

20 credits including THEA100 plus an additional 16 credits in theatre (8 of which must be at the 300-400 level). Education majors who complete the minor in theatre arts and take an additional 4 upper division credits in theatre may earn a state endorsement to teach theatre as a second area by passing the Illinois Board of Education theatre exam.

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Courses (THEA)

THEA-100 Intro to Theatre (4 Credits)

(PA) Introduction to Theatre. Theatre as a collaborative, vital and multi-faceted art form that reflects and impacts culture and society. Through study of theatre practice and various dramatic texts from Ancient Greece to contemporary times, this course will examine how the written word is translated into action and images on stage.

THEA-105 Theatre Practicum: Cast (0-1 Credits)

Participation in a college theatre production as a member of the acting ensemble. Each level in the theatre practicum sequence assumes a greater amount of production experience and a readiness for more important production responsibility. Prerequisite: permission of department. (May be repeated for 0 credit).

THEA-106 Theatre Practicum: Crew (0-1 Credits)

Participation in a college theatre production as a member of the acting ensemble. Each level in the theatre practicum sequence assumes a greater amount of production experience and a readiness for more important production responsibility. Prerequisite: permission of department. (May be repeated for 0 credit).

THEA-107 Theatre Practicum: Dramaturgy (0-1 Credits)

Participation in a college theatre production as a production dramaturg. Each level in the theatre practicum sequence assumes a greater amount of production experience and a readiness for more important production responsibility. Prerequisite: permission of department. (May be repeated for 0 credit).

THEA-199 Directed Study (1-2 Credits)

Opportunity for students to study a particular area of theatre under a faculty member's direction. Prerequisite: permission of instructor.

THEA-205 Theatre Practicum: Cast (0-1 Credits)

Participation in a college theatre production as a member of the acting ensemble. Each level in the theatre practicum sequence assumes a greater amount of production experience and a readiness for more important production responsibility. Prerequisite: permission of department. (May be repeated for 0 credit).

THEA-206 Theatre Practicum: Crew (0-1 Credits)

Participation in a college theatre production as a member of the stage crew. Each level in the theatre practicum sequence assumes a greater amount of production experience and a readiness for more important production responsibility. Prerequisite: permission of department. (May be repeated for 0 credit).

THEA-207 Theatre Practicum: Dramaturgy (0-1 Credits)

Participation in a college theatre production as a production dramaturg. Each level in the theatre practicum sequence assumes a greater amount of production experience and a readiness for more important production responsibility. Prerequisite: permission of department. (May be repeated for 0 credit).

THEA-220 Collaborative Acts (4 Credits)

Intensive study of the collaboration process between producers, playwrights, directors, designers, actors, dramaturgs and crew members. Under faculty supervision students will learn how to collaborate on every aspect of the production process, culminating in a public performance of their own creation. The performance may include original, devised or published work in the form of monologues, scenes or songs linked together by a common theme or topic. Offered only in J-Term. Consult department for topic.

THEA-240 Acting I (4 Credits)

(PA) Introduction to the acting process through study of its basic principles and development of fundamental performance skills. Studio work includes improvisational exercises, scene study and various performance projects. Emphasis on the use of creative imagination in the context of performance.

THEA-241 Voice & Movement for the Stage (4 Credits)

A studio course for the actor in the fundamentals of training and achieving an expressive voice and body. Students explore many exercises and activities that lead to deeper self-awareness and control over their vocal and physical instrument, and to remedy poor habits that may be limiting their full range of vocal and physical expressiveness in the portrayal of emotions and characters on the stage. Participants will be encouraged to develop a personal regimen for continuing growth in their vocal and physical skills after the course is done.

THEA-242 Directing (4 Credits)

Introduction to the directing process through study of directing theory and applied work in script analysis and interpretation, visual composition, communication processes and production styles. Focus on translating dramatic literature from the written page to the visual language of the stage.

THEA-244 Stagecraft (4 Credits)

(PA) Introduction to the skills and vocabulary of technical theatre. Students will acquire a hands-on knowledge of the methods, principles and conventions of scenic production by way of lab and lecture periods. Basic skills and a working vocabulary in scenery and property construction, scene painting and lighting will be stressed. Lab hours to help construct the current production will reinforce terms and skills discussed in class.

THEA-250 Jazz Dance I (2 Credits)

Beginning jazz dance class will include developing a knowledge base and understanding of fundamental jazz technique including core engagement, proper alignment, and basic terminology geared specifically for Musical Theatre. Investigating creating character and conveying a story through movement. Gain strength (especially in the core) and flexibility. Start to develop dance auditioning skills that will enhance the student's marketability and ability to pick up choreography quickly.

THEA-251 Basic Tap (2 Credits)

This class covers the basic steps of tap technique and how it applies to musical theatre. Students learn coordination, rhythmic variations, and performance skills through a series of tap combinations and exercises. Students will examine the relationship between music, rhythm, and syncopation, be able to apply and connect individual steps learned in class into a choreographed routine, identify the fundamental elements of musical theatre tap dance, and improve ability to pick up choreography quickly as well as to dance as a unified tap ensemble.

THEA-299 Directed Study (1-2 Credits)

Opportunity for students to study a particular area of theatre under a faculty member's direction. Prerequisite: permission of instructor

THEA-301 Intro to Dramaturgy (4 Credits)

(PL) Introduction to the practice of dramaturgical research, including historical and social context, production information, and textual references in a variety of historical and modern plays. The course will focus on a survey of contemporary critical theories and interpretive techniques as they apply to the pre-production work of performers, directors, designers, and production dramaturgs. Close readings of a number of plays will be conducted and theories and techniques applied to these plays in order to learn the work of literary managers and dramaturgs. Prerequisite: sophomore status or permission of department.

THEA-305 Theatre Practicum: Cast (0-1 Credits)

Participation in a college theatre production as a member of the acting ensemble. Each level in the theatre practicum sequence assumes a greater amount of production experience and a readiness for more important production responsibility. Prerequisite: permission of department. (May be repeated for 0 credit).

THEA-306 Theatre Practicum: Crew (0-1 Credits)

Participation in a college theatre production as a member of the stage crew. Each level in the theatre practicum sequence assumes a greater amount of production experience and a readiness for more important production responsibility. Prerequisite: permission of department. (May be repeated for 0 credit).

THEA-307 Theatre Practicum: Dramaturgy (0-1 Credits)

Participation in a college theatre production as a production dramaturg. Each level in the theatre practicum sequence assumes a greater amount of production experience and a readiness for more important production responsibility. Prerequisite: permission of department. (May be repeated for 0 credit).

THEA-314 Scenography (4 Credits)

(PA) Introduction to the skills and vocabulary of stage design. Studio work includes elements and principles of scenery and costume design, drawing and drafting techniques and scaled-model building. Projects explore the presentation of visual information as it relates to the collaborative art of theatre. (Offered in alternate years.)

THEA-315 Lighting and Sound Design (4 Credits)

(PA) Hands-on study of the methods, principles and conventions of design for lighting and sound for the stage. Theory and eventual practice of these methods will allow the students to obtain a better understanding of this theatre craft. Focusing on the design communications for both lighting and sound will help express ideas with other members of the collaborative theatre team. Projects will include assisting the lighting and sound designer for the current production. (Offered in alternate years.)

THEA-340 Acting II (4 Credits)

Study of acting theory and development of advanced performance technique. Emphasis on character construction, scene study and the expressive use of the actor's instrument. Projects include the presentation of character studies, performances from classic and modern texts and various exercises in the effective use of voice and movement. (Offered in alternate years.) Prerequisite: 240.

THEA-341 Classical Ages in Theatre (4 Credits)

(PP,G) A historical and critical survey of dramatic literature and performance techniques from ancient ritual through Neo-Classical France, with a primary focus on theatre history and representative play texts from different cultures and time periods.

THEA-343 Modern & Contemporary Theatre (4 Credits)

(PH,D)A historical and critical survey of dramatic literature and performance techniques from the late 17th century Restoration England through 21st century contemporary theatre, with a primary focus on theatre's diverse presentations of human values and existence.

THEA-344 Musical Theatre History (4 Credits)

(D) This course will teach students the history of a purely American art form from its foundations in vaudeville, burlesque and operetta through its evolution from early musical comedy to the contemporary stage. Students will learn about famous composers, choreographers, directors and producers from the past and present Broadway scene and will study historical events that informed and shaped musical theatre.

THEA-350 Jazz Dance II (2 Credits)

This Jazz dance course will focus on building awareness of technical skills, terminology, and technique learned in Jazz Dance I. We will focus on various choreography concepts commonly seen within Musical Theatre, development of flexibility and strength, and exploring various styles of dance auditions. This course will promote a better understanding and use of adapting each dancers body to the technique needed to sustain a healthy career in dance and becoming more familiar with various choreographic styles.

THEA-360 Exploring World Theatre (4 Credits)

Immersive travel experience to a world theatre destination for study, training and practice in theatre arts. Offered only in J-Term. Consult department for topic.

THEA-380 Special Topics in Performance (4 Credits)

Intensive study of a specific area of performance, design, technology or dramaturgical research. Consult the department for topics offered each year.

THEA-393 International Study Colloquium (3-4 Credits)

THEA-399 Directed Study (1-2 Credits)

Opportunity for students to study a particular area of theatre under a faculty member's direction. Prerequisite: permission of instructor

THEA-400 Independent Study (1-2 Credits)

Opportunity for independent study in theatre under a faculty member's supervision. Prerequisite: permission of instructor.

THEA-405 Theatre Practicum: Cast (0-1 Credits)

Participation in a college theatre production as a member of the acting ensemble. Each level in the theatre practicum sequence assumes a greater amount of production experience and a readiness for more important production responsibility. Prerequisite: permission of department. (May be repeated for 0 credit).

THEA-406 Theatre Practicum: Crew (0-1 Credits)

Participation in a college theatre production as a member of a stage crew. Each level in the theatre practicum sequence assumes a greater amount of production experience and a readiness for more important production responsibility. Prerequisite: permission of department. (May be repeated for 0 credit).

THEA-407 Theatre Practicum: Dramaturgy (0-1 Credits)

Participation in a college theatre production as a production dramaturg. Each level in the theatre practicum sequence assumes a greater amount of production experience and a readiness for more important production responsibility. Prerequisite: permission of department. (May be repeated for 0 credit).

THEA-410 Stage Combat (4 Credits)

(PEA) Students will develop and exercise fundamental stage combat skills so they may safely and effectively perform staged violence with confidence and ease. Although the focus of the course will be on the execution of stage combat techniques, the student will also be introduced to the special challenges of fight choreography.

THEA-460 Senior Inquiry (3 Credits)

Intensive study in selected area of theatre arts and development of a related capstone project, culminating in the documentation and public presentation or performance of the student's work.

THEA-499 Directed Study (1-2 Credits)

Opportunity for students to study a particular area of theatre under a faculty member's direction. Prerequisite: permission of instructor.

Women, Gender, and Sexuality Studies Program

<https://www.augustana.edu/academics/areas-of-study/women-gender-and-sexuality-studies>

2020-21

Dr. Jennifer Heacock-Renaud (Co-Director of WGSS, Continuing Lecturer of Spanish)
B.A., M.A., Ph.D., University of Iowa

Dr. Umme al-Wazedi (Co-Director of WGSS, Associate Professor of English)
B.A., M.A., Rajshahi University; M.A., Eastern Illinois; Ph.D., Purdue

Dr. Jennifer Poppo (Associate Professor of Theater Arts)
B.A., Drake University; M.Ed., University of Utah; Ph.D., University of Colorado

Dr. Jane Simonsen (Professor of History)
B.A., Gustavus Adolphus; M.A., Ph.D., University of Iowa

Dr. Kiki Kosnick (Assistant Professor of French)
B.A., B.S., Michigan State University; M.A., Ph.D. University of Wisconsin-Madison

Vickie Phipps (Associate Professor of Art and Graphic Design)
B.F.A., Emory & Henry College; M.F.A., University of Tennessee

Dr. Michelle Wolff (Assistant Professor of Religion)
B.A., Westmont College; M.T.S., Duke Divinity School; Ph.D., Duke University

Major in Women, Gender, & Sexuality Studies (WGSS) 28 credits

WGSS 130: Introduction to Gender and Sexuality Studies (4 credits)

WGSS 330: Feminist Theories (4 credits)

WGSS 430: Applied Gender/Sexuality Studies (4 credits)

May be research, internship, or activism project that functions as a capstone project in the student's area of concentration. Replaces 420. Students may substitute another SI project if it fulfills goals of SI in WGSS. Prereq: WGSS 330 (4 credits)

An additional 16 credits, 8 credits of which must be at the 300 level, which includes a minimum of 4 credits of WGSS courses. No more than 8 credits in the same department code, other than WGSS. As part of these additional credits, students will develop a three-course concentration in consultation with their advisors.

Minor in Women, Gender and Sexuality Studies (WGSS) 16 credits

WGSS 130: Introduction to Gender Studies (4 credits)

WGSS 330: Feminist Theories (4 credits)

2 courses at any level from a concentration area (8 credits; at least one of them has to be a WGSS course)

Areas of Concentration:

Gender and the Global Environment

Students in this concentration will examine the historical context in which inequalities in access to global economic, social and cultural resources have been created and sustained and are challenged. The legacy of colonialism, the rise and fall of nationalism(s), migration, intercultural interactions, commodification and the ruins of late capitalism, and their relationship with gender are some of the other aspects of this concentration.

- CLAS 340: Women in Antiquity
- ENGL 345: Empire and Outsiders
- HIST 324: Borders and Crossings: Latin American and Latinos in the U.S., 1830- Present
- RELG 284/384: Buddhism and Film
- RELG 362: Race, Ethnicity, Religion
- RELG 363: Sexual Ethics
- SOAN 322: Anthropology of Latin America
- SOAN 325: Global Connections
- SOAN 328: Feminist Anthropology
- SOAN 332: Love and Sex
- WGSS 230: Gender, Power, and Transnational Perspectives
- WGSS 340: Global Masculinities
- WGSS 360: Feminism and Grassroots Activities

Gender, Sexuality, and the Cultural Imagination

Students in this concentration will examine cultural production and representations (in literature, mythology, theatre, visual arts, movies, television, etc...) to understand intersecting categories of identity such as gender, sexuality, class, and race. Students will undertake readings, watch films and engage in exercises to explore the past, present and potential future of understandings about gender and sexuality.

- ART 374: African Art
- CLAS 212W (Day): Classical Mythology
- CLAS 328W (Day): Classical Epic
- COMM 240: Advertising and Consumer Culture
- MJMC 404: Advanced Multimedia Project *
- ENGL 255: Women in Literature
- ENGL 295: Women, Health, South Asian Literature
- ENGL 355: Women Writers and Feminist Theory
- FREN 361: French Women Writers (pre-req FREN-301)
- FREN 311: Masculinity in Rabelais (2 credits) (pre-req FREN-301)
- RELG 203: Christian Ethics (instructor: Michelle Wolff)
- RELG 363: Sexual Ethics
- RELG 374: Gender and the Bible
- SOAN 222: Popular Culture
- SPAN 480: Topics in Spanish Literature (instructor: Jennifer Heacock-Renaud)
- THEA 141W : Introduction to Theatre (instructor: Jennifer Popple)
- THEA 343: Modern and Contemporary Theatre
- WGSS 355: Gender, Race, and Sexuality in Popular Culture

Bodies, Health, and Sexuality

Students in this concentration will investigate the ways that complex interactions between scientific knowledge and social constructions of gender, race, and sexuality have and do affect perceptions of the body, access to health care, and the social conditions in which decisions about health and wellness are made. Understanding both physical and social diversity, and the inequalities they produce, is critical to human health and the knowledge of health care providers.

- WGSS 235: Gender and Sexuality
- Biology 310: Evolutionary Biology
- HIST 333: Disease and Health
- HIST 230: Bodies of Evidence: Scientific Racism in U.S. History
- PSYC 226: Human Sexuality
- PUBH 273: Reproductive Justice
- PUBH 306: Sexuality and Health Education
- ENGL 225: Women, Health, South Asian Literature
- WGSS 355: Gender, Race, and Sexuality in Popular Culture

Identity and Difference

In this concentration students will come to understand how identities are shaped by the social systems we inhabit, and how intersecting differences based on gender, race, class and ethnicity are built into the structure of those societies, both in the past and in the present. They will also come to understand how differences have energized social movements in the past and present.

- POLS 355: Women and Politics
- CLAS 345: Race & Ethnicity in Antiquity
- HIST 123: Women and Gender in Latin America, 1492-Present
- HIST 220: Black Women in U.S.
- HIST 230: Bodies of Evidence: Scientific Racism in U.S. History
- HIST 340: Gender in U.S. History
- PSYC 228: Psychology of Prejudice
- PUBH 273: Reproductive Justice
- RELG 203: Christian Ethics (instructor: Michelle Wolff)
- RELG 362: Race, Ethnicity, Religion

- RELG 363: Sexual Ethics
- SOAN 221: Inequality in America
- SOAN 327: Gender in Society
- SOAN 329: American Race & Ethnic Relations
- WGSS 370: Gender and Social Justice
- WGSS 335: Masculinity in American Culture
- WGSS 345: Voices, Identity, and Power
- WGSS 350: Queer Theories

Social Justice and Public Activism

Students in this concentration will examine a variety of oppressions, including sexism, heterosexism, racism, economic injustice, human trafficking, and others, emphasizing a global and intersectional approach. Students will also focus on learning, imagining, and applying holistic and complex strategies to existing oppressions in order to create and sustain a more equitable, just, and humane world. In addition to coursework, students will have the opportunity, through advising, to shape their Senior Inquiry project, choose study away and/or internship experiences, and participate in volunteer and extracurricular opportunities that reflect their own social justice interests.

- WGSS 370: Gender and Social Justice
- WGSS 360: Feminism and Grassroots Activities
- COMM 203: Listening (2 credits)
- COMM 204: Mediating Conversation (2 credits)
- COMM 205: Sustaining Dialogue (2 credits)
- HIST 220: Black Women in US
- POLS 335: Gender and Sexuality in American Politics
- PSYC 130: Victim Advocacy (2 credits)
- PSYC 135: Bystander Intervention (1 credit)
- PUBH 273: Reproductive Justice
- RELG 362: Race, Ethnicity, Religion
- SOAN 330: Social Movements
- WGSS 350: Queer Theories

Individual Concentration

In consultation with WGSS advisor and program director(s), this concentration is available to any student wishing to develop a focus of their choosing: ecofeminism and food justice, gender and STEM, etc. This will be vetted closely by the advisor and the advisory board.

* Special Topics courses in other departments that deal with topics related to women, gender, and/or sexuality will be considered for inclusion in areas of concentration on a case-by-case basis, as we do presently.

Grade Point Average Notation: All courses listed in the catalog as required courses for any major and/or minor, including those courses outside of the department or with a different subject coding, are considered part of the major and will count in the grade point average. Some departments may have additional grade requirements for the courses offered within their department. Recommended supporting courses that are optional and not required may also count in the major depending on the program. For more information see your department chair or the degree requirements for [Bachelor of Arts](#) and information on [Majors/Minors](#).

Courses (WGST)

WGSS-130 Intro to Gender Studies (4 Credits)

(PS) Concentrates on gender in US, or internationally, queer studies, etc. Special attention is paid to ways in which gender, race, class, age and sexual orientation converge to form systems of oppression. PS became effect on 9/27/19.

WGSS-230 Gender, Power (4 Credits)

(PS,G) Interdisciplinary and cross-cultural study of girls' and women's experience of family, education, religion, work, political culture, gender and sexuality. The social, economic and legal statuses of the female are examined globally along with systems that link women around the world, such as media. The parallels and intersections of sex, race, social class and sexual orientation as given statuses within hierarchical societies are addressed as creators of both privilege and discrimination. This class will introduce intersectional theory and transnational intersectional theory.

WGSS-235 Gender & Sexuality (4 Credits)

(PH, D) This course will introduce students to gender as a theoretical framework and a category of analysis in different disciplines. Through the lens of gender, we will examine social and cultural factors that influence the development of an individual's gender and sexuality. The course emphasizes the intersectionality of gender, class, race/ethnicity and sexuality. The course will cover a broad range of issues for which gender dynamics hold special importance, including some of the following: sexual health and sexuality; representation; violence; chronic and communicable diseases; and occupational and reproductive health.

WGSS-330 Feminist Theory (4 Credits)

(PH,D) This course will provide an overview of feminist theories as they have developed over the last two hundred and fifty years, concentrated mostly on the multiplicity of theories that have been developed and followed in the United States. The approach to the material will be mostly chronological, designed in order to explore the history and historiography of feminist thought but not to suggest an evolution from bad to good theory. As theory does not exist in a vacuum, the course will also require students to think about the applicability of various feminist theories to historical and contemporary issues of concern, including gender and sexual identity, intersecting oppressions, legal rights, economic equality, work and consumption, marriage and family, domestic violence and war, sexual danger and pleasure, racial and sexual liberation, empowerment, and bodies. Pre-req: WGSS-130. New material for this course will include segments on indigenous, south and east Asian, Asian-American, Chicana, and Latina feminisms and one application project on one of those theories.

WGSS-335 Masculinity in American Culture (4 Credits)

(PS,D) Masculinity in America. Exploration of the various meanings of masculinity as affected by cultural, historical and contemporary forces in post-modern society. Gender is viewed as one of life's chief organizing principles, shaping identities, interactions and institutions in such areas as work, education, health and family. Life experiences and opportunity structures of dominant and non-dominant groups of boys and men are examined. Under semesters, the class will look more deeply about intersections of masculinity and class, race, sexuality, ability, age, and other identifiers, and a paper focusing on these issues. There will be an increased focus on the intersections of masculinity and race/ethnicity, masculinity and social class, and masculinity in various parts of one's lifespan, and protest masculinities. At least one project will ask students to examine hegemonic masculinity in light of intersectional approaches to masculinity.

WGSS-340 Global Masculinities (4 Credits)

(PS,G) A cross-cultural study of socialization of boys and men that examines how early learning prepares them for later interactions with women and other men. The examination includes analysis of the social institutions and processes that produce and reproduce definitions of masculinity within each culture. New global influences such as media and changing patterns such as migration and employment are considered as they shape meanings of masculinity.

WGSS-345 Voices, Identity & Power (4 Credits)

(PL,D) Selected autobiographies and biographies by women examined as artistic expression and historical resource. Readings include the lives of subjects from various fields, with discussion of narrative strategies and ethical choices of the authors. Students undertake research projects in biographical writing. There will be more focus on social construction of power, identity and geography. Formerly this class was known as Life Writing.

WGSS-350 Queer Theory (4 Credits)

(PL,D) The focus of this class is on the instability of identity categories that no identity categories-namely those related to sex, gender, and sexuality-are inherently stable, and therefore aims to embrace identity in its various fluid, and sometimes liminal, states. Queer Theory posits that individuals exist within a constellation of power that they resist and/or reinforce. This course will look at the heart of queer theory-who are its fundamental voices, and what do they have to say about sex, gender, sexuality, and societally enforced normativity?

WGSS-355 Gender, Race & Sexuality (4 Credits)

(PS, D) This class is based on the premise that popular culture is much more than simple diversion or innocent entertainment. Rather, the course takes the standpoint that film, television, music, and other forms of popular culture give us powerful scripts that inform our own intersecting identities, as well as the tools to viewing others' identities. The course will use a variety of theories and methods used in contemporary scholarship on popular culture to examine a number of American popular culture "texts." It will provide students with the tools they bring to their cultural consumption while still allowing them to enjoy their role as participants in American popular culture.

WGSS-360 Grassroot Feminism India (4 Credits)

(PS, G) This course will focus on the history and culture of India, as well as the gender, class, and caste-related social issues of the country's past and present, in order to prepare students for a study-away trip to the country. After introductions to the country and before preparing students for the organizations and activities they will witness on the trip, the class will look at how South Asian women understand their identities and use that understanding to create change within their own communities through focusing on South Asian women writers and social change activists, in both fiction and non-fiction. This class will include a richer introduction to the country's history, to conversational Hindi, and to Skype conversations and visits to south Asian activists doing work in our country.

WGSS-365 Reading Global, Thinking Local (4 Credits)

During the J-Term students will be visiting India for two weeks. They will be visiting different non for profit organizations like the Naz Foundation and The Guild Of Service. They will be attending lectures at Rajastha University. The post-trip meetings on campus are intended to bring last term's course and travel to India "full circle" in order to help all of us understand how to work for change in our own communities (wherever that may lead us throughout our lives). Pre-requisite WGSS 360.

WGSS-370 Gender & Social Justice (4 Credits)

(D) Through different readings this course will provide an exploration of the multiple ways in which the law has contended with sexual difference, gender-based stereotypes, and the meaning of equality in domestic, transnational and international contexts.

WGSS-393 International Study Colloquium (3-4 Credits)

WGSS-400 Independent Study (1-2 Credits)

WGSS-430 App Gender/Sexuality Studies (4 Credits)

Applied gender studies - may be research, internship, or an activism project that functions as a capstone project in the student's area of concentration. Students may substitute another SI project if it fulfills goals of SI in WGSS. Prereq: WGSS330.

WGSS-499 Directed Study (1-2 Credits)

WGSS-INTR Women Studies Internship (0-12 Credits)

WGST-INTR-Axx Academic Internship (0-12 credits.) Departmental internships must be approved by the department. Analysis of the background, structure and policy issues in the sponsoring organization. Prerequisites: declared major or minor in Women and Gender Studies. WGST-INTR-Exx Experiential (0-12 credits.) Departmental internships must be approved by the department.

World Literature

<https://www.augustana.edu/academics/areas-of-study/world-literature>

2020-21

Literature is read in translation. Language students may read the original texts, but the classes are intended primarily for non-foreign language majors.

Courses (WLIT)

WLIT-199 Directed Study (1-2 Credits)

199, 299, 399, 499 Directed Study (1+) Opportunity to study a particular subject under a faculty member's direction. Prerequisite: permission of instructor.

WLIT-217 Topics in French/Francophone Literature (4 Credits)

(PL)Thematically organized selection of French and/or Francophone literary works read in translation. Topic varies. May be repeated for credit with different topic and permission of instructor. May be counted toward the French major once only.

WLIT-299 Directed Study (1-2 Credits)

Opportunity to study a particular subject under a faculty member's direction. Prerequisite: permission of instructor.

WLIT-380 Topics in World Literature (4 Credits)

Study of a genre, period or phase of literary history. Offered as part of an off campus program.(May carry a PL if approved.)

WLIT-399 Directed Study (1-2 Credits)

Opportunity to study a particular subject under a faculty member's direction. Prerequisite: permission of instructor.

WLIT-400 Independent Study (1-2 Credits)

Opportunity to study a World Literature under a faculty member's direction. Prerequisite: permission of instructor.

WLIT-499 Directed Study (1-2 Credits)

Opportunity to study a particular subject under a faculty member's direction. Prerequisite: permission of instructor.

Free Application for Federal Student Aid (FAFSA)

Contact the office of [Federal Student Aid](#) to file the Free Application for Federal Student Aid (FAFSA). This office provides grants, loans, and work-study funds for college.

The Augustana Office of Financial Aid offers information and items to consider before filling out the FAFSA.

Prospective students and current students: Information about the [2021-22 FAFSA](#) is now available.

Eligibility and policies for financial aid

<https://www.augustana.edu/admissions/financial-aid/policies>

[Financial Aid Satisfactory Progress Policy](#)

Withdrawing from Augustana, refunds, return of federal financial aid, leave of absence

Students who wish to withdraw from all courses during the semester must take formal action to do so by contacting the Office of Student Life, Founders Hall 104.

Federal Title IV funds are awarded and disbursed to students under the assumption that the student will attend the school for the entire period for which the funds are awarded. When a student leaves the institution before completing the semester, the student may no longer be eligible for the full amount of Title IV funds.

See the withdrawal policies:

[Withdrawal - Refund of Institutional Charges](#)

[Withdrawal - Return of Title IV Federal Student Aid](#)

[Withdrawal - Return of Unearned Military Tuition Assistance Fund](#)

Degree Requirements

<https://www.augustana.edu/academics/catalog/curriculum-organization/degree-requirements>

General Policies

2020-21

Students are subject to all degree requirements in place at the time they first enrolled, including all major, minor and general education requirements for the degree.

With some exceptions, if degree requirements are changed, students have the option of graduating under the requirements in effect when they first enrolled at Augustana or under a more recent, active catalog. Students should see their department chair to determine which set of major/minor requirements will apply to their degree based on changes to the major/minor during their time of enrollment with the college.

Students who wish to adopt a new catalog will be subject to all major, minor and general education requirements of the new catalog and must sign a form in the Office of the Registrar at least one semester prior to graduation. Exceptions to this option include changes made by the full faculty that may specify a student's requirements to adhere to a particular catalog, set of newly adopted college-wide requirements or if changes are made to accommodate changes in college resources.

However, students who interrupt their attendance for more than two consecutive semesters (excluding the summer term) are subject to all requirements in effect when they re-enroll. These students also may be required to complete additional coursework in their major or minor if the department or program chair determines that previously completed work does not fulfill a current requirement. If an academic program (major/minor) is no longer active in the new catalog, a student cannot complete that program if readmitted.

Changes in requirements for majors and minors are effective for the new catalog on the first day of classes in the fall semester after the faculty adopts them.

Exceptions to degree requirements or policies are made by the [Committee on Advanced Standing and Degrees](#) when circumstances warrant. Students who wish to file a petition with this committee may obtain counsel and the proper form from the Office of the Registrar.

The major area advisor and the registrar provide assistance and information to students regarding requirements and progress toward the degree. An audit of progress toward the degree is called the program evaluation and is available on Arches.

NOTE: While the senior audit, program evaluation, academic support resources, as well as academic guidance from faculty and advisors are all available to every student at no additional cost, these resources are provided for use in planning only. It is the responsibility of the student to report any printed error to the Office of the Registrar within two semesters. The responsibility for understanding and meeting degree requirements rests entirely with the student.

Campus map

Meet President Bahls

<https://www.augustana.edu/about-us/president>

Steven C. Bahls is the eighth president of Augustana College. He joined the college in the summer of 2003 and was installed as president in October of that year. He has written extensively about a wide range of higher education topics, from shared governance to teaching financial literacy. His writings have been published in numerous journals such as *Trusteeship*, *Huffington Post*, *Inside Higher Education*, the *Chronicle of Higher Education* and *Intersections -- The Journal of Lutheran Higher Education*.

President Bahls regularly holds office hours at Brew by the Slough

He holds open office hours, often in the Brew by the Slough, the coffee house in Augustana's Center for Student Life. Most evenings and weekends, you'll find him at Augustana's music, cultural and athletic events.

Steven Bahls was born in Des Moines in 1954. He and his wife, Jane, were married in 1977. Steve and Jane have three children: Daniel, a Williams College and Boston University Law School graduate, is a lawyer in Massachusetts; Timothy, a graduate of Middlebury College and the University of Wisconsin-Madison Graduate School, is a computer scientist in Wisconsin; and Angela, an Augustana alumna, is a graduate of the speech language pathology program at the University of Arizona, and is now practicing in Indiana. Steve and Jane also are the proud grandparents of five grandchildren.

Board and Senior leadership

Augustana College is proud to recognize its 2020-21 Board of Trustees:

Mr. Wiley S. Adams '82, Vice President and Chief Legal Officer, PGIM, Newark, NJ
 Mr. Steven C. Bahls, President, Augustana College, Rock Island, IL
 Mr. Pedro Cervantes '00, Managing Partner, Tristan & Cervantes, Chicago, IL
 Rev. Jeffrey Clements, Bishop, Northern Illinois Synod, ELCA, Rockford, IL
 Mrs. Julie K. Elliott '82, Musician, Elkhorn, NE
 Deb Gammon '78, CFO, Motor Werks Auto Group, Barrington, IL
 Mr. Michael Gapen '91, Managing Director, Head of US Economics Research, Barclays, New York, NY
 Mr. Murry Gerber '75, Chairman/CEO (retired), EQT Corporation, Pittsburgh, PA
 Mr. Richard C. Godfrey '76, Senior Litigation Partner, Kirkland & Ellis, Oak Park, IL
 Dr. Diane Griffin '62, Professor, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD
 Ms. Diane Gustafson Hill '66, Senior Lecturer (retired), Northwestern University, Barrington, IL
 Mr. Douglas Hultquist '77, President & CEO (retired), QCR Holdings, Inc., Moline, IL
 Mr. R.C. (Rick) John '79, President, The Sedona Group, Moline, IL
 Mr. Robert Karlblom '65, Managing Director (retired), Lehman Brothers, Lake Forest, IL
 Ms. Natalie Kessler '92, Co-owner, Masters Educational Services, Galesburg, IL
 Rev. Christina Garrett Klein '08, Pastor, Edgebrook Lutheran Church, Chicago, IL
 Dr. Millicent Knight '82, Senior Vice President, Customer Development Group, Essilor of America, Dallas, TX
 Mr. Zachary A. Larson '01, Founding Partner, Wealth Advisor, IntentGen Financial Partners, Naperville, IL
 Mr. Thomas Leach '83, Chief Financial Officer, Strateg IQ Commerce, Chicago, IL
 Mr. Eric Lindberg, Executive Chairman, Spence Diamonds, Dallas, TX/Vancouver
 Rev. Barbara Lundblad '66, Joe R. Engle Professor of Preaching Emerita, Union Theological Seminary, Minneapolis, MN
 Ms. Allyson Martinez '13, Macro Investment Strategist, William Blair, Chicago, IL
 Mr. Robert D. Mitchum '75, President & CEO (retired), Network Services Co., Downers Grove, IL
 Mr. John Murabito '80, EVP, Human Resources & Services, Cigna Corporation, Philadelphia, PA
 Ms. Lynette Skow Rasmussen '87, General Counsel, The Rasmussen Group, Des Moines, IA
 Dr. Gail Richard '76 Professor Emeritus, Eastern Illinois University, Charleston, IL
 Mr. Mark F. Saran '77, Executive Vice President, North Shore Private Asset Management, Lake Forest, IL
 Mrs. Sandra Shockley '65, Co-owner & Vice President, Shockley Group, Ormond Beach, FL
 Mr. Peter Simshauser '79, Partner, Skadden, Arps, Slate, Meagher & Flom LLP, Boston, MA
 Mr. Sunder Subbaroyan '87, Chairman, Doerfer Companies, Moline, IL
 Mr. C. Dana Waterman III, Of Counsel, Lane & Waterman LLP, Davenport, IA
 Mr. Thomas Weigand '85, Founder, IWI Ventures (Noodles & Company), Fitchburg, WI
 Mr. Aaron L. Wetzel '90, Vice President, Global Crop Care Platform, John Deere, Ankeny, IA
 The Rev. Dr. Mark Wilhelm, Executive Director, Network of Colleges and Universities, ELCA, Chicago, IL
 Mr. Trevor Will '75, Partner, Foley & Lardner LLP, Milwaukee, WI
 Mr. Karl Zobrist '71, Partner, Dentons US LLP, Kansas City, MO

Biography of Steven C. Bahls

<https://www.augustana.edu/about-us/president/biography>

Steven C. Bahls is the eighth president of Augustana College. He joined the college in the summer of 2003 and was installed as president in October of that year. Among the major developments on campus since then:

- Faculty, staff and students worked together on two strategic plans — first *Authentically Augustana: A Strategic Plan for a Premier Liberal Arts College* and now [Augustana 2020: Our Path Forward](#).

- Major campus improvements have included the building of Duane R. Swanson Commons; the Dorothy Parkander Residence Center, the Murry and Cindy Gerber Center for Student Life, John and Mary Thorson-Lucken Field, the Austin E. Knowlton Outdoor Athletic Complex, and the Kim and Donna Brunner Theatre Center. In addition, substantial renovations have been completed to Old Main, Emmy Evald Hall and the Thomas Tredway Library.

- [Augie Choice](#), a unique grant providing all students up to \$2,000 to work with faculty mentors on research projects, pursue international study or engage in an internship, was introduced.
- More than half (54 percent) of students now have a meaningful international experience by the time of their graduation.
- Approximately one-third of Augustana students are either U.S.-born persons of color or international students, representing the most diverse student body in the college's history.
- New programs have been added in Africana studies, creative writing, engineering physics, ethics, graphic design, international business, journalism, music composition, neuroscience, and data analytics; faculty leaders have launched the Augustana Center for Polar Studies, the Upper Mississippi Studies Center, and the Presidential Center for Faith and Learning.
- Women's and men's lacrosse, men's volleyball, and women's bowling have all been added to the college's NCAA Division III athletic program, and Augustana has maintained its ranking as a leading producer of Academic All-Americans.
- A conversation led by Campus Ministries resulted in the [Five Faith Commitments of Augustana College](#), an expression of what it means to be a church-related college in the 21st century.
- The college has raised more than \$152 million as part of a comprehensive campaign, enabling Augustana to provide additional funds for scholarships, programming and enhancing buildings.
- Augustana's enrollment has grown by almost 10 percent, and the faculty has grown by more than 13 percent.

President Bahls has written extensively about a wide range of higher education topics, from shared governance to teaching financial literacy. His writings have been published in numerous journals such as *Trusteeship*, *Huffington Post*, *Inside Higher Education*, the *Chronicle of Higher Education*, and *Intersections — the Journal of Lutheran Higher Education*. He is the author of the Association of Governing Board's "Shared Governance in Times of Change: A Practical Guide for Universities and Colleges." He recently has published two book chapters, "From Shared Governance to Shared Accountability" (SUNY Press) and "Liberal Arts Colleges: Building the Capacity to Thrive" (Peter Lang Publishing).

He has served on the boards of national higher education organizations including the Council of Independent Colleges and the National Association of Independent Colleges and Universities, and he currently chairs the board of the Lutheran Educational Conference of North America and the Federation of Independent Illinois Colleges and Universities. He also served on the NCAA Division III Presidents' Advisory Council, and was an invited member of President Barack Obama's White House Summit on Higher Education.

A recognized scholar in the area of business law and agricultural law, President Bahls has also written hundreds of articles in both scholarly publications and magazines such as *Entrepreneur*, *Independent Banker* and *Nation's Business*. His writings about legal issues have been cited by 150 scholarly law journals, including the *Harvard*, *Yale*, *Cornell* and *Columbia* law reviews, and have been cited in reported court opinions in seven states.

President Bahls is a frequent speaker on campus, and he holds open office hours, often in Brew by the Slough, the coffee house in Augustana's Center for Student Life. Most evenings and weekends, you'll find him at Augustana's music, cultural and athletic events.

Prior to joining Augustana College, he was dean at Capital University Law School, the only law school in the nation affiliated with the Evangelical Lutheran Church in America. Prior to joining Capital's law program, he served as associate dean and professor at the University of Montana School of Law. From 1979 through 1985, he practiced corporate law with the Milwaukee firm of Frisch, Dudek and Slattery. He is a CPA and a lawyer.

He is active as a leader in his community. Since coming to the Quad Cities, he has been chair of the executive board of the Illowa Council of Boy Scouts of America, the board of the Putnam Museum of Natural Science, and completed two

terms as president of the board of the Illinois Quad City Chamber of Commerce, in which role he helped lead efforts to create the unified (Illinois and Iowa) Quad City Chamber. He is chair of the Genesis Health System board, and has served on the boards of directors of the United Way of the Quad Cities, the Quad City Symphony Orchestra Association, and the Quad Cities Cultural Trust. He is a tri-chair of Q2030, the regional plan for building the economic and cultural vitality of the Quad Cities as a cool, creative, connected and prosperous community.

Steven Bahls was born in Des Moines in 1954. He and his wife, Jane, were married in 1977. Jane Easter Bahls is a graduate of Cornell College and Trinity Evangelical Divinity School. She had a 22-year career as a freelance writer after eight years as a college religion and philosophy instructor. Jane is active in the life of Augustana and in the community, including Operation Read, Churches United, Ballet Quad Cities and Family Resources. Jane and Steve are members of Trinity Lutheran Church (ELCA) in Moline.

Steve and Jane have three children: Daniel, a Williams College and Boston University Law School graduate, is a lawyer in Massachusetts; Timothy, a graduate of Middlebury College and the University of Wisconsin-Madison Graduate School, is a computer scientist in Wisconsin; and Angela, an Augustana alumna, is a graduate of the speech language pathology program at the University of Arizona, and is now practicing in Indiana. Steve and Jane also are the proud grandparents of five grandchildren.

President's Cabinet

The President's Cabinet is the group of senior officers of the college that meets regularly with President Steve Bahls throughout the academic year.

The Cabinet includes:

Kirk Anderson, chief financial officer and vice president of administration

Kent Barnds, executive vice president of external relations

Wes Brooks, dean and vice president of student life

Sheri L. Curran, general counsel

Wendy Hilton-Morrow, vice president of academic affairs, provost and dean of the college

Richard W. Priggie, campus chaplain and Lutheran Brotherhood Chaplaincy Chair

Keri Rursch, assistant vice president of communications and marketing

Monica Smith, vice president of diversity, equity and inclusion

Augustana Teaching Faculty

(The first year given is the year of initial appointment. The second year is the year of appointment to the current position or rank.)

Al-Wazedi, Umme. Associate Professor of English (2008, 2014)

Alder, Katreena. Teaching Fellow of Communication Studies (2019, 2019)

Andani, Khalil. Assistant Professor of Religion (2019, 2019)

Arkle, Jeanette. Assistant Professor of Environmental Studies and Program Manager of Upper Mississippi Center for Sustainable Communities (2017, 2020)

Arkle, Kelsey. Assistant Professor of Geology (2017, 2017)

Augspurger, Michael. Visiting Assistant Professor of Physics (2007, 2019)

Aumuller, Karen. Clinic Administrator and Instructor in the Department of Communication Sciences and Disorders (1996, 2014)

Baldwin, Gail. Part-time Instructor of Music (1988, 1988)

Ball, Derek. Part-time Instructor of Sociology (2010, 2010)

Bancks, Jacob D. Associate Professor of Music (2011, 2017)

Bashar, AKM R., Assistant Professor of Mathematics (2020, 2020)

Baugous, Amanda M. Professor of Business Administration (2004, 2018)

Bawden, Susan. Part-time Instructor of Music (1990, 1990)

Beinborn, Mark. Head Women's Basketball Coach and Instructor of Physical Education (2008, 2012)

Bell, Steve. Head Football Coach and Instructor of Physical Education (2014, 2014)

Bengtson, Thomas E. Professor of Mathematics and the Earl H. Beling Chair in Mathematics (1988, 2002)

Benson, Nicholas. Visiting Assistant Professor of Communication Studies (2019, 2019)

Bethke, Kelly. Head Volleyball Coach and Instructor of Physical Education (2013, 2013)

Biebel, Brett. Teaching Fellow Assistant Professor of English, Communication Studies, and First Year Inquiry (2015, 2019)

Biggin, Mary Ellen. Professor of Chemistry (2001, 2020)

Bloser, Timothy P. Associate Professor of Philosophy (2007, 2012)

Bluemle, Stefanie. Research and Instruction Librarian and Assistant Professor (2008, 2017)

Boelens, Angela. Visiting Instructor of Business Administration (2018, 2019)

Bonzon, Roman P. Professor of Philosophy (1989, 2005)

Boone, George. Continuing Lecturer of Communication Studies and Business Administration (2015, 2019)

Boquin, Jose. Associate Professor of Chemistry (2012, 2018)

Borderia-Garcia, Ana M. Associate Professor of Spanish and Education (2006, 2013)

Bowman, Matthew. Part-Time Assistant Professor of First Year Inquiry (2019, 2019)

Bracke, Deborah J. Associate Professor of Education and Director of Field Experiences (1991, 2014)

Briggs, Fiona. Part-time Clinical Supervisor and Instructor of Communication Sciences and Disorders (2015, 2015)

Brosius, Tierney. Associate Professor of Biology (2013, 2017)

Burghardt, Lucy. Assistant Professor of Communication Studies (2018, 2018)

Burge, Ashley. Assistant Professor of English (2019)

Burgmeier, Sally B. Assistant Professor in the Department of Chemistry, Lab Coordinator and Science Building Safety Officer (1997, 2020)

Burnham, Jennifer L. Professor of Geography (2006, 2020)

Calder, Lendol G. Professor of History (1996, 2009)

Carkner, Lee. Professor of Physics and Astronomy (1999, 2013)

Carmack, Bernadette. Adjunct Instructor of Education (2015, 2020)

Chang, Hua-Mei. Adjunct Assistant Professor of Chinese (2010, 2017)

Chen, Yarong. Part-time Instructor of Data Analytics (2020, 2020)

Chetel, Daniel. Assistant Professor of Music (2016, 2016)

Chileen, Barrie. Part-time Instructor of Geography (2019, 2019)

Chino, Taido. Teaching Fellow of Religion (2019, 2019)

Cho, Samuel. Part-time Instructor of Music (2018, 2018)

Choi, Hyeong-Gyu. Assistant Professor of Business Administration (2016, 2016)

Christoffel, Kurt M. Professor of Chemistry (1985, 2001)

Ciccotelli, Gary. Part-time Instructor of Music (2014, 2014)

Clark, Jay. Assistant Athletic Trainer and Instructor of Physical Education (2015, 2015)

Clark, Michael. Part-time Assistant Professor of Accounting (2012, 2017)

Clauss, Jon M. Professor of Mathematics (1993, 2009)

Clayton, Terry. Part-time Instructor of Business Administration (2019, 2019)

Coe, Martin (Marty). Professor of Accounting and Robert A. Hanson Endowed Chair in Data Analytics (2019, 2019)

Colmenares, America. Adjunct Instructor of Spanish (2006, 2006)

Cooper, Shelley. Assistant Professor of Theatre Arts (2017, 2017)

Corts, Daniel P. Professor of Psychology (2000, 2013)

Coussens, Jeffrey L. Director and Professor of Theatre Arts (1987, 2009)

Cranford, Emily. Visiting Assistant Professor of French (2017, 2017)

Crawford, Patrick A. Professor of Chemistry (2006, 2020)

Croll, Paul R. Associate Professor of Sociology (2008, 2014)

Crouch, Michelle. Adjunct Assistant Professor of Music (2010, 2013)

Crowe, David W. Professor of English and the Dorothy J. Parkander Professor in Literature (1989, 2007)

Cummins, John. Adjunct Assistant Professor of Music (2015, 2020)

Dakin, Deborah. Adjunct Assistant Professor of Music (1989, 2003)

Daniels, Kelly R. Associate Professor of English (2007, 2013)

Dao, Yen. Director of Student Success Services and Instructor of Learning Commons (2014, 2017)

Davis, Joanna. Visiting Assistant Professor of Business Administration (2018, 2018)

Day, Kirsten. Associate Professor of Classics (2007, 2013)

DeBlicek, Kristin. Instructor of Communication Science and Disorders (2020, 2020)

Dehnel, David M. Professor of Political Science (1987, 2003)

Del Vecchio, Paul. Head Men's Golf Coach and Instructor of Physical Education (2010, 2010)

Delaney, John S. Professor of Accounting and the S. James Galley Chair in Accounting (2003, 2015)

Doak, Sheila. Part-time Instructor of Music (2012, 2012)

Dobson, Nicholas. Adjunct Assistant Professor of English, First Year Inquiry, and German (2014, 2017)

Domski, Gregory J. Associate Professor of Chemistry (2008, 2014)

Douglas, Kristin R. Associate Dean of the College and Professor of Biology (2003, 2017)

Downey, Michael. Part-time Instructor of Data Analytics (2019, 2019)

Drazinski, Lynn A. Adjunct Assistant Professor of Communication Sciences and Disorders (2012, 2020)

Ducey, Mike. Head Men's Volleyball Coach and Instructor of Physical Education (2019, 2019)

Dyer, Joshua M. Associate Professor of Physics (2010, 2017)

Earel, Anne M. Reference Librarian and Assistant Professor (2006, 2012)

Edmonds, Shaun. Assistant Professor of Kinesiology and Human Wellness (2019, 2019)

Egan, Michael C. Associate Dean of Academic Affairs and Associate Professor of Education (2008, 2018)

Ehrlich, Janina A. Professor of Music (1979, 2009)

Elflin, Robert P. Associate Professor of Music (2007, 2013)

Ellis, David L. Professor of History (2001, 2015)

Ellis, Margaret. Assistant Professor of Music and Physical Education and Administrative Assistant of Music (1995, 2018)

Emerson, Maria. Research and Instruction Librarian and Instructor (2017, 2017)

Ericson, Ann E. Professor of Business Administration (1987, 2012)

Farmer, Dawn. Assistant Professor of Music (2018, 2018)

Farooqi, Imran. Instructor of Business Administration (2014, 2014)

Faulkner, Sean. Assistant Trainer and Instructor of Physical Education (2017, 2017)

Felden, Tamara. Adjunct Assistant Professor of Honors (2017, 2020)

Feigley, Estlin. Fresh Films Project Coordinator (2017, 2017)

Feigley, Kelli. Fresh Films Project Coordinator (2017, 2017)

Fockler, Matthew. Associate Professor of Geography (2013, 2019)

Frank, Nathan H. Associate Professor of Physics (2009, 2009)

Freund, Erin. Part-time Assistant Professor of Music (2011, 2012)

Fronsman-Cecil, Thea. Part-time Assistant Professor of First Year Inquiry (2020, 2020)

Fuhr, Stephanie M. Part-time Assistant Professor of Biology (2008, 2020)

Geedey, C. Kevin. Professor of Biology (1996, 2009)

Gehler, Scott. Associate Professor of Biology (2011, 2017)

Gillette, Meg. Associate Professor of English (2006, 2013)

George, Sunita. Part-time Assistant Professor of Geography (2019, 2019)

Goad, Emilee. Part-time Instructor of Communication Studies (2015, 2015)

Goebel, Catherine C. Professor of Art - Art History and Paul A. Anderson Professor in the Arts (1983, 2003)

Gordon, Rupa Gupta. Assistant Professor of Psychology (2013, 2015)

Gosa, Terrina. Part-time Clinical Supervisor and Instructor of Communication Sciences and Disorders (2013, 2013)

Gould, Deke. Continuing Lecturer of Philosophy (2011, 2017)

Grace, Desiree. Part-time Instructor of Business Administration (2010, 2017)

Greene, Laura E. Professor of English (1996, 2010)

Greene, Stacie. Assistant Professor of Communication Sciences and Disorders (2020, 2020)

Hager, Stephen. Professor of Biology (1998, 2012)

Hall, Randall. Professor of Music (2005, 2019)

Hammond, Lauren. Assistant Professor of History (2016, 2016)

Han, Juliana. Assistant Professor of Music (2018, 2018)

Hann, Lena. Assistant Professor of Public Health (2016, 2016)

Hanson, Katie. Assistant Professor of Education and English (1991, 2013)

Hare, Donna M. Visiting Assistant Professor of Communication Studies (2008, 2019)

Harrington, Ian A. Professor of Psychology (2005, 2019)

Harrison, Anthony. Assistant Professor of Chemistry (2019, 2020)

Haskill, Allison M. Professor of Communication Sciences and Disorders (2002, 2016)

Hauer, Justin. Assistant Baseball Coach and Instructor of Physical Education (2016, 2016)

Havard-Rockwell, Megan. Associate Professor of Spanish (2014, 2020)

Heacock-Renaud, Jennifer. Continuing Lecturer of Spanish (2015, 2018)

Heick, Rebecca J. Assistant Professor of Public Health (2015, 2019)

Heine, Reuben A. Professor of Geography and the Edward Hamming Chair in Geography (2005, 2019)

Heller, Chris. Part-time Instructor Accounting (2006, 2014)

Hengst, H. Randall II. Professor of Education (1993, 2009)

Hildreth, John W. Professor of Music and the Gassman Family Chair in Music (1970, 1995)

Hilton-Morrow, Wendy S. Provost and Dean of the College and Professor of Communication Studies (1999, 2018)

Holder, Caroline. Head Women's Lacrosse Coach and Instructor of Physical Education (2016, 2016)

Holmes, Maureen. Adjunct Instructor of Music (2014, 2017)

Hooker, Mischa. Continuing Lecturer of Classics (2008, 2014)

Hough, Carolyn A. Associate Professor of Anthropology (2006, 2013)

Huntsha, Lisa. Swenson Swedish Immigration Research Librarian/ Archivist and Assistant Professor (2012, 2020)

Hurty, Jon. Professor of Music, Director of Choral Activities, and the Henry Veld Chair in Music (1996, 2006)

Hurty, Sonja. Adjunct Instructor of Music (1996, 1996)

Jakielski, Kathy J. Professor of Communication Sciences and Disorders and the Florence C. and Dr. John E. Wertz Chair in Liberal Arts and Sciences (1998, 2010)

Jensen, Dell W. Associate Professor of Chemistry (2002, 2008)

Jessee, Tom B. Assistant Men's Basketball Coach and Instructor of Physical Education (1996, 1997)

Jones, Keegan. Assistant Football Coach and Instructor of Physical Education (2018, 2018)

Kalas, Taddy R. Professor of French (1990, 2007)

Kaul, Adam R. Professor of Sociology and Anthropology (2007, 2019)

Keehn, Samantha. Continuing Lecturer of Music (2010, 2017)

Kennedy, Bradley. Instructor of Biology (2013, 2013)

Khan Mohd, Tauheed. Assistant Professor of Mathematics and Computer Science (2019, 2019)

Kilbride, Mary J. Adjunct Instructor of Mathematics and Computer Science (1983, 1985)

Kistler, Kris V. Head Softball Coach and Instructor of Physical Education and Gassman Family Coach in Women's Athletics (1999, 1999)

Kivisto, Peter J. Professor of Sociology and the Richard A. Swanson Chair of Social Thought (1982, 1997)

Komura, Chikahide. Part-time Instructor of Japanese (2017, 2020)

Koontz, Jason A. Professor of Biology (2004, 2018)

Kopatich, Ryan. Teaching Fellow of Psychology (2019, 2019)

Kosnick, Kristina. Assistant Professor of French (2017, 2017)

Kramer, Emil A. Professor of Classics, English and History (2002, 2014)

Krier, Brian. Assistant Football Coach and Instructor of Physical Education (2018, 2018)

Kull, S. Tod. Part-time Instructor of Geology (2014, 2014)

Kunde, Meg H. Assistant Professor of Communication Studies (2015, 2015)

La Palm Kimberly. Outreach Coordinator Swenson Swedish Immigration Research Center and Assistant Professor of Scandinavian Studies (2017, 2017)

Lambrecht, Cynthia. Part-time Instructor of Music (1989, 1989)

Lambrecht, James M. Professor of Music and Director of Bands (1988, 2008)

Lange, Paul. Part-time Instructor of Art (2018, 2018)

Larson, Troy. Assistant Professor of Biology (2013, 2013)

Lashley, Sarah. Assistant Professor of Environmental Studies (2019, 2019)

Lau, Mark. Head Men's Volleyball Coach and Instructor of Physical Education (2016, 2016)

Lawrence, Elizabeth. Assistant Professor of History (2019, 2019)

Lawrence, Tom. Head Women's Golf Coach and Instructor of Physical Education (2013, 2013)

Lederman, Gillian. Special Projects Coordinator and Assistant Professor of Business Administration and First Year Inquiry (2008, 2020)

Lee, Daniel E. Professor of Religion and the Marian Taft Cannon Chair in the Humanities (1974, 1991)

Leech, Brian. Associate Professor of History (2008, 2018)

Lehman, Lauryn. Research and Instruction Librarian (2019, 2019)

Leon, Trino. Part-time Assistant Professor of Accounting (2019, 2019)

Lewellan, Paul. Part-time Instructor of Communication Studies (2002, 2002)

Lincoln, Emma. Special Collections Librarian and Instructor (2017, 2017)

Lloyd, Daniel. Head Men's & Women's Swim Coach and Instructor of Physical Education (2014, 2014)

Logan, Kristen. Adjunct Assistant Professor of Accounting (2002, 2018)

Logan, Madison. Clinical Supervisor and Instructor of Communication Sciences and Disorders (2018, 2018)

Lohman, Mark. Technical Director of Theatre Arts (2019, 2019)

Lorenz, Megan. Instructor of Psychology (2018, 2019)

Loveland, Rohan, Assistant Professor of Computer Science (2020, 2020)

Lueders, Briana. Clinical Supervisor and Instructor of Communication Sciences and Disorders (2019, 2020)

Lund, Golden. Part-time Assistant Professor of Music (2015, 2015)

Ma, Jen-Mei. Professor of Chinese (1993, 2006)

Magalhaes, Mariano J. Professor of Political Science (2003, 2011)

Mahn, Jason A. Professor of Religion and the Conrad Bergendoff Professor in the Humanities (2007, 2019)

Mahon, Melinda. Assistant Professor of Business Administration (2015, 2020)

Maloney, Richard. Assistant Football Coach and Instructor of Physical Education (2018, 2018)

Marklevits, Farah. Assistant Director of the Reading Writing Center and Associate Professor of Learning Commons (2007, 2018)

Markward, David C. Part-time Assistant Professor of Education (2010, 2010)

Marmé, Christopher B. Professor of Economics and the Frank Strohkarck Chair of Business and Economics (1988, 2009)

Marmé, Mamata. Assistant Professor and Advising Coordinator of Business Administration (1988, 2018)

Mason, Kelvin. Professor of Art - Graphic Design (2010, 2017)

McCall, Jackie. Brunner Theatre Outreach Coordinator (2019, 2019)

McClerking, Harwood. Visiting Assistant Professor of Political Science (2020, 2020)

McDowell, Joseph D. Professor of English (1991, 2008)

McDowell, Sarah. Adjunct Assistant Professor of English (1998, 2014)

Meiners, Amanda. Part-time Instructor of Education (2019, 2019)

Mejia, Scott M. Head Women's Soccer Coach and Instructor of Physical Education and Gassman Family Coach in Women's Athletics (2001, 2001)

Melton, Olivia. Assistant Professor of Accounting (2017, 2018)

Mendoza, Juan. Part-time Instructor of Music (2018, 2018)

Miedema, Jonathan. Head Men's and Women's Tennis Coach and Instructor of Physical Education (2011, 2011)

Miller, Todd M. Lab Coordinator and Assistant Professor of Chemistry (1998, 2012)

Moore, Daniel. Part-time Instructor of Music (2020, 2020)

Morse, Margaret A. Associate Professor of Art - Art History (2007, 2013)

Moyer, Christopher. Visiting Assistant Professor of Psychology (2019, 2019)

Mueller, Diane C. Adjunct Assistant Professor of Mathematics and Computer Science (1995, 2016)

Muir, Timothy J. Associate Professor of Biology (2009, 2009)

Murphy, Kimberly A. Associate Professor of Biology (2011, 2016)

Nagase, Mari. Associate Professor of Japanese (2009, 2009)

Nelson, Christopher. Part-time Instructor of Music (2015, 2016)

Nickel, Breanna. Teaching Fellow of Religion (2019, 2019)

Nodulman, Jessica. Associate Professor of Communication Studies (2014, 2020)

Nordling, Jamie. Associate Professor of Psychology (2014, 2020)

Norling, Dennis. Part-time Assistant Professor of Business Administration (2005, 2011)

Normoyle, Angela H. Part-time Assistant Professor of Communication Studies (2001, 2011)
O'Connor, Penny. Adjunct Instructor of Communication Studies and First Year Inquiry (2017, 2018)
Oliver, Tony. Continuing Lecturer of Music (2006, 2018)
Olsen, Paul V. Part-time Professor of English (1966, 2018)
Palar, Bryce. Visiting Assistant Professor of Business Administration (2017, 2020)
Parrott, Andy. Part-time Instructor of Music (2016, 2016)
Parvin, Douglas. Associate Professor of Philosophy (2008, 2014)
Perreau, Ann. Associate Professor of Communication Sciences and Disorders (2011, 2017)
Peters, Jason R. Professor of English and the Dorothy J. Parkander Chair in Literature (1996, 2010)
Peterson, William. Assistant Professor of Physics (2013, 2013)
Pfautz, John S. Professor of Music (1987, 2005)
Phan, Trang T. Associate Professor of Business Administration (2014, 2020)
Phipps, Vickie. Associate Professor of Art - Graphic Design (2013, 2019)
Pobanz, Randy. Part-time Instructor of Music (1985, 1985)
Pople, Jennifer. Associate Professor of Theatre Arts (2012, 2020)
Pryor, Ryan. Head Women's and Men's Water Polo Coach and Instructor of Physical Education (2020, 2020)
Quinn, Megan E. Professor of Art - Art Studio (1980, 1998)
Ragone, Dave. Assistant Football Coach and Instructor of Physical Education (2014, 2014)
Rathgeber, Jesse. Assistant Professor of Music (2020, 2020)
Rayapati, Sangeetha. Professor of Music (2001, 2015)
Regan, Mick. Head Men's Soccer Coach and Instructor of Physical Education (2014, 2014)
Reisner, Michael. Associate Professor of Environmental Studies and Director of Upper Mississippi Center (2012, 2018)
Renaud, Jeffrey. Assistant Professor of Spanish (2014, 2014)
Resner, Martin. Head Women's Bowling Coach and Instructor of Physical Education (2016, 2016)
Richardson, Deanna M. Part-time Instructor of Physical Education (1989, 1989)
Rodman, Stacey. Associate Professor of Mathematics and Computer Science (1995, 2004)
Rodriguez-Mejia, Fredy. Visiting Assistant Professor of Sociology and Anthropology
Romaniello, Jacob. English Language Learner Specialist and Assistant Professor of Learning Commons (2014, 2014)
Rose, Jayne A. Professor of Psychology (1987, 2003)
Safstrom, Mark. Associate Professor of Scandinavian Studies (2017, 2020)
Salgado, Nirmala S. Professor of Religion (1993, 2009)
Sattar, Fatima. Assistant Professor of Sociology and Anthropology (2016, 2016)
Scarlett, Michael. Associate Professor of Education (2013, 2017)
Schacherer, Jonathan. Teaching Fellow of Psychology (2019, 2019)
Schafer, Steve. Head Men's Basketball Coach and Instructor of Physical Education (2020, 2020)
Schmelzer, Samanta. Part-time Instructor of Spanish (2017, 2017)
Schmidt, Charles J. Continuing Lecturer of Music and Administrator of Band Tour US (2009, 2017)
Schroeder, Michael W. Professor of Education (1995, 2009)
Schultz, Jessica M. Associate Dean of Academic Affairs and Associate Professor of Psychology (2009, 2018)
Schussheim-Anderson, Rowen. Professor of Art - Art Studio (1982, 2001)
Schwaegler, Steven R. Part-time Instructor of Music (2020, 2020)
Schwaegler, Susan. Part-time Instructor of Music (1998, 1998)
Schwartz, David. Assistant Professor of Communication Studies (2016, 2016)
Schwartz, Nadia. Assistant Professor of Accounting (2006, 2018)
Scott, Lori R. Professor of Biology (1989, 2006)
Seidlitz, Lisa. Associate Professor of German (2003, 2014)
Shaver, Jake. Head Men's Cross Country and Track Coach and Instructor of Physical Education (2018, 2018)
Short, Joanna S. Associate Professor of Economics (2001, 2006)
Simonsen, Jane E. Professor of History (2006, 2017)
Smith, Anna. Associate Athletic Trainer and Instructor of Physical Education (2007, 2007)
Smith, Corrine. Adjunct Assistant Professor of Art - Art Studio and Education (2005, 2011)

Snowball, W. David. Professor of Communication Studies and the Stuart Lee and Virginia Talbott Harbour Chair (1984, 2002)

Stewart, Eric C. Associate Professor of Religion (2009, 2014)

Stodd, Janet. Part-time Instructor of Music (1977, 1977)

Stone, Susan E. Professor of Music (1986, 2004)

Stonedahl, Forrest. Associate Professor of Mathematics and Computer Science (2014, 2018)

Storl, Heidi. Professor of Philosophy and the William A. Fresitat Chair for Studies in World Peace (1989, 2005)

Stough, Shara D. Associate Professor of Psychology (2011, 2018)

Strasser, Jeffrey C. Professor of Geology (1996, 2010)

Street, Lucas. Director of the Reading and Writing Center and Instructor of Learning Commons (2011, 2011)

Strunk, Christopher. Associate Professor of Geography (2012, 2018)

Sward, Andrew. Associate Professor of Mathematics and the Earl H. Beling Chair in Mathematics (2014, 2020)

Szafran, Lisa. Assistant Professor of Psychology (2014, 2014)

Tatro, Mary S. Technical Services Librarian and Assistant Professor (2001, 2009)

Tawiah-Boateng, John. Associate Professor of English (2002, 2002)

Tegtmeier, Seth. Head Women's Bowling Coach and Instructor of Physical Education (2019, 2019)

Thompson, David. Head Women's Cross Country and Track Coach and Instructor of Physical Education (2015, 2015)

Thornblad, David. Associate Professor of Business Administration (2016, 2020)

Torie, Daniel. Head Men's Lacrosse Coach and Instructor of Physical Education (2015, 2015)

Trotter, Pamela J. Professor of Chemistry and the Robert W. Beart Chair in Chemistry (2001, 2012)

Tschopp, Doug. Director of Entrepreneurial Center (EDGE) and Instructor of Communication Studies (1992, 2002)

Tucker, Ryan. Adjunct Assistant Professor of English and First Year Inquiry (2017, 2017)

Van Howe, James. Associate Professor of Physics (2007, 2013)

Varallo, Sharon M. Professor of Communication Studies and the Violet M. Jaeke Chair of Family Life (1998, 2011)

Vázquez, Jeanneth. Professor of Spanish (1991, 2012)

Vickers, Rachel. Part-time Instructor of Music (2017, 2017)

Vincent, Mark A. Professor of Psychology (1996, 2009)

Vogel, Cecilia J. Professor of Physics (1992, 2009)

Walker, RaeEllen. Artist in Residence - Theatre Design of Theatre Arts (2018, 2018)

Wallace, Gregory D. Head Baseball Coach and Instructor of Physical Education (1994, 1994)

Watson, Kirk. Part-time Instructor of Political Science (2020, 2020)

Webb, Catherine. Assistant Professor of Communication Sciences and Disorders (2020, 2020)

Wee, Rebecca L. Professor of English (1994, 2010)

Wegman-Geedey, Dara L. Professor of Biology (1995, 2009)

White, Lee. Part-time Assistant Professor of Art (2018, 2018)

White, Michael. Part-time Instructor of Music (2020, 2020)

Wiebler, James. Part-time Instructor of Biology (2020, 2020)

Willaert, Tony. Head Wrestling Coach and Instructor of Physical Education (2017, 2017)

Williams, Laurel. Instructor of Communication Sciences and Disorders (2020, 2020)

Williams, Shawn. Assistant Men's Cross Country and Track Coach and Instructor of Physical Education (2018, 2018)

Williamson, J. Austin. Assistant Professor of Psychology (2012, 2015)

Wilmsmeyer, Amanda. Associate Professor of Chemistry (2013, 2020)

Wolf, Michael B. Professor of Geology and the Fritiof M. Fryxell Chair in Geology and Director of the Fryxell Geology Museum (1995, 2009)

Wolff, Michelle. Assistant Professor of Religion (2018, 2018)

Xiao, Peter Tong. Professor of Art - Art Studio and the Paul A. Anderson Chair in the Arts (1989, 2007)

Yaschur, Carolyn J. Associate Professor of Communication Studies (2014, 2020)

Yoder, Denise L. Head Athletic Trainer and Instructor of Physical Education (1997, 2012)

Young, Colin. Assistant Women's Cross Country and Track Coach and Assistant Professor (2018, 2018)

Youngberg, Karin L. Part-time Professor of English (1967, 2019)

Yuen, Chad. Continuing Lecturer of Chemistry (2013, 2013)

Zapolski, Michael. HEPE Program Coordinator, Director of Athletics and Instructor of Physical Education (2008, 2008)

Zarback, Austin. Part-time Assistant Professor of Accounting (2020, 2020)
Zemek, Michael. Professor of Music (2004, 2020)
Zhang, Xiaowen. Associate Professor of Political Science (2008, 2014)
Zhou, Lina. Associate Professor of Business Administration and Economics (2005, 2011)
Zyla, Marc. Part-time Instructor of Music (2017, 2017)