



## **AUGSBURG COLLEGE**

**Catalog  
1980-82**

**1**

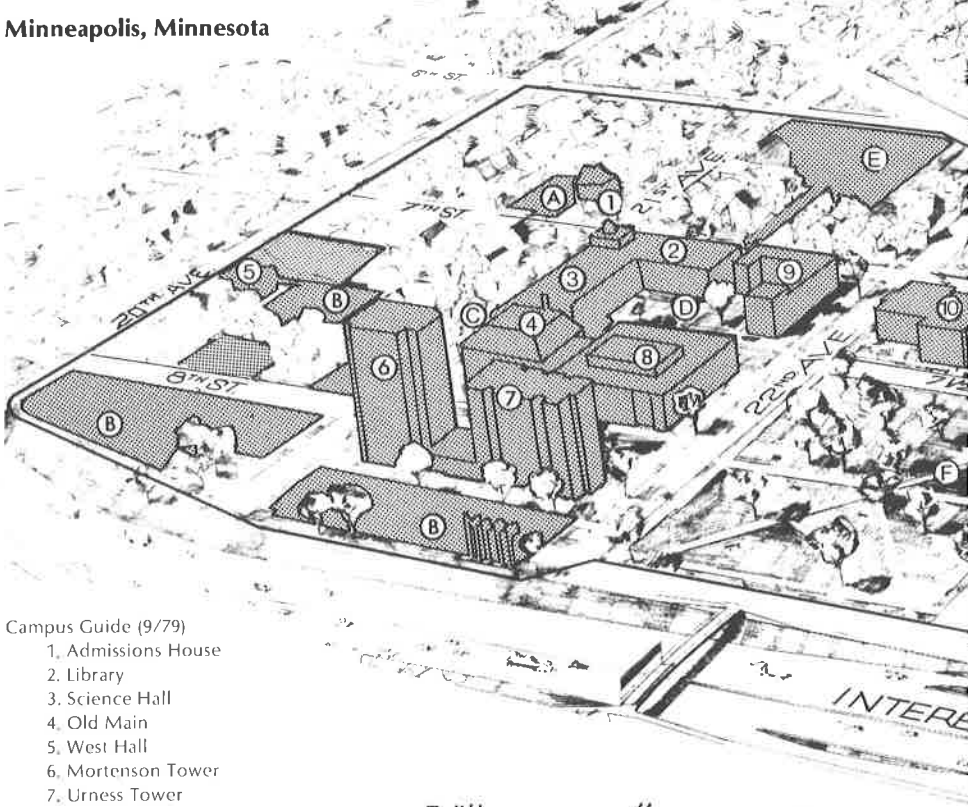
*Minneapolis' skyline provides an ever-changing setting for the campus*

*Augsburg Choir assembles for 1980 tour to Augsburg, Germany*

## 2/Campus Map

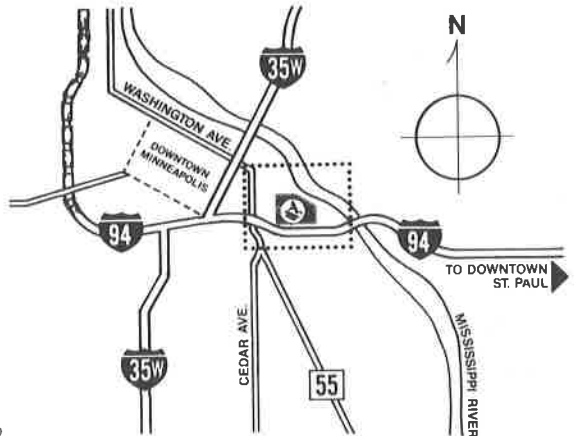
# Augsburg College

Minneapolis, Minnesota



### Campus Guide (9/79)

1. Admissions House
  2. Library
  3. Science Hall
  4. Old Main
  5. West Hall
  6. Mortenson Tower
  7. Urness Tower
  8. College Center
  9. Memorial Hall
  10. Music Hall
  11. Psychology Building
  12. Melby Hall
  13. Ice Arena
  14. Stage II Theater
  15. Little Theater
  16. East Hall
- A. Admissions Parking  
B. Student Parking  
C. Main Entrance-Tunnel/Ramp/Skyway  
D. Quadrangle  
E. Faculty-Staff Parking  
F. Murphy Square  
G. Practice Field  
H. Fairview-St. Mary's Parking Ramp





## Driving to Campus on Interstate 94

**East from Minneapolis:** take the 25th Avenue exit, turn left to Riverside Avenue, and left again to 21st Avenue South at the Augsburg sign.

**West from St. Paul** — take the Riverside Avenue exit right after you cross the Mississippi River and then turn right onto Riverside. Watch for the Augsburg sign and turn left at 21st Avenue South.



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*Philip Thompson, Art Department chair, checks a student project*

*Fall sports include football, soccer, and women's volleyball*

*Dorm artistry flourishes in Urness Tower at Homecoming*



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# Introducing Augsburg

Few liberal arts colleges combine the excitement and vitality of a metropolitan center with the smallness and intimacy of the rural setting. Augsburg is one of the few, very special Christian colleges which can offer you both, as indicated in the Mission Statement adopted by the Faculty and the Board of Regents in 1977.

## Mission Statement

Augsburg is an accredited four-year liberal arts college of The American Lutheran Church located in Minneapolis, at the center of the Twin City metropolitan area. The coeducational student body of approximately 1500, while largely of Lutheran orientation, includes students of diverse ages from a wide variety of religious, cultural and ethnic backgrounds.

For over 100 years the college has emphasized intellectual freedom in the search for knowledge in its disciplines, responsiveness to the needs of society and the world, and preparation of students for service and leadership in church and society.

**The mission of Augsburg College is to educate students through a distinctive combination of commitment to the Christian faith, the liberal arts and excellence in academic program.**

Augsburg College is known for its people, who strive to be a supportive, informal and free community of learners involved with the metropolitan environment.

The academic program is primarily committed to providing opportunities for a broad background in a variety of subject areas as well as personal development. The college challenges students with a portion of the knowledge and thought which has been formative within human history and culture through a wide variety of ideas, disciplines and selected professional and pre-professional programs; assists students in developing intellectual skills as well as in selecting a career; and encourages within students the attitudes and skills necessary to prepare them to be learners throughout their lives. Excellence in the academic programs has characterized and is a continued goal of the college.

**Education at Augsburg is based on the belief that the world is God's, entrusted to us for care, exploration and understanding.**

As a Christian community the college embraces a wide range of religious expression and participation. As part of its academic program Augsburg seeks to give all its students an informed understanding of the Christian faith and heritage as well as an opportunity to encounter other segments of the world's religious heritage. In addition to this intellectual task the aim of the college is to help students understand the Christian faith as relevant for their own experience and for participation in the commitment to the role of the Christian community in the modern world.

**Augsburg College seeks to act responsibly within the metropolitan community.**

The quality of Augsburg's education is enriched by the people, culture and educational resources provided by its location. However, the college is also aware that it has a responsibility to contribute to the larger community. In doing this, the college directs several of its programs specifically at the metropolitan setting, provides areas of study not available elsewhere in the area, and offers itself as an educational resource for a variety of new student populations.

## 6/Introduction

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### History — Fjord to Freeway

Augsburg was the first seminary founded by Norwegian Lutherans in America, named after the confession of faith presented by Lutherans in Augsburg, Germany, in 1530. Minneapolis replaced Marshall, Wisconsin, as Augsburg's home three years later, in 1872. The first college students were enrolled in 1874 and the first college graduation was in 1879.

The school was officially named Augsburg College in 1963 when its former sponsor, the Lutheran Free Church, merged with The American Lutheran Church. Augsburg Seminary joined with Luther Theological Seminary in St. Paul that same year. Continuing ties with this heritage are reflected in the College Center's Augsburg Room and in replication of the original sign for Old Main. *From Fjord to Freeway*, centennial history by Augsburg's Carl E. Chrislock, is available in the College Bookstore for a candid view of the College and its people during the first 100 years.

### Location and Campus

Augsburg's campus is located in the heart of the Twin Cities, surrounding Murphy Square, the first of 155 parks in the "City of Lakes." The University of Minnesota West Bank campus and two of the city's largest hospitals, Fairview and St. Mary's, are adjacent to the campus. Downtown Minneapolis and St. Paul are minutes west and east via Interstate 94 which forms the southern border of the campus, or on bus routes that also connect with the suburbs.

Reaching the Twin Cities is easy. Airlines providing daily service to Minneapolis-St Paul International Airport include American, Braniff, Capitol, Delta, Eastern, Northwest Orient, Ozark, Republic, Trans World, United, USAir, and Western. Bus or train connections can be made from all areas of the United States.

### Policies

It is the policy of Augsburg College not to discriminate on the basis of race, creed, national or ethnic origins, age, marital status, sex or handicap as required by Title IX of the 1972 Educational Amendments or Section 504 of the Rehabilitation Act of 1973 as amended in its admissions policies, educational programs, activities and employment practices. Inquiries regarding compliance may be directed to the individuals listed in the Communications Directory on page 139 or to the Director of the Office of Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

The College and its faculty subscribe to the Statement of Principles on Academic Freedom as promulgated by the American Association of University Professors and the Association of American Colleges.

### Accreditation and Memberships

North Central Association of Colleges and Secondary Schools  
The National Council for the Accreditation of Teacher Education (Secondary and Elementary)  
The Council on Social Work Education  
The American Chemical Society  
Associated Colleges of the Twin Cities (ACTC)  
Minnesota Private College Council  
Lutheran Education Council in North America  
Registered with the Minnesota Higher Education Coordinating Board

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# Facilities and Housing

Instruction facilities and student housing at Augsburg are conveniently located near each other. A tunnel/ramp/skyway system connects the tower dormitories and the five buildings on the Quadrangle, with street level access from 21st Avenue South.

**Admissions House**, located at 628 21st Avenue South, provides offices for the admissions staff and reception area for prospective students and their parents.

**George Sverdrup Library**, (1955) named in honor of Augsburg's fourth president, contains reading rooms, seminar rooms, work rooms, an audio-visual center, the Augsburg Archives, classrooms and faculty offices.

**Science Hall** (1949) houses classrooms, well-equipped laboratories, a medium-sized auditorium, and faculty offices. The **Lisa Odland Observatory** on the roof was completed in 1960.

**Old Main** (1900) is home for the Foreign Language and Art departments and has classrooms used by other departments. Extensively remodelled in 1980, Old Main combines energy efficiency with architectural details from the past.

**West Hall** (1966) is apartment housing for married and upperclass students.

**Mortensen Tower**, (1973), named in honor of Gerda Mortensen, dean of women from 1923 to 1964, has 104 one and two-bedroom apartments that house 312 upperclass students, plus conference rooms and spacious lounge areas.

**Urness Tower**, (1967) named in honor of Mr. and Mrs. Andrew Urness, who have given several generous gifts to the College, provides living quarters for 324 students. Each floor is a "floor unit," providing 36 residents, housed two to a room, with their own lounge, study and utility areas.

**Augsburg College Center**, (1967) center of non-academic activity, has spacious lounges and recreational areas, dining areas, bookstore, and offices for student government and student publications.

**Sverdrup-Oftedal Memorial Hall**, (1938) named in honor of Augsburg's second and third presidents, provides space for administrative and faculty offices and one floor of student housing.

**Music Hall**, (1978) newest building on campus, contains a 217-seat recital hall, classroom facilities, two rehearsal halls, music libraries, practice studios and offices for the music faculty.

**Psychology Building** (1964) has classrooms, offices and laboratories for the Psychology department in the former studio building.

**Melby Hall**, (1961) named in honor of J. S. Melby, dean of men from 1920 to 1942, basketball coach, and head of the Christianity department, provides facilities for the health and physical education program, intercollegiate and intramural athletics, chapel services, and general auditorium purposes.

**Ice Arena**, (1974) with two large skating areas, is used for hockey, figure skating and recreational skating for Augsburg and the metropolitan community.

**Stage II Theater**, formerly Old Music Hall, was redesigned in 1979 with a thrust stage as a temporary performing facility for the Theater department, which also retains space in the **Little Theater** building.

**South Hall**, **Kueffner** apartments, and annex houses, all located in or near the campus area, provide additional housing accommodations for students, faculty and staff.



## Admissions

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  - Early Decision
  - Early Admission
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  - Special Students (Non-Degree)
  - International Students

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*Admissions House — at 728 21st Avenue South*

*Campus Hub, the College Center, and Urness Tower*

*Moving in — often a family affair*





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# Admissions

Augsburg College seeks students who possess qualities of intellect and character which will enable the student to benefit from and contribute to the college community. Each applicant is judged on individual merit without regard for race, creed, sex, age, handicap, and national or ethnic origin.

Augsburg maintains an admissions office staffed with trained admissions counselors. Whenever possible, they visit prospective students in their schools, assisting students and parents with college planning. Persons seeking admissions services should write or phone the Admissions Office (612)330-1001. The Admissions House is located on the corner of 7th Street and 21st Avenue South in Minneapolis.

Prospective students and their parents are invited and encouraged to visit the Augsburg campus. The Admissions Office will arrange a campus tour, class visitations, and conferences with professors according to the wishes of the visitor.

The Admissions Office is normally open weekdays from 8:30 a.m. to 4:30 p.m. Group tours can be arranged for Saturday and Sunday as well. Visitors are asked to write or call the Admissions Office prior to the visit so that arrangements can be made.

## Application Procedures for Freshmen

1. **Application for Admission**  
Applicants should complete an application for admission, and return it to the Admissions Office together with the non-refundable \$15.00 application fee.
2. **Transcripts**  
An official transcript from the high school is required of freshman applicants. Freshman applicants who are still high school students at the time of application should have their most recent transcript sent, followed by a final transcript upon graduation. Graduate Examination Degree scores (G.E.D.) may be presented instead of the high school transcript.
3. **Test Scores**  
Freshman applicants are required to submit results from the Preliminary Scholastic Aptitude Test (PSAT), the Scholastic Aptitude Test (SAT), or the American College Test (ACT). It will suffice if test scores are recorded on the official high school transcript.
4. **Additional Information**  
If there is personal information that may have affected the applicant's previous academic performance, it may be included with the application or discussed personally with an admissions counselor. Additional recommendations may be required by the Admissions Committee before an admissions decision is made.
5. **Notification of Admissions Decision**  
Augsburg College uses a "rolling" admissions plan. Students are notified of the admissions decision within two weeks after the application file is complete.
6. **Completion of Admission**  
An accepted student is asked to make a \$50 non-refundable tuition deposit by April 1 or within 15 days of financial aid notification. Extensions can be granted upon request by the Admissions Office.

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### Early Decision for Freshmen

An Early Decision Program is offered for students who select Augsburg as a primary college choice. An Early Decision candidate must apply by November 15 of the senior year and will receive the admission decision about December 1. The admissions decision is based upon the academic record through the junior year, test scores, and recommendations.

Early Decision candidates applying for financial aid are encouraged to complete the Augsburg Early Decision Financial Aid Application, which enables our Financial Aid Office to compute a preliminary award. Candidates will be notified of their award by January 1. This application is available in the Admissions Office.

A \$50.00 nonrefundable tuition deposit is required by January 1 or within 15 days of financial aid notification.

### Early Admission of Freshmen

Students of exceptional ability who wish to accelerate their educational program may be granted admission to begin full-time work toward a degree following completion of their junior year or first semester of the senior year of high school. Applicants for early admission must complete the normal procedures for freshman applicants, submit two recommendations from the high school principal or counselor, and arrange a personal interview with a college official. Inquiries should go to the Office of the Associate Dean of the College.

## Application Procedures for Transfer Students

Augsburg College welcomes students who wish to transfer after having completed work at other accredited colleges or universities. College credit is granted for liberal arts courses satisfactorily completed at accredited institutions. The College reserves the right not to grant credit for courses where it considers the work unsatisfactory, to grant provisional credit for work taken at unaccredited institutions, and to require that certain courses be taken at Augsburg.

A cumulative grade point average (GPA) of 2.0 or better is required on previous work from four year colleges; from two year colleges, a GPA of 2.5 is required.

Registered Nurses seeking a Bachelor of Science degree in Nursing must have a 2.5 average and complete the Department of Nursing entrance tests.

#### 1. Application for Admission

Applicants should complete an application for admission and return it to the Admissions Office together with the non-refundable application fee.

#### 2. Transcripts

An official transcript from the college(s) you are transferring credits from is required. Transfer student applicants who have attended college for one year or less must also have an official transcript from their high school sent to the Admissions Office.

### 3. Additional Information

If there is personal information that may have affected the applicant's previous college performance, it may be included with the application or discussed personally with an admissions counselor. Additional recommendations may be required by the Admissions Committee before an admissions decision is made.

### 4. Notification of Admissions Decision

Augsburg College uses a "rolling" admissions plan. Students are notified of the admissions decision within two weeks after the application file is complete. An accepted student is asked to make a \$50 non-refundable tuition deposit by April 1 or within 15 days of financial aid notification. Extensions can be granted upon request by the Admissions Office.

## Re-Admission of Former Students

A student who has interrupted attendance at Augsburg College and who wishes to return applies for re-admission through the Registrar's Office. A student who has attended any other institution(s) during the absence from Augsburg must have an official transcript sent from each one to the Registrar's Office. Returning students do not pay the application fee.

## Admission as a Special Student (Non-Degree)

In some circumstances, a person may be admitted as a special student (non-degree) and granted the privilege of enrolling in courses for credit. Usually a part-time student, he or she may subsequently become a candidate for a degree by petitioning through the Registrar's Office.

Students regularly enrolled at another college may take course work at Augsburg College as a special student (non-degree). A transcript must be sent to the Registrar's Office by the student's home institution.

An application form for special student (non-degree) status is available from the Registrar's Office.

## Admission for International Students

International students should consult the information available from the Admissions Office regarding admissions procedures for applicants who are citizens of other nations.



## Financial Information

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*Melby Hall — site for registration,  
Chapel, games, Commencement*

*Gymnasts practice for competition*

*Music Hall entry invites a lineup*



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# Costs and Financial Policies

Students pay less than the full cost of an education at Augsburg College. The balance of instructional and operating costs comes from annual contributions from The American Lutheran Church, endowment funds, and gifts from individuals, corporations and foundations.

## College Costs 1980-81

Costs listed have been approved by the Board of Regents for the 1980-81 academic year. The board reviews costs annually and makes changes as required. The college reserves the right to adjust charges should economic conditions necessitate.

**Tuition (full-time enrollment) ..... \$3,660.00**

This rate applies to all full-time students entering in September, 1980. Students are considered full-time when they take three or more courses during the semester terms for a total of seven or more courses in the school year. The charge includes tuition, general fees, facilities fees, subscription to student publications, and admission to college-supported events, concerts and lectures. The amount is payable in two equal installments at the beginning of each semester.

**Tuition (part-time enrollment) per course ..... 510.00**

This rate applies to students taking fewer than three courses in a semester and/or an Interim only.

**Audit Fee (for part-time students) per course ..... 255.00**

Full-time students may audit a course without charge. Part-time students taking Lifetime Sports are charged the audit rate for that course.

**Room Rent (includes telephone) ..... 957.00**

Linen service is available in residence halls on a direct contract basis from a local linen supply company.

**Full Board (19 meals a week) ..... 880.00**

Other board plans are available as defined in the housing contract booklet available from the Office of Student Life.

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## Other Special Fees (not refundable)

### Fees Billed on Student Account

Late Registration (per day after classes begin) .....	\$ 5.00
Add a course (after first three days of class) .....	2.00
Cancel a course (after first three days of class) .....	2.00
Introduction to Cinema Arts ...	35.00
Film Making (Interim) .....	70.00
Life Drawing (Interim) .....	20.00
Medical Technology (Senior Fee) .....	510.00
Music Therapy Internship (one course credit) .....	510.00
Student Teaching .....	35.00
Study Abroad (in approved non-Augsburg programs) .....	125.00
Music Lessons	
Private, per semester (14 lessons) .....	140.00
Private, Interim, per lesson ...	10.00
Class, per semester .....	70.00
Psychology of Music .....	10.00
Radio-Television Production ...	10.00
Theater Technical Production ..	35.00

### Fees Payable by Check/Cash

Application (new and/or special students) .....	\$ 15.00
Nursing Admission Test ...	20.00
Locker Rental (for commuters) .....	5.00
Student Parking Lot Permit .....	20.00
Transcript Fee (per copy after first, which is free) .....	1.00
Special Examinations (Schedule on file in Registrar's Office)	

### Books and Supplies

These costs are estimated to range between \$175 - 225 per year.

## Deposits

Tuition (non-refundable) .....

	\$ 50.00
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Required of all new students after acceptance. Applied to the tuition charge.

Housing .....	100.00
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Required of all resident students at the time of signing a contract, to reserve a housing assignment. Applied to the room charge. New contracts may be terminated for Fall or Spring Term by notifying the Office of Student Life in writing by the first day of registration. The resident will be responsible for all costs incurred due to late cancellation or lack of proper notification. If the new contract is cancelled prior to July 1 for Fall semester or January 1 for Spring Semester, \$35.00 will be forfeited from the \$100 deposit as a service charge. The entire deposit will be forfeited if cancellation is after these dates.

Breakage and Fine .....	25.00
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Charged to all students at registration and refundable upon graduation, transfer to another institution, or discontinuation of education at Augsburg.

## Payments

**Semester Fees** — Prior to the start of each semester a “Statement of Estimated Charges” showing basic charges and credits designated by the Student Financial Services Office is sent to the student from the Business Office.

**Payment Options** — (1) Annual payments, due August 20 as billed; (2) Semester Payments, due August 20 and January 20 as billed; (3) Payment Plan — upon application and after College approval, a three-month plan is available each semester. Details are included with the Estimate of Charges letter. (4) Deferred Payments, an individual contract with a private commercial agency which operates independently of the College. Multiple year as well as single year contracts are available. An information letter and brochure will be mailed.

Tuition is set on an annual basis, payable in two equal installments at the beginning of each semester. Registration is permitted only if the student’s account for a previous term is paid in full. Augsburg College will not release academic transcripts until all student accounts are paid in full or, in the case of loan funds administered by the College (National Direct/Defense Student Loans-NDSL), are current according to established repayment schedules.

## Refunds

Students who properly withdraw, drop to part-time, are dismissed, or are released from a housing contract will have their accounts adjusted for tuition and room (except for the minimum deduction of \$100.00 to cover administrative costs) according to the following schedule:

- 100% — through the first five days of classes.
- 90% — from the sixth through 10th day of classes.
- 80% — from the 11th through 15th day of classes.
- 70% — from the 16th through 20th day of classes.
- 60% — from the 21st through 25th day of classes.
- 50% — from the 26th day of classes through the mid-point of the term.

No refund will be made after the middle of the term. Board refunds are made on a proportionate basis.

If a student is forced to cancel registration during the first one-half of the term due to illness or accident, the charges will be reduced by one-half upon submission of a report from the attending physician stating the inability or inadvisability of continued enrollment.

Students who elect to omit an interim or to graduate in December are not entitled to a refund of interim tuition, room, and board charges. Students who participate in an approved off-campus interim are eligible to apply for a board refund and room sub-lease. Details and request forms are available in the Office of Student Life. Cancellation from College forms are available in the Registrar’s Office.

All refunds of charges will be applied to the account of the student and all adjustments for aid, loans, fines and deposits, etc. will be made before eligibility for a cash refund is determined.

# Financial Aid

The financing of post-secondary education may well be one of the more significant investments that an individual or a family will make in an entire lifetime. Because this is the case, proper planning and wise choices are important, not only in the selection of an institution, but also in the methods utilized in paying the related expenses. Augsburg College, through its Office of Student Financial Services, is committed to help provide students and their families with the needed assistance, both monetary and advisory, that will protect access to a quality education in spite of increasing costs.

Financial assistance awarded through Augsburg is a combination of scholarships, grants, loans, and part-time work opportunities. The College cooperates with Federal, State, church, and private agencies in providing various aid programs. For the academic year 1979-80, approximately 82% of all students at Augsburg received scholarships, grants, loans and part-time employment totalling over \$4,500,000 from all aid sources.

The primary responsibility for financing a college education rests upon the student and family. Financial aid is intended to supplement student and family resources. The amount of assistance for which a student is eligible is determined with the help and analysis of the Family Financial Statement (FFS) of the American College Testing Program (ACT) or the Financial Aid Form (FAF) of the College Scholarship Service (CSS). These analyses estimate the amount a student and family can provide for college expenses, taking into account such family financial factors as current income, assets, number of dependents, other educational expenses, debts, retirement needs, and special considerations.

## How and When to Apply

### New Students — Regular Admission

1. Apply for admission to Augsburg College. No financial aid notification is made until the student has applied and been accepted for admission.
2. Obtain the Family Financial Statement (FFS) or Financial Aid form (FAF) from a high school or college financial aid office. Complete the application and send it to the processing agency after January 1 but before March 1 for priority consideration. Minnesota residents must complete the FFS which includes the application for the Minnesota State Scholarship/Grant Program. To be considered, code 6500. Augsburg's code on the FFS is 2080. For non-Minnesota residents using the FAF, Augsburg's code is 6014.
3. Within three to four weeks, Augsburg will receive the analysis. If at that time you are accepted for admission, the Financial Aid Committee will meet and review your eligibility for all the programs available. A letter will be sent to you detailing the students' financial aid package.
4. Acceptance of this financial aid package is required within the deadline stated. If necessary, the appropriate loan forms and/or work applications will then be sent to you.
5. Transfer students must submit a financial aid transcript from each college previously attended.



### **New Students — Early Decision**

This is for students who select Augsburg as their primary college choice. An Early Decision Candidate must apply by November 15 of the senior year and will receive the admission decision about December 1.

1. Early Decision Candidates applying for financial aid may wish to complete the Augsburg Early Decision Financial Aid Application, available by writing or calling the Admissions Office. This enables our Financial Aid Office to compute a preliminary award before the Family Financial Statement is filed. Candidates will be notified of their award by January 1.

2. For confirmation of the financial aid award package, with any necessary revision, the FFS (or FAF for non-Minnesota residents) must be completed after 1980 income information is available. This is after January 1, 1981 but before March 1, 1981.

### **Returning Students**

Eligibility for assistance must be re-established each academic year by re-filing the application and financial statement. Renewal is based on financial eligibility, satisfactory academic progress, and fund availability.

## **Kinds of Aid**

A student applying for aid from Augsburg applies for assistance in general rather than for a specific scholarship or grant. The various forms of aid available are listed here for information only.

In addition to aid administered by Augsburg College, students are urged to investigate the possibility of scholarships, grants, and loans that might be available in their own communities. It could be worthwhile to check with churches, the company or business employing parents or spouses, high schools, service clubs, and fraternal organizations for information on aid available to students meeting their requirements. In addition to these sources, some students are eligible for aid through Vocational Rehabilitation, Education Assistance for Veterans, Educational Assistance for Veterans' Children, and others.

## **Gift Assistance**

**Augsburg Tuition Grant** — Available to students who have shown academic potential and have financial need. A grant may pay up to full tuition and fees. A student's scholastic standing, test scores, and high school and community involvement are taken into consideration.

**Minnesota State Scholarship and Grant** — Awarded by the state to Minnesota residents who have financial need. They range from \$100 to \$1400. All applicants from Minnesota are expected to apply before the priority deadline of March 1.

**Supplemental Educational Opportunity Grant** — A federal program administered by the College. To be eligible, a person must: (1) be a U.S. citizen or permanent resident; (2) have sufficient financial need as defined by the program and demonstrated by the FFS (or FAF); (3) be capable of maintaining good academic standing at the College; and (4) be accepted for admission.

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**Basic Educational Opportunity Grants** — A federal program that provides Basic Grant awards to students who attend eligible institutions of higher education. The maximum grant eligibility for each student for 1980-81 is \$1800, minus the amount the student and family can be expected to contribute. The grants are based on need as determined by the program guidelines. Application is made by filing the FFS (or FAF) and requesting on the application form that the necessary information be sent to the appropriate BEOG office.

### Loan Assistance

**National Direct Student Loans (NDSL)** — Joint Augsburg College-federally funded program administered through the College, for students who demonstrate financial eligibility. Loans are interest free during your education. No interest accrues nor do payments have to be made on the principal at any time you are enrolled at least half-time. Beginning October 1, 1980, simple interest of 4% and repayment of the principal (at the minimum of \$30 a month) begin six months after you leave school. Repayment may be extended up to 10 years. The loan carries a teacher cancellation clause. The maximum which may be borrowed for undergraduate study is \$6,000.

**Guaranteed Student Loan (GSL) and Minnesota State Student Loan** — Programs backed by either the federal or state government. Loan funds are obtained directly from a local lender or state government in states which provide such programs. While the student is attending at least half-time, there is no interest charge. Beginning January 1, 1981, simple annual interest of 9% on the loan balance and repayment of the principal begin six months after you leave school. Repayment may be extended up to 10 years. The maximum loan is \$2500 per year with the cumulative undergraduate maximum of \$12,500. Applications are available at the college, some banks, and the Minnesota State Student Loan Office. You may obtain this loan without demonstrating financial eligibility.

**Nursing Student Loan** — Federal program with provisions similar to the National Direct Student Loan program, but restricted to applicants accepted or enrolled in the program leading to the baccalaureate degree in nursing. Recipients must have financial need and be registered full time. Up to 85% of the total borrowed may be cancelled, depending upon the type of work done after graduation. The maximum loan is \$2500 per year.

### Campus Work

Augsburg College provides work opportunities for students with proven financial need who carry at least one-half the normal academic load. Assignment is made on the basis of need and potential competence in performing the duties assigned. Part-time work provided by the College is considered financial aid, just as scholarships, loans, and grants. A maximum of 15 hours of on-campus employment per week is recommended.

All on-campus work is governed by policies stipulated in the work contract issued to the student employee for each placement. Payment is made monthly by check to the student employee.

**College Work Study Program and Minnesota State Work Study Program** — Under these programs the federal or state government supplies funds on a matching basis with the College to provide some part-time work opportunities.

## Sponsored Scholarships

Scholarship winners are selected by the Student Personnel Committee. For departmental scholarships, winners are recommended by faculty of the department involved.

These scholarships are available to students who will be Sophomores, Juniors and Seniors. Descriptions of awards are from statements of the donors' wishes.

## General Scholarships

**Alma Jensen Dickerson Memorial Scholarship** — awarded annually to two deserving junior/senior students as recommended by the committee.

**Elias B. Eliason, Sr. Memorial Scholarship** — established in 1979 by his family. One or more scholarships will be awarded annually to needy and deserving upperclass students.

**Oliver M. and Alma Jensen Dickerson Memorial Scholarship** — awarded annually to two deserving junior/senior students.

**M. J. Estrem Scholarship** — awarded annually to a worthy student of the College selected by the scholarship committee.

**David J. Formo Scholarship** — established in 1979 by members of his family. One or more scholarships will be awarded annually to a junior or senior student who has successfully overcome adversity and has achieved excellence in academic and extracurricular performance.

**Catha Jones Memorial Scholarships** — awarded annually to female students transferring from Waldorf College. Preference given to those in music and/or elementary education.

**Memorial Scholarship** — awarded annually to an able and deserving upperclass student as recommended by the scholarship committee.

**Minnesota Mining & Manufacturing Scholarships** — established in 1972 to be distributed by the scholarship committee to needy students.

**Douglas Ollila Memorial Scholarship** — \$250 awarded to a senior.

**Quanbeck Scholarship Fund** — established in 1963 by a bequest of John G. Quanbeck, awarded annually to freshmen students who without assistance would be unable to pursue higher education.

**Reader's Digest Endowed Scholarships** — awarded to able and deserving upperclass students.

**Tozer Foundation Scholarships** — up to \$1000 each — awarded on the basis of scholarship, personality, and need. Winners must be junior or senior students who are residents of the State of Minnesota but not residents of Pine, Kanabec or Washington Counties. **Separate application required** of semi-finalists selected by the scholarship committee. FFS must be sent to Tozer Foundation (code 6577)

**Edward Yokie Memorial Scholarship** — awarded to an able and deserving junior or senior student.

## Special Scholarships

**Aid Association for Lutherans** — awarded to able and deserving upperclass students who are certificate (policy) holders with Aid Association for Lutherans Insurance Company.

## 20/Scholarships

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**Mildred Ryan Cleveland Memorial Scholarship** — awarded annually to able and deserving students, who have physical disabilities and have demonstrated financial need.

**Lutheran Brotherhood Scholarship** — awarded to able and deserving students who are policy holders with Lutheran Brotherhood.

**The Rev. Horace E. Nyhus Memorial Scholarship** — awarded annually to a deserving senior.

### Minority Student Scholarships

**Aid Association for Lutherans Minority Scholarship Program** — awarded annually to Lutheran American minority students who show financial need.

**Minnesota Mining & Manufacturing Minority Student Scholarship** — established in 1973 to be awarded to a Black student.

**Marlys Johnson Simengaard Memorial Scholarship** — awarded periodically to a Black American student.

**National Scholarship & Grant Program for Minority Students** — sponsored by the American Lutheran Church (ALC). Awarded annually to members of racial and ethnic minorities.

**Marilyn Petersen Memorial Scholarships** — awarded annually to upperclass Oriental students.

**Homecoming Auction Scholarship** — awarded annually to two minority students by contributions from faculty, administration, staff and students at the Homecoming auction.

### Religion & Christian Service Scholarships

**Thorvald Olsen Burntvedt Memorial Scholarship** — awarded annually to a student(s) in the senior class who is preparing for the ministry.

**Iver and Marie Iverson Scholarship** — awarded on the basis of need, character and interest in Christian service.

**The Reverend Olaf Rogne Memorial Scholarship** — awarded on the basis of need, scholarship and interest in Christian service.

**Morris G. C. and Hanna Vaagenes Missionary Scholarship Fund** — awarded to a junior/senior student preparing for service as a missionary through the World Missions Department of the American Lutheran Church.

**Onesimus Scholarship** — awarded periodically to students preparing for the Christian ministry.

**Marguerite Hamilton Storley Memorial Scholarship** — awarded annually to an able and deserving junior/senior student recommended by the scholarship committee. Semi-finalists are interviewed and selected by donor.

**Gerda Mortensen Memorial Scholarship** — Winners are selected on the basis of scholarship, characteristics of service and devotion to the Christian faith.

### Departmental Scholarships

#### Art

**Crown Princess Sonja Art Scholarship** — established by the Crown Princess of Norway to be awarded annually to a talented art student with financial need.

## Athletic

**Paul Dahlen Memorial Scholarship** — awarded annually to an able and deserving male student on basis of Christian purpose, athletic and academic achievement.

**Paul Dahlen — Gerald Pryd Memorial Scholarship** — awarded annually to a male student or students on basis of personality, character, athletic and academic achievement.

**Magnus A. Kleven Family Scholarship** — awarded annually to a male student on basis of achievement, personal character, and promise in field of physical education.

**James Winkler Memorial Scholarship** — awarded annually to a male student on basis of personality, character, athletic ability and academic achievement.

**Peterson Football Scholarship** — awarded to a freshman football player on basis of financial need.

**Sandbo Football Scholarship** — awarded to a football player on basis of financial need.

**Keith Hoffman Memorial Scholarship** — awarded to a student because of his academic achievement, personal character, and ability in field of athletics.

**David Gronner Memorial Scholarship Fund** — awarded to two or more students participating in athletics or music. The award is “made to students who have demonstrated financial need” and/or “of high Christian character”. The athletic scholarship is for a male candidate only, with a preference for basketball.

**Rory Jordan Memorial Scholarship** — one or more scholarships are awarded annually to upperclass students participating in intercollegiate sports, with preference vested in the wrestling program.

## Biology

**Biology Scholarships** — established in 1972 by the faculty of the Biology Department to honor outstanding students who intend to major in Biology, Natural Science or Medical Technology.

## Business

**Gamble-Skogmo Foundation Scholarship** — awarded to one or more upperclass students interested in the field of business.

**Reid Scholarship** — awarded to one or more upperclass students who are interested in business and/or education.

**Gertrude S. Lund Memorial Scholarship** — One or more scholarships will be awarded annually to a junior or senior majoring in Business Administration.

## Chemistry

Awarded to students whose academic record indicates promise of achievement in the field of Chemistry.

**Manivald Aldre Memorial Chemistry Scholarship.**

**Carl Fosse Memorial Chemistry Scholarship.**

**Federick C. and Laura E. Mortensen Chemistry Scholarship.**

**Dr. W. M. Sandstrom Chemistry Scholarship.**

**Walter Gordon Schell Memorial Chemistry Scholarship.**

**Walter E. Thwaite, Jr. Memorial Chemistry Scholarship.**

**Covey Hendrickson Memorial Chemistry Scholarship.**

## Education

**David Mathre Scholarship** — awarded to qualified full-time students in need of financial assistance during the term in which they are student teaching.

## 22/Scholarships

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### English

**Anne Pederson English Scholarship** — awarded annually to junior/senior students who are majoring in English with preference given to those who plan to teach English as a career.

**Professor P. A. Sveegen Memorial Scholarship** — awarded to an outstanding student in the field of English.

### Foreign Language

**Mimi Baez Kingsley Modern Language Scholarship** — awarded annually to junior/senior students who are majoring in a modern language with preference given to those who plan to teach language as a career.

**Foreign Travel Scholarship** — available to language majors studying a language abroad during the academic year, to help with travel expenses. A special application is required by the Foreign Language Department.

### Health-Related

**Eleanor Christensen Edwards Memorial Scholarship** — established in 1978 for upperclass students preparing for a career in medicine or health.

### History

**H. N. Hendrickson History Scholarship** — awarded annually to students majoring in history with preference given to those who plan a career in the field.

### Library Science

**Library Science Scholarship** — established in 1971 to honor one or more outstanding student(s) choosing librarianship as a career.

### Mathematics

**Minnesota Gas Company Scholarship** — generally awarded to able and deserving junior/senior students majoring in mathematics or the sciences on basis of need and academic ability.

**Mathematics Scholarship** — awarded to an able and deserving student in the field of mathematics.

### Music

**O.I. Hertsgaard Scholarship** — awarded annually to junior/senior students who have demonstrated proficiency in choral and/or instrumental music, who show interest or potential in conducting and who show promise of overall academic success.

**Henry P. Opseth Music Scholarship** — awarded to a sophomore/junior student of outstanding promise in the field of music.

**Marilyn Solberg Voice Scholarship** — awarded to an Augsburg student who has music as a major/minor and who shows outstanding promise for achievement in the art of singing.

**Ingaborg C. Christenson Scholarship** — awarded to a student on the basis of skilled performance or aptitude in stringed instruments.

**Leonard and Sylvia Kuschel Scholarship** — awarded to upperclass students seeking to acquire musical and performance skills in instrumental music with preference given to those candidates who have shown proficiency in keyboard instruments.

**David Gronner Memorial Scholarship Fund** — awarded to two or more students participating in athletics or music. The award is “made to students who have demonstrated financial need” and/or “of high Christian character.”

**Peggy Christensen Benson Memorial Scholarship** — awarded annually to a student studying choral music.

**John and Vera Thut Scholarship** — one or more scholarships will be awarded annually to upperclass students who have achieved excellence in music.

### **Physics**

**Theodore J. Hanwick Scholarship** — awarded annually to an upperclass student majoring in physics.

### **Political Science**

**Political Science Scholarship** — awarded to upperclass students pursuing careers in political science.

### **Sociology**

**Adolph Paulson Memorial Prize** — awarded annually to a student in the general field of Christian Sociology.



## Student Life

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*All roads (and the skyway) lead to the College Center*

*Ready for Christmas — after finals*

*Classes are small, so you get to know faculty and students*





## Student Life

Your experiences in the classroom are the primary aspect of your college life, but learning and development also occur in formal and informal activities of the College and the metropolitan area. Whether you are a resident or commuter student, you will find that the climate for learning and living at Augsburg can add dimension to your education.

## Religious Life

As a college of the church, we are concerned about spiritual, as well as academic and social, growth. Our concern for spiritual growth is evident in the opportunities we encourage and provide for students to explore their own faith.

Since our campus is comprised of individuals from many different religious and cultural backgrounds, our worship life is characterized by a similar diversity and richness of tradition. Bible studies, fellowship groups, Gospel teams, planning committees, retreats, Peace and Justice forums, Hunger conferences, concerts, and plays and movies are examples of the wide variety of activities on campus.

This ministry finds its most visible expression in chapel worship where students, faculty and staff gather each Monday, Wednesday, and Friday to give thanks and hear the Word proclaimed by a number of speakers. Each Wednesday night some 200 students gather for Holy Communion.

We seek to develop a free and open environment where people are encouraged to gradually change and discover the gifts that God has given them. As a college of the church, we encourage students to form their own values which will be the basis for the kind and quality of life that reaches beyond one's years at Augsburg.

The College Pastor has an office in the College Center to be readily available for counseling, consultation or information on ways to get more involved in religious activity and groups.

## Student Government

Student government is the vehicle through which students can secure a closer relationship and better understanding with the administration and faculty, and provide input into the decision-making process at Augsburg. Student government also sponsors and directs student activities, protects student rights, and provides the means for discussions and action on all issues pertaining to student life at Augsburg.

Student government is organized into the executive branch, the legislative branch, and the judicial branch. Elections are held in the spring except for freshmen who elect their representatives in the fall of their first year. Many kinds of involvement are possible from program planning to writing or editing to service opportunities. If you want to get involved, contact the President or Vice President in their offices in the College Center.

## Social, Cultural, and Recreational

Throughout the year, a variety of social and cultural activities takes place on campus as well as in the Twin Cities. These activities include dances, special dinners, name entertainment, and visiting personalities in various fields.

## 26/Student Services

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The College Center is the focus of leisure-time activity on campus. Offices for the College newspaper, the *Augsburg Echo*, and the yearbook, the *Augsburgian*, are on the lower level. Many of the clubs that unite classroom or non-classroom related interests meet in the Center. KCMR, student-operated non-profit radio station serving the needs of Augsburg and the surrounding Cedar-Riverside community, is located in Mortensen Tower.

There are several opportunities for participation in music and drama. In addition to appearing on campus and in the city, the Augsburg Choir, Concert Band, and Orchestra perform on national and international tours. Many other ensembles are available to cover the entire range of musical styles and previous musical experience. Several plays are given on campus each year under the direction of the theater arts department.

### Intercollegiate Athletics

Augsburg is affiliated with Minnesota Intercollegiate Athletic Conference (MIAC) and is a member of the National Association of Intercollegiate Athletics (NAIA). Men annually compete in ten sports, including football, soccer, cross-country, basketball, hockey, wrestling, baseball, track, tennis, and golf.

Augsburg is a member of the Minnesota Women's Intercollegiate Athletic Association (MWIAA) and the Association for Intercollegiate Athletics for Women (AIAW). Women annually compete in volleyball, cross country, gymnastics, basketball, tennis, track & field, and softball. Women also have joined the golf team.

### Intramurals

Every student is urged to participate in some activity for recreation and relaxation. An intramural program provides competition in a variety of team sports as well as individual performance activities. Broomball has been an especially popular coed sport. Check schedules for times when there is open use of the gymnasium and ice arena.

### Student Activities

A variety of interests are served by groups and clubs and by events sponsored by the student government. If you need information or wish to initiate a new group or activity, contact the Student Activities Director.

## Student Services

Augsburg College is concerned with educating the whole person and recognizes that the context in which learning takes place is a critical factor in achieving optimal growth. Knowledge grows from more than intellectual endeavors. Expanding relationships, exploring values, identifying life styles, developing autonomy and interdependence, finding purpose and commitment — all combine with intellectual content and skills to produce the desired educational impact of the college on its students.

The Division of Student Affairs has been created to support this task. During the summer before your freshman year, or at the time of transfer, you will receive a copy of SEMAPHORE: Student Guide to a College Education. This book will help you assess the possibilities in your education, choices to make, directions to consider and different destinations for which to plan. SEMAPHORE was designed to act as a sort of road map for you.

## Center for Student Development

The Center for Student Development provides a variety of services to help make your journey as rich and meaningful as possible. Some of the opportunities you may wish to participate in are listed below.

**Summer Orientation.** You can plan your first academic year and register for classes. You and your parents get acquainted with classmates, faculty, and staff as well as with the campus. You stay in the dormitory, attend events in the metropolitan area and seek answers to the many questions you have about college life.

**Career Planning and Placement.** You may be uncertain about where you want to be when you finish your undergraduate experience, whether your life style will be a balanced one, how work will provide opportunity for service and fulfillment. Augsburg has a four-year career development plan to help you assess yourself, explore possibilities, test realities and prepare for entry into the next phase of your life. All new students will have a chance to review their interests with a counselor.

**Human Development Seminars.** A series of informal “mini-courses” are offered each year to help you grow in understanding of yourself and your relationship to others. Such topics as PEER (Positive Educational Experiences in Relationships), Issues in Men’s and Women’s Identity, Assertiveness, Job Seeking, and Sexuality are available. Information on current offerings and opportunity to register are provided several times during the year.

**Academic Enrichment.** You may want to improve your skills in such areas as reading, studying, note-taking, and testing by attending one or more of the workshops offered. You also will have an opportunity to meet with a counselor to diagnose your needs. If a particular course proves difficult, you can arrange for tutoring through the Center.

**Counseling and Guidance.** Situations occur for all of us where we can handle challenges more effectively discussing things with someone who has more expertise. Counselors are available to help you think through how you can handle major or minor problems in a constructive way. Consultation is provided on questions of policy and procedure.

**Learning for Living.** A series of mini-classes designed for the person who has a desire to explore new interests, enhance leisure time, and meet others doing the same. This is a non-profit effort of the Student Activities program.

## Intercultural Center

As a College in the city, committed to the values and insights of cultural diversity, Augsburg offers special advocacy and counseling for all minority students in close cooperation with administrators, faculty and community. At the present time these efforts concentrate in two major areas:

**American Indian Programs.** Augsburg offers an American Indian student support program to meet the special needs of Indian students. The American Indian Programs Counselor provides recruitment, courses, supportive services, community service and activities to improve educational opportunities for American Indians.

**Black Student Programs.** A counselor with responsibilities in recruitment, supportive services, community service and activities coordinates black student activities. The Black Student Union (BSU) provides a focus for many activities and programs.

## 28/Residence Life

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The other facet of Augsburg's Intercultural Center focuses on students who are from or are interested in studying in other countries, and in planning activities and events which can increase intercultural awareness of students, faculty and staff.

**Foreign Study.** If you are interested in study abroad, consult the faculty member who serves as Director of International Programs to check on the many opportunities available.

**International Students.** If you are a student from another country or would like to be part of the activities of this group, contact the faculty member who is appointed International Student Advisor.

### Health Service

Your health needs will be met by the staff of Smiley's Point Clinic located on Riverside Avenue across the street from the campus. Visits are free except for special testing or service, and prescriptions are available through the Fairview Pharmacy at cost. Be sure to check your family health coverage to determine if you are included; if not, a student health insurance plan is available.

### Food Service

**The Commons**, situated on the top floor of the College Center is the main food-service facility, for students, faculty and staff. This pleasant room features small table units for easy conversation and overlooks the College Quadrangle and Murphy Square. The portions are generous and modestly priced. Students on board plan who live in residence halls eat their meals in the Commons.

**The Chinwag**, located on the ground floor of the Center, features short orders and is open through the noon hour and in the evenings.

Augsburg provides a variety of board plan options for those living in College houses or nearby apartments.

## Residence Life

Because Augsburg recognizes that a student's ability to respond to the learning environment depends, in part, upon his or her living conditions, a variety of housing alternatives is provided. The residence hall program is designed to promote student growth through relationships with other students and being an active participant in group decision-making. Each residence unit has one or more Resident Staff who are able to facilitate the process of group living as well as discuss personal concerns with individual students.

All freshmen and sophomores not living at home are required to live in college-operated housing. Married student housing is available in annex housing and Kueffner Apartments.

Students engage a room at the beginning of the fall term for the entire school year. New students receive room assignments during the summer before they enroll at Augsburg. Upperclass students make housing arrangements in the spring. All resident students must sign housing contracts.

Freshmen and transfer students are urged to make the tuition deposit by June 1 in order to secure housing. Students who deposit after June 1 will be provided housing only if space is available.

All students living on campus are required to pay an advance payment when they sign the housing contract. The fee is credited to the students' account when they move into the residence.

All new freshmen and some upperclass students live in **Urness Tower**. This eleven-story high-rise houses 324. Each floor is considered a house unit providing 36 students, two to a room, with their own lounge, study and utility areas.

**Mortensen Tower**, the newest residence hall, is an alternative to traditional residence-hall living. It contains 104 one and two-bedroom apartments to accommodate 312 upperclass students.

**South Hall** contains 12 apartments housing 34 upperclass students.

**West Hall** contains 12 one-bedroom apartments housing 24 upperclass students.

Another alternative option is **Annex Housing** which provides a unique opportunity to try group living. Groups of upperclass men or women share living space, house responsibilities, and cooking. Houses are located in the campus area. One way to maximize the living-learning aspects of your housing situation is to avail yourself of the opportunity to bid for a house as a Special Interest House. Groups of students have created exciting projects by writing and implementing educational impact proposals on such topics as Environmental Concerns, Men's and Women's Awareness, International Living, Simplified Life Styles, and Scandinavian Studies.

Mortensen Tower is carpeted, air conditioned, and contains kitchen units. It is otherwise unfurnished. In other residence halls or houses, rooms are furnished except for bed linens, towels, blankets, bedspreads, and lamps. Laundry facilities are available in each residence.

## Student Rights

The College has adopted a statement of student rights and responsibilities and has provided for due process in matters of disciplinary action, grievances, and grade appeal. The judicial Council is elected by students and faculty and serves to conduct hearings and review matters of concern. Any student who wishes to identify appropriate procedures for complaint should contact the Vice President for Student Affairs.

The College operates in compliance with the Family Rights and Privacy Act and Title IX. Students have the right to inspect all official records, files and data which pertain to them and which are maintained in the office of the registrar and the placement office and to challenge inaccurate or misleading information. Exceptions are parents' financial records and confidential letters and statements placed in the record before January 1, 1975, or placed under conditions where students have signed a waiver of right of access. Students have the right to experience education free from discrimination based on sex, race, ethnic, or cultural background, handicap, creed, marital status or age.

Persons seeking additional information on these topics should contact the Center for Student Development.



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# Academic Information

Requirements for a degree from Augsburg College provide students with a broad liberal arts background — in the humanities, the natural sciences and the social sciences — and concentrated major study in one or more fields. Students are encouraged to plan their own course of study with the help of faculty advisers.

Augsburg graduates are expected to be able to write effectively, to be knowledgeable about urban concerns, and to have some understanding of cultures outside the United States. General recreational activities courses acquaint students with and equip them for lifetime sports. Courses in religion assist in reflection on the meaning of the Christian Church through study of its beliefs, scripture, and mission.

## Degrees Offered

Augsburg offers the Bachelor of Arts, the Bachelor of Music, and the Bachelor of Science degrees. The B.S. degree is awarded to graduates with majors in Medical Technology, Music Therapy, Nursing and Social Work. Majors in music may select the program for the Bachelor of Arts or the Bachelor of Music degree. Graduates with majors in other fields receive the Bachelor of Arts degree.

## Academic Calendar

Augsburg follows the 4-1-4 calendar, with 15-week Fall and Spring semesters separated by a 4-week January Interim. Students normally take four courses each semester and one course during Interim. A maximum of three courses can be earned in the two annual summer sessions, one of four weeks and one of six weeks.

The calendar is coordinated with those of the four other colleges of the Associated Colleges of the Twin Cities, so students can take courses on another campus during the regular term. (See Registration).

January Interim is particularly intended to be a time for both students and faculty to employ styles of teaching and learning and to investigate questions and topics in places and ways not possible during the regular term. The Interim catalog, published in the fall of each year, is distributed to all students and is available by contacting the Interim Office. In addition to classes offered on campus, there are a variety of travel opportunities within the United States and abroad. Independent or directed study and internships are among the many Interim options.

## Faculty

Augsburg has an able faculty with a long-standing tradition of taking a personal interest in their students. The student-faculty ratio is approximately 13 to 1.

Faculty members serve as academic advisers and are available for help on individual problems. All students are assigned a faculty adviser to help in planning their programs and approving their choice of courses. Faculty members are listed in each departmental listing, with further information in the Augsburg College Faculty section.

## Library and Audio-Visual Services

A relaxed atmosphere, a helpful staff and friendly student library assistants make the library a favorite place to study. The main library houses over 160,000 books periodicals, records, tapes and films. Music, Chemistry, and Art History slide libraries are located within the departmental areas.

## 32/Academic Organization

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Access to over 1,000,000 volumes is available via daily interloan and courier service among seven private liberal arts colleges and the Hill Reference Library. Through Minitex, the statewide network, the additional resources of Minnesota and Wisconsin libraries are accessible to Augsburg faculty and students.

A service-dedicated staff provides students with assistance to meet diverse information needs including instruction in the use of the library, standard reference service, guidance in pursuing term paper topics, and directions to other local sources of information. Special arrangements are made for access by students with physical handicaps.

The Library Audio-Visual Center provides facilities for classes in broadcasting and for audio-visual materials. Assistance with the production of slides, transparencies, filmstrips and audio/video tape recordings is available for faculty and students. Equipment such as movie and slide projectors and tape recorders may be borrowed for limited periods. Film bibliographies and other advice on materials selection are available.

# Academic Organization and Programs

## Divisions and Departments

The college curriculum is offered by 20 departments which are grouped into four divisions for administrative and instructional purposes.

### **Humanities** — Eugene Skibbe (Chairperson)

Art, English, Foreign Languages, Philosophy, Religion, Speech, Communication and Theater Arts

### **Natural Science and Mathematics** — Earl R. Alton (Chairperson)

Biology, Chemistry, Mathematics, Physics

### **Social and Behavioral Sciences** — Myles Stenshoel (Chairperson)

Business Administration and Economics, History, Political Science, Psychology, Sociology

### **Professional Studies** — Marie O. McNeff (Chairperson)

Education, Health and Physical Education, Music, Nursing, Social Work



## Majors and Minors

Majors, or concentrations of study, may be within one department, within one division, or cross academic disciplines. Some students decide on a major or majors before they enter college. Others test a variety of disciplines before deciding. Normally a major should be elected by the end of the fourth semester and earlier in some disciplines. Details of majors and minors are in the course description section.

Majors available at Augsburg are:

Art History	International Relations
Studio Art	Mathematics/Computer Science
Biology	Medical Technology <sup>3</sup>
Business Administration	Metro-Urban Studies
(Accounting, Finance, International Business, Management, Marketing)	Music
Chemistry	Music Therapy
Church Staff Work	Natural Science
Communication Arts	Nursing
Corrective Therapy	Philosophy
East Asian Studies <sup>1</sup>	Physical Education (& Adapted PE)
Economics	Physics
Economics-Business Administration	Political Science
Education	Psychology
Engineering <sup>2</sup>	Religion
English	Russian Area Studies <sup>1</sup>
Foreign Languages	Scandinavian Area Studies <sup>1</sup>
(Chinese, <sup>1</sup> French, German, Japanese, <sup>1</sup> Norwegian, Russian, <sup>1</sup> Spanish)	Social Science/Social Studies
History	Social Work
	Sociology
	Speech
	Theater Arts

1 — Cooperative Program of the Associated Colleges of the Twin Cities and agreements with the University of Minnesota.

2 — Three-Two Plan with Washington University School of Engineering and Applied Science and Michigan Technological University

3 — Cooperative program with Metropolitan Medical Center and Abbott-Northwestern Hospital

## Teaching Licensure

Teaching Licensure programs are offered at Augsburg in Elementary Education, Kindergarten, Early Childhood Education, and these fields in Secondary Education: Art, Biology, Chemistry, Earth Science, English-Language Arts, French, German, Health, History, Life Science, Mathematics, Middle School Science, Music, Natural Science, Norwegian, Physical Education, Physical Science (Chemistry or Physics Emphasis), Social Science, Social Studies, Spanish, Speech, Theater Arts. A minor is offered in Library Science. Students planning to teach on the secondary level have advisers both in the Education department and the area of their academic major(s).

## 34/Certification, Pre-Professional

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### Certification Programs

Special programs certifying skills and knowledge have been established at Augsburg to increase vocational possibilities and/or to enhance personal growth:

**Certification in Art** — requires eight courses, one of which must be in art history. Special professional or avocational concerns of those wanting to teach art in less formal circumstances than a college are addressed. For further information, contact the Art Department Chairperson.

**Women's Studies Certification** — may be earned by completing six interdisciplinary courses focusing on women's perspectives. Each individually planned program should include courses in the social sciences, humanities, or other academic areas focusing on women. Interested students should contact Dr. Toni Clark.

**Church Staff Worker Certification** — is designed to prepare for full-time specialized lay work in the Lutheran Church. It consists of nine courses for a Church Staff Worker major in Religion plus additional specialized courses in psychology, sociology, speech and physical education. The program is designed to meet or exceed criteria used in The American Lutheran Church certification program. Interested students should contact the Religion Department Chairperson.

**Program Evaluation Certification** — Provides the background for performing systematic assessments of programs for social improvements. Students are required to complete a group of five psychology and sociology courses, including an internship. For further information, contact the Psychology or Sociology Department Chairperson.

### Pre-Professional Programs

Students who plan to enter the fields of law, medicine, dentistry, the ministry, veterinary science, pharmacy, or engineering can profit from a liberal arts education at Augsburg.

It is recommended that requirements for admission to graduate schools or seminaries be reviewed and the course of study at Augsburg planned accordingly. A faculty adviser is available in each field to assist students in their planning. It is recommended that students who want to plan a pre-professional program consult with a faculty adviser early in their freshman year.

Augsburg offers a wide scope of courses in the humanities, natural and social sciences, religion and philosophy which will provide the preparation for future professional study.

**Pre-Dentistry** — These courses are recommended to fulfill the minimum requirements of the School of Dentistry at the University of Minnesota: English, 2 courses; Biology 111, 112; Physics 121, 122; Chemistry 115, 116 (or 105, 106), 351, 352; Mathematics 124; General Psychology, 1 course. Requirements at other universities may vary.

**Pre-Engineering** — Augsburg offers a dual-degree program of liberal arts and engineering in cooperation with the Washington University of Engineering and Applied Science in St. Louis, Missouri, and the Michigan Technological University in Houghton, Michigan. See Engineering in the department/course section for information on the course requirements in this Three-Two Plan of studies.

**Pre-Law** — Students planning to pursue a career in law should consult the handbook published by The Association of American Law Schools, and consult the Augsburg pre-law adviser, Dr. Myles Stenshoel. Students may wish to take the political science course, Law in the United States, to help determine whether they possess an interest in law. Since law schools encourage students to maintain a high grade point average, the pre-law student should be aware that many graduate schools consider the grade P given for a course as a C.

**Pre-Medicine** — Many medical schools are encouraging a liberal arts education to prepare for study in medicine. At Augsburg, the biology and chemistry departments have majors specially designed for pre-medical students. Both require Chemistry 115, 116 (or 105, 106), Mathematics 124, 125; and Physics 121, 122. The Chemistry major also requires Chemistry 353, 361, one advanced course, seminar, and two or more biology courses. The Biology major also requires Biology 111, 112, 491 and one from each of three groups (351, 353, 361), (355, 473, 474), (440, 471, 476), with 353 recommended. Designed to meet the University of Minnesota requirements, both programs also encourage courses in the behavioral sciences and humanities, including psychology and sociology. Requirements at other medical schools may vary. Students are encouraged to consult with the faculty adviser early in the freshman year.

**Pre-Pharmacy** — Augsburg has a two-year program designed to fulfill minimum requirements of the College of Pharmacy at the University of Minnesota: Biology 111, 112; Chemistry 115, 116, 351, 352; Economics 122, 123; English 111 and a second course; Health Education 110; Mathematics 124; Physics 121, 122; electives from humanities, literature and the arts to fulfill the semester hour requirements. Requirements at other universities may vary.

**Pre-Seminary** — A student may enter a theological seminary with any of several different majors, such as history, philosophy, English, psychology, sociology, or religion. Recommended preparation includes Religion 111, 221; at least two semesters of history (Western Civilization); one or more courses in the history of philosophy; and Greek in the junior and/or senior year.

**Pre-Veterinary Medicine** — To meet minimum requirements of the College of Veterinary Medicine at the University of Minnesota, these courses are recommended: English, 2 courses; Mathematics 124; public speaking, 1 course; Chemistry 115, 116 (or 105, 106), 351, 352, 353; Biology 111, 112; Physics 121, 122; Economics, 1 course; 2 courses in art, literature, music, humanities, theater, or upper division foreign languages; and anthropology, economics, geography, history, political science, psychology or sociology courses to fulfill the rest of the distribution requirements. Requirements at other universities may vary.

## Inter-Institutional Programs

Augsburg cooperates with other colleges and institutions in the Twin Cities area on several programs.

**Library and Media Center** — Through C.L.I.C., the Twin Cities private colleges library consortium, and Minitex, the statewide library network, the Augsburg community has access to over 5,000,000 volumes. Augsburg's library works with a collection of education materials including approximately 160,000 books, periodicals, records, tapes, scores and films.

## 36/Inter-Institutional

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**Associated Colleges of the Twin Cities** — Full-time students at Augsburg and the St. Paul colleges of Hamline, Macalester, St. Catherine and St. Thomas may elect a course each semester at another campus. No additional fee is required for such an exchange, except for private instruction in music and some independent studies. See Independent Study for further details. Students may elect to participate in the cooperative program to gain new perspectives, to get better acquainted with the other schools, or to undertake a specific course or major not offered on the home campus. The colleges have coordinated calendars. The interim term may also be taken on another campus. A regularly scheduled bus shuttles students between the campuses.

Augsburg College also cooperates with other colleges in planning study opportunities for the January interim.

**The Higher Education Consortium for Urban Affairs (HECUA)** — This group is composed of colleges and universities in Minnesota, Iowa and South Dakota. Planned activities include innovative curricular programs for students, interchange and sharing of academic personnel and other college resources, cooperative research projects, foreign study, joint sponsorship of a metro-urban affairs conference, and development of programs consistent with the needs and resources of the community organizations of the Upper Midwest.

**Chemical Dependency Program** — A cooperative effort between Augsburg College and Metropolitan Community College in downtown Minneapolis has resulted in the establishment of a four-year program in social work, sociology or psychology with a chemical dependency specialty. The program is designed to train specialists to help professional people in dealing with chemical dependency problems. Courses are taken both on the Augsburg and Metropolitan campuses.

**Conservation of Human Resources (CHR)** — These co-learning classes bring together Augsburg students, prison inmates, mental hospital patients, guards, and students at rehabilitation centers. Classes are held at such places as the Shakopee Institution for Women, Stillwater State Prison, Trevilla of Robbinsdale (a center for the severely physically handicapped), or on the Augsburg campus. The classes offered through several departments give students first-hand views of the prisons, hospitals and rehabilitation centers. The response of students involved in the courses, both from Augsburg and the institutions, has been extremely favorable.

**Computer Programming** — Augsburg and Control Data Institute have an arrangement whereby students may transfer the equivalent of three courses in computer programming taken at CDI to Augsburg College.

**ROTC** — While Augsburg does not offer Reserved Officers Training programs for the various armed services of the United States, such programs are available in the metropolitan area and may be pursued by Augsburg students. For information, confer with the Dean of the College.

## Opportunities for Study Abroad

Several types of international experience are available to Augsburg students. Some of them are briefly described below. For application procedures and further information, request the special brochure on International Study at Augsburg from the Director of International Programs. Since there is a limit on the number of students who may study abroad each year it is wise to apply in the fall prior to the year one wishes to participate in an international program.

**Program in Global Community** — Augsburg's 3½ month living/learning program based in Cuernavaca, Mexico, focuses on the study of issues related to global justice and human liberation in the light of Christian proclamation. Includes intensive Spanish instruction, group trips, home stay with a family, and cultural activities. The cost, including travel, is equivalent to full room, board, and tuition for one term at Augsburg. Application and interview required, enrollment limited.

**Student Project for Amity Among Nations** — Augsburg participates in the SPAN program. This is a joint venture of the University of Minnesota and several colleges in the state. Each year three or four countries are selected, and qualified students are granted partial scholarships to enable them to spend a summer in informal study in one of the countries chosen. Applications to the program are made in the spring of the freshman or sophomore year. The SPAN program consists of three stages: language study and group meetings during the school year before departure, independent study abroad on a topic of one's choice during the following summer, and the writing of a paper upon return.

**Semester or Year Abroad** — Arrangements have been made under which Augsburg students may spend their sophomore or junior year in study at a number of foreign educational institutions. These institutions are the University of Oslo, Norway; Schiller College in London and Heidelberg; Warnborough House College at Oxford, England; the Instituto Allende at San Miguel de Allende in Mexico; the Institute for American Universities at Aix-en-Provence and Avignon in France; The Goethe Institute in Germany; the University of Hamburg, Germany; the University of Seville, Spain; and the University of Laval in Quebec. In addition, through the Higher Education Consortium for Urban Affairs, Augsburg students may take part in the Scandinavian Urban Studies Term, and through the Experiment in International Living, Augsburg students are offered study programs in Colombia, Denmark, England, France, Germany, Ghana, Greece, Guatemala, India, Ireland, Italy, Japan, Nepal, Spain, Taiwan, Turkey, and Yugoslavia. This type of study must be approved before departure by the Director of International Programs, faculty adviser, and the Committee on Admissions and Student Standing. Credit earned through foreign study may be applied to the student's graduation requirements as electives, as elements of the major sequence, or to satisfy some of the general education requirements.

**Summer School** — There is a wide variety of possibilities for those who wish to spend a summer studying abroad. Recently Augsburg students have spent summers in Norway, Spain, Mexico, France, Greece, Germany, and England. Those interested in further information should contact the Director of International Programs.

**Interim** — Study abroad during the interim is planned for each year. See listings under the Augsburg Interim Catalog and in the brochure on Interims Abroad issued each spring for the following January.

## 38/Academic Policies

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### **Honors Program**

The Honors Program at Augsburg is designed to provide opportunities for qualified students to pursue an enriched and sometimes accelerated course of study. Special seminars, colloquia, honors student forums and options in completing the general education requirements are all part of the Honors Program. Inquiries should be addressed to Dr. Garry Hesser, Honors Director.

### **Internship Program**

The Internship Program is a college-wide program. It provides students in almost all fields of study an opportunity to gain practical on-the-job experience that can be related to their academic program or personal interests. Internships are available with a variety of companies, agencies and community organizations.

### **Continuing Education Program**

Augsburg College offers a number of courses, both credit and non-credit, through its Continuing Education Program. Classes are generally in the evening. Since continuing education courses are offered on a semester-hour basis, the courses vary in length from four weeks to fourteen weeks. Students wishing to know more about Augsburg's continuing education offerings should call or write the Office of the Associate Dean.

## **Academic Policies and Procedures**

### **Registration — Semesters, Interim, Summer**

Students normally register for four courses a semester and one course in the interim. Students registered for three or more courses in a semester are classified as full-time students. To register for more than 4.5 courses, students must contact the registrar's office to petition the Committee on Admissions and Student Standing for permission.

A joint class schedule is published each Spring by the Associated Colleges of the Twin Cities, listing courses and their location at the five colleges for the following semesters.

Separate catalogs of courses are published by the Interim Office and Summer School Office for those sessions at Augsburg, listing registration times and procedures.

Specific information on registration and help with registration on another campus are available from these offices:

Office of the Registrar, Science 114, Fall and Spring terms  
Interim Office, Memorial 230, Interim  
Summer School Office, Memorial 230, Summer School

# Graduation Requirements/39

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Freshmen and transfer students have an opportunity to pre-register during summer for courses in the fall. All currently enrolled students have an opportunity to pre-register during the fall for the spring and during the spring for both the fall and the following spring. All students must confirm their registration at the beginning of each semester and complete financial arrangements.

Although a student may register up to two weeks after the semester begins, registration is encouraged at the regularly scheduled time. Fees are charged for late registration and for cancelling or adding courses after the first five days of a semester.

Students are urged not to abandon courses for which they are registered, since this results in a failing grade on the official record. Cancellation of courses or cancellation from College must be done in the Registrar's Office. Cancellations from college and resulting adjustments in accounts are effective as of the date the completed Cancel from College form is returned to the Office of the Registrar.

## Graduation Requirements

### 1. Completion of 35 courses.

At least 11 courses must be upper division, numbered in the 300s and 400s. Not more than 13 may be in one department, except as listed in approved majors under departmental headings. The course total must include three Interims for students whose complete academic work is at Augsburg. For transfer students, the course total must include one less interim course than the number of years at Augsburg.

No more than these maximums may be applied toward the 35 total courses required: 4 Conservation of Human Resources (CHR) courses; 2 courses by independent/directed study; 4 courses of internship; and 8 courses with a grade of Pass (P). Non-traditional grading (P) is limited to two in the major and one in the minor if approved by the department chairperson and is not available for majors or minors in Elementary Education.

Students who enter the Nursing program with a Bachelor of Arts degree should contact the Office of the Registrar for specific requirements for a second bachelor's degree.

### 2. Completion of a major.

Requirements for each major are listed under the departmental headings. A minor or co-major is not required, but is encouraged.

### 3. Grade Point average — 2.0 for most majors.

A grade point average of 2.0 is required in all courses taken and in courses which apply toward the major, except for Elementary Education and Nursing, where 2.5 averages are required.

### 4. Residence

The last year of full-time study or equivalent must be at Augsburg.

### 5. Distribution requirements

**Writing** — A course in writing (English 111) or certification of demonstrated proficiency by the Department of English. Exemption tests are given during the summer and fall orientation periods.

## 40/Evaluation, Grading

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### Liberal Arts

An approved course from each of these seven areas:

Mathematics-Physics  
Chemistry-Biology  
Psychology-Sociology  
English-Speech, Communication  
& Theater Arts

Economics-Political Science  
History-Philosophy  
Art-Music

**Foreign Languages** — Two courses (111 and 112) of one foreign language at Augsburg. Students who test above the 111 level of a foreign language will take one additional course at placement level in that language or two courses (111 and 112) of another foreign language.

**Religious Studies** — Three approved courses in religious studies, of which not more than one may be an interim course. For transfer students, the number required is one for each year of study or equivalent at Augsburg.

**Urban Concerns** — A course related to urban concerns. Courses approved to meet this requirement are published each term. Information is available at the Office of the Registrar.

**Lifetime Sports** — Two lifetime sports or demonstrated proficiency in two lifetime sports.

## Evaluation and Grading

Student achievement in courses is measured primarily by final examinations. Shorter tests, written papers, oral reports, and other types of evaluation also are used.

Most courses are offered with grading options — traditional grading on a 4.0 to 0.0 scale or the Pass/Credit system, in which P means a grade of 2.0 or better and N means no credit and a grade of less than 2.0. Students are cautioned to use the P/N grade option with care since some graduate and professional schools do not look favorably on a large number of P-graded courses, or rank each as a “C”. For graduation from Augsburg, a student may count a maximum of eight courses of P. If approved by the department chairperson, two courses in the major and one in the minor may be on the P/N system, except in Elementary Education.

Certain courses are offered on one grading system only. Sociology 383 and several interim courses are graded only on the P/N grading system. Some education courses are graded only on the P/N system or only on the traditional system. English 111 is graded P or N, or 2.0-4.0/N. Some other courses are graded only P, 1.0, N.

Music organizations and performance studies, Chemistry Seminar, and Lifetime Sports are graded P/0.0.

In courses where there is a choice, students will be graded on the traditional system unless they indicate on their registration that they wish to use the P/N grading option. Any changes in choice of grading system must be made according to dates published each term. A fee is charged for any changes after the first five days of classes.



### Explanation of Grades

Number grades are used with these definitions:

- 4.0 Achieves highest standards of excellence
- 3.5
- 3.0 Achieves above basic course standards
- 2.5
- 2.0 Meets basic standards for the course
- 1.5
- 1.0 Performance below basic course standards
- 0.5
- 0.0 Unacceptable performance (no credit for the course)

Grades of P (Pass) or N (No credit) are not computed in the grade point average. A grade of P represents work at or above the 2.0 level; N represents work at the 1.5 or below level.

An incomplete is a temporary grade indicating that the student has been authorized by the Academic Dean to complete work in this course by a specified time. The grade is changed to 0.0 if work is not completed by the agreed upon date. Seniors must have any incompletes from first semester and interim removed by April 1.

An incomplete grade may be given only in the case of extreme emergency. To receive it, a student must file a petition with the Committee on Admissions and Student Standing stating the reasons for the request, the plan and date for removing it, and comments from the instructor. If permission is granted, the incomplete must be removed during the following semester, or it becomes the grade submitted by the teacher along with the incomplete.

A grade of X may be given for an independent or directed study course that is to be spread over more than one semester. Such a course must be completed during the second semester or the grade of X will remain on the record.

A course in which a grade of 0, 1.0, 1.5, N, I, or X has been received may be repeated for credit. Courses in which higher grades have been earned may not be repeated for credit, but may be audited. All courses taken remain on the academic record. Only the credits and grades earned the second time are counted toward graduation and in the grade point average.

A course is given a grade of W when it is dropped after the deadline for dropping classes without a notation on the record.

### Auditing Courses

Students who wish to take courses without credit or grade may do so by registering for Audit (V). Full-time students may audit a course without charge. The charge for part-time students is listed under Expenses. Students who audit a course should confer with the instructor within two weeks of the beginning of the term to determine expectations, attendance and any other requirement. If expectations have been met, the course will be listed on the transcript as having been audited. If expectations have not been met, the course will be listed with a grade of W (Withdrawn).

## 42/Classification, Probation

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### Grade Point Average

The grade point average (GPA) is based on final grades for all work at Augsburg. It does not include credit and grade points for work transferred from other colleges. Courses taken on the P/N grading option are recorded, but not computed in the GPA.

### Classification

Sophomores — 7 courses completed with at least 14 grade points

Juniors — 16 courses completed with at least 32 grade points

Seniors — 25 courses completed with at least 50 grade points

### Advanced Placement

Advanced placement in courses beyond the beginning level is granted to students with scores of 3, 4, and 5 on the CEEB Advanced Placement Program Test. Additional credit or placement is at the discretion of the department. Inquiries should be addressed to the Office of the Registrar.

### Advanced Standing

College credit is granted to high school students who have successfully completed a college level course and who have scored high on the Advanced Placement Examinations. Augsburg will also award credit on the basis of scores received on the College Level Examination Program (CLEP) offered by the College Entrance Examination Board. Requests for detailed information should be addressed to the Office of the Registrar.

### Probation and Dismissal

A student will be placed on scholastic probation at the end of the term if his or her achievement is unsatisfactory. A student who has been on probation two or more consecutive semesters is subject to dismissal at the end of the term. Dismissal from the College is not automatic. Each case is reviewed by the Committee on Admissions and Student Standing. A student who has a poor academic record may be strongly advised to withdraw before the end of the term. A student who has been on probation for two terms and withdraws from the College voluntarily must have special permission to re-enroll.

A student will be placed on probation under these conditions:

Freshman — below 1.6 grade average or 2 zero grades, having taken 6 or fewer courses.

Sophomore — below 1.7 or 3 zero courses, having taken 7 to 15 courses.

Junior — below 1.9, having taken 16 to 24 courses.

Senior — below 2.0 having taken 25 or more courses.

### Dean's List

The Dean's List is published after each semester, listing students whose grade point average for a semester is 3.5 or better, based on a minimum of three full courses, or equivalent, graded on the traditional grading system, with no incompletes in courses offered for credit. The Dean's List is included in a College publication and each student on it receives a letter of recommendation.

### **Graduation with Distinction**

Graduation with distinction is determined as follows:

Summa cum laude 3.8 — 4.0 grade average  
Magna cum laude 3.6 — 3.79 grade average  
Cum laude 3.3 — 3.59 grade average

To qualify for graduation with distinction, transfer students must have completed two years (14 traditionally graded courses) of work at Augsburg.

### **Independent/Directed Study**

Many departments offer opportunities for conscientious students who demonstrate sufficient background and preparation in a given field to carry out upper division level work on an independent basis. Some departments also offer an opportunity for directed study on a lower division level. A student who registers for directed or independent study should normally expect to complete it in one semester but may extend it into the next term by permission of the instructor. In such cases, a grade of X is given at the end of the first term, and the student will register again for the course to receive the final grade.

Students interested in registering for directed or independent study must first secure permission from the faculty who will direct the study. A maximum of two courses in Independent Study and/or Directed Study may count toward the 35 courses required for the degree.

Students may cross-register for independent studies at another ACTC school only when the major field in which the independent study is proposed is not available on their home campus, and will be charged by the host campus for any special costs attached. Requests for exception to this policy should be made directly to their own academic dean.

### **Veterans of Military Service**

Augsburg is approved by the State Approving Agency for Veterans Training. Veterans should consult with the Office of the Registrar about completion of the enrollment certificate and the forwarding of other information to the Veterans Administration.

Veterans will be referred to the State Approving Agency after any period of two consecutive terms in which they did not earn at least three courses per term, the minimum for classification as full-time students. It is the responsibility of each veteran to report any change in registration and/or academic load to the Office of the Registrar, as it is for all students.

A non-punitive grade which brings a veteran's academic load for the term below three courses will be reported to the Veteran's Administration. Veterans will need to meet the requirements of the Veterans Administration regarding repayment of educational assistance funds received.

## Facts & Figures about Augsburg College

- **Location** — Minneapolis, Minnesota, since 1872. Founded in 1869.
- **Affiliation** — The American Lutheran Church. 57% of students are Lutheran, 16% other Protestant, 14% Roman Catholic.
- **Accreditation** — North Central Association of Colleges and Secondary Schools, National Council for Accreditation of Teacher Education, Council on Social Work Education, National Association of Music Therapy, approved by American Chemical Society.
- **Member** — Associated Colleges of the Twin Cities
- **Enrollment** (1979-80) — 1,576 from 26 states and 20 nations.
- **Graduates** — 1870-1979, 7627. Class of 1980, 288.
- **Faculty** — 90 teach full-time, 89 part-time. Class size averages 25-30.
- **Campus** — 14 major buildings, 8 new since 1961. Major renovation 1979-80.
- **Library** — Over 160,000 volumes, access to over 5,000,000 through the Twin Cities private college consortium and Minitex.
- **School Year** — September to May, 4-1-4 calendar. Two summer school sessions.
- **Majors** — 40 in 20 departments. Special offerings include International Relations, Medical Technology, Metro-Urban Studies, Music Therapy, Corrective Therapy, Scandinavian Studies.
- **Off-Campus Programs** — Program in Global Community, Student Project for Amity Among Nations (SPAN), Higher Education Consortium for Urban Affairs (HECUA), Study Abroad, and extensive internship program.
- **Athletic Affiliation** — Association of Intercollegiate Athletics for Women (IAIW), Minnesota Association of Intercollegiate Athletics for Women (MAIAW), Minnesota Intercollegiate Athletic Conference (MIAC), National Association of Intercollegiate Athletics (NAIA).
- **Policy** — Augsburg College does not discriminate on the basis of race, creed, national or ethnic origin, age, marital status, sex or handicap as required by Title IX of the 1972 Educational Amendments or Section 504 of the Rehabilitation Act of 1973 as amended in its admission policies, educational programs, activities and employment practices.



**Augsburg College**  
731 21st Avenue South  
Minneapolis, Minnesota 55454

# Departments, Course Descriptions

Course descriptions are listed by department or interdisciplinary program. The descriptions are brief summaries of topics to be considered. For a more precise description and clarification of content and requirements for individual courses, the student should consult the instructors of the courses.

Courses and terms listed are subject to change. In general, classes are offered Fall and Spring terms, unless another frequency is specified. The Schedule of Classes published each spring lists offerings and locations for Fall and Spring terms. Descriptions and schedules for courses offered in January Interim and Summer School are published in separate catalogs.

A full course is offered for one credit. A few fractional courses, for one-half credit, are offered in the Division of Professional Studies. A full course has the approximate value of 4 semester credits or 6 quarter hours.

Most courses meet for three 60-minute periods or two 90-minute periods a week, in addition to laboratories.

## Numbering

Courses numbered below 300 are lower division courses. Courses numbered 300 and above are classified as upper division. In general, courses in the 100s are primarily for freshmen, 200s sophomores, 300s juniors, and 400s seniors.

## Prerequisites

Courses that must be taken before enrolling in a higher level course are listed in the course description. A student may enroll in a course when a prerequisite has not been fulfilled if there is prior approval of a professor teaching the course and of the academic adviser. Consent of the instructor is indicated in some course descriptions by this sign: (#)

# Departments and Courses

- 47 Art/Art History
- 49 Biology
- 53 Business Administration  
& Economics
- 55 Chemistry
- 58 East Asian Studies
- Education
  - Elementary/Kindergarten
  - Early Childhood
  - Secondary
  - Library Science
- 68 Engineering
- 69 English
- 72 Foreign Languages
  - Chinese
  - French
  - German
  - Greek
  - Japanese
  - Linguistics
  - Norwegian
  - Russian
  - Spanish
- 81 Geography
- Health and Physical Education
- 84 History
- 87 International Relations
- Mathematics/Computer Science
- 90 Medical Technology
- Metro-Urban Studies
- 93 Music and Music Therapy
- 98 Natural Science
- 99 Nursing
- 101 Philosophy
- 103 Physics
- 106 Political Science
- 109 Psychology
- 112 Religion
- 115 Russian Area Studies
- Scandinavian Area Studies
- 117 Social Science
- Social Studies
- 118 Social Work
- 120 Sociology
- 122 Speech, Communication  
and Theater Arts
- 126 Transdisciplinary Major
- 127 Women's and Minority Studies



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# ART

Philip Thompson (Chairperson), Robert Friederichsen, Norman Holen, August Molder, Paul Rusten, Mary Swanson, Dorothy Williamson

**Studio Art Major:** 9-13 studio courses with Foundations 102, 107, 225; 3 art history courses including 240. One course must be in 2-dimensional art (118, 223, 360) and one in 3-dimensional art (150, 221, 250). Majors are required to begin their programs with the Foundations, although advanced placement is possible with portfolio on approval by the Art faculty.

**Teaching Major:** Foundations 102, 107, 225; Studio 118, 132, 150, 221, 223 and 250 plus a second course in two areas; Art History 240 and two other art history courses.

**Art History Major:** 8 art history courses including 240 and 388; 2 studio courses including one from 102, 107 or 225 and 118 or 221.

**Studio Art Minor:** 4 studio courses including 107; Art History 240.

**Art History Minor:** 5 art history courses including 240.

**Certificate in Art:** 8 art courses, including one in Art History. Up to four courses may be taken in one studio area or in art history.

## Foundations in Studio Art Courses

### 102 Environmental Aesthetics

Fine arts in the urban and world setting. Concern for the visual content of experience in the environment leading toward appreciation and criticism. Individual and group projects exploring design problems in representation, symbolism and abstraction.

### 107 Drawing

Drawing in pencil, charcoal, ink, and pastels. Subjects include still-life, figures, building interiors and exteriors, and experimental work.

### 225 Visual Communications I

The theory and practice of visual perception and communication using elements such as color, line, shape, texture, and pictorial images.

## Studio Art Courses

### 100, 300 Special Topics

Occasional courses dealing with subjects not usually offered by the department.

### 118 Painting I

Introduction to painting media and technique in acrylic and oil.

### 132 Photography

The camera used as a tool for visual creativity and expression with attention to black and white photographic process. Need access to 35 mm. camera. (Spring)

## 48/Art

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### **150 Jewelry**

An introduction to the making of jewelry in copper, brass, pewter, and silver. You learn how to cut, forge, enamel and cast these metals.

### **221 Sculpture I**

An introduction to sculpture. Choice of media: clay, welded steel and bronze, plaster, stone, and plexiglass. You learn to model, carve, cast, weld and assemble the respective media.

### **223 Print Making I**

Principles and methods of print making in a variety of media including etching, silk-screen and woodcut.

### **242 Film Making**

Film making through practical laboratory experience. Discussion and observation of the expressive and structural elements of film. (Summer, Interim)

### **247 Life Drawing**

See Interim Catalog

### **250 Ceramics I**

An introduction to the making of pottery with an emphasis on handbuilding and glazing.

### **330 Visual Communications II**

A study of visual communications in magazines, television, film, advertising symbols, and other mass media. Practice in areas of photography, typography, and illustration. (Prereq.:225)

### **351 Ceramics II**

Advanced work in ceramics with an emphasis on throwing or handbuilding and a continuation of glazing. (Prereq.:250)

### **355 Painting II**

Advanced study of painting. (Prereq.:118)

### **360 Watercolor Painting**

Design concepts using descriptive and experimental techniques in transparent watercolor. (Alternate years)

### **368 Print Making II**

Advanced work with color and composition in various media, including silk-screen, etching, and woodcut. (Prereq.:223)

### **399 Internship**

Consult chairperson or internship director to determine project.

### **478 Sculpture II**

Advanced work in sculpture. Choice of media: clay, welded steel and bronze, plaster, stone, and plexiglass. (Prereq.:221)

### **499 Independent Study**

Advanced study in area of the student's choice, intended for senior art majors.



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## Art History Courses

**240 Art History Survey**

A survey of art from prehistoric to modern times. Includes reading, research, viewing of slides, visits to museums.

**Note:** The following courses are offered intermittently, usually two or three sections a year.

**382 Scandinavian Arts**

Survey of the visual arts in Scandinavia from pre-history to modern times.

**385 Prehistoric and Ancient Art**

The art of the Ice Age through the Roman period to the 4th Century A.D. (Alternate years, 1982-83)

**386 Medieval Art**

Early Christian through late Gothic and proto-Renaissance painting, sculpture, and architecture in Europe.

**387 Renaissance and Baroque Art**

European painting, sculpture, and architecture, 14 to 18th century.

**388 19th and 20th Century Art**

European painting, sculpture, and architecture from Neoclassicism through the present. (Alternate years, 1981-82)

**389 American Art**

A study of early colonial art through contemporary American art, with specific emphasis on 19th and 20th century art and its relationship to European art as well as indigenous movements. (Alternate years, 1982-83)

# Biology

Neal Thorpe (Chairperson), Robert Herforth, Roberta Lammers, Erwin Mickelberg, Ralph Sulerud

**Major — Option 1:** 7 courses, including 111, 112, 491 and at least one course from each of three groups: (I) 351, 353, 361; (II) 355, 473, 474; (III) 440, 471, 476; Chemistry 115, 116 (or 105, 106), 351, 352; Mathematics 124, 125; Physics 121, 122. Students intending to enter graduate school should ordinarily choose this major.

**Major — Option 2:** 9 courses, including 111, 112, 491 and at least one course from each of five groups: (I) 351, 353; (II) 355, 474; (III) 361, 481; (IV) 471, 473; (V) 440, 476; Chemistry 115, 116 (or 105, 106), 223 (or 351, 352). Students who plan to teach in secondary schools often select this major. Licensure for teaching in Minnesota also requires three courses in earth and life sciences. Students planning to teach are advised to consult with the Education Department early in their planning.

**Pre-Medical Biology Major:** Option I major. In addition, medical schools usually require Chemistry 353.

## 50/Biology

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**Minor:** 5 courses, including 111, 112 and three upper division courses; Chemistry 115, 116 (or 105, 106).

**Honors Major:** GPA of 3.5 in biology and 3.0 overall, active participation in seminar, one course of approved independent study with an oral defense of the research report. Application should be made no later than the first term of the senior year.

### 101 Human Biology

Basic biological concepts from an anthropocentric point of view. An attempt to answer such questions as: What makes man just another member of the biotic fold? Does man have a niche in the ecosystem? What influence does man have on the environment? What influence does the environment, especially the urban environment, have on man? (3 hours lecture, 1-1/2 hours laboratory. A student may not receive credit for both Biology 101 and 103. Does not apply to the major or minor).

### 103 Human Anatomy and Physiology

A professional course in the structure and function of the human body. Lecture and laboratory. (Fall for nursing and certain other paramedical students, or #; Spring for Physical Education, Music Therapy and other interested students. A student may not receive credit for both Biology 101 and 103. Does not apply to the major or minor).

### 105 Biology and Society

What are some of the biologically-based problems with which our society must deal? What threats are posed by pollution, the prospect of war, and by shortages of food, water and non-renewable resources? What are the implications of genetic research, scientific racism, socio-biology, and inequities in the delivery of health care? (3 hour lecture. Does not apply to the major or minor. Spring)

### 108 Microbiology

Basic microbial features are considered as well as applications of microbiology to the fields of medicine and sanitation. (3 hours lecture, 3 hours laboratory. For student nurses, health majors, or #. Prereq.: Chemistry 109 and concurrent registration in Chemistry 110 or #. Spring. Does not apply to the major or minor).

### 109 Special Topics in Biology

Offered periodically through Augsburg's Conservation of Human Resources (CHR) program. Generally conducted off campus with community people taking the course together with college students in a co-learning model. Topics will vary depending upon needs and interest. Does not apply to the major or minor.

### 111, 112 General Biology

A comprehensive introduction to biological science. For biology and other science majors. The course includes an introduction to molecular biology, cellular biology, genetics, developmental biology, evolutionary mechanisms, anatomy, physiology, ecology, and phylogenetic relationships of organisms. Must be taken in sequence except by permission of instructor. (3 hours lecture; 4 hours laboratory. 111, Fall; 112, Spring)

### 323 Experimental Human Physiology

A laboratory-based course in which the principles of human function are learned by experimentation and class discussion of the theory and results. Clinical applications will also be considered. Intended for students in nursing, medical technology, corrective therapy, health, physical education and related programs as well as biology majors (primarily Option II). (3 hours lecture-discussion, 4 hours laboratory. Prereq.: 103 or 112. Fall 1982 and alternate years).

**351 Invertebrate Zoology**

A study of the invertebrate groups stressing classification, morphology, behavior, life history, and evolutionary relationships. (3 hours lecture, 4 hours laboratory. Prereq.: 112. Spring, 1981 and alternate years).

**353 Comparative Vertebrate Zoology**

A comparative study dealing with the classification, morphology, distribution, evolution, behavior and population dynamics of the vertebrates. (3 hours lecture, 4 hours laboratory. Prereq.: 112. Spring)

**355 Genetics**

The principles of heredity with emphasis on recent advances in human genetics. Laboratory work stressing *Drosophila* genetics. (3 hours lecture, 4 hours laboratory. Prereq.: 112, Spring)

**361 Plant Biology**

A survey of the major divisions of the plant kingdom including the study of anatomy, physiology, life histories, taxonomy and ecology. (3 hours lecture, 4 hours laboratory. Prereq.: 112, Fall)

**367 Biochemistry**

An introductory consideration of the chemistry of proteins, carbohydrates, lipids and nucleic acids including intermediary metabolism. (3 hours lecture. Prereq.: 112, Chemistry 352 or #. Fall)

**440 Plant Physiology**

A consideration of the chemical and physical mechanisms involved in photosynthesis, respiration, growth and development, and water relations in vascular and nonvascular plants. The relationships of these processes to plant structures. (3 hours class, 4 hours laboratory. Prereq.: 112. Spring, 1982 and alternate years)

**471 Cellular Biology**

A study correlating cell function with ultrastructure. Laboratory work includes micro-technique, cytological studies, cell physiology and tissue culture. (3 hours class, 4 hours laboratory. Prereq.: 112, 367 or #. Spring)

**473 Animal Physiology**

A study of animal function with emphasis on the vertebrates. Wherever possible, functions are explained on the basis of physical and chemical principles. (3 hours class, 4 hours laboratory. Prereq.: 112; Chemistry 106 or 116; Physics 103 or 122 or #. Fall, 1981. Alternate years.)

**474 Developmental Biology**

A consideration of the physiological and morphological changes which occur during the development of organisms with emphasis on the vertebrate animals. Experimental as well as descriptive studies are included in the laboratory work. In addition to embryonic development, the topics of malignancy, aging, and regeneration are discussed. (3 hours class, 4 hours lab. Prereq.: 112. Spring)

## 52/Business Administration

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### 476 Microbiology

An introduction to the study of microorganisms with emphasis on bacteria and viruses. Microbial taxonomy, morphology, physiology, genetics, and pathogenicity are considered as well as certain methods. (3 hours class, 4 hours laboratory. Prereq.: 112, 367 or #. Fall)

### 481 Ecology

A survey of representative biological communities; the study of reciprocal relationships between organisms and their environments. (3 hours class, 4 hours laboratory, some Saturday field trips. Prereq.: 112, 361 or #. Fall)

### 491 Seminar

Oral presentations and written papers relating to recent biological literature and research. (For seniors majoring in biology, Fall)

### 499 Independent Study

Individual laboratory, field, or library research under the direction of an instructor. Intended for biology majors who are juniors or seniors. (Prereq.: 112, and previous arrangement with instructor)

# Business Administration & Economics

Edward M. Sabella (Chairperson), James E. Billings, Wayne Carroll, Satya Gupta, Douglas Heidenreich, Amin Kader, Roy LaFayette, Keishiro Matsumoto, Lynne Medcalf, Nichole Miller, George Powell, Kenneth Rich, Frank Seidel.

## Business Administration

**Major in Accounting:** 9 Business Administration courses (101, 102, 131, 261, 262, 263, 379, 381, and 483 or 484); 4 Economics courses (122, 123, 251, and one from 258, 391, 392). At least three upper division courses are required. For those planning careers in accounting, completion of the two remaining courses in the sequence 381, 382, 483, 484 is recommended. Courses in data processing and computer programming are strongly recommended.

**Major in Finance:** 9 Business Administration courses (101, 102, 131, 261, 262, 373, 379, 478, and one from 381, 382, 483); 4 Economics courses (122, 123, 251, and one from 258, 391, 392). At least five upper division courses are required. Economics 392, Mathematics 114 and courses in data processing and computer programming are strongly recommended.

**Major in Management:** 10 Business Administration courses (101, 102, 131, 145, 250, 261, 340, 379, 440, and 373 or 478); 5 Economics courses (122, 123, 251, 340, 445); Philosophy 120; Psychology 371, 373; Sociology 241 and 375 or 383; Speech 111 or English 223; Communications 354 or 355. Math. 114 is strongly recommended.

**Major in Marketing:** 9 Business Administration courses (101, 102, 131, 135, 250, 261, 330, 379, 430); 5 Economics courses (122, 123, 251, 258, 445); Philosophy 120; Speech and Communications 351 or 352 and also 353. Mathematics 114 is strongly recommended.

Majors in Marketing and Management are strongly encouraged to take other courses offered in the department in addition to those listed above.

**Major in International Business:** 8 Business Administration courses (101, 102, 131, 135, 261 and 399 or 499 and two from 381, 382, 484); 3 Economics courses (122, 123, 379); Political Science 160; 3 language courses (or demonstrated proficiency) from one of the following: Arabic, Chinese, French, German, Greek, Italian, Japanese, Norwegian, Russian, Spanish; 1 History course (coordinated with the foreign language courses) from 103, 104, 222, 322, 323, 324, 331, 332, 440, 474; 8 International Core courses, including internship or independent study. Core courses must be taken abroad (England and Germany, others to be added). Exceptions may be permitted with department approval. General descriptions follow. Students who plan to major in International Business should contact the department's international adviser, Amin Kader, as soon as possible to carefully plan their program of study.

### **International Core Courses — Required**

**Comparative Business Law** — Advanced discussion of business law including the comparison of U.S. and European laws governing corporations, partnerships and foreign investment; European business regulations; tax laws; etc.

**European Marketing** — Factors affecting consumer demand and methods of satisfying it; structure of the European market; market analysis and sales management; pricing policies; distribution systems; planning of marketing operations. Emphasis will be placed on comparison with marketing activities in the U.S.

**Import-Export Operations** — The practical, technical and procedural aspects of import and export business operations. The successive steps in the promotional, organizational and financial development of international sales and purchases, including an analysis of international trade terms, sales terms, documentation and governmental regulations.

**Multinational Corporation** — Comparative study of the methods of organizing and managing the multinational enterprise. Topics include: organization structure; subsidiaries and parent company; organizational behavior; management policy; comparative industrial relations; comparative tax laws; optimization principles in the international setting.

### **International Core Courses — 3 to be Elected**

**Economics of the Developing Countries** — Source of economic backwardness and obstacles to economic growth. Analysis of specific problems such as population pressure, land reform, lack of capital, foreign trade imbalance, foreign investment, colonialism.

**European Common Market** — EEC; political will; objectives, implications; forms of economic integration; freedom of factor movements; agricultural policies; European path to monetary integration; energy, regional, and social policy; regulation of transport; industrial policy; current membership negotiations.

**International Economic Institutions** — Regional economic integration and the relation of domestic and international policies. International monetary cooperation.

**International Economic Policies** — The economic factors in diplomacy; tariff techniques and problems; commercial bargaining; foreign investment problems; economic aspects of economic development; regional integration techniques and problems; foreign aid policies; exchange rate policies.

**Theory of International Finance** — The relevance of international finance; participants in the international payments scene; balance of international payments; spot market and forward market for foreign exchange; exchange rate systems; international liquidity; the impact of international payments on the domestic price level; employment and the performance of monetary policy.

## 54/Business Administration

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**Minor:** 6 courses, including Business Administration 101, 102, and one of 261, 373, 379, 478; and one of 262, 379, 381; and Economics 122 and 123. Other configurations for the Business Administration minor may be permitted on consultation with the department chairperson.

**Honors Major:** GPA of 3.50 in the major and 3.0 overall; a senior thesis and comprehensive oral examination in the major field of concentration.

**C.P.A. Certification:** Graduates who wish to take the Certified Public Accountants (C.P.A.) examination prior to fulfilling the experience requirement must have completed the major in Business Administration-Accounting, taken all accounting and business law courses offered, fulfilled the Mathematics-Physics general college requirement by taking mathematics, and completed at least 5 courses but not more than 12 courses of related business subjects (Economics, Finance and Mathematics). Students who have completed the above requirements are qualified under the rules of the Minnesota State Board of Accountancy to sit for the examination immediately after graduation.

**Notes:** Students who plan to major in the department are strongly encouraged to select a department adviser as soon as possible, in order to carefully plan their program of study.

In addition to the courses listed below, these have been offered under Business Administration 295, 495 Topics: Research Methods for Economics and Business, Computer Simulation for Business, Income Taxes for Individuals, Computer Applications, and Discrete Event Simulation.

### 101 Principles of Financial Accounting

Introduction to business activities, basic concepts and fundamentals of accounting, the accounting cycle and preparation of financial statements.

### 102 Principles of Managerial Accounting

Introduction to business activities, basic concepts and fundamentals of managerial accounting. Planning and controlling processes, decision-making and behavioral considerations. (Prereq.: 101)

### 131 Business Law

Legal rules relating to contracts, agency, negotiable instruments, property and business organizations under the Uniform Commercial Code. (Spring)

### 135 Introduction to Marketing

Principles of basic policy and strategy issues in marketing. Legal, ethical, competitive, behavioral, economic and technological factors as they affect product, promotion, marketing channel and pricing decisions. (On Demand)

### 145 Fundamentals of Management

Development of the theory of management, organization, staffing, planning and control. The nature of authority, accountability and responsibility, analysis of the role of the professional manager. (On Demand)

### 250 Data Processing

An introduction to COBOL and other non-scientific programming languages. Does not apply toward a major or minor in economics. (Fall)

### 261 Fundamentals of Finance

Theory of acquisition, allocation, and management of funds within the firm; sources and uses of long and short term funds, cost of capital, capital budgeting, leverage, dividend policy, and related topics. (Prereq.: 101, 102)

## **262 Intermediate Accounting I**

An analysis of accounting theory pertaining to financial statements, income concepts, capital stock and surplus accounts, current and long-term assets. (Prereq.: 101, 102, Fall)

## **263 Intermediate Accounting II**

An analysis of accounting theory pertaining to investments, tangible and intangible fixed assets, liabilities and reserved, actuarial topics. Additional emphasis on income determination considering price level changes. (Prereq.: 262, Spring)

## **330 Marketing Research and Analysis**

Research process as an aid to decision making in marketing management; research methodology; marketing research results; evaluation of the effectiveness of research in marketing. (Prereq.: Bus. Ad. 135 or #. On Demand)

## **340 Personnel Administration**

Personnel function in business, acquisition and utilization of human resources; desirable working relationships; effective integration of the worker with the goals of the firm and society. (Prereq.: Bus. Ad. 145 or #. On Demand)

## **373 Financial Management: Theory and Cases**

Advanced financial theory: a systems approach to financial structure and policy. Emphasis on decision-making, presentation through literature, readings, lectures and case material. (Prereq.: 261)

## **379 Quantitative Methods for Economics and Business**

An introduction to quantitative reasoning, descriptive measures, probability, sampling distributions, inference and estimation with emphasis on their use in applied problems in business and economics. (Prereq.: High School Algebra. Fall)

## **381 Managerial Cost Accounting**

Accounting tools for planning and control of economic activities. Planning, budgeting, standard cost systems, as well as other quantitative and behavioral topics. (Prereq.: 101, 102)

## **382 Tax Accounting**

The more common and important provisions of federal income taxes for individuals and various forms of business enterprises. (Prereq.: 101, 102. Spring 1982-83)

## **399 Internship Program**

A student may receive course credits through an internship program which is applicable to graduation, but not to the major. This program will afford the student the opportunity to spend one full term working with some industrial organization. In addition the student will write a report on his or her activities. (Prereq.: #. Cannot be taken in Interim only).

## **430 Marketing Management**

Integration of marketing with other business functions; marketing management and decision making, planning marketing programs, channels of distribution, pricing, product selling and promotion policies. (Prereq.: Bus. Ad. 330 or #. On Demand)

## **440 Operations Management**

Concepts and principles related to the management of operating functions. Examples from service industries, non-profit organizations and manufacturing. Taught from a managerial point of view. Topics include: an overview of operations, planning operation processes, productivity measurement, standards, forecasting, concepts of quality, inventory management, principles of scheduling, and operational control information systems. (Prereq.: Junior or Senior or #. On Demand)

## 56/Economics

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### **478 Investments and Financial Institutions**

Appraisal of the risk/return relationships of various types of securities from the viewpoint of both individual and institutional investors. Extensive coverage of capital markets and portfolio management. (Prereq.: 261. Economics 392 is strongly recommended. Fall)

### **479 Intermediate Quantitative Methods for Economics and Business**

Provides the opportunity to become familiar with statistical research methods through use of the electronic computer. This course stresses the understanding of statistical methods and computer programming techniques. The materials to be presented in the course are: Computer Programming Techniques; Statistical Methods: General Linear Models, Analysis of Variance, etc. (Prereq.: Bus. Ad. 379 or equivalent or #. Spring)

### **483 Auditing**

Internal and external auditing procedures. Emphasis on internal checks and controls for accounting systems. (Prereq.: 263. Fall)

### **484 Advanced Accounting**

Accounting for business combinations, governmental accounting, partnership accounting and fund accounting. (Prereq.: 263. Spring, 1982)

### **295, 495 Topics**

Lectures, discussions, meetings with members of the staff or visiting faculty regarding research methodology and readings in the areas of Accounting, Finance or General Business. (Prereq.: #)

### **499 Independent Study**

The student may earn independent study credits through individually supervised projects designed to afford him or her the opportunity to analyze some topic or issue in depth. (Prereq.: #)

## Economics

**Major in Economics:** 8 Economics courses (122, 123, 251, 258, 454 and three other upper division); Business Administration 101, 102, 379; Mathematics 114. Mathematics 373 may be substituted for Business Administration 379. The complete calculus sequence is very strongly recommended for those planning graduate study in economics. In addition, courses in data processing and computer programming are strongly recommended.

**Major in Applied Economics:** 9 Economics courses (122, 123, 251, 258, 454 and 445 or 453 and three other upper division); Business Administration 101, 102, 379, 479; Philosophy 130; Mathematics 124, 125, 215, 224, 314. Mathematics 211 is strongly recommended. Mathematics 373 may be substituted for Business Administration 379. The student is strongly encouraged to take other Economics courses in addition to those listed above.

**Combined Major in Economics — Business Administration:** 5 Economics courses (122, 123, 251, 258 and one upper division); 6 Business Administration courses (101, 102, 261, 373, 379 and one upper division). Courses in data processing and computer programming are highly recommended. The student is very strongly encouraged to take additional courses both in business administration and economics.

**Minor:** Economics 122, 123, 251, 258 and one upper division course. Other configurations may be permitted on consultation with the department chairperson.



**Honors Major:** GPA of 3.50 in the major, and 3.0 overall; a senior thesis and comprehensive oral examination in the major field of concentration.

**Notes:** In addition to the courses listed below, these topics have been offered under 295, 495 Topics: Consumer Economics, History of Economic Thought, Research Methods for Economics, and Business Advanced Economic Theory and Decision-Making with Finite Markov Chains.

Economics 120, 122 and 123 will satisfy general education requirements. Economics 120 will satisfy the urban concerns requirement.

Students who plan to major in the department are strongly encouraged to select a department adviser as soon as possible in order to carefully plan their program of study.

### **120 Economics of Urban Issues**

Study of economic implications of many problems facing a metro-urban environment. Some of the topics to be discussed are: Population "Crisis", Crime Prevention, Ecology and Income Distribution; Distributing Free Bread; Mass Transit Systems, etc. Fundamental microeconomics tools introduced to facilitate discussion of the above-mentioned topics. (Economics 120 is a basic course designed for those students who do not plan to major in Economics or Business Administration. It does not apply toward an Economics major or minor. Students who plan to major in Business Administration and/or Economics should instead enroll in 122 and 123, which also are open to non-majors)

### **122 Principles of Economics (Macro)**

An introduction to macroeconomics; national income analysis, monetary and fiscal policy, international trade, economic growth. Application of elementary economic theory to current economic problems. May be taken independently of Economics 123 or 120. Economics 122 and 123 may be taken in either order, or may be taken in the same term in order for the student to progress more rapidly to the other courses.

### **123 Principles of Economics (Micro)**

An introduction to microeconomics, the theory of the household, firm, market structures and income distribution. Application of elementary economic theory to market policy. May be taken independently of Economics 122 or 120. Economics 122 and 123 may be taken in either order, or may be taken in the same term in order for the student to progress more rapidly to other courses.

### **250 Data Processing**

An introduction to COBOL and other non-scientific programming languages. Does not apply toward a major or minor in economics.

### **251 Intermediate Microeconomics**

Theory of resource allocation, analysis of consumer behavior, firm and industry; the pricing of factors of production and income distribution; introduction to welfare economics. (Prereq.: 123)

### **258 Intermediate Macroeconomics**

Determinants of national income, employment and price level analyzed via macro-models. Attention paid to areas of monetary-fiscal policy, growth and the business cycle. (Prereq.: 122, Fall)

## 58/Economics

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### **340 Managerial Decision Making**

Provides a sound conceptual understanding of the modern techniques of management science to prepare students to make better business and economic decisions. Emphasis is on applications, which are taken from the areas of transportation, marketing, portfolio selection, environmental protection, the shortest route, inventory models, information systems, etc. (Prereq.: Econ. 123, Bus. Ad. 101 and high school algebra or equivalents. Spring, On Demand)

### **370 Quantitative Methods for Economics and Business**

An introduction to quantitative reasoning, descriptive measures, probability, sampling distributions, inference and estimation with emphasis on their use in applied problems in business and economics. (Prereq.: High School Algebra. Fall)

### **391 Public Finance**

Analysis of the principles of taxation and public expenditures; the impact of fiscal policy on economic activity; debt policy and its economic implications. (Prereq.: 122, 123. Fall)

### **392 Money and Banking**

Functioning of the monetary and banking systems, particularly commercial banks, the Federal Reserve System and its role in relation to aggregate economic activity. Emphasis placed on monetary theory and policy. (Prereq.: 122. Spring)

### **399 Internship Program**

A student may receive course credits through an internship program which is applicable to graduation but not to the major. This program will afford the student the opportunity to spend some time working with some organization. In addition, the student will write a report on his or her activities. (Prereq.: #. Cannot be taken in Interim only)

### **442 Labor Economics**

Analysis of labor markets; labor as a factor of production; determination of wage collective bargaining; labor legislation and effects upon society. (Prereq.: 251 or #. On Demand)

### **445 Managerial Economics**

Integrates economic theory and corresponding practices in business. Among the topics considered are theories and practices in forecasting, estimation of demand and cost functions, price and non-price competition, production and cost considerations, and an analysis of economic problems of relevance to management. (Prereq.: Econ. 251 or equivalent or #. Spring, On Demand)

### **453 Mathematical Economics**

Mathematical economics with emphasis on the application of mathematical tools to the areas of micro and macro economic theory. (Prereq.: Econ. 251, 258 and at least Math. 122 or equivalent or #. On Demand)

### **454 Welfare Economics**

Basic concepts and propositions; Pareto optimality, economic efficiency of alternative market structures; social welfare functions; normative concepts of economic theory. (Prereq.: 251 or #. Spring, 1983)

### **479 Intermediate Quantitative Methods for Economics and Business**

Provides the opportunity to become familiar with statistical research methods through use of the electronic computer. This course stresses the understanding of statistical methods and computer programming techniques. The materials to be presented in the course are: Computer Programming Techniques; Statistical Methods: General Linear Models, Analysis of Variance, etc. (Prereq.: Bus. Ad. 379 or equivalent or #. No lab fee. Spring)

**295, 495 Topics**

Lectures, discussions, meetings with members of the staff or visiting faculty regarding research methodology and current national and international economic problems and policies. (Prereq.: #)

**499 Independent Study**

The Student may earn independent study credits through individually supervised projects designed to afford him or her the opportunity to analyze some topic or issue in depth. (Prereq.: #)

# Chemistry

Earl R. Alton (Chairperson), Arlin Gyberg, John Holum, Richard Olmsted, Sandra Olmsted

**Graduation Major in Chemistry:** 115, 116, (or 105, 106) 351, 352, 353, 361 and one advanced course which may include Biochemistry; participation in seminar; Physics 121, 122; Mathematics 124, 125. Since upper division courses have mathematics and physics prerequisites, students should plan to take Mathematics 124, 125 in the freshman year and Physics 121, 122 in the sophomore year.

**American Chemical Society Approved Major:** 11 courses including 115, 116 (or 105, 106) and all chemistry courses above 350, Chemistry seminar participation; Mathematics 224; Physics 121, 122 (which should be taken during the sophomore year). Reading ability in German equivalent to one semester also required.

**Teaching Major: Physical Science Emphasis — Chemistry Major:** Recommendation for licensure in Physical Science requires general chemistry (115, 116 or 105, 106); 3 courses in earth and life sciences; Chemistry 351, 352, 353, 361, 362, 482, 491 (Biology 367 may be substituted for 362); Physics 245. Students are advised to consult with the Education Department early in their planning.

**Pre-Medical Chemistry Major:** The same as the graduation major. In addition, medical schools expect at least two courses (and usually more) in biology. Students should consult members of the chemistry department for assistance in planning a course program early in their college career.

**Minor:** 5 courses which must include 115, 116 (105, 106) and 3 additional courses in chemistry. Chemistry 223, 353, and 361 are recommended; biochemistry may be substituted for 361.

**Honors Majors:** Full ACS major; average of 3.5 in chemistry, mathematics, and physics, 3.0 over-all; one summer or course of approved research; participation in seminar.

**Notes:** Credit will not be granted for both 105 and 115, for 106 and 116, or for 223 and 351 or 352.

Most courses in this department have prerequisites, courses that must be completed before enrolling in the given course. A prerequisite must be completed with a grade of 2.0 or higher to count. Otherwise, permission of the instructor is necessary. These requirements also must be met when using the first term of a two-term course in registering for the second term.

## 60/Chemistry

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### 105, 106 Principles of Chemistry

Somewhat less rigorous than 115, 116; designed especially for students who will not major in chemistry, although students may go from 106 into 351, 353. Concepts and laws underlying chemistry illustrated by a variety of examples including organic and environmental systems. (3 one-hour lectures, 3 hours of laboratory. 105, Fall; 106, Spring)

### 109, 110 General, Organic and Biological Chemistry

Designed for students who need a survey of the fundamental principles of general, organic and biological chemistry for careers in allied health areas such as nursing (including Augsburg's Upper Division Program), inhalation therapy, histotechnology, physical education, and others. Open also to students in the humanities and social sciences. First term, general chemistry principles and an introduction to organic chemistry. Second term, organic and biological chemistry with special applications to human physiological chemistry. (3 1-hour lectures, 2 hours laboratory. This course does not apply toward the major or minor in chemistry. Credit cannot be earned for both Chemistry 109 and 105 or 115 nor can credit be earned for both Chemistry 110 and 223 or 351. Prereq.: High school chemistry within the last 3 years. 109 Fall, 110 Spring)

### 115, 116 General Chemistry

An intensive course for pre-medical students and future chemists. First semester includes chemical equations and calculations, energetics, and bonding theory with examples from inorganic chemistry. The second emphasizes equilibrium and solution chemistry including kinetics and electrochemistry. (3 1-hour lectures, 3 hours laboratory. Prereq.: high school chemistry, algebra, plane geometry. 115 Fall, 116 Spring)

### 223 Elementary Organic Chemistry

Designed to present the basic facts and theories of modern organic chemistry within the time frame of a one-semester course, this course gives students a sound background in the reactions and structures of organic molecules. (3 one-hour lectures, one 3-hour laboratory. Prereq.: 105 or 115. Spring)

### 351, 352 Organic Chemistry

Important classes of organic compounds with special emphasis on mechanisms and multi-step synthesis. Descriptive material is correlated by means of modern theories of chemical bonds, energy-relations, and reactor mechanism; many applications of organic chemistry to biological, environmental and industrial fields. (3 one-hour lectures, one 4-hour laboratory. Prereq.: 106 or 116, 351 Fall; 352, Spring)

### 353 Quantitative Analytical Chemistry

Covers gravimetric and volumetric analysis and solution equilibrium in detail and gives an introduction to spectrophotometric techniques of analysis. The laboratory involves quantitative analysis of a variety of samples, and includes trace analysis. (Prereq.: 106 or 116. Fall)

### 361, 362 Physical Chemistry

The basic theoretical concepts of chemistry: thermodynamics, kinetics, quantum theory, and states of matter are studied in the first semester. Applications of these concepts to areas of molecular structure, equilibria and electrochemistry in the second semester. (3 one-hour lectures, one 4-1/2-hour laboratory. Prereq.: 353; Physics 121, 122; Mathematics 124, 125. 361, Fall; 362, Spring)

## **464 Advanced Organic Chemistry**

Organized around the problems of identifying organic compounds in the laboratory. Lecture topics include structure-spectra correlations for IR, UV, NMR, and mass spectroscopy; use of the literature (including Beilstein); and further study of organic reactions. Infrared, nuclear magnetic resonance, and ultraviolet spectra routinely used. (3 hours lecture, 6 hours laboratory. Prereq.: 352, 353, 361 or #; some reading knowledge of German. Fall)

## **481 Advanced Analytical Chemistry**

Emphasis upon advanced equilibrium theory and principles of atomic and molecular spectroscopy as applied to analytical methods as well as chromatographic and electroanalytical techniques of analysis. (3 hours lecture, one 4-1/2-hour laboratory. Prereq.: 353, 361, or #. Spring)

## **482 Advanced Inorganic Chemistry**

Correlation of inorganic reactions using the electrostatic, valence bond, and molecular orbital models. Coordination chemistry is discussed in terms of ligand field theory. The laboratory involves preparations of inorganic compounds using a variety of techniques. (3 one-hour lectures, 1 three-hour laboratory. Prereq.: 352, 361, or #. Spring)

## **483 Quantum Chemistry**

Presents quantum theory in terms of Schrodinger's wave equation and uses the equation to solve the problems of the harmonic oscillator and the hydrogen atom. Approximate solutions are introduced and used to develop molecular orbital theory for molecules. Includes commutators, electron spin, angular momentum and group theory. (3 one-hour lectures. Prereq.: 361 or #. Fall)

## **491 Chemistry Seminar**

This seminar, which has no course credit, is a weekly meeting of chemistry majors under the direction of the Augsburg Chemistry Society. Juniors and seniors are expected to participate, with seniors presenting papers. Outside visitors are occasionally invited to participate.

## **497 Introduction to Chemistry Research**

Chemistry majors planning research careers need research experience before graduation. Such experience may be obtained by working on a summer research project in the department (not counted as a course) or by research participation during the academic year (which may be counted as a course). (Junior standing).

## **499 Independent Study**

Chemistry majors who are interested in non-laboratory research such as theoretical or historical chemistry may pursue their interest via independent study. (Junior Standing)

# East Asian Studies

**Khin Khin Jensen** (Campus Coordinator)

This major is an inter-college, interdepartmental program enabling students to acquire a broad knowledge of China and Japan as major cultures and to gain a general command of the language of one country. The three program components include a focus on language, cultural specialization and comparative studies. The program provides a foundation for careers in international business, government, teaching and work with social agencies.

This major is available as a result of the cooperation and cross-registration possibilities among Augsburg, Hamline, Macalester, the College of St. Catherine and College of St. Thomas. Two years of Japanese language are offered each year on one of the ACTC campuses. Chinese (and Japanese) is available through a contractual arrangement with the University of Minnesota's East Asian Language Department. Students therefore have an opportunity to take courses in these languages beyond the first two years.

To undertake a comprehensive cultural analysis of East Asia, a student may choose from related five-college courses in art, economics, geography, government, history, literature, philosophy, religion and sociology or anthropology. The emphasis is on both historical and comparative approaches. Comparative studies include not only contrasts and similarities between China and Japan, but also cross-cultural comparisons of East Asian civilization with Western or European civilization.

**Major in East Asian Studies:** 4 courses in Japanese or 4 courses in Chinese; 2 introductory History courses; 2 courses in cultural specialization or comparative studies; 1 seminar, independent studies course, or internship. Students are advised to consult with the coordinator in planning this major.

**Minor in East Asian Studies:** 2 courses in either Chinese or Japanese (or equivalent competencies); 1 course in Introductory History of East Asia; 1 upper division course in cultural specialization (China or Japan); 1 other course from approved list of electives.

## Economics

See Business Administration and Economics

## Education

Marie McNeff (Chairperson), Bobbi Anderson, Sheldon Fardig, Barry Franklin, Einar Johnson, Sallye Cooke McKee, Lauretta Pelton

Augsburg College offers programs leading to licensure in Elementary Education, Kindergarten, Early Childhood, and Secondary Education. Licensure programs for secondary education are offered in Art, Chemistry, English-Language Arts, French, German, Health, History, Life Science, Mathematics, Music, Norwegian, Physical Education, Physical Science, Physics, Social Science, Spanish, Speech and Theater Arts.

Students wishing to become licensed teachers are advised to consult with the Education Department for licensure requirements. For students transferring to Augsburg College from other institutions of higher education, it is within the jurisdiction of the Education Department and/or other appropriate departments to determine essential equivalency of course content taken at other institutions as applicable to requirements of the approved teacher education program at Augsburg College.

Orientation to Education, both elementary and secondary, and Techniques of Teaching Reading are open to all students of sophomore standing or above. To enroll in other education courses, a student must first apply and be admitted to the teacher education program. Students are advised to apply for admission in the spring semester of the sophomore year, during or after the Orientation course. Students transferring from an education program at another college must be readmissible to that program.

## Elementary Education

Marie McNeff (Coordinator)

**Major and Licensure Requirements:** Minimum of 8.5 education courses (255, 351, 383, and two professional semesters); Health Education 114, 115; Library Science 341, 358; Academic minor (major recommended); GPA of 2.0 overall and 2.5 in major and minor; fulfill Minnesota Board of Teaching 5 MCAR 3.041 in Human Relations. The first professional semester, for juniors, includes Educ. 341, 361, 362, 371, 372, 374. (Courses 381, 382, 383, 384 are one-half courses offered on a traditional grading system only.) The second professional semester includes Educ. 481, 482 and electives (483, 484, 478, 499).

**Kindergarten License Requirements:** Elementary Education requirements plus Educ. 385 and student teaching at the Kindergarten level.

## Early Childhood Education

Bobbi Anderson (Coordinator)

**License Requirements:** Elementary Education requirements plus Soc. 231; Psych. 351; Educ. 325, 425, 483 or 484 (160 hours of student teaching). For an Early Childhood license with other than an education major, consult with the program coordinator.

### 255 Orientation to Education in Urban Setting (Elementary)

Investigation of various aspects of the teaching profession and opportunity for in-school work. Open to all students. (Prereq.: sophomore standing or above)

### 282 Introduction to Special Education

(See Secondary Education)

### 325 Contemporary Influences in Early Childhood Education

Focus is upon the young child as a person and the importance of the early years of his/her life in relation to the effects of present-day society and culture upon the child. Current developments include innovations, Head Start, implementation of planned variations, and other interventions and compensatory programs. Class sessions and two hours per week of lab. experience in a day care center and/or nursery school. (Spring)

## 64/Education

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### **341 Media Technology (1/2 course)**

(See Library Science)

### **351 Techniques of Teaching Reading**

The study and utilization of a variety of techniques and resources in the teaching of reading at both secondary and elementary level. (Fall)

### **352, 353 Creating Learning Environments: Elementary**

The mastery of theories and their applications for teaching in learning settings. Laboratory experiences. (Prereq.: 255 or 265 or #. Spring)

### **381 Elementary Curriculum: Art, Music (1/2 course)**

Examination and preparation of materials and resources for art and music taught at the elementary level. Laboratory experiences. (Prereq.: 255 or 265, concurrent registration in 352, 353. Spring)

### **382 Elementary Curriculum: Science, Mathematics (1/2 course)**

Examination and preparation of materials and resources for science and mathematics taught at the elementary level. Laboratory experiences. (Prereq.: 255 or 265, concurrent registration in 352, 353. Spring)

### **383 Elementary Curriculum: Physical Education, Health (1/2 course)**

Examination and preparation of materials and resources for physical education and health taught at the elementary level. Laboratory experiences. (Prereq.: 255 or 265. Fall)

### **384 Elementary Curriculum: Social Studies, Language Arts, (1/2 course)**

Examination and preparation of materials and resources for social studies and language arts taught at the elementary level. Laboratory experiences. (Prereq.: 255 or 265, concurrent registration in 352, 353. Spring)

### **385 Discovery in the World of Kindergarten**

A study of the kindergarten curriculum, exploration of materials, and review of teaching approaches. The course requires laboratory experience. Required for Kindergarten licensure. (Prereq.: Orientation to Ed. and acceptance into the Dept. of Ed., Summer I)

### **399 Internship**

The student may select from a variety of situations for professional work experience. A learning contract must be developed and must have education faculty approval.

### **425 Early Childhood Curriculum**

Learning about and demonstrating knowledge and skills of teaching the young child. The course concentrates on details essential to the organization of a good program for children: records, reports, physical facilities, equipment, parental involvement, and working with children who have uniquely different needs. Class sessions and two hours per week of lab experience in a day care center and/or nursery school. (Fall)

### **481, 482 Student Teaching I**

Observing and directing learning at the following levels: N, K, and/or elementary levels under the supervision of college and elementary school personnel. (Prereq.: Admission to student teaching and program approval. Fall, Spring)

### **483, 484 Student Teaching II**

Additional experience in teaching. (Prereq.: 481, 482. Fall, Spring)



**478 School and Society**

(See Secondary Education)

**499 Independent Study**

Opportunity for advanced and specialized research projects not otherwise provided for in the departmental curriculum. A projected program must be outlined and approved by the elementary education faculty.

## Secondary Education

Sheldon Fardig (Coordinator)

It is the responsibility of each student to meet all specific requirements of the Education Department. Secondary Education students are advised to consult with Education faculty regarding state requirements for teacher licensure. This consultation is recommended in addition to conferring with the student's major field adviser.

**Licensure Program Requirements for Secondary Education:** (1) Application for admittance and acceptance into the Department of Education teacher licensure program. This may be made before, concurrently or after the Orientation course. Application forms are available in the Education Department office. Before applying for admission, students should receive approval from the department or division of their declared major. A student may take education courses after the Orientation course only if he or she has been admitted into the program of the Department of Education; (2) GPA of 2.0 overall and at least 2.5 in the major; (3) Application for admittance and acceptance into student teaching; (4) Completion of Minnesota Board of Teaching 5 MCAR 3.041 in Human Relations through Augsburg's Education program; (5) Successful completion of the required courses of the education program: Psychology 105; Health Education 114, 115; Education 265, 354, 388, 478, special methods in the area of the student's major, and a minimum of two or three courses in student teaching as required.

**Requirements for State of Minnesota Licensure for Teaching in Secondary Schools:** (through the Augsburg College Education Department Program): (1) B.A. or B.S. degree; (2) College major in a teaching area; (3) Fulfill Minnesota Board of Teaching 5 MCAR 3.041 in Human Relations (successful completion of Augsburg Education program meets requirement); (4) Psychology 105; (5) Health Education 114, 115; (6) Successful completion of Augsburg Education Program courses.

**Art, Music and Physical Education Licensure:** A person preparing for licensure in one of these areas follows the secondary education program even though he or she plans to teach at the elementary school level. A person with a major in one of these special areas will take three courses in student teaching and do some student teaching at both the secondary and elementary levels. In addition to Educ. 354, the art major will register for Educ. 361, 362; the Physical Education major for Educ. 365; and the music major for Educ. 373.

**The Professional Term:** Student Teaching is taken concurrently with Educ. 478 in one full-time term in professional education. Special afternoon and/or evening seminars are held during the term as part of the professional work. A student taking two courses in student teaching may elect to take one course in Independent Study. All students are expected to be involved full-time in the activities of the professional term.

## 66/Education

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### **265 Orientation to Education in an Urban Setting (Secondary)**

Investigates various aspects of the teaching profession, with opportunity for in-school work. Open to all students. (Prereq.: Sophomore Standing)

### **282 Introduction to Special Education**

Introduction to the field of special education. An examination of the nature, causes, and educational interventions for such exceptionalities as mental retardation, physical disability, hearing and vision impairment, LD and ED and giftedness. (Spring)

### **341 Media Technology (1/2 course)**

(See Library Science)

### **351 Techniques of Teaching Reading**

(See Elementary Education)

### **354 Creating Learning Environments: Secondary (1/2 course)**

The mastery of theories and their applications for teaching in learning settings. Laboratory experiences. (Prereq.: Psychology 105, EDS 265)

**Note on Special Methods Courses:** With the general methodology course, one or more education courses in special methods must be taken from the department of the major field. (Prereq.: Educ. 255 or 265 and 354 or concurrent with 354. Courses 361, 365, 373 and 410 are one course; others are 1/2 course.)

### **361 Art Methods (Elementary and Junior High School)**

Procedures, materials and issues relating to the teaching of art in the elementary, middle, and junior high schools. (Fall)

### **362 Art Methods (Senior High School) (1/2 course)**

Procedures, materials and issues relating to the teaching of art in the senior high school. (Fall)

### **364 English Methods (1/2 course)**

Materials and methods suitable for students in secondary schools. Emphasis on the preparation of lesson and unit plans. Teaching in a local high school. (Spring)

### **365 Physical Education Methods (K-12)**

(See Physical Education Department)

### **366 Foreign Language Methods (1/2 course)**

Language learning theory. The theory and practice of language teaching. (Consult with the Foreign Language Department.)

### **373 Music Methods (K-12)**

Trends and issues in music education. The development of music skills and teaching procedures for school music K-12. Workshops and laboratory experience. (Spring)

### **374 Natural Science Methods (K-12) (1/2 course)**

Course structures, goals, and procedures in science education. Consideration of ability levels of students. Survey and assessment of classroom textbooks and materials. Development of a file of teaching materials and references. (Fall)

### **375 Social Studies Methods (1/2 course)**

Introduction to the teaching of social sciences and history in secondary school classrooms. Emphasis on instructional strategies and curriculum development. (Spring)

**376 Speech and Theater Arts Methods (1/2 course)**

The teaching of basic speech, interpretative reading, discussion, and theater and the directing of co-curricular speech and theater activities. (Spring)

**377 Mathematics Methods (1/2 course)**

Study of the basic techniques and materials for teaching secondary school mathematics, and the consideration of trends and issues in mathematics education. (Spring)

**410 Health Methods**

(See Health Education 410 Administration and Supervision of the School Health Program)

**388 Human Relations (1/2 course)**

Emphasis on the study of values, of communication techniques, and of the major minority groups in Minnesota for the development of interpersonal relations skills applicable to teaching and other professional vocations. Open to all.

**399 Internship**

The student may select from a variety of situations for professional work experience. A learning contract must be developed and must have education faculty approval.

**478 School and Society**

The emphasis in this course is on the school in relation to society with particular attention to urban education. Introduced by a study of educational philosophy and the development of American education, current major issues in education will be studied. (Prereq.: senior standing)

**481, 482, 483, 484 Student Teaching**

Observing and directing learning at the secondary level under supervision of college and secondary school personnel. (A minimum of two courses, except three courses required of Art, Music, Physical Education majors. Prereq.: Admission to student teaching and program approval)

**499 Independent Study**

Opportunity for advanced and specialized research projects not otherwise provided for in the departmental curriculum. A projected program must be outlined which meets the approval of education faculty.

## Library Science

Marjorie Sibley, Grace Sulerud (Coordinators), Karen Harwood, Boyd Koehler, James Olson, Irene Schilling, Louisa Smith

**Minor:** Minimum of 4 courses, including 245, 358, 359, 475.

**245 The Media Center: Organization and Administration**

Organization of materials, including acquisition, cataloging, classification, and processing. Services of the media center and methods of evaluation. (Fall)

**341 Media Technology (1/2 course)**

Psychological and philosophical dimensions of communication through the use of instructional technology. Selection, preparation, production and evaluation of effective audio visual materials for teaching/learning situations. (Spring)

## 68/Engineering

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### **358 The Elementary School Library: Materials Selection and Guidance**

Characteristics and purposes of an elementary school library. Evaluation of materials related to curriculum support and recreational needs. Study of selection sources and guidance in use of print and non-print materials. (Fall)

### **359 Reference Services in the Library**

Study of basic English language reference sources. Students learn how to select and evaluate reference books for home, school and other libraries; how to find information and use libraries effectively. (Spring)

### **399 Internship**

Open to juniors and seniors. An opportunity to do field work in a variety of library situations in the metropolitan area.

### **475 The High School Library: Materials Selection and Guidance**

Survey and evaluation of library materials on the secondary school level, with attention to their use in relation to curricula as well as for personal interest and needs of adolescents. (Spring)

### **499 Independent Study**

Independent study and research on some topic of interest in the field of library service, worked out in consultation with a faculty adviser. Open to juniors and seniors, with department approval.

# Engineering

Ken Erickson (Adviser)

Augsburg College is cooperating with the Washington University School of Engineering and Applied Science (St. Louis, Missouri) and Michigan Technological University (Houghton, Michigan), in a Three-Two Plan of studies which will enable a student to earn the Bachelor of Arts degree from Augsburg College and an engineering baccalaureate degree from Washington University or Michigan Technological University in a five-year period.

The first three years are spent at Augsburg followed by two years at the affiliated university. Students accepted into the program are guaranteed admission to the engineering school, provided they have met course requirements, have a B average, and are recommended by a designated representative of Augsburg College.

Students receiving financial aid who are participants in the Three-Two Plan will be encouraged to apply to the engineering school of their choice for continuing support. Their applications will be evaluated using need and academic performance as criteria.

**Minimum Course Requirements for Admission to the Three-Two Plan:** Math 124, 125, 224, 226; Physics 121, 122; Chemistry 115, 116; Computer Science 245; English 111; additional courses to meet general education requirements and a total of 27 courses at Augsburg. Normally Math 124, 125 and Physics 121, 122 are taken in the freshman year.

Students are encouraged to apply for admission to the program during their sophomore year. Early consultation with the adviser is encouraged.

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# English

Catherine Nicholl (Chairperson), Barbara Andersen, Timothy Blackburn, Toni Clark, John Gidmark, Joanne Karvonen, John Mitchell, Grier Nicholl, Ronald Palosaari, Richard Sargent, Donald Warren, David Wood

**Major:** 9 English courses above 111, including 225; one course in American literature; one course in Western literary tradition (271 or 272); and three courses in British literature, one on literature before 1660 (for example, 331 or 438) and one that surveys a number of writers (336, 337, 423). Majors are encouraged to take English 245 early in their college work and to consult their departmental adviser regularly. A student with a double major or special program that involves considerable work in the English department should also work closely with an adviser in the department.

**Major for Secondary Teaching:** 10 English courses, including those listed for the major and a course in the English language; 2 Speech courses, one from 111, 351, 352, 354 or 355 and either 360 or 366; Library Science 475. Courses in early American literature, Shakespeare and film are recommended. In addition to field experience and student teaching required by the Department of Education, majors will be required to gain practical experience in teaching writing, to be arranged through the department chairperson. Students are encouraged to take courses toward their major during the freshman and sophomore years, enroll in Orientation to Education in the fall term of the sophomore year and apply for teacher education not later than the fall of their junior year. In addition to planning their courses with the English department chairperson, students should consult an adviser in the Department of Education.

**Minor:** 5 courses above 111, including one in British literature and one writing course.

**Honors Major:** GPA of 3.5 in the major and 3.0 overall, submit program to department chairperson early in senior year, defend honors thesis before faculty committee in senior year. Honors thesis may be an independent study program.

**Note on Concentration:** In addition to meeting requirements for the major, English majors may, if they wish, develop an area of emphasis, such as British concentration, American concentration, world literature concentration, or writing concentration. A student arranges a concentration by careful selection of electives in the major, by the design of an independent study course that applies to the concentration, and by the selection of some related courses outside the department. English majors should work closely with their advisers in developing a concentration. Interim courses, special courses, and courses at other ACTC schools will often fit well into a concentration.

**Note on Prerequisites:** English 111 is strongly recommended but not a prerequisite for a lower division literature course. Prerequisite for an upper division course is successful completion of a lower division literature course or consent of the instructor.

## 101 Developmental Writing

A preparatory course for Effective Writing for students identified by an examination as needing additional preparation. Instruction and practice in basic writing skills will be given. Students will write short papers based on their own observation, experience, and thought. P/N grading only.

# 70/English

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## **111 Effective Writing**

The study of composition with emphasis on expository writing. Attention to correct usage, logical organization, and the research paper. The grading system for this course is either P/N or 2.0-4.0/N. In order to hold a place in the course the student must either attend class the first day or personally notify the instructor that s/he cannot be present.

## **223 Writing for Business and the Professions**

A practical course designed to improve writing skills for those preparing for business and professional careers. The writing of reports, letters, and proposals will be emphasized. Students will be encouraged to use material from their own areas of specialization. (Prereq.: 111 or equivalent, Spring)

## **225 Advanced Expository Writing**

The development of essays in a variety of rhetorical modes, which may include identification, definition, classification, illustration, comparison and contrast, and analysis. Particular attention will be given to stylistic and organizational matters through the course's workshop format, in which students' papers are read and discussed. (Prereq.: 111)

## **226 Creative Writing**

The purpose of the course is to encourage and guide, by means of appropriate models, theories, and criticism, writing in narrative and poetic modes of expression. Short stories, personal narratives, and poems may be selected by students for experimentation and development, according to the student's preference. (Fall)

## **227 Journalism**

An introduction to newswriting, with secondary emphasis on the feature and the news feature. The student is first introduced to the principles of writing the news story, what constitutes news, copy preparation, and editing practices, then goes on to write real and imagined obituaries, press releases, speech stories, and community news stories. A unit on the feature and the news feature concludes the course. Throughout the semester, attention is paid to ethics, comparisons and contrasts with the electronic media, and stylistic trends inside and outside the journalism establishment.

## **241 Introduction to Cinema Art**

An investigation of the artistic qualities and the historical development of the film medium. The course includes the viewing and discussing of both feature length and short films. (Spring)

## **245 Introduction to Literature**

An introduction to the study of fiction, drama, and poetry. Particular attention will be devoted to developing critical and analytical skills in reading and writing about literature. Strongly recommended for English majors and minors.

## **250 American Literature to 1920**

Reading and analysis of some significant works of selected American writers from colonial times to the emergence of literary naturalism. Attention is also given to the writer's contribution to the historical development of American literature.

## **261 Modern Fiction**

Significant works of selected prose writers, chiefly European, of the twentieth century.

**271 European Literature: Homer to Dante**

A study of major works of Greek and Roman literature, for example the epics of Homer and Virgil, the tragedies of Aeschylus, Sophocles, and Euripides, the comedies of Aristophanes and Ovid's *Metamorphoses*. Dante's *Inferno* will be studied as a work in which the Christian and the classical traditions are combined. These works will be studied with reference to their mythological foundations, their cultural background, their influence on later literature, and their enduring relevance. (Fall)

**272 European Literature: From the Renaissance to the Modern Period**

Study of masterpieces of literature, chiefly European, from the medieval to the modern period, including such authors as Moliere, Cervantes, Montaigne, Goethe, Dostoyevsky. (Spring)

**331 Chaucer and His Age**

While the primary study of the course will be the writings of Geoffrey Chaucer, attention will be given to the medieval literary milieu out of which Chaucer wrote. Medieval poetry, romance, and drama may be examined. (Alternate years, 1982-83)

**332 Milton and His Age**

A study of Milton's major poems and selected prose. In addition the Renaissance literary tradition out of which Milton created his works will be examined. (Alternate years, 1981-82)

**336 British Literature, from Donne to Blake**

Reading, analysis and discussion of works of selected writers from the metaphysical poets to Blake, with attention to the historical, intellectual, and social influences and the major literary movements. (Fall)

**337 British Literature, the Romantics and the Victorians**

A study of major writers of the nineteenth century, emphasizing Romantic poetry, Victorian poetry, Victorian prose and two or three novels of the period. Relationships among these writers and their influence on one another will be emphasized as well as their relationship to their own age and their lasting contribution to the forms of poetry and prose. (Spring)

**351 American Literature Since 1920**

A study of some recent and contemporary writers and literary movements. Attention is given to the dynamics of American society and its intricate relationship to the literature. Special emphasis is given to the city as setting and symbol in modern American literature.

**366 Poetry**

Study of the poem as a concentrated, esthetic form of human expression and experience. The course emphasizes modern American and British poetry, but also includes a generous selection of traditional and contemporary poems, both in English and in translation from selected international poets such as Rilke and Neruda. A diverse range of forms, moods, themes, and techniques is represented, and the relationship between traditional poetry and modern poetry is examined. (Alternate years, 1981-82)

**368 Modern Drama**

Significant works of American, British, and continental dramatists of the twentieth century, with emphasis on representatives from the major movements such as Naturalism, Existentialism, Theater of the Absurd, and Transformationalism. Plays by women and minorities are included. (Alternate years, 1982-83)

**399 Internship**

The department offers on-campus internships in teaching writing and various off-campus internships. Interested students should consult the department chairperson.

## 72/Foreign Languages

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### 423 Studies in the British Novel

A survey of the development of the novel in England from its eighteenth century beginnings up to the twentieth century. Novels studied will be selected from the works of such authors as Defoe, Richardson, Fielding, Sterne, Austen, Dickens, Bronte, Thackeray, Eliot, Hardy, and Butler. Attention will be given to the conditions contributing to the rise of the novel and its emergence by the twentieth century as the dominant literary form. (Alternate years, 1982-83)

### 438 Shakespeare

Study of ten or twelve major plays — comedies, histories, tragedies — with attention to the development of Shakespeare's dramatic and poetic art. Additional plays assigned for reading analysis.

### 490, 491 English Seminar

Course 490, a theme or movement; course 491, a major writer or a major work. Enrollment open to juniors and seniors. (On demand)

### 498 Independent Study — Metropolitan Resources

Open to junior or senior English majors with a grade of 3.0 or consent of department chairperson. Provides directed independent study which makes use of the resources of Augsburg's urban location, such as theaters, poetry readings, and writers' groups.

### 499 Independent Study

Open to junior or senior English majors with a grade of 3.0 or consent of department chairperson. Provides directed independent study in the area of the student's choice.

## Foreign Languages

Mary Johnson (Chairperson), Ruth Aaskov, Liv Dahl, Leif Hansen, Mary Kingsley, William Oyler, Gunta Rozentals, Maria Schweikert, Soterios Stavrou, Donald Steinmetz

Students with previous foreign language study should register in courses suited to their level of preparation.

**Placement Levels:** 111, under two years of high school study in that language or equivalent background; 211, two to three years of language study; 311, four years or more of that language.

Students should arrange for the Language Placement Test only if they wish to take a course above the level determined by previous studies in that language. Those with satisfactory levels on the test may be placed in 112, 212, or 311.

Students who elect to take a course below the one in which they are placed by the Language Department may do so, but grading for such a course must be P/N only. The language requirement will be satisfied only by completion of the course in which the student was originally placed. Credit and grading for that course may be traditional.

For majors, a minimum of four upper division courses at Augsburg College is required for graduation. A maximum of four upper division non-Augsburg courses may be accepted. No fewer than two of these four courses should be taken abroad.

For minors, a minimum of two upper division courses at Augsburg College is required for graduation.



For transfer students intending to major or minor, a minimum of one upper division credit per year attended is specified. See department faculty for limits on non-Augsburg courses and career information.

Course 112 completes basic elements of the language. Courses numbered 211, 212 meet useable skill levels. Course 311 is prerequisite to all upper division courses.

**Teaching Licensure:** Teacher candidates in French, German, Norwegian and Spanish must consult with the Department of Education for specific information and enrollment in the program. Methods courses by language are joint ACTC offerings and should be taken in the fall of the senior year. A 3.0 average in Advanced Conversation and Composition is a departmental requirement for teaching majors. Licensure requires successful completion of the Modern Language Association Competency Exam.

**Honors Major:** Majors seeking departmental honors must apply early in the senior year. Requirements: 3.3 GPA in the major, 3.0 GPA overall, and honors thesis demonstrating ability in independent study for one course credit. Consult department chairperson for details.

## Chinese

Major and minor possible through a contractual arrangement with the ACTC East Asian Studies Program and the University of Minnesota East Asian Language department. See East Asian Studies Campus Coordinator.

## French

**Major:** 8 courses above 212, including two in conversation-composition, one in civilization, and three in literature, of which one should be course 352. Study in France strongly recommended.

**Minor:** 4 courses above 212, including one in conversation-composition, one in civilization, and one in literature. Interim or summer of study in France strongly recommended.

**Recommended Supporting Courses:** European History, a second language, philosophy, linguistics, English literature. Study Abroad. Also see Interim catalog.

### 011 Directed Study

Conversational French, readings. Once weekly. No credit. (On Demand)

### 111 Beginning French

Designed to introduce the student with no previous background in French to the language and to French culture. The pronunciation system and basic sentence structures are taught to enable understanding and expression on a rudimentary level. Two hours laboratory work. See above on placement.

### 112 Beginning French

For those who have had 111 or equivalent. Through conversations, sentence practice, and readings, the study of tenses and forms is completed to make possible basic communication, beginning reading skills, and acquaintance with French culture and way of life. Two hours laboratory work. See above on placement. (Spring)

# 74/French

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## **211 Intermediate French**

20th Century selected articles and a grammar review are the basis for practice in communication, vocabulary building and developing greater ease in reading. For those who have studied most of the basic structures. Two hours of laboratory work. (Fall)

## **212 Intermediate French**

Through informative and controversial articles, interviews and literary readings, this course works toward the goals of oral fluency, communication of ideas, and the acquisition of sufficient skills to pursue general reading in French. Completes a review of basic structures. Laboratory work. (Spring)

## **243 French Literature in Translation**

Major representative works of French literature read in English translation. Through individualized background reading and class discussion, students become acquainted with artistic qualities and cultural-historical significance of these works. Sophomore standing. Does not count toward a French major or minor. (Offered on Demand)

## **311 Conversation-Composition**

Explores topics of current interest in both oral and written form to build fluency, accuracy, and facility of expression. Emphasis on vocabulary enrichment, grammatical refinements, effective organization of ideas. Laboratory assignments. Post-intermediate level. A prerequisite to other upper division courses. (Fall)

## **312 French Expression**

A two-pronged approach to coherent and correct expression in speaking and writing. Attention to grammatical structures, French turns of phrase and elementary stylistics for business and personal use. French phonology and speech groups practiced. Study of written models. (Prereq.: 311 or #. On demand)

## **331 French Civilization: Historical Perspective**

A study of the diversified development of the French from their beginnings to the modern period. Special attention to cultural manifestations of their intellectual, political, social and artistic self-awareness. Readings, reports, extensive use of audio-visual materials. In French. (Prereq.: 311 or #. Alternate years)

## **332 French Civilization Today**

Topics in twentieth-century problems, ideas. Cultural manifestations that promote understanding of French people and their contribution to the contemporary scene. Readings, reports, extensive use of audio-visual materials and periodicals. In French. (Prereq.: 311 or #. Alternate years)

## **350 Introduction to Literature for Language Students**

Theory and practice of literary studies. A theoretical component (in English) treats the basic principles of literature, literary genres, and different approaches to literary analysis. In the practical component, students apply the elements of theory through reading, analyzing, and discussing selected works of French literature. Recommended for majors and minors. Open to all qualified students. (Prereq.: 311 or #. Offered on demand)

## **352 Creativity and Restraint**

A survey of the major literary creators of the Renaissance and Classical periods, and the French intellectual, social and ethical currents reflected in their works. Poetry and the essay, theater, early novel, letters and other prose forms. Classes, oral and written reports, and laboratory work in French. Required of all majors. (Prereq.: 311 or #. Alternate years)

**354 Realities: Inner and Outer Worlds**

A survey of the romantics, major novelists, Baudelaire and his successors in poetry, and the literature of ideas that led to new forms and emphases with the turn of the century (Proust, Gide, Claudel, Apollinaire, etc.) Classes, oral and written reports, and laboratory texts in French. (Prereq.: 311 or #. Offered alternate years)

**355 Twentieth Century Literature**

A survey of the major French literary movements since World War I, including the novel, the theater, poetry, the essay, and criticism. Classes, oral and written reports, and laboratory texts in French. (Prereq.: 311 or #. Alternate years)

**411 Advanced Conversation-Composition**

By means of reading, speaking and writing on topics of intellectual, social, or political interest the student acquires extensive training in the four skills at an advanced level. Attention to accuracy and effectiveness, characteristic levels of expression, refinements in style and organization as individual needs indicate. Provides for self-improvement and self-evaluation. Laboratory assignments. Required for all majors. (Prereq.: 311 or #. On Demand)

**450 French Seminar**

Study in depth of an author, topic or genre in French literature (e.g. Novel, Drama, 18th Century literature, poetry). Student presentations in French. (See also Interim offerings. Prereq.: 352, 354 or 355. On Demand)

**451 The French Novel**

A study of major authors (LaFayette, Proust, Balzac, Gide, Flaubert, Zola, Mauriac, Malraux, Sartre, Camus, etc.) that shows the evolution of this genre in theme and form. Analyses, discussion, and papers in French. (Prereq.: 311 or #. Recommended 331. On demand)

**499 Independent Study**

Individual pursuit of a topic, movement, or genre at an advanced level. Designed to complete a balanced program, enhance research, or meet individual interests. In literature a major paper and its defense are included. (Consultations with French teachers required. Junior standing. Fall, Interim, Spring. Subject and plan to be clarified early with study adviser.)

## German

**Major:** 8 upper division courses, including 311 and 411. Interim, summer or semester in Germany strongly recommended.

**Minor:** 4 upper division courses, including 311 and 411. Interim, summer or semester in Germany strongly recommended.

**Recommended Supporting Courses:** Linguistics, European History, another language, English literature.

**111, 112 Beginning German**

Course 111 is for students with no previous background; 112 is for students who have had 111 or equivalent or less than two years of high school German. Aims at developing basic skills. Classroom practice in speaking, understanding and reading basic German. Goals: ability to read extended narratives in simple German, insights into German culture and participation in short conversations. Laboratory materials available.

## 76/German

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### 211, 212 Intermediate German

For students with two terms (or two years high school) of previous German. Aims at developing basic skills into working knowledge of German. Review of basic structures with emphasis on extending range of vocabulary and idiomatic expression through reading and discussion of materials representing contemporary German life and literature. (211, Fall; 212, Spring)

### 244 German Literature in Translation

Principal works of German literature representing various periods and movements are read and discussed in English. The readings are considered not only in the particular context of German cultural history, but also discussed in terms of their relevance to perennial human problems. Credit for this course does not apply to a German major or minor. (On Demand)

### 311 German Conversation and Composition

Aims at developing facility in the use of grammatical structures, vocabulary and idiomatic expressions most common in colloquial German. Intensive practice in speaking is supplemented with exercises in written composition. (Fall)

### 331 German Civilization and Culture I

The Early Background. Follows the cultural and social development of the German-speaking peoples from the prehistoric Indo-European origins (ca. 3,000 B.C.) to the Thirty Years War (1643), with emphasis on the impact of Roman civilization, the re-emergence of German cultural self-awareness during the Middle Ages, and the intellectual and religious upheavals of the Reformation. In German. (Prereq.: 311 or #. Alternate years)

### 332 German Civilization and Culture II

Survey of significant currents of development which have shaped present-day Germany, Austria and Switzerland since the Age of Enlightenment. The contemporary scene is considered in view of its roots in the intellectual, geopolitical, artistic and scientific history of the German-speaking peoples. In German. (Prereq.: 311 or #. Alternate years)

### 350 Introduction to Literature for Language Students

Theory and practice of literary studies. A theoretical component (in English) treats the basic principles of literature, literary genres, and different approaches to literary analysis. In the practical component, students apply the elements of theory through reading, analyzing and discussing selected works of German literature. Recommended for majors and minors. Open to all qualified students. (Prereq.: 311 or #. Offered on Demand)

### 351 German Literature through 18th Century

Brief survey of heroic, courtly, Reformation, Baroque, Aufklärung and Sturm und Drang literature. Extensive readings and discussions in Classic and Romantic periods. Readings in German, supplemented by lectures on the history of German literature in its cultural and geopolitical context. Class discussions help to improve students' ability to express ideas in German. (Prereq.: 311 or #. On Demand)

### 352 German Literature: The 19th Century

Includes later Romanticism, Jung-Deutschland, poetic realism, Naturalism and Impressionism. The literary reaction to the decline of idealistic philosophy and the importance of the individual and the rise of materialism, technology and mass man. Readings in German. Class discussions help to improve students' ability to deal with concepts and express themselves in German. (Prereq.: 311 or #. On Demand)

### 353 German Literature: The 20th Century

Literary responses to the crises and upheavals of our time. Writers of international stature are discussed: Kafka, Hesse, Mann, Brecht. Readings in German with class discussions are designed to aid students' self-expression in German. (Prereq.: 311 or #. On Demand)

## **411 Advanced German Composition and Conversation**

Aims at developing and refining the student's use of German as a vehicle for expressing his own ideas and opinions. Emphasis on written composition including control of style. Oral practice through use of German as classroom language. (Prereq.: 311 or #. Alternate years)

## **451 German Prose**

Reading and discussion of German prose masterpieces from Goethe to the present. Lectures treat the development of the epic genre as a mirror of cultural and geopolitical history. (Prereq.: 311 or #. On Demand)

## **452 German Drama**

Representative dramatic works from late 18th century to the present are discussed and read as symptomatic of perennial human concerns. Lectures treat the historical development of the drama. (Prereq.: 311 or #. On Demand)

## **499 Independent Study**

# Greek

See the instructor for supporting courses at Augsburg in history, philosophy, art, literature, linguistics which can apply toward a classics concentration in cooperation with Macalester College.

## **111, 112 Beginning Greek**

Theoretical and practical study of Greek grammar, with special emphasis on morphology. Translation exercises from and into Greek. (111, Fall; 112, Spring. A minimum of 9 hours preparation per week required.)

## **350 Introduction to Literature for Language Students**

A first course in the theory and practice of literary studies. A theoretical component (in English) treats the basic principles of literature, literary genres, and different approaches to literary analysis. In the practical component, the class will divide into small groups according to foreign language, where the elements of theory will be applied through reading, analyzing, and discussing selected works for foreign literature in the language. Recommended for majors and minors. Open to all qualified students. (Prereq.: 212 or #. Offered on demand)

# Japanese

Major and minor possible through a contractual arrangement with the ACTC East Asian Studies Program and the University of Minnesota East Asian Language department. See East Asian Studies Campus Coordinator for more information.

# Linguistics

## **289 Introduction to Linguistics**

An introduction to linguistic analysis and general linguistic principles, with focus on linguistic universals (organizational principles and features common to all languages) and psycholinguistics (inquiry in to the mechanics of language learning and the structure of the mind as revealed in language). Theoretical questions will be approached by studying samples of various languages. No prerequisite. Recommended for all language majors and minors. (Fall)

## 78/Norwegian

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### 311 Theories of Grammar

Comparative analysis of various views of language represented in current linguistic research with the aim of illuminating underlying philosophical assumptions, investigational criteria, and explanatory goals which distinguish them. The theories will be contrasted with those of adjacent disciplines such as anthropology, psychology, logic, and communication theory to explore ways in which each theory seeks to overcome the inadequacies of traditional grammar. (On Demand)

## Norwegian

**Major:** 8 courses above 211, including 311, 312, 331, 350, 353, 411, and 499, and one Scandinavian literature course. Interim or summer in Norway recommended.

**Minor:** 4 courses above 211, including one in conversation-composition, one in civilization, and one in literature. Interim or summer study abroad encouraged.

**Recommended Supporting Preparation:** Study in Norway, a second foreign language, linguistics, additional courses under Scandinavian Area Studies.

### 111, 112 Beginning Norwegian

Introduction of the four basic language skills: speaking, listening, reading and writing. Stress on spoken rather than literary Norwegian. Laboratory work expected. (111, Fall; 112, Spring)

### 211 Intermediate Norwegian

Continued conversation and composition to improve comprehension and facility of expression. Selected readings in Norwegian used as basis for class discussion and exercises. Laboratory work and some field experience expected. (Prereq.: 112 or equivalent.)

### 311 Norwegian Conversation and Composition

Intensive practice in spoken Norwegian with emphasis on pronunciation and original composition. Some attention given to regional variations in spoken Norwegian and to differences between the two official languages of Norway. Some laboratory work and field experience required. (Prereq.: 211 or equivalent.)

### 312 Old Norse

An introduction to the structure of Old West Norse through the study of selections from Old Norse literature. Some attention given to Old East Norse and aspects of the history of four modern Nordic languages. Knowledge of one of the latter is desired but not required. Norwegian language minors will have special assignments. (Alternate years)

### 331 Norwegian Civilization and Culture

This study of Norwegian cultural history will include significant aspects of the contemporary Norwegian society. Through extensive readings (in Norwegian as far as possible), the domestic and foreign influences at work in the comparatively homogeneous population of Norway will be examined. Written and oral reports in the Norwegian language will be required along with some field work. (Prereq.: 311 or #. Alternate years)

### 350 Introduction to Literature for Language Students

Theory and practice of literary studies. A theoretical component (in English) treats the basic principles of literature, literary genres, and different approaches to literary analysis. In the practical component, students apply the elements of theory through reading, analyzing, and discussing selected works of Norwegian literature. Recommended for majors and minors. Open to all qualified students. (Prereq.: 311 or #. Offered on demand)

## 353 Survey of Norwegian Literature

Selected readings in contemporary Norwegian literature provide a base for the study of original works from earlier periods extending back to Old Norse literature. All genres are examined, and considerable attention is given to writings in the Nynorsk language, particularly poetry. Lectures, readings, oral and written reports are in Norwegian. (Prereq.: 211 or equivalent. Spring 1981. Alternate years)

## 411 Advanced Norwegian Conversation and Composition

Further intensive practice in spoken and written Norwegian. Attention given to the other Scandinavian languages and to the historical development of the Norwegian language. Laboratory work and field experience required. (Prereq.: 311 or #. Alternate years)

## 499 Independent Study

# Russian

One year of elementary Russian is offered at Augsburg. Russian language studies may be continued in the ACTC Russian Area Studies Program, which requires two years of language for the major. See Russian Area Studies Campus Coordinator.

## 111, 112 Elementary Russian

Aimed to develop reading, writing, understanding, and conversational skills through oral classroom practice, developing ease in reading, short compositions, and acquaintance with Russian culture. Extensive use of the language lab.

# Spanish

**Major:** 8 courses above 212, including 311, 411, 456 or 457, two of 352, 353, 354. (Study in Spain or Latin America is strongly recommended)

**Minor:** 4 courses above 212, including one in conversation-composition, one in civilization, and one in literature. Interim or summer study abroad strongly recommended.

**Recommended Supporting Courses:** Linguistics, another language, Pre-Columbian civilization, Latin-American Area studies. Consult department for other supporting courses in humanities.

## 111, 112 Beginning Spanish

Aims to develop the four basic skills: understanding, speaking, reading, and writing of elementary Spanish. Introduction to culture of Spanish-speaking world. Laboratory work is an integral part of the course (111, Fall; 112, Spring)

## 211, 212 Intermediate Spanish

Through the reading of selected Latin American and Spanish texts which stimulate intellectual growth and promote cultural understanding, students review all of the basic structures of Spanish, and build conversational skills through class discussions. Designed for students with 2-4 years of high school Spanish or its equivalent.

## 249 Selected Works of Spanish and Latin American Literature in Translation

Major works of Spanish and Latin American literature representing various periods and movements are read in English translation. Through background reading and class discussion in English the student is acquainted with the salient artistic qualities and cultural-historical significance of the readings. Credit in this course does not count toward a major or minor in Spanish. Sophomore standing preferred. (On Demand)

## 80/Spanish

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### **311 Spanish Conversation and Composition**

Thorough oral and written practice in correct expression with the aims of fluency and facility. Enrichment of vocabulary. Laboratory work. This course is a prerequisite for all upper-division courses. (Prereq.: 212 or equivalent. Fall)

### **312 Spanish Expression**

Intended for students who have a basic command of writing and speaking skills in Spanish and wish to expand them. Intensive practice to improve oral and written expression with emphasis on conversational facility, stressing idiomatic usage and the finer points of grammar. Readings to stimulate discussion and broaden cultural background from contemporary literary texts and magazine articles. Conducted in Spanish. (On Demand)

### **331 Spanish Civilization and Culture**

Study of the Spanish character and of Spanish contribution to world civilization through historical, intellectual, literary, and artistic movements. In Spanish. (Prereq.: 311 or #. Alternate years.)

### **332 Latin American Civilization and Culture**

A study of the cultural heritage of the Spanish American countries from the Pre-Columbian civilizations to the present. In Spanish. (Prereq.: 311 or 212, with #. Alternate years)

### **350 Introduction to Literature for Language Students**

Theory and practice of literary studies. A theoretical component (in English) treats the basic principles of literature, literary genres, and different approaches to literary analysis. In the practical component, students apply the theory through reading, analyzing, and discussing selected works of literature in Spanish. Recommended for majors and minors. Open to all qualified students. (Prereq.: 311 or #. Offered on demand)

### **352, 353 Survey of Spanish Literature I, II**

A study of representative authors in Spanish literature, supplemented by lectures on the literary movements and development of Spanish literature. Lectures, discussion, written and oral reports in the language. (Prereq.: 311 or #. On Demand)

### **354 Representative Hispanic American Authors**

An introduction to Spanish-American literature. Lectures, discussions, written and oral reports in the language. (Prereq.: 311 or #. On Demand)

### **411 Advanced Conversation and Composition**

Emphasis on increasing facility and correctness of written and oral expression through conversations, discussions, reports, debates, and written compositions and grammatical exercises. (Prereq.: 311 or #. Alternate years)

### **456 Spanish Drama**

Study of the masterpieces of dramatic literature in Spain. Oral and written reports in the language. Emphasis on the Golden Age and the Modern Period. (Prereq.: One survey course. On demand)

### **457 Spanish Novel**

Study of the outstanding novelists of the nineteenth and twentieth century in Spain. Oral and written reports in the language. (Prereq.: One survey course. Alternate years)

### **499 Independent Study**



# Geography

Paul Grauer

## 114 Human Geography

An introduction to the basic concepts and tools of geography followed by a survey of the distribution patterns to be found in our physical and human environment.

# Health and Physical Education

Richard Borstad (Chairperson), James Agre, Ernest Anderson, Rolf Eriksen, Paul Grauer, Rees Johnson, Al Kloppen, Doug Nelson, Jack Osberg, Pamela Paulson, Marilyn Pearson, Ronald Petrich, Joyce Pfaff, Denise Rivet, William Ross, Edwin Saugestad, Jeff Swenson, Mary Timm

## Health Education

**Major:** 110, 114, 115, 320, 354, 410; Biol. 103, 108, 111; Chem. 105 or 109; Psych. 105; Soc. 231, 241.

**Teaching Major:** Same as health education major plus H.Ed. 355 and Educ. sequence for teaching license.

**Minor:** 110, 114, 115, 320; Biol. 103; Soc. 231.

### 110 Personal and Community Health

Modern concepts and practices of health and healthful living applied to the individual and the community. (Fall)

### 114 Safety Education (1/2 course)

Principles and practices of safety education in school and community life. Includes American Red Cross First Aid course.

### 115 Chemical Dependency Education (1/2 course)

An analysis of chemical abuse and what can be done for the abuser.

### 320 School Health Curriculum

Techniques for developing a course of study based upon growth and development for grades K-12. Special work units in nutrition and diseases. (Prereq.: All courses in the major sequence numbered in the 100 and 200 series; also #.)

### 354 Teaching the Exceptional Child (1/2 course)

Education of the exceptional child with special reference to the analysis of functional and organic abnormalities and the role of school health and physical education programs. (Prereq.: P.E. 350. Spring)

### 355 Tests and Measurement (1/2 course)

Survey of basic statistical procedures and evaluation of tests in health and physical education. (Spring)

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## **410 Administration and Supervision of the School Health Program**

Historical background, legal bases, school health services, and relationships to community health program and resources. Methods and materials in health education with laboratory experience in classroom and community. (Prereq.: 320)

# Physical Education

**Major:** H.Ed. 114, 115, 354, 355; P.E. 223, 231, 232, 243, 350, 351, 471, 472, 474, 475; Biol. 103.

**Teaching Major:** H.Ed. 114, 115, 354, 355; P.E. 223, 231, 232, 243, 350, 351, 365, 471, 472, 474; Biol. 103. Students wishing to become licensed teachers should consult with the Education Department for requirements.

**Major with Specialization in Corrective Therapy:** H.Ed. 114, 115, 354, 355; P.E. 223, 231, 232, 243, 350, 351, 365, 471, 472, 474, 475, 485, 487, 491, 493; Professional Affiliation Block 495-496-497-499; Biol. 103; Psychology 105, 355, 362. All C.T. specialists must be accepted by the education department for teaching and student teaching in an adapted situation. Approval must be secured by the corrective therapy coordinator. (This program is pending approval of the ACTA accreditation committee. Course additions and/or deletions may be necessary.)

**Major with Specialization in Adapted Physical Education:** Consult department chairperson for individual program planning.

**Minor:** H.Ed. 114, 115; P.E. 223, 231, 232 or 472, and 243.

**Coaching Endorsement:** H.Ed. 114, 115; P.E. 243, 350, 351, 475, one of 476-480, and practicum in coaching (Practicum requires registration for Independent Study 499).

**Notes:** Physical education major plus coaching practicum meets the coaching requirement. Coaches entering their first headcoaching assignment in Minnesota high schools are required to have at least a coaching endorsement in the field of physical education and athletics.

## **102, 103 Lifetime Sports**

Three hours per week. Two lifetime sports meet the general education requirement. No course credit.

## **223 Team Sports**

Theory and practice in skills, teaching, and officiating team sports. (Spring)

## **231 Individual and Dual Sports**

Theory and practice in skills, teaching, and officiating individual and dual sports. (Fall)

## **232 Recreational Activities and Rhythms (1/2 course)**

Theory and practice in teaching recreational activities, social recreation, quiet games, low organized games, non-hour activities, camp nights, modified games, simple rhythmic games, folk and square dancing. (Interim)

## **234 Outdoor Education (1/2 course)**

This course will look at a wide variety of outdoor activities that can be taught in a school setting. The following activities will be emphasized: Canoeing, back-packing, cycling, outdoor cooking, camping and water safety. Students must be prepared to spend some weekends participating in these activities. (Spring, even # years)

## **243 History and Principles of Physical Education**

History, principles, and philosophy of physical education. (Spring)

## **350 Kinesiology**

Mechanics of movement with special emphasis upon the action of the muscular system. (Prereq.: Biology 103; Fall)

## **351 Physiology of Exercise**

The major effects of exercise upon the systems of the body and physiological principles applied to exercise programs and motor training. (Prereq.: Biol. 103. Spring)

## **254 Teaching the Exceptional Child**

(See Health Education)

## **355 Tests and Measurement**

(See Health Education)

## **365 Physical Education Methods (K-2)**

Procedures, materials, and issues for teaching physical education at the elementary and secondary levels. (Fall)

## **373 Modern Dance (1/2 course)**

An introductory course in modern dance technique and creative composition. Exploration of movement, energy, form, and design. No previous dance experience necessary. (Interim)

## **399 Internship**

Consult department chairperson.

## **471 Physical Education Programming**

Curriculum analysis and preparation. Administrative techniques and procedures. (Prereq.: 243. Fall)

## **472 Gymnastics (1/2 course)**

Theory and techniques of teaching gymnastics, stunts, tumbling, and special fitness activities. (Fall)

## **474 Swimming and Aquatics**

Theory and practice in teaching swimming, lifesaving, and water safety. Open only to junior and senior P.E. majors and minors. (Prereq.: Swimming competence as determined by pre-test. Fall)

## **475 Prevention and Care of Athletic Injuries (1/2 course)**

Emphasis placed on preventing injuries. Treatment of common athletic injuries. Practical experience in taping and training-room procedures. (Prereq.: 350. Fall, 1st half of term)

## **476 Coaching of Football (1/2 course)**

Theory, technique and administrative aspects of coaching football. (1/2 course. Fall, 1st half of term, odd # years)

## **477 Coaching of Basketball (1/2 course)**

Theory, technique and administrative aspects of coaching basketball. (Interim, odd # years)

## **478 Coaching of Hockey (1/2 course)**

Theory, technique and administrative aspects of coaching hockey. (Interim, odd # years)

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### **479 Coaching of Track and Field (1/2 course)**

Theory, technique and administrative aspects of coaching track and field. (Spring, 2nd half of term, odd # years)

### **480 Coaching of Baseball/Soft Ball (1/2 course)**

Theory, technique and administrative aspects of coaching baseball and softball. (Spring, 2nd half of term, odd years)

### **483 Coaching of Volleyball (1/2 course)**

Theory, technique and administrative aspects of coaching volleyball. (Fall, odd # years)

### **485 Applied Adapted Activities**

Course includes consideration of ambulation, self care, adapted sports and games, and swimming for the handicapped. (Prereq.: 350, 351; H.Ed. 354. Summer school only)

### **487 Neurology and Pathology**

A basic introduction to neurology and pathology for the corrective therapist. (Summer School only)

### **491 Therapeutic Exercise**

A study of the treatment of disease and injury. Includes general principles and administration of neuro-muscular re-education. (Prereq.: 350, 351; H.Ed. 354 Summer school only)

### **493 Organization and Administration of Corrective Therapy**

ACTA organization, by-laws, administrative guidelines, and history; North Central Chapter organization, administrative guidelines, and history; construction of a CT treatment clinic, ordering and maintaining equipment; public relations; employment procedures; and professional ethics. (Summer School only)

### **495, 496, 497 Professional Affiliation**

Hospital affiliation of 444 hours required. Includes actual hospital experience in four areas of corrective therapy: (1) Psychiatry, (2) Orthopedics, (3) Neurology, and (4) Rehabilitation. Course 497 is study of Neurology and Pathology (Prereq.: 485, 491 and approval of department.)

### **499 Independent Study**

Directed intensive study in an area of physical education. Open only to junior or senior majors.

## History

Orloue Gisselquist (Chairperson), Carl Chrislock, Don Gustafson, Khin Khin Jensen, Richard Nelson

**Major:** 8 courses plus 1 seminar. At least four of these courses must be upper division. A major must have at least one course (either survey or upper level) from each of the four areas: Ancient and Medieval; Modern Europe; U.S.; and non-Western.

**Major for Teaching:** The history major may be part of the preparation for certification for social studies teaching on the secondary level. See Social Studies for details.

**Minor:** 5 courses, at least three of which must be upper division.

**Honors Major:** GPA of 3.6 in the major and 3.0 overall; except in special instances, application before the end of the first term of the junior year; two years of a foreign language at the college level (or its equivalent); an honors thesis (equal to one course credit) to be defended before a faculty committee.

**Notes:** Freshmen should enroll in one or more of the History 101-104 courses. History 221-222 are normally reserved for sophomore or upper division students. Students are required to have at least one lower division course before registering for an upper level course.

There are 16 upper division courses (numbered 300 and up) in this department. Five or six are offered each term, or 11 per year. Offerings depend upon faculty schedules and student registration.

### **101 The Beginnings of the Western Culture**

An analysis of the primary civilizations in the Near East, the classical world of Greece and Rome, and the middle ages of Europe into the 13th century.

### **102 The Shaping of Western Civilization**

A consideration of European institutions and values from the waning of the middle ages through the remodeling of Europe by Napoleon.

### **103 The Modern World**

A study of the main currents in western civilization from the time of Napoleon to the present.

### **104 The Modern Non-Western World**

An introduction to various centers of cultural and political power in Asia and Africa of the last 200 years.

### **221 U.S. History to 1877**

A survey of Americans from Jamestown through the efforts to reconstruct a nation torn apart by The Civil War. (Fall)

### **222 U.S. History Since 1877**

An assessment of the century which precedes our modern day. (Spring)

### **299 Directed Study**

An opportunity for a student to do readings or study on topics not covered in the scheduled courses. The proposed study must be approved by the directing faculty member and the chairman of the department before registration. A maximum of one course in directed study may be applied to the major.

### **331 Topics in U.S. History**

Exploration in depth of selected topics in U.S. history (excluding foreign policy; see History 332). The specific topics to be offered will be announced prior to registration.

### **332 History of American Foreign Policy**

The relationship of foreign policy to general American development is stressed.

### **322 Modern Southeast Asia**

A study of the major historical events, personalities and political developments in this area. A comparative analysis of the nationalist movements and the process of decolonization will especially focus on Indonesia, the Philippines, Burma and Vietnam.

## 86/History

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### **323 Modern China**

A selective treatment of Chinese history since the Opium War of 1839. The erosion of China's isolationism and collapse of the imperial system. The Nationalist and Communist revolutions of the 20th century.

### **324 Modern Japan**

An examination of the emergence of Japan as a major world power in the 20th century. Components of the course will include a study of the distinctive features of the Pre-Meiji era, modernization factors since 1868, interaction and encounter with China, urban development, ecological problems, role of women and Japan's trade in Asia and Africa.

### **353 Select Topics in Minnesota History**

A survey of topics relating to the emergence of modern Minnesota: Indian-white relations; immigration and ethnic adjustments; rise of the Twin Cities; economic and political development. Primary emphasis will be on the late 19th and early 20th centuries.

### **360 The Ancient Near East and Greece to 338 B.C.**

The development of civilization in the Near East from earliest times through its extension and elaboration by the Greeks. Emphasis is placed on the development of writing, achievement in the arts and sciences and political institutions.

### **361 Hellenistic Greece and Rome to 330 A.D.**

A study of the development of Alexander's Empire, the Hellenistic kingdoms and the rise of Rome as the world's greatest power. Emphasis is placed on personalities, the arts and sciences and Rome's contributions in law and the political process.

### **370 The Late Middle Ages to 1560**

A study of the scholastic tradition and the role of the Church and state through the changes forced on these institutions during the Italian Renaissance and the early years of the Reformation.

### **399 Internship in History**

A limited number of internships may be available for qualified upper division students majoring in history. See department chairperson.

### **412 England in the Tudor and Stuart Periods**

A study of English history from a 15th century background through 1714. The emergence of modern constitutionalism is the major theme of the course. Emphasis is also placed on 16th and 17th century aspects of England's subsequent role in the world economy and on the English literary renaissance of Elizabethan and early Stuart periods.

### **416 Europe in the Seventeenth Century**

The study of this century as the most critical period in the rise of the modern state. Emphasis is also placed on the emergence of modern science and its effect on intellectual history. The chronological boundaries may be listed as 1560-1714.

### **431 European Urban History**

A history of the dynamics of urban growth, the distinctive institutions, and the culture of cities in Europe from the Late Medieval to the 20th century, with focus on specific historic cities as examples. The course is designed for history students, urban study majors, and those who desire a background to enrich future travel.

### **440 Twentieth Century Topics in World History**

This course emphasizes such topics as Hitler's fascism, the collapse of colonial empires and the rise of the third world. The emphasis will be on Western Asia, Europe, and Africa in the last fifty years.

### 450 Nineteenth Century Scandinavia

Emphasis is on the far-reaching changes in the political, economic, cultural and social life of Denmark, Finland, Iceland, Norway and Sweden during the nineteenth and early twentieth centuries. Attention is given to overseas emigration.

### 474 The World and The West

This course begins with Europe's discovery of the rest of the world, considers cultural interaction and conflict, and the building of European empires in Asia and the Americas, and concludes with the breakdown of these imperial systems at the end of the 18th Century.

### 495 Seminar

Selected topics. Admission by permission of the instructor.

### 499 Independent Study

Majors with an average of 3.5 or above in history courses are encouraged to apply for directed independent study. A maximum of one course in independent study may be applied toward the major.

# International Relations

Norma C. Noonan (Coordinator)

**Major:** 14 courses. (1) 7 required courses: Economics 122 or 123; History 103 or 104, 332; Political Science 158 or 160, 363, 461; the fourth term of college work in a modern foreign language.

(2) 7 of the following electives (not more than 4 from any one discipline may be counted toward the major): History 322, 323, 324, 440, 474; Political Science 350, 351, 381, 382; Sociology 241; Philosophy 355; Religion 356; Comparative Economic Systems (ACTC course); an Economics (Topics) course on International Trade; seminar, independent study, or interim course on a relevant topic offered in the discipline of economics, history and/or political science; the fourth term of college work in a second modern language.

**Note:** Only the fourth term of languages counts toward the major; prerequisite courses or competencies are assumed, but cannot be credited toward the 14 required courses.

# Mathematics /Computer Science

Beverly Durkee (Chairperson), Benjamin Cooper, Lawrence Copes, Henry Follingstad

**Major:** 9 courses including 124, 125, 215, 224, 315, 324. Also required: Computer Science 245. For teacher licensure, courses 351, 373, 441 must be included. Students wishing to become licensed teachers are advised to consult with the Education Department for requirements.

## 88/Mathematics

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**Minor:** 5 courses including 124, 125, 224. For a teaching minor the two additional courses must be selected from 215, 314, 351, 373, 441.

**Honors Major:** GPA of 3.5 in mathematics; 3.1 overall. Comprehensive oral examination. Program must be submitted to department during first term of junior year, and must include advanced study in areas of Analysis, Algebra, Topology, and Mathematics-Education.

### 104 Basic Mathematics

A review of basic arithmetic concepts and a study of algebraic expressions including exponents, radicals, and rational expressions; algebraic processes including factoring; solving equations and inequalities in one variable, including linear and quadratic; and graphs of linear and quadratic equations and linear inequalities in two variables. Does not apply toward a major or minor in mathematics. Does not satisfy the general education requirement in mathematics.

### 114 Introduction to College Algebra and Trigonometry

Fundamental operations, factoring, fractions, functions and graphs, linear equations, exponents and radicals, quadratic equations, ratio and variation, progressions, binomial theorem, logarithms and trigonometric functions. Does not apply toward a major or minor in mathematics. Students who have completed 124 may register for credit only with consent of instructor.

### 121 Finite Mathematics

Topics of linearity and probability with applications to the social and behavioral sciences. Does not apply toward a major or minor in mathematics. (Fall)

### 122 Calculus for the Social and Behavioral Sciences

Differential and integral calculus of a single variable with applications to the social and behavioral sciences. Does not apply toward a major or minor in mathematics. Students who have completed 124 may not register for credit. (Spring)

### 124, 125, 224 Calculus I, II, III

Topics of the elements of plane and solid analytic geometry integrated with differential and integral calculus including calculus of several variables and series with applications primarily from the physical sciences. Primarily for students in the natural sciences. (124, Fall; 125, Spring; 224, Fall)

### 131 Mathematics for the Arts

An introduction to the structure of mathematical systems and mathematical models which have had a primary historical impact on the other liberal arts. Primarily for students not intending further study of mathematics. Does not apply toward a major or minor in mathematics. (Fall)

### 211 Number Theory

A transitional course from computational to abstract mathematics. A study of the integers and their properties. (Prereq.: #)

### 215 Elementary Linear Algebra

A study of systems of linear equations, determinants, vector spaces, linear transformations, and matrices. (Prereq.: 224. Spring)

### 226 Differential Equations

Solutions of ordinary differential equations with applications; solutions by special integral transforms; systems of differential equations with matrix algebra techniques; series solutions. (Prereq.: 224. Spring)



## **242 Basic Concepts of Mathematics**

The structure of mathematics underlying arithmetic and geometry. Emphasis is placed on the inductive techniques of discovery. Includes the ideas of modern elementary school mathematics curricula. Does not apply toward a major or minor in mathematics. (Prereq.: Admission to Elementary Education Program)

## **314 Introduction to Modern Algebra**

A rigorous investigation of the basic structures of algebra including groups, rings, integral domains and fields. (Prereq.: 215, Fall)

## **324, 325 Advanced Calculus I, II**

A study of the fundamental concepts of calculus for functions of several variables including the topology of Euclidean spaces, transformations, sequences and series of functions, improper integrals, differential forms and manifolds, and vector analysis. (Prereq.: 224, 324, Spring; 325, Fall)

## **351 Modern Geometry**

A study of Euclidean and non-Euclidean geometries by synthetic, coordinate, vector and transformation methods with projective axioms as a basis. (Prereq.: 122 or 125, Spring 1982 and alternate years)

## **373 Probability and Statistics**

An analytic study of probability and statistics, including probability distributions and densities, expectation, sampling distributions, central limit theorem, estimation, correlation and tests of hypotheses. (Prereq.: 224, Fall)

## **399 Internship**

Consult Chairperson or Internship Director to determine project.

## **441 Foundations of Mathematics**

Set theory, logic, axiomatic method, and development of number systems. (Prereq.: 314, 324, concurrent registration, or #, Spring, 1983. Offered alternate years)

## **481 Topics in Mathematics**

Study of advanced topics selected from real or complex analysis, abstract algebra, topology, probability, statistics, or computer science. (Prereq.: 314, 324, or #, Spring)

## **499 Independent Study**

Topics defined through consultation between student and department.

# Computer Science Courses

## **145 Introduction to General Computer Programming**

An introduction to computer methods including flowcharts, algorithms, and data representation. Programming in PASCAL or BASIC. Primarily for students in non-science areas. Does not apply toward a major or minor in mathematics.

## **245 Introduction to Scientific Computer Programming**

An introduction to computer languages and methods. Techniques studied include flowcharts, algorithms, data representation and manipulation, hardware register operations, and computer organization. Programming in machine language, assembly language, and FORTRAN or PASCAL. Examples and applications primarily from science areas. Does not apply toward a major or minor in mathematics. (Prereq.: Math 125 or #, Fall)

## 90/Medical Technology, Metro-Urban

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### 355 Computer Science and Numerical Methods

A study of methods used to solve problems on computers. Analysis of computational problems and development of algorithms for their solutions, application of a procedure-oriented programming language in numerical analysis. Topics include error analysis, the general concept of iterative formulas, solution of equations, Newton's method, linear systems, interpolation, numerical differentiation and integration. Credit may be granted toward a mathematics major or minor. (Prereq.: C.S. 245 and Math. 224 or concurrent registration. Fall)

# Medical Technology

Neal O. Thorpe (Adviser)

This major involves the completion of three years of academic work at Augsburg College and twelve months of internship at Metropolitan Medical Center or Abbott-Northwestern Hospital.

Specific recommended courses vary to some extent depending on the hospital with which the student plans to affiliate. It is important to work closely with the Medical Technology adviser. Augsburg College does not guarantee that all students will be accepted by the hospitals for the 12-month internship. Students must negotiate directly with the hospitals involved.

Students transferring to Augsburg College with an Associate of Arts degree or its equivalent should expect to spend two years at Augsburg before participating in the internship year. The Medical Technology major is not designed for persons who already have the baccalaureate degree from another institution.

**Required Science Courses:** 1) Biology 111, 112 and two additional upper division (usually 367 and 476); 2) Chemistry: 105, 106 (or 115, 116), 351, 352, 353; 3) Physics: 103 (or 121, 122); one math course; one course in immunology.

# Metro-Urban Studies

Garry W. Hesser (Director)

**Major:** 15 courses including 10 core requirements: Economics 123; Political Science 122; History 431; Sociology 111, 381; Economics 379 or Sociology 362; Political Science 384 or Sociology 363; a minimum of one course of internship or independent study; two non-social science courses with an urban emphasis, at least one of which must be in the humanities (current options include: Art 102, Religion 354, English 351, Speech 342, Physics 103, 111, Biology 101, 105).

To complete the major, the student has a choice among three emphases or tracks: Planning, Public Administration, or General/Liberal Arts. These five elective courses must include a minimum of three disciplines. Options include a wide variety of courses, interims, internships, independent studies, and urban courses at other ACTC colleges, as well as those offered through the Higher Educational Consortium for Urban Affairs (HECUA).

**Minor:** To be linked with appropriate majors (such as business administration, history, political science, psychology, religion, sociology, speech). Core courses are required for the concentration: Economics 120; Political Science 122; Sociology 111, 381; an approved Social Science Research course; an approved internship and/or independent study.

### **399 Internship**

### **498 Independent Study — Metropolitan Resources**

An independently designed course a student (or group of students) develops, making extensive, systematic and integrated utilization of resources available in the metropolitan community, e.g. lectures, symposia, performances, hearings. These resources become the core of the course, supplemented by traditional college resources. The course is designed in consultation with and evaluated by a department faculty member.

### **499 Independent Study**

## **Urban Studies Options Through HECUA**

### **A. Metro-Urban Studies Term (MUST)**

This program focuses upon the Twin City metropolitan area.

#### **358 Readings Seminar: Urban Issues**

Reading materials are assigned to complement morning field seminar topics. Included are government and institution publications, journal articles and books.

#### **359 Field Seminar: Twin Cities Metropolitan Area**

Using the community as a classroom, students visit agencies, talk with specialists in various fields, and investigate current issues in the Twin Cities area. Topics include: geography, government, economics, historic preservation, populations, ethnic communities, transportation, planning and social services.

#### **399 Internship**

Students are placed in a variety of public and private agencies for work experience. A learning contract is developed with MUST faculty approval. Students may choose an internship of one or two courses.

#### **499 Independent Study (Optional)**

Independent Study is done in conjunction with a one-course internship. In consultation with MUST faculty, student selects a specific topic for library and/or field research related to subjects of seminars and/or major academic interests.

### **B. Scandinavian Urban Studies Term (SUST)**

This program is located at the University of Oslo and focuses upon Scandinavian urbanization and city planning.

#### **372 Norwegian Language and Culture**

Students are placed in beginning, intermediate or advanced study depending on proficiency. Instruction emphasizes conversational vocabulary to support student course work and daily living in Oslo. An orientation to current issues in Norwegian life and society is coordinated with the language instruction.

## 92/Metro-Urban Studies

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### **373 Growth and Development of Scandinavian Cities**

Themes on the growth, function, distribution, and social organization of Scandinavian cities are approached through a combination of lectures, guest speakers, and field work. Emphasis is placed on Norwegian urban development with comparative analysis of other Scandinavian countries.

### **396 Urban Planning in Scandinavia**

Theory and practice of Scandinavian approaches to urban development are viewed through a series of topical lectures, field trips, and guest speakers. Course focus is on the Norwegian planning system with comparative analysis of other Scandinavian countries.

### **499 Independent Study**

In consultation with SUST faculty, student selects a specific topic for library and field research related to subjects of seminar and/or major academic interests.

## **C. South American Urban Semester (SAUS)**

This “semester in the city” program is located in Bogota, Columbia. It focuses upon urbanization and development in the Third World.

### **261 Spanish Language**

Spanish instruction at intermediate or advanced levels.

### **362 Proseminar: Urbanization in Latin America**

Readings, discussions, and lectures in both English and Spanish, with aid of SAUS staff and visiting Colombian urbanists.

### **363 Field Seminar: Wealth, Poverty, and Community Development in the Latin American City**

Structured field course focusing on plight and prospects of the urban poor in Bogota, with field trips to other Colombian and foreign cities for comparison. Visits to various types of barrios and to public and private agencies dealing with urban problems.

### **499 Independent Study**

In consultation with SAUS faculty, student elects a specific topic for library and/or field research related to subjects of seminar and/or major academic interests.

## **D. San Francisco Summer Term**

An eight-week program integrating a field seminar, an internship, and independent study.

### **382 Field Experience**

### **383 Field Seminar: San Francisco**

### **499 Independent Study**

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# Music

L. L. Fleming (Chairperson), Robert Adney, Robert E. Beverley, Michael Brand, Margaret Brand, Laine Bryce, Edgar E. Eklof, Robert Fornander, Michael Frazier, Stephen Gabrielsen, Thomas Gilkey, Cynthia Goetz, Katherine Hennig, James D. Johnson, Robert Karlén, Diane Kennelly, Merilee Klemp, Nicholas Lenz, Cynthia Melson, Roberta Metzler, Celeste O'Brien, Alice Preves, Dana Skoglund, Emma Small, George Stahl, Daniel Sturm, Larry Tallman, James ten Bensel, Paul Thomas, David Tubergen, Mary Wilson

Students wishing to major in Music at Augsburg College must make application to the Music Faculty for acceptance into the programs. Such application should be made by the beginning of the sophomore year. (See Music Department handbook for further details.)

## Bachelor of Arts Degree

**Major:** 12 courses: Core Curriculum plus 350 or 476; 354 or 355; 365 or 375; 457, 458; 4 years of Performance Studies; recital performance.

**Teaching Major:** 11 courses: Core Curriculum plus 350 or 476; 457, 458; two of 354, 355, 365, 375; 3 years of Performance Studies; education courses; and recital performance. Consult with Department of Education for requirements in education.

**Minor:** 5 courses, 101, 102, 260 or 261, 457 or 458 and elective; 2 years of Performance Studies; 2 years in music ensembles; piano proficiency and 2 music repertoire tests; attendance at all Performance Workshops during the years of Performance Studies and 50% of designated recitals. Those wishing to minor in music should declare their intent by the end of their sophomore year, or at the completion of Theory 102.

## Bachelor of Music Degree

**Major:** 17 courses: Core Curriculum plus 350, 457, 458, 476; two of 354, 355, 365, 375, 499 and electives; 4 years of Performance Studies with double periods in the last 2 years, and junior and senior recitals. Bachelor of Music students are required to study the French or German language for at least 1 year at Augsburg.

## Bachelor of Science Degree

**Major in Music Therapy:** 17 courses: Core Curriculum plus 350 or 476, 354, 355 or 365, 457 or 458; 3 years of performance studies including at least one term of voice; Music Therapy 360, 382, 383, 395, 399, 435, 495. Other requirements: Biology 103, Education 282; 2 Physical Education (232 and 373 recommended); 3 Psychology and 1 Sociology, including Psych. 105, 362 and Psych. 264 or Soc. 362 (Recommended courses include Psych. 264, 351, 352, 355, 356, 357 and Soc. 111, 121, 231, 241, 362, 375); 1 Speech (116 recommended); Music recital or music therapy presentation during the senior year.

This major normally requires four and one-half years for completion, with internship after four years of academic preparation. Students need to apply for internship sites nine months in advance of starting date. Students may need to seek internship placements in other states, since the number of sites in Minnesota is limited. Upon satisfactory completion of the program, the student is eligible to apply for certification/registration with the National Association for Music Therapy, Inc.

## 94/Music

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**Honors Major:** Students may qualify for graduation honors in music if they (1) provide leadership in: the promotion of higher music performance standards within the Department of Music; breadth of musical interests by attendance at concerts both on and off campus; the performing organizations; the creation and/or promotion of smaller performing ensembles; (2) have earned a GPA of at least 3.3 in music courses; and (3) apply for the Honors Program at the beginning of the second term of the junior year.

Honors may be achieved by any one of the following ways: (1) two solo recitals of graduate quality; (2) a musical composition for vocal and/or instrumental ensemble of not less than 15 minutes duration and either a senior thesis and its defense before a faculty committee or a solo recital of graduate quality; (3) a senior thesis and its defense before a faculty committee and a solo recital of graduate quality.

**Core Curriculum:** All music majors must take the Core Curriculum of 6 music courses: 101, 102, 223, 224, 260, 261; perform in ensembles for 4 years; attend 75% of designated recitals every year; participate in Performance Workshop each year of Performance Studies; and pass a piano proficiency test and 3 music repertoire tests.

**Performance Workshop and Recital Requirements:** Attendance at Performance Workshop and 75% of designated recitals is required of music majors. Music minors must attend 50% of designated recitals as well as all Performance Workshops during the years of their Performance Studies. All music majors and minors must register for Performance Workshop. A recital in their area of Performance concentration is required of majors during either the junior or senior year. A music therapy major may substitute a senior presentation for the recital requirement. Junior and senior recitals in the area of Performance Studies concentration is required of Bachelors of Music.

**Piano Proficiency Requirement:** All majors and minors are required to pass a piano proficiency examination by the end of the sophomore year. Confer with department regarding specific requirements.

**Music Lessons:** During the junior and senior years, a student who has been accepted by the department as a Music Major receives required lessons in the area of his concentration without extra cost. The total of Performance Studies credits earned under this provision may not exceed four semesters of weekly half-hour lessons.

**Transfer Students in Music:** A junior or senior student transferring to Augsburg College as a music major must take a placement test in music theory before registration. Application for acceptance into a music program should be made at the end of the student's first term at Augsburg, after passing the piano proficiency test. Transfer students will not qualify for free private instruction without at least one term of residency at Augsburg College.

### 101, 102, 223, 224 Theory

Music Theory is an integrated course extending over four terms. Taught by a team of instructors, the various aspects of musical theory (i.e., ear training, harmony, counterpoint, and analysis) are presented in parallel, rather than in sequence. (101, 223, Fall. 102, 224, Spring)

### 230 Introduction to the Fine Arts

The development of music through the study of selected works of great composers from each period. Emphasis is placed upon relationships between music and the other fine arts. For the non-music major. (Fall)

**260 History and Literature of Music**

Music of the Baroque and Classical eras. (Fall)

**261 History and Literature of Music**

Music of the Romantic and Modern eras. (Spring)

**325 Scandinavian Music**

In a historical approach to the study of music in the five Nordic countries, opportunity is offered for investigation into topics of particular interest. Suitable for both non-music and music majors. (Fall)

**331 Diction for Singers**

(Spring, alternate years)

**330 Vocal Repertoire**

A historical survey of solo vocal literature from 1600 to the present. The study includes such aspects of concern for the performer as interpretation, style, and diction. (Spring)

**350 Choral Technique and Arranging**

Fundamentals of voice culture as related to choral ensemble; methods, materials, techniques and arranging. (Spring)

**354 Instrumental Technique**

The technique of playing and teaching brass and percussion instruments. (Fall)

**355 Instrumental Technique**

The technique of playing and teaching woodwind instruments. (Spring)

**365 Instrumental Technique**

Elementary technique in the playing and teaching of string instruments. (Fall)

**375 Instrumental Technique**

Advanced technique in the playing and teaching of string instruments. (Spring)

**380 Music of the Western Church**

Development and influence of the music of the Christian church. Designed for the general student as well as for organists, choir directors, and pre-theological students. (Spring)

**440 Advanced Musicianship**

Offers an opportunity to apply information and techniques acquired in music theory and history classes to the study of 20th century music. (Prereq.: 224. Spring)

**457 Conducting**

Techniques of conducting, preparation of and conducting choral scores, organization of choral ensembles. (Fall)

**458 Conducting**

Preparation of and conducting instrumental scores, organization of instrumental ensembles. (Spring)

**476 Orchestration**

The craft of orchestrating and arranging music for instrumental ensembles of varying sizes and types. (Fall)

## 96/Music Therapy

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### **488, 489 Piano Teaching Methods**

Instruction in the principles, methods, and techniques for teaching piano. Students will give individual lessons to children under the supervision of the instructor. No course credit.

### **499 Independent Study**

Permits advanced and specialized studies and projects not otherwise provided for in the departmental curriculum. Open only to advanced students upon approval of the faculty.

## Music Therapy

### **110 Introduction to Music Therapy**

A survey of the music therapy programs in the surrounding area, with field trips to various institutions; an introductory course for the freshmen and sophomores considering music therapy as a major; gives the students a broad background in the ways in which music is used as a therapy. (Interim)

### **360 Therapeutic Recreational Music**

Study of guitar and recorder, Orff instruments, applications of recreational music activities to clinical settings. Practicum/experience required as part of course work.

### **382 Psychological Foundations of Music I**

An objective approach to musical stimuli and response, with an emphasis on the socio-psychological aspects of music. An understanding of the research process and development of an experimental research project.

### **383 Psychological Foundations of Music II**

Implementation of group and individual research projects, emphasis on music in a clinical setting. Various theories of learning music, musical talent, and performance. (Prereq.: 382)

### **395 Influence of Music on Behavior**

A study of man as he relates to music, with emphasis on psychological, cultural, and biological aspects of musical behavior.

### **399 Music Therapy Clinical Internship**

Full-time placement in an internship setting approved by the National Association for Music Therapy for six months. This is started after completion of the senior year and is necessary for registration by the NAMT. Applications for internship sites must be made nine months in advance. Sites in Minnesota are limited.

### **435 Music in Therapy**

The study and application of the uses of music with the emotionally ill, mentally retarded, and physically handicapped. (Prereq.: 395)

### **495 Practicum in Music Therapy**

Volunteer work in a clinical setting, two hours a week, six terms. No credit.



## Music Workshops, Recitals, Performance Studies

**Performance Workshops:** An informal setting for student performances, seminars, and guest lecture demonstrations.

**Recitals:** Student recitals afford an opportunity for public performance and acquaint students with all aspects of preparation and presentation of a quality performance. To fulfill their performance requirement, music students must register for Junior Recital or Senior Recital for the term of their recital.

**Performance Studies:** Vocal and instrumental instruction is available to all students.

**Piano** — Technique as needed, repertoire, performance, accompanying. Only those lessons in piano taken after the piano proficiency examination has been passed may be applied toward the music major or minor. Class lessons in piano are available for students majoring in voice or another instrument.

**Organ** — Technique as needed, repertoire, performance, hymn-playing, accompanying.

**Voice** — Correct habits of pronunciation and articulation, breath control, interpretation, flexibility, ear training as needed. Class instruction in voice available for students majoring on a keyboard instrument, band or orchestral instrument.

**Guitar** — Technique as needed, repertoire, performance, accompanying. Class lessons in guitar available for students majoring in voice or another instrument.

**Orchestral and Band Instruments** — Woodwind, Brass, String, and Percussion Instruments: Technique as needed, repertoire, performance.

## Music Organizations

The music organizations exist not only for the benefit of the music student, but for any student of the college who wishes to participate in groups affording opportunity for musical expression.

**Augsburg Choir**  
**Wind Ensemble**  
**Chamber Orchestra**  
(Membership by audition)

**Brass Ensemble**  
**Chorale**  
**Jazz Ensemble**  
**Percussion Ensemble**  
**String Ensemble**  
**Woodwind Ensemble**

# Natural Science

Earl R. Alton (Coordinator)

**Major for Pre-Medical Students:** 14 courses including Biology 111, 112, 491 or 492, and two upper division courses; Chemistry 115, 116 (or 105, 106), 351, 352, and Quantitative Analytical Chemistry; Mathematics 121 and 122 or 124 and 125; Physics 121, 122.

This major is presented as an option for pre-medical students who wish to take a major which provides the science courses necessary and recommended for admission to most medical schools, including the University of Minnesota Medical School, and also permits a number of electives. The student should choose electives carefully, keeping in mind the specific requirements of the medical schools to which he or she intends to apply. Early consultation with a premedical adviser is recommended.

**Licensure Program for Teachers:** The Minnesota Board of Teaching has approved the licensure program for science teachers and authorized Augsburg to recommend candidates in Life Science, grades 7-12; Life Science (minor), grades 7-12; Physical Science, Chemistry major or Physics major, grades 7-12; Chemistry (minor), grades 7-12; Physics (minor), grades 7-12; and Middle School Science, grades 5-9.

All Natural Science teaching majors must complete the Broad Base courses and in addition meet the requirements for a Life Science, Physical Science or Middle School Emphasis.

The program of courses is designed to provide a broad, basic background in science and allow for specialization in an area. The following programs assume that the student will meet the general education requirements of the college and, in the physical science, have at least one year of calculus. Consult with the Department of Education for requirements in Education. Early consultation with adviser is recommended.

**Broad Base Courses:** 7 courses, 1 in Earth Science (Physics 101 or 161); 2 in Life Science (Biology 111, 112); 4 in Physical Science (Physics 121, 122 and Chemistry 115, 116 (or 105, 106)). To make the program slightly more flexible, it is recommended that students with emphasis in life science have both courses in earth science and substitute Physics 103 for Physics 121, 122.

**Life Science Emphasis:** 8 courses, 1 Cognate (Chemistry 223); 7 Biology courses, including 491 Seminar and at least one from each of the following groups: (I) 351 or 353; (II) 355 or 474; (III) 361 or 481; (IV) 471 or 473; (V) 440 or 476.

**Physical Science Emphasis — Chemistry Major:** 7 courses and chemistry seminar, Chemistry 351, 352, 353, 361 and 362 (or Biology 367, Biochemistry), 482, Physics 245.

**Physical Science Emphasis — Physics Major:** 7 courses, Physics 245, 351, 362, 395 and three additional to be selected from Physics 261, 270, 352, 363, 481, 486, 488.

**Note:** Candidates may be recommended for licensure in Physical Science upon completion of either Physical Science Emphasis-Chemistry major or Physical Science Emphasis — Physics major. The student licensed in Physical Science may teach chemistry and/or physics in grades 7-12.

**Middle School Science Emphasis (Grades 5-9):** 7 courses, 2 in Earth Science (Physics 101 or 161, the alternative course not taken in the Broad Base section); 2 in Life Science (and two biology courses above 112); 3 in Physical Science (Chemistry 223, 353; Physics 245).

**Certification with Minor:** For Life Science, 7 courses in Biology plus the Broad Base; for Chemistry, 351, 352 or 223, 353, 361 and 362 or 482 plus the Broad Base; for Physics, any four courses above 122 plus the Broad Base.

# Nursing

Beverly Nilsson (Chairperson), Darlene Dommel, Carol Hoffman, Susan Knust, Nancy Malcolm, JoEtta A. Vernon, Helen Woelfel

Augsburg offers an upper division major in nursing leading to a Bachelor of Science degree.

Requirements for admission to the major are: completion of an associate degree or diploma program in nursing with a minimum overall grade point average of 2.5; a current license to practice as an R.N. in the state of Minnesota; and completion of courses in inorganic chemistry, organic or biochemistry, anatomy and physiology, microbiology, English composition, introductory sociology and introductory psychology. Students must take these courses at Augsburg or another accredited college or university prior to admission to the nursing major.

In addition, each applicant must successfully complete theoretical and simulated clinical performance testing prior to acceptance to the major. These tests are given at Augsburg through the Department of Nursing.

Applicants must give evidence of current nursing clinical practice, within the past five years. This may include 1) graduation from a school of nursing, 2) work experience, or 3) completion of a nursing refresher course or an acceptable equivalent.

**Major:** 11 courses (10 course credits) in nursing including 303, 304, 310, 311, 325, 350, 403, 404, 423, 427, and 430; Psychology 355 completed during the first semester of study in the major; a minimum grade of 2.0 in each nursing course, a 2.5 GPA in the nursing major to progress from the junior to the senior year, and a cumulative GPA of 2.5 at the completion of the courses of study; students in nursing may pursue part-time study, but are required to complete 14 courses at Augsburg College. The prerequisite courses in sociology, psychology, English, chemistry and biology listed above may apply toward distribution requirements as well as toward admission to the major. Courses in interpersonal communications, medical ethics and descriptive statistics are supportive to the major.

Courses in the nursing major are designed so that they may be completed within two academic years. However, more than two years may be required to complete the total course of study, depending on the number of credits transferred from other colleges or universities.

# 100/Nursing

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## **303 Contemporary Nursing I (1/2 course)**

This course is one of the transitional courses that introduces the student to components of the professional role and begins the professional and socialization process. The communication process is emphasized as one means by which the nurse-client relationship is established and maintained. Interactive communication theories are explored for their applicability to changing roles and professional practice. (Fall-Junior year. Prereq.: Acceptance into the nursing major)

## **304 Contemporary Nursing II (1/2 course)**

This course introduces theories and conceptual thinking in the process of professional development. The function of theory in guiding nursing practice is emphasized. Selected nursing theories are examined. (Spring-Junior year. Prereq.: 303)

## **310 Community Health Nursing I**

This course focuses on systems theory, change, and concepts of health as they apply to current community health issues and the practice of nursing. Clinical application of course content will involve making a health assessment and exploring a community health issue. (Fall-Junior year. Prereq.: Acceptance into the nursing major)

## **311 Community Health Nursing II**

This course provides a knowledge base for understanding community characteristics and cultural diversity related to health care. The nurse's role as a generalist and as a member of the health team is explored. This course is primarily a clinical course. The student will demonstrate knowledge of community health concepts in providing care to a selected caseload of clients. (Spring-Junior year. Prereq.: 303, 310, 325, Psy 355)

## **325 Nursing Process**

In this course the student learns approaches to assessment and the use of assessment tools in the nursing process. The student uses communication skills to obtain a health history and negotiate health goals. Clinical experiences provide the student with an opportunity to make a holistic health assessment within a developmental framework. (Fall-Junior year. Prereq.: Acceptance into the nursing major).

## **330 Trends and Issues in Nursing**

This course is designed to investigate the current responsibilities of the professional nurse. Contemporary social and professional trends and issues are explored in light of their implications for nursing practice. (Interim-Junior year).

## **350 Introduction to Nursing Research**

The research process and methods appropriate to nursing are the focus of this course. Issues of ethics in nursing research are explored. Students critique nursing research for its applicability to nursing practice. (Spring-Junior year. Prereq.: Acceptance into the nursing major, Math 121 or a course in descriptive statistics)

## **403 Contemporary Nursing III**

This course provides a theoretical basis for family nursing care. Content includes family as a group, family and group dynamics in light of situational and developmental events. Consideration is given to the emerging role of the nurse in family health care. (Fall-Senior year. Prereq.: 304, 311, 325, 330, 350. To be taken prior to or concurrently with 423)

## **404 Contemporary Nursing IV**

This course relates leadership and management theories and emerging professional nurse roles to primary nursing. Concepts of change, conflict, communication and system dynamics are explored. Ethics, accountability and advocacy provide the basis for role development and professionalism. (Spring-Senior year. Prereq.: 403. To be taken prior to or concurrently with 427)

## 423 Practicum in Nursing I

This course is a clinical practicum offering the student an opportunity to apply content from 403 in providing complex nursing care to families in a selected practice setting. (Fall-Senior year. Prereq.: To be taken concurrently with or following 403\*)

## 427 Practicum in Nursing II

This course is a synthesis course utilizing knowledge and skills from 404. Opportunity is provided to apply leadership and management theory in a selected hospital setting. (Spring-Senior year. Prereq.: 403, 423. To be taken concurrently with or following 404\*)

## 499 Independent Study

This learning experience provides the opportunity for the student to study a selected topic or issue in depth. Students consult with faculty and submit written study proposals, objectives, and methods of evaluation prior to registration.

\*If the practicums in nursing are not taken concurrently with their respective theory courses, students are required to consult with faculty prior to registration regarding review of the theoretical content.

# Philosophy

Bruce Reichenbach (Chairperson), Kenneth Bailey, Mark Fuehrer

**Major:** 9 courses, including 130, 241, 242, 343, and 344.

**Minor:** 5 courses, including two courses from 241, 242, 343, and 344.

**Honors Major:** Admission to the Philosophy Honors program is by recommendation of the philosophy faculty. Such recommendations will be made at the end of the junior year. The program will consist of an honors thesis on an approved topic of the student's choice, involving research above the course level, and a defense of this thesis before the faculty of the department.

**Note:** Courses 110, 120, and 130 are recommended for fulfilling the general education requirement.

## 110 Introduction to Philosophy: Ideas and Method

Though each person has his own set of ideas and beliefs, rarely have they been critically analyzed or evaluated for their consistency, adequacy or truth. One reason for this is that individuals lack the needed skills. Another is that they may have had little opportunity to examine critically some of the ideas basic to western culture. The purposes of this course are to provide the student with some experience in examining ideas, and thereby to sharpen the critical and analytical skills required to evaluate and construct a system of ideas and beliefs.

## 120 Ethics

Sometimes you say that a certain action is right or condemn it as wrong. Why do you think it is right? Because you like it? Are there better reasons for thinking something right or wrong? This course takes a long, hard look at possible grounds for making moral decisions, and at the moral judgments about personal and social issues resulting from them.

# 102/Philosophy

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## 130 Logic

Suppose someone gives you reasons, and then says you must accept a particular conclusion. Must you? When does a conclusion follow from premises? Here we examine the rules which govern valid arguments and work to develop your ability to recognize and construct sound arguments.

## 241 History of Philosophy I: Plato and Aristotle

How, when and why did philosophy begin? Who were Socrates, Plato, Aristotle and the Stoics; what did they believe? Why did Plato think that the physical world was not overly important, and what did he value? How did Aristotle, the scientist, respond to this? The answers to these and other questions will be considered as to reveal what these great philosophers can contribute to our contemporary problems and ideas. (Fall)

## 242 History of Philosophy II: Medieval and Renaissance Philosophy

The Middle Ages are often regarded as a period of darkness, whereas the Renaissance was a time of rediscovery and enlightenment. How dark were the Middle Ages; how enlightened the Renaissance? We shall attempt to discover the grandeur of the Medieval philosophers, learn how the Christian tradition was carried forward in the Age of Faith, explore the worship of the world and the individual in the Renaissance, and the new methodology of the 17th Century rationalists. (Spring. Suggested prior course, 241.)

## 343 History of Philosophy III: Enlightenment and 19th Century Philosophy

Where does knowledge begin? In innate ideas or with experience? What can we really know about the world? What impact did Romanticism have on philosophy? This course studies the major empiricists of the 18th century (Locke, Berkeley, Hume). Kant's synthesis of philosophy, 19th century idealism, and the reaction to idealism in men such as Marx, Kierkegaard and Nietzsche. (Fall. Suggested prior course, 241 or 242.)

## 344 History of Philosophy IV: Contemporary Philosophy

What lies behind 20th century philosophy's love affair with language? Is truth that which works? Can we remake philosophy as a rigorous science? These and other issues are dealt with in a study of the major representatives of linguistic analysis, pragmatism, existentialism, and phenomenology. (Spring. Suggested prior course, 241, 242, or 343.)

## 350 Philosophy of Religion

What is the relation between faith and reason? Does God exist, and what can be said about him if he does? Can we reconcile the goodness of God with human and animal suffering? Is man really immortal? Are miracles possible? We will conduct a systematic inquiry into these questions which form the basis of religious beliefs. (Suggested: one prior course in philosophy.)

## 355 Oriental Philosophy

A study of the basic concepts and philosophies which underlie Hinduism, Buddhism, Confucianism and Taoism. (Suggested: one prior course in philosophy.)

## 362 Political Philosophy

As residents of an urban college we are citizens of the city. What is the relation between the citizen and the city? In a larger context, what is the origin of the State and the basis for its laws? What relation holds between law and morality, and between God, the Church and the State? This course studies the key concepts of politics found in the tradition of western political thought.

**365 Philosophy of Science**

The scientist's knowledge of the world is purported to be profoundly different and better than that of the non-scientist. Is this true? What constitutes scientific knowledge? Are there certain real questions which science cannot answer? How certain are the methods used by the scientist to recover knowledge? In addition to dealing with these questions, students will work in researching and developing philosophical problems in the special sciences. (Suggested prior course, 130 or one course in natural science.)

**370 Existentialism**

Studies in the writings — both philosophical and literary — of prominent Existentialist authors. We will examine what it means to be a being-in-the-world, and explore such themes as absurdity, freedom, guilt, despair and paradox. (Suggested: One prior course in philosophy)

**380 Ethics of Medicine and Health Care**

Application of ethical principles to problems which arise in the areas of health care and delivery, human experimentation, human engineering, abortion, care for the dying and euthanasia.

**410 Topics in Philosophy**

Advanced studies covering a specific area of philosophy, such as studies in the thought of individual philosophers, philosophical movements, the history of an idea or specific problem, or interdisciplinary problems. Seminar format. May be taken more than once for credit. (Suggested prior courses, any from 241, 242, 343, 344, or #.)

**430 Studies in Individual Philosophers**

Advanced studies in the philosophy of particular philosophers, e.g., Plato, Descartes, Marx, Hegel, Kierkegaard, Wittgenstein, etc. Seminar format. (Suggested prior courses: 241, 242, 343, or #)

**499 Independent Study**

Individual study and research on some philosophical topic of interest to the student, worked out in consultation with the faculty adviser.

# Physics

Kermit E. Paulson (Chairperson), Kenneth N. Erickson, Ted Hanwick, Mark Engebretson

**Major:** 9 courses, including 121, 122, 245, 351, 362 and 395 plus three courses above 122. In Planning their courses of study, students are encouraged to work closely with members of the physics faculty. Normally, students should have Mathematics 124, 125, and Physics 121, 122 the freshman year, and Mathematics 224 and 226 the sophomore year.

**Teaching Major:** The same as the major. Students are advised to refer to the Education Department section of the catalog and consult with the Education Department early in their planning.

**Minor:** 5 courses, including 121, 122, and three courses above 122.

## 104/Physics

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**Honors Major:** A GPA of 3.6 in physics and 3.0 overall. An independent investigation of a physics topic with an oral defense of the written research report. Application for the honors major should be made no later than the first term of the senior year.

**Society of Physics Students:** The Augsburg chapter of Society of Physics Students provides students the opportunities of membership in a national physics society and of participating in the physics community on a professional basis. Membership in SPS is open to all students interested in physics.

**Sigma Pi Sigma:** Membership in the Augsburg chapter of this national physics honor society is open to those students who have completed the equivalent of a minor in physics, have a GPA of 3.0 in physics and overall, and rank in the upper third of their class.

### 101 Astronomy

A descriptive course requiring elementary algebra. Our solar system, stars and galaxies. The necessary optical instruments are explained and use is made of a 12-inch reflecting telescope, an eight-inch Celestron, and a 3-inch Questar. Occasional night viewing. (3 one-hour lectures.)

### 103 Physics for the Life Sciences

An introductory course in which the applications, problems, and experiments are selected not only to illustrate fundamental principles, but also to demonstrate the relevance of physics to the life sciences. The course is designed to serve students in biology, psychology, physical education (therapy programs), medical technology and other health science programs. The course is also a very suitable elective or distribution requirement for the liberal arts student. (3 one-hour lectures, 2-hour laboratory. Prereq.: Elem. algebra. Fall)

### 111 Physics, Computers, and Society

A study of the historical development of selected topics in physical science. Attention will be given to the interaction of physics and its associated technology with philosophy, religion, and culture. Study of mechanics, electricity, and digital electronics will lead up to discussion of the meaning of twentieth century physics and of the role of electronics and computers in modern society. Microcomputers will be used extensively in the laboratory. (3 one-hour lectures, 2-hour laboratory. Fall)

### 121, 122 General Physics I, II

A rigorous study of the concepts of mechanics, fluids, heat, sound, optics, electricity and magnetism, and some aspects of modern physics. For majors in physics and other specified majors. Must be taken in sequence. (3 one-hour lectures, 3-hour laboratory. Prereq.: Math 124 or concurrent registration. 121, Fall; 122 Spring)

### 245 Modern Physics

An introduction to modern physics from a historical and experimental basis. Relativity, quantum effects, atomic and molecular physics, nuclear and solid state physics. This course indicates the need for, and develops the experimental basis of quantum mechanics. (3 one-hour lectures. Prereq.: 122. Fall)

### 261 Electronics

An introduction to the use of electronic instruments and integrated circuit devices. A review of D.C. and A.C. circuits precedes discussion of semiconductor devices. Study of analog and digital circuits culminates in the use of microprocessors and applications to computer interfacing. (3 one-hour lectures, 3-hour laboratory. Prereq.: 122, or 103 plus math. 122 or 125 and #. Spring)



**270 Optical Physics**

The emphasis is on physical optics, making frequent use of the complex expression for a wave: interference, diffraction, polarization, and an introduction to the electromagnetic theory. (3 one-hour lectures, 3-hour laboratory. Prereq.: 122. Fall)

**351, 352 Mechanics I, II**

A careful study of classical mechanics in terms of Newton's laws of motion and the Lagrangian and Hamiltonian formalisms. Topics include conservation principles, single particle motion, systems of particles, oscillatory systems, central-force motion, dynamics of rigid bodies, gravitation, kinematics of two-particle systems and noninertial reference frames. (3 one-hour lectures. Prereq.: 122, Math. 226. 351, Fall; 352 Spring)

**362, 363 Electromagnetic Fields I, II**

The classical electromagnetic field theory is developed using the vector calculus throughout. Electrostatics, magnetostatics, solution of Laplace's and Poisson's equations, electric and magnetic properties of materials, and the theory of electromagnetic radiation based on Maxwell's equations. (3 one-hour lectures. Prereq.: Math. 226. 362, Fall; 363, Spring)

**395 Comprehensive Laboratory**

An emphasis on independent laboratory investigations, including participation in physics seminars. Experiments in the area of mechanics, thermodynamics, vacuum physics, electronics, electricity, magnetism, optics, and modern physics. (2 three-hour laboratory and 1 seminar hour per week. Prereq.: Junior standing or consent of instructor. Spring)

**481 Thermal Physics**

The study of properties of systems and processes for which temperature is an important variable. The subject is developed from two independent yet complementary viewpoints; the experimental, macroscopic classical thermodynamics and the theoretical, microscopic statistical mechanics. (3 one-hour lectures. Prereq.: 351. Spring)

**486 Quantum Physics I**

A development from first principles, including de Broglie's postulates, the Schroedinger equation, operators, wavefunctions, expectation values, angular momentum, and approximation methods. Specific problems studied include potential wells and potential barriers, the harmonic oscillator, and the hydrogen atom. (3 one-hour lectures. Prereq.: 245, 351, 352. Fall)

**488 Quantum Physics II**

The application of quantum mechanics to specific topics chosen from the areas of solid state physics, atomic and molecular physics, nuclear physics, and particle physics. (3 one-hour lectures. Prereq.: 486. Spring)

**499 Independent Study**

An opportunity for students to explore systematically a problem in experimental or theoretical physics, worked out in consultation with a faculty adviser. Open to juniors and seniors with departmental approval.

# Political Science

Milda Hedblom (Chairperson), Norma Noonan, Barbara Richards-Haugen, Myles Stenshoel

**Major:** 9 courses, plus Statistical Analysis (Soc. 362). Required: 121 or 122 or 160 or 170; 158; 384; and at least 5 other upper division courses in 4 out of 5 Political Science Areas. A seminar in one of the five areas may be counted for that area.

**Minor:** 5 courses, including: 121 or 122 or 170; 158; and at least 3 upper division courses in 3 out of 5 Political Science Areas.

**Honors Major:** The Honors Major in Political Science includes the requirements listed above, plus the following: The student's grade-point average must be 3.5 in the major and 3.0 overall. The student must take an Honors Independent Study and a seminar, and must submit, not later than March 1 of the senior year, an Honors Thesis to be defended before a faculty committee. Students may work with any member of the Department on their Honors Thesis. For specific requirements, consult the Departmental Honors Adviser. Students should apply for the Honors Major no later than the first term of the junior year.

**Political Science Areas:** (I) American Government and Politics (II) Comparative Politics and Analysis (III) International Politics (IV) Public Law (V) Political Theory and Analysis. Any course listed in more than one area may be counted in only one area toward major or minor requirements.

**Note:** Students interested in secondary education may take a political science major in combination with specified social science courses, in compliance with state requirements. For more information, see the department chairperson or the Social Studies Coordinator.

See the class schedule for precise listing of terms in which courses are offered.

## I. American Government and Politics

### 121 American Government and Politics

The politics of American government including the pattern of participation; the dynamics of congressional, executive, and bureaucratic policymaking; the contemporary structure of federalism; and current issues in American society.

### 122 Metropolitan Complex

Politics in the urban setting, including important issues, actors, and structures influencing public policy in the modern urban complex. Discussion-lecture, simulation, and meetings with political experts and activists.

### 325 Public Administration

The politics of public administration and bureaucratic policy-making in the United States; governmental regulation, promotion and management, emphasizing political and economic interaction. (Prereq.: 1 course in Political Science or #)

### 326 Political Parties and Behavior

The political behavior of the electorate emphasizing public opinion and political parties in the electoral process. Field work with political parties and interest groups and media in presidential elections (optional in non-presidential election years). (Prereq.: 121 or #. Fall term of election years)

**342 Mass Communications in Society**

Effects of mass communications on individual behavior; the uses and control of mass media for political and social purposes including a study of censorship, newsmaking, entertainment and public affairs programming.

**370 Constitutional Law I**

(See Section IV for description. Offered alternate years)

**371 Constitutional Law II**

(See Section IV for description. Offered alternate years)

**421 Topics in American Politics**

Selected themes, including legislative, executive or judicial process, and policy process in American politics; national, urban or state focus; topic to be included in subtitle. (Prereq.: Two courses in Political Science or #. Offered on demand.)

## **II. Comparative Politics and Analysis**

**158 Political Patterns and Processes**

An analysis of basic patterns in the political system and decision-making process with some comparison of major political systems and discussion of contemporary issues.

**350 Comparative Democracies**

The emergence, maintenance and decline of selected democracies, focusing on political behavior, institutions, and processes. (Prereq.: One course in Political Science or #)

**351 Communist Political Systems**

A comparative analysis of the Soviet Union and other communist states in terms of political behavior, institutions, processes and politics. (Prereq.: One course in Political Science or #.)

**381 Democratic Theory and Practice**

(See Section V for description)

**459 Topics in Elite and Mass Behavior**

In-depth study of the elite and/or mass participation in the political system. (Offered on demand. Prereq.: One course in Political Science or #.)

## **III. International Politics**

**160 World Politics**

Introduction to the processes and issues of international politics, including the dynamics of the international system, theories of international relations, and a focus on recent problems.

**363 Communist Foreign Policies**

Analysis of the motivation, formulation, and implementation of foreign policies of Communist nations with emphasis upon the Soviet Union and China. (Prereq.: One course in Political Science or #)

**461 Topics in International Politics**

Selected themes including interpretations of international politics, foreign policy decision-making, simulations of international problems. Topic to be included in subtitle. (Prereq.: One course in Political Science or #. Offered alternate years.)

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## IV. Public Law

### 170 Law in the United States

A survey of American law and legal process. Theories of law; law and society; roles of courts, police, lawyers, and juries; the United States Constitution as “supreme” law; law as politics; historic and contemporary legal issues.

### 370 Constitutional Law I

The legal-political-philosophical role of the Supreme Court in the American political system in significant decisions affecting the allocation of powers in the national government and in the federal system. (Prereq.: 170 or #. Offered alternate years)

### 371 Constitutional Law II

Constitutional limitations of the Bill of Rights and of the Fourteenth Amendment as applied by the Supreme Court to the protection of human rights and civil liberties of individuals. (Prereq.: 170 or #. Offered alternate years)

## V. Political Theory and Analysis

### 158 Political Patterns and Processes

(See Section II for description)

### 380 Western Political Thought

A study of influential political philosophers from Plato through Rawls, emphasizing the values, goals, and assumptions which continue to inform and to rationalize human governance. (Prereq.: One course in Political Science or #.)

### 381 Democratic Theory and Practice

A study of democratic theory and public policy practice with focus on the emergence of political democracy, capitalism and the welfare state in comparative perspective. (Prereq.: One course in Political Science or #.)

### 382 Marxist Visions: Past, Present, and Future

Origins and evolution of Marxist theory and movements emphasizing Marxism as developed in Russia and China. Consideration of the political, social, and economic dimensions of the theories, with some focus on the preferred futures envisaged in the doctrine. (Prereq.: 158 or #.)

### 384 Political Analysis

An analysis of different approaches and theories in the study of politics including an examination of the requirements of science as a model for political study; major research required. (Prereq.: Statistical Analysis; Political Science 158 and two upper division courses, or #.)

## Seminars, Independent Study and Internships

### 199 Internship

Lower division internship. Consult Internship Supervisor in the department to determine project. (Fall, Interim, Spring.)

### 295 Lower Division Seminar

Special topics. Consult department chairperson concerning terms and subject matter. (Offered on demand)

**299 Directed Study**

Independent study for lower division students. (Prereq.: #. Fall, Interim, Spring)

**399 Internship**

Consult Chairperson or Internship Director to determine project. (Prereq.: #. Fall, Interim, Spring)

**495 Seminar**

Selected topics. Consult department chairperson concerning terms and subject matter. (Prereq.: #.)

**498 Independent Study: Metropolitan Resources**

An independently designed course a student (or group of students) develops, making extensive, systematic and integrated utilization of resources available in the metropolitan community, e.g. lectures, symposia, performances, hearings. These resources become the core of the course, supplemented by traditional college resources, and designed in consultation with and evaluated by a faculty member of the department. (Prereq.: #. Fall, Interim, Spring)

**499 Independent Study**

Topics defined through consultation between instructor and student. (Prereq.: #. Fall, Interim, Spring)

# Psychology

Richard Marken, (Chairperson), Lyla Mae Anderegg, Grace Dyrud, Norman Ferguson, Duane Johnson

**Major:** 10 courses including 105, 264, 265, 381 or 399, and 493, with a minimum of 5 courses at Augsburg; Physics 103. Not more than two courses from among 299, 399 and 499 may be counted toward the minimum 10 psychology courses required for a major. This restriction applies toward the minimum requirement only. The student may actually take more such courses. The major program should include 105 in the freshman year, 264 and 265 in the freshman or sophomore year. 381 or 399 in the junior year, and 493 in the senior year. The major program is planned in consultation with an adviser in the psychology department and is approved by the department chairperson. The overall plan is directed toward a basic understanding of the discipline of psychology and toward the particular educational, vocational and professional goals of the individual student. A written plan for the major should be completed and approved by the beginning of the junior year. It is recommended that psychology majors take additional course work from other areas that will complement and strengthen their particular interests in psychology, for example, developing a minor in business administration, biology, or communication is recommended for many students.

**Minor:** 5 courses including 105, with a minimum of 2 courses at Augsburg. Not more than one course from 299, 399, and 499 may be counted toward the minor.

**Honors Major:** GPA of 3.5 in the major and 3.0 overall, and completion of a high quality research project culminating the major program. Application for honors consideration must be made during the junior year. Please consult the department chairperson for more detailed requirements.

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**Certificate in Program Evaluation:** 5 courses including PSY 264 or SOC 362, SOC 363, PSY 399, 450. These courses are designed to provide the cognitive background and skill development to perform well as a research assistant for agencies or firms which do program evaluations or an employee who can develop and maintain ongoing self-assessment programs for an employer agency. See department chairperson for further details.

## **105 General Psychology**

An introduction to the methods and approaches used in psychology for the purpose of understanding behavior. The structure of the field of psychology, including its major sub-areas, is emphasized.

## **251 Sensing and Perceiving**

An ecologically oriented approach to the study of perceptual systems. Emphasis on the processing of environmental information and how this relates to adaptive behavior and subjective experience. Topics include: adaptation to novel environments, machine intelligence, and anomalous perception such as illusions. (Prereq.: 105, Alternate years)

## **264, 265 Research Methods: Design, Procedure, and Analysis I, II**

A two-term sequence including experimentation in human and animal learning, problem solving, social psychology, and sensation-perception. Emphasis will be placed on both statistical and experimental design methodology. Research Methods I may be taken for credit without continuing in Research Methods II. Majors in psychology must take both terms of the two-term sequence; 264 must precede 265; 265 should be taken in the term immediately following 264. (Prereq.: 105)

## **299 Directed Study**

Limited registration by special permission. Specific planning for the study must be completed and approved well in advance of the time of registration.

## **351 Developmental Psychology: Child**

Emphasis on normal child development and behavior. Consideration of theoretical systems used for viewing the developmental sequence and process. Active inquiry into practical implications and applications of data and theory in respect to the development of children. (Prereq.: 105)

## **352 Developmental Psychology: Adolescent and Adult**

Emphasis on normal development and behavior of the adolescent and adult. Theoretical bases used for building understanding of and appreciation for the developmental process. Active consideration of the meaning that data and theory have for the development of people in the adolescent and adult periods of life. (Prereq.: 351)

## **355 Brain & Behavior**

A survey of the functions of the nervous system which are responsible for behavior in animals and human beings. Major topics include: sleep & wakefulness, motivation & emotion, learning & memory, and mental disorders. (Prereq.: 105 and one course in biology. Fall)

## **356 Environment and Behavior**

A study of the influence which the environment, both natural and man-made, has on behavior. Major topics include: overcrowding and environmental stress, territoriality, defensible space & crime, and built environments such as rooms, buildings & cities. (Prereq.: 105. Spring)

## **357 Learning**

Learning concepts, behavior change principles and psychology of instruction. Behavior change and individualized instruction projects. (Prereq.: 105)

## **359 Measurement**

Theory and principles of measurement. Analysis and practicum with achievement, interest, personality and intelligence tests. (Prereq.: 105)

## **361 Personality**

An introduction to the field of personality study with special attention directed toward personality theories and contemporary application of those theories. (Prereq.: 105. Fall)

## **362 Abnormal Psychology**

An introduction to maladaptive human behaviors from the social, organic and psychological points of view. Visitation to a variety of community service agencies will accompany classroom learning. (Prereq.: 105. Spring)

## **371 Psychology of the Individual: Female and Male**

A study involving knowledge of materials bearing on the development of sex differences and roles, the effect of society upon values and goals, differential legal status and feminist movement views, and physiological data bearing on these differences. (Prereq.: 105 or #)

## **373 Organizational Psychology**

Theoretical conceptualizations of organizational behavior. Factors and practices such as management styles, evaluation and maintenance of work effectiveness, and social influences. An organizational field experience. (Prereq.: 105)

## **375 Social Psychology**

See under Department of Sociology.

## **381 Psychology in Historical Perspective**

Historical development of psychological viewpoints and theoretical positions. (Prereq.: two psychology courses. Alternate years)

## **399 Internship**

Interested students should consult with the departmental internship coordinator regarding requirements and permission to register.

## **450 Program Evaluation**

The application of scientific research techniques and statistical analysis to programs for social improvement. Designing information systems for the ongoing monitoring of programs. Assessing community needs. Assessing program effectiveness and efficiency. The political and organizational context of program monitoring and evaluation. The role of evaluation research for social policy and program improvement. (Prereq.: PSY 264 or SOC 362; SOC 363)

## **485 Counseling Psychology**

Principles, methods, and attitudes involved in the counseling process. Consideration given to goals and ethical guidelines for a counseling relationship. (Prereq.: 5 courses and senior standing. Spring)

## **490 Current Topics in Psychology**

Study of selected areas and topics in psychology that are not treated extensively through current course offerings. Specific topics will be published prior to registration. (Prereq.: 105 and #. Alternate years)

## **493 Seminar: Contemporary Issues**

Discussion of contemporary societal issues from a psychological viewpoint. Consideration of the approaches and methods used by psychologists in studying such issues. (Prereq.: 5 courses)

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## 499 Independent Study

Limited registration by special permission for advanced students in psychology. Students must present a written plan prior to registration including carefully considered rationale and purpose for the proposed study.

# Religion

Philip Quanbeck (Chairperson), Paul Almquist, John Benson, Delores Burtness, James Burtness, David Fagerberg, Irene Getz, Norma Knutson, R. John Singh, Eugene M. Skibbe, Paul Sonnack, Bruce Stuart

**Academic Major:** 8 courses, including 111, 221, 356, 481 and 495, the seminar especially for majors, taken in the junior or senior year. Before taking seminar, each major must have written one formal research paper and placed it on file with the department chairperson. Only one interim course may be applied to the major. One upper division New Testament Greek course may be applied to the major.

**Church Staff Worker Religion Major:** 9 courses, including 111, 221, 356, 362, 399, 481, 354 or 358, 360 or 483, 471 or 473. These together with specified courses in other departments can lead to Augsburg certification.

**Public School Religion Major:** The Minnesota Department of Education does not at the present time grant teacher certification for a religion major or minor. To prepare for teaching about religion in public schools, the student should work closely with the Religion Department to design a program which includes: a) a major in an academic field which is certifiable by the state for elementary or secondary teaching, and b) a religion major of 8 courses, including 111, 221, 355, 356, 360, 363 and 471.

**Minor:** 5 courses. Not more than one interim course may be counted for the minor.

**Honors Major:** GPA of 3.3 in the major and 3.0 over-all; research project approved by the department and colloquium with the department.

**Church Staff Worker Certificate:** 9 Religion courses (111, 221, 356, 362, 481, 354 or 358, 360 or 483, 471 or 474, 399); Psychology 105, 351, 352 or 371, 485, Sociology 111 or Psychology 373, Sociology 231; Physical Education 232; Speech 354 or 355, 499. This program meets or exceeds the educational requirements of The American Lutheran Church, but certification by the church is a separate function. By adding two or three courses from appropriate departments, the student can develop special emphases in parish education, business management or diaconal work.

**Notes:** Religion 111 or 221 is prerequisite to all other courses. Department approval is necessary before courses taken in other colleges can be accepted for Religion Department and/or general education course credit.

All majors are urged to consult with the department chair.

## 111 Introduction to Theology

An introduction to the academic discipline of theology and to the dialogue between the church and the world which concerns Christian doctrine.

## 221 Biblical Studies

The origin, literary character, and transmission of the biblical documents. The task of biblical interpretation. The history of Israel and the emergence of the church.



**350 Philosophy of Religion**

(See under Department of Philosophy)

**353 Denominations and Sects in America**

A study of the beliefs and worship practices of the major denominations and sects. Some contemporary cultic movements will also be considered. (Spring)

**354 Life of the Church in the Life of the City**

The Gospel and various forms of ministry evident in urban structures.

**355 The Study of Religion in the Public Schools**

The history of studying religion in public schools, the problems associated with such efforts, the resources available to the teacher and the actual teaching itself will be examined. The theological, as well as the legal and educational implications will be analyzed and discussed.

**356 History of Religions**

An introductory survey of some of the major living religions of the world, including Hinduism, Buddhism, Confucianism, Taoism, Shinto, and Islam. Lectures plus some discussion of primary documents from these religious communities. (Fall)

**358 Life and Work of the Church**

Congregational life in its varied character with attention directed to Christian education and curriculum, youth work and parish work.

**360 Religion and Society**

An examination of the interaction of religion and society in terms of sociological analysis with particular emphasis on contemporary sociological research on religious movements in American society. (Spring)

**361 Church Fathers**

A study of the early Christian Church in the context of the Roman Empire, including such topics as persecution and martyrdom, the development of the creeds, Christianity in conflict with Gnosticism and mystery religions, monasticism and mysticism, early Christian worship; also including the theology of several early Christian leaders and a special unit on the life and thought of Augustine. (Spring)

**362 Theology of the Reformers**

An introduction to the theological thought of the Protestant reformers of the sixteenth century. Special attention to the writings of Martin Luther and other representative figures. (Fall)

**363 Religion in America**

A study of the development of religion in America. Special attention to the rise of religious liberty, revivalism, denominations and the responses of religion to the challenges of its enviroing culture. (Fall)

**364 Scandinavian Immigrant Church History**

Topics and themes related to church history and Scandinavian immigration to this country. (Offered as funding permits)

**380 Music of the Western Church**

(See under Department of Music)

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## **399 Internship**

Limited to students who have completed at least four academic courses, have at least first semester Junior standing, and satisfy department guidelines.

## **471 Jesus and His Interpreters**

Consideration of the New Testament documents, particularly the Gospels, dealing with their context, literary structure and relationships. Attention to the variety of interpretations given the person of Jesus, including the "quest for the historical Jesus." (Fall)

## **472 Theology of Paul**

A study of the Apostle Paul including his historical background, his relationship to the early church, and some of the themes to be found in his writings. (Spring 1982)

## **473 The Message of the Old Testament**

The various types of Old Testament literature. The distinctive ideas of Hebrew thought with emphasis on the message of the prophets. (Spring 1983)

## **475 Judaism**

A survey of the history of Judaism from the end of the Old Testament period to modern times, with emphasis placed upon the religious development. A special interest in such modern Jewish thinkers as Buber and Heschel. The Jewish Chatauqua Society annually makes a grant to Augsburg College in partial support of this course in Judaism offered in the religion department. (Fall)

## **481 Contemporary Theology**

An introduction to some representative trends in Christian theological thought today, as seen from the systematic perspective, in the light of the continuing theological task of the Christian Church. (Spring)

## **482 Contemporary Roman Catholic Theology**

New trends of Roman Catholic theology as expressed in the writings of some of its representatives. Relation of new theological and biblical insights to the dogmatic definitions of the church.

## **483 Christian Ethics**

The bases of Christian social responsibility, in terms of theological and sociological dynamics. Emphasis on developing a constructive perspective for critical reflection upon moral action. (Fall)

## **495 Seminar**

Selected topics. Required of majors in the junior or senior year. Others by permission of instructor. (Fall)

## **499 Independent Study**

Limited to students who are religion majors and satisfy departmental guidelines.

# Russian Area Studies

Norma C. Noonan (Campus Coordinator)

The major in Russian Area Studies is a cooperative program of the Associated Colleges of the Twin Cities (ACTC). It seeks to give the student the broadest possible exposure to Russian and Soviet life, history, politics, literature, tradition, and philosophy. In addition to providing a good liberal education, the program can enable students to prepare for graduate study, or careers in areas such as government, international business, or teaching.

**Major:** 11 courses: 4 courses (2 years) of basic college Russian (or equivalent competencies); 2 courses in Russian history; 1 course in Marxist theory; 1 course in Russian literature; 1 course in Soviet politics; 2 other courses of approved electives.

**Minor:** 6 courses: 2 courses (1 year) of basic college Russian (or equivalent competencies); 1 course in Russian history; 1 course in Soviet politics; 1 course in Marxist theory; 1 other course from the approved list of electives.

Each student's major program must be approved by the Coordinator.

# Scandinavian Area Studies

Mildred Joel (Director)

**Major:** 8 upper division courses.

**Minor:** 4 upper division courses.

**Note:** Major programs must contain 4 courses listed in the Augsburg Catalog or transferred to Augsburg as upper division Scandinavian Area Studies courses, i.e., courses taught by a Scandinavian language department or subdepartment regardless of their content, which may be linguistic, literary or cultural. Students graduating with a major or minor must also present the equivalent of intermediate level competence in a Scandinavian language. See Norwegian courses under Department of Foreign Languages.

## 312 Old Norse

An introduction to the structure of Old West Norse through the study of selections from Old Norse literature. Some attention given to Old East Norse and aspects of the history of four modern Nordic languages. Knowledge of one of the latter is desired but not required. Norwegian language majors and minors will have special assignments. (Alternate years)

## 325 Scandinavian Music

(See under Department of Music)

## 330 Contemporary Scandinavia

A broad survey of Scandinavian culture with special emphasis on conditions and developments in the twentieth century. Knowledge of a Scandinavian language desirable but not required.

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## **345 Scandinavian - American Experience**

The Old World background and use of "America Fever," adaptation to the New Land, aspects of Scandinavian - American culture. (Alternate years. Spring, 1982)

## **351 The Modern Scandinavian Novel**

Lectures provide a survey of the Scandinavian novel. Class discussion based on assigned reading of selected novels by Jonas Lie, Sigrid Undset, Selma Lagerlof, Par Lagerkvist, Knut Hamsun, Halldor Laxness and others. Knowledge of a Scandinavian language desirable. Language majors and minors will be required to do assigned readings and written work in a Scandinavian language. (Alternate years. Fall, 1982)

## **352 The Modern Scandinavian Drama**

Readings include dramatic works by Ibsen, Bjørnson, Strindberg, Lagerkvist, Munk and other twentieth century dramatists. Lectures provide a survey of Scandinavian drama with emphasis on Ibsen and Strindberg. Knowledge of a Scandinavian language desirable. Language majors and minors will be required to do assigned readings and written work in a Scandinavian language. (Alternate years. Fall, 1981)

## **364 Scandinavian Immigrant Church History**

(Offered under Department of Religion)

## **372 Norwegian Language and Culture**

Offered under Higher Education Consortium for Urban Affairs. See Metro-Urban Studies, Scandinavian Urban Studies Term (SUST).

## **373 Growth and Development of Scandinavian Cities**

Offered under Higher Education Consortium for Urban Affairs. See Metro-Urban Studies, Scandinavian Urban Studies Term (SUST).

## **382 Scandinavian Arts**

(See under Department of Art)

## **396 Urban Planning in Scandinavia**

Offered under Higher Education Consortium for Urban Affairs. See Metro-Urban Studies, Scandinavian Urban Studies Term (SUST).

## **450 Nineteenth Century Scandinavia**

(Offered under Department of History)

## **495 Seminar: Ethnic/Immigration Experience**

(Offered periodically under Department of History 495 Seminar)

## **499 Independent Study**

In consultation with a faculty member, student selects a specific topic for study.

## Social Science

Myles C. Stenshoel (Division Chairperson)

Two emphases exist within the Social Science major: the Teaching Major and the Non-Western emphasis. A student may not list a double major in Social Science and in one of the component disciplines unless the distribution selected in the Social Science major is significantly different from the other major.

**Teaching Major:** 15 courses: 10 required courses (Economics 122, 123; History 221, 222; Geography 114; Sociology 121, 241; Psychology 105; Political Science 158 and 121 or 170); 4 upper division courses in one of the following disciplines: Economics, History, Political Science, Psychology or Sociology; a statistics course approved by the department in which the 4 upper division courses are taken. The student should choose an adviser who is a member of the department in which the upper division courses are to be taken. (For supplementary information and alternative ways to fulfill the state-approved competency-based program for secondary teacher education, see the following section on Social Studies for Secondary Education.)

**Major — Non-Western Emphasis:** 14 courses: History 103; 1 social science methodology course (Economics 379, Psychology 264, Sociology 362 or 365); and 12 courses, in at least 4 disciplines, from the following: Economics 122, 258; History 104, 322, 323, 324, 440, 474; Political Science 351, 363, 382, 461; Philosophy 355; Religion 356; Sociology 241; seminars, independent study or interim courses on relevant topics in History and/or Political Science. The student planning to fulfill this social science major should consult the chairperson of the Department of History in choosing a major adviser.

## Social Studies

Myles C. Stenshoel (Coordinator)

Students preparing to teach social studies on the high school level must complete, in addition to the professional requirements to be met within the Department of Education, a competency-based program designed to provide a broad foundation in the social sciences.

**Teaching Major:** 7 courses (Economics 122 or 123, Geography 114, History 123, Political Science 158, Psychology 105, Sociology 121 and 141) plus a major in one of five fields — Economics, History, Political Science, Psychology or Sociology — or incorporated in a Social Science Teaching Major, described in section above).

Students considering a career in social studies education should consult, as soon as possible, the Augsburg Department of Education and the Social Studies Coordinator.

# Social Work

Edwina Hertzberg (Chairperson), Maria Brown, Rosalie Clark, Douglas Perry

The Augsburg College Social Work Program is accredited by the Council on Social Work Education.

The core program of Social Work begins in the junior year, but all students are advised to take Social Work 257 as freshmen or sophomores unless exempted by the faculty, and should seek advisement from social work faculty as to sequence of required courses from other departments.

**Candidacy:** Students planning to major in Social Work must apply to the department for candidacy status before the beginning of the senior year.

**Major:** The Augsburg Social Work Program is a professional program in preparation for social work practice leading to a Bachelor of Science degree. The core program consists of Bio. 101\*; Psych. 105\*, 351\*, and 352\*; Soc. 121\*, 231\*, 365, 375\*, and 383\*; and Social Work 257\*, 361\*, 363\*, 364\*, 461, 462, 463, 464, 465, 466 and 467. At least one Conservation of Human Resources (CHR) course is strongly recommended.

\*These courses are to be completed before the beginning of the senior year.

**Concentration:** Concentrations in Aging, Chemical Dependency, Youth, and Crime and Corrections are possible. Concentration consists of courses descriptive of functional, dysfunctional, and programmatic aspects, plus field work placement in the senior year in the special area. Completion of a concentration is noted on the transcript.

**School Social Work Certification:** State Department of Education-required Human Relations Certification for school social work is available through successful completion of Education 388.

## 257 Practicum in the Human Services

With faculty approval, student selects a placement for 30 hours per week as a volunteer in a social agency or institution. Opportunity to know social work professionals, social service delivery systems, and career aspects of the helping vocations. Independent study with a term paper report and weekly review conferences. Especially recommended for freshmen and sophomores. Open to all students.

## 340 Policies, Program and Skills for the Aging

This course will include the study of the impact of social policy on the older population, older population impact on social policy, services planned to address needs of older population and skills needed to work with this population. Class conducted in Senior Citizen Residence. (Prereq.: Course work in Human Development, Systems of Social Welfare, experience in work with the aged, #).

## 361 Systems of Social Welfare

An examination of fundamental aspects of the various systems of social welfare in the U.S. and the role of social work in them. Special emphasis on analysis of the major assumptions and movements contributory to the rise of the welfare state; description of a selection of modern service systems, the profession of social work, its ethics, values, and historical development. Three class periods per week; guest lectures, research paper. (Prereq.: Junior, or #. Fall)

## **363 Methods and Skills of Social Work**

Basic features of the helping process; theoretical foundations, principles and techniques of social work interventive methods, and practical experience necessary for social work practice with individuals and small groups; development of the student's repertoire of relationship building skills. Three class periods of lecture-discussion sessions and/or laboratory exercises per week. (Prereq.: 361, Junior. Spring)

## **364 Field Work I**

Beginning supervised professional experience in a social work agency focusing on interviewing experience and relationship building. Ten hours per week, plus one small group supportive/discussion seminar per week. (Prereq.: 361, Junior, concurrent with 363. Spring)

## **399 Internship**

Consult the Department Chairperson or Internship Director for details. (Prereq.: #)

## **461 Advanced Methods and Skills in Social Work**

Enlargement and refinement of practice skills through lecture, classroom exercise and regular class work. Enlargement of social group work skills, emphasis on development of generalist practice skills and eclectic approaches. Three two-hour class lectures, and/or laboratory exercises per week. (Prereq.: 2.0 in 363 and 364, or #. Fall)

## **463 Community Development and Organization**

Locality development and social change through community organization, social planning, and social action. Emphasis on: 1) survey of historical forms of social change, 2) understanding the basic issues and strategies relevant to social protest and change, 3) examination of the structure, function and dysfunction of various community organizations and other corporate and political systems, and 4) knowledge of the essential principles and techniques of organizing. (Prereq.: senior or #. Fall)

## **462, 464, Field Work II and IV:**

Progressively responsible supervised professional social work experience including work with individuals, families, groups and/or communities in a social service agency. Ten hours per week, plus one supportive/discussion seminar per week. (Prereq.: completion and 2.0 in 361, 362; concurrent with 461 and 467; Fall and Spring)

## **465 Social Policy: Analysis and Development**

This course will include the study of theories of Social Policy formulation and methods of analysis associated with needs and services, and analysis of the impact of policy on social work practice. Development and implementation will be viewed first hand through work with a public policy maker, 4 hours per week. One class period per week, readings, analytical paper integrating class concepts with practical experience. (Prereq.: 361, 463, and senior or #. Spring)

## **466 Field Work III (1/2 course)**

Continuation of 462 conducted during Interim.

## **467 The Social Worker as Professional**

Ethical practice, bureaucratic survival, professional job attainment, personnel policies and practices, organizational theory, and resource development will be studied in the course. The field work practice becomes the laboratory for class exercises. (Prereq.: 461, 462, 463, Spring)

## **468 Special Topics (1/2 to 1 course)**

Current issues in social work theory or practice. To be announced. (# half or full credit. Interim)

## 120/Sociology

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### 498 Independent Study — Metropolitan Resources

An independently designed course a student (or group of students) develops, making extensive, systematic and integrated utilization of resources available in the metropolitan community, e.g. lectures, symposia, performances, hearings. These resources become the core of the course, supplemented by traditional college resources, and designed in consultation with and evaluated by a faculty member of the department.

### 499 Independent Study

Student must present written proposal containing rationale, objectives and methodology of the proposed study according to department guidelines. (Prereq.: 257 and #)

# Sociology

Gordon L. Nelson (Chairperson), Robert Clyde, Jerry Gerasimo, Robert Grams, Garry Hesser, Anita Kolman, Joel Torstenson

**Major:** 10 courses including 121, 362, 363, 375, 485. Highly recommended: a CHR course, internship, independent study or upper division interim course in sociology. This recommendation is made in the hope that the student will take advantage of the variety of learning models offered through the department. Consult department chairperson concerning areas of concentration.

**Minor:** 5 courses including 121 and two upper division courses (i.e., 300 and above.)

**Honors Major:** The student must have a minimum GPA of 3.5 in the major and 3.0 overall. Application for honors in sociology candidacy shall consist of submission of thesis proposal to Department Chairperson before April 1 of the junior year. Candidacy is contingent upon departmental approval of proposal by April 30 of junior year. After acceptance as a candidate, the student will register for Independent Study (Sociology 499) through which work on thesis will be completed. Honors degree in sociology will be granted to a candidate if he/she successfully defends the thesis before March 31 of senior year and maintains GPA through graduation.

**Certificate in Program Evaluation:** 5 courses including PSY 264 or SOC 362, SOC 363, PSY 399, 450. These courses are designed to provide the cognitive background and skill development to perform well as a research assistant for agencies or firms which do program evaluations or an employee who can develop and maintain ongoing self-assessment programs for an employer agency. See department chairperson for further details.

### 111 Human Community and the Modern Metropolis

The cultural and structural dynamics of the modern world viewed from the perspective of the metropolitan situation, with a focus on the possibilities of human community in the context of urban institutions and processes.

### 121 Principles of Sociology

Sociology as a mode of analysis or way of knowing. Its applications to an understanding of basic aspects of society; socialization, family life, social inequalities, large-scale institutions, etc. Sociology as an academic discipline and profession.

### 231 Sociology of the Family

An examination of the family as a social institution. The process of dating, mate selection, marital adjustment and divorce. The relationship of the family to its institutional and cultural context.



## **241 Introduction to Cultural Anthropology**

An examination of the idea of culture; the person's relation to culture; language as a major organizing element in the way we see the world. An examination of the ideas of "primitive", "civilized", and "progress"; a comparison of alternate realities as found in different cultures and varying social contexts. An analysis of selected aspects of U.S. culture.

## **300, 301, 302, 303, 304 Special Topics in Sociology**

Offered periodically through Augsburg's Conservation of Human Resources (CHR) program. Generally conducted off campus in such places as institutions for adult felons, physically handicapped, emotionally disturbed, and senior citizens. Residents and staff of these institutions take the course together with college students in a co-learning model. Topics will vary depending upon needs and interest.

## **360 Religion and Society**

An examination of the interaction of religion and society in terms of sociological analysis with particular emphasis on contemporary sociological research on religious movements and institutions in American society.

## **362 Statistical Analysis**

The first course in a two-course sequence. Analysis of attempts to build a body of knowledge by way of a scientific approach. Tools and approaches used to evaluate ideas and describe social life through the use of quantitative information. Use of data processing equipment and computers for statistical analysis. Designed especially for political science and sociology majors. Sociology majors should take Soc. 363 the following term. (Prereq.: high school algebra. Fall)

## **363 Research Methods**

The second course in a two-course sequence. Overview of commonly-used research designs and measurement techniques. Applications for program evaluations. Practice doing research by way of class activities and individual projects. To be taken immediately after Soc. 362. (Prereq.: Soc. 362 or #. Spring)

## **365 Quantitative Analysis and Program Evaluation**

Consumer overview of methods of organizing, comparing and interpreting quantitative information. Use of data-processing equipment for statistical analysis. Overview of commonly-used research methods, especially experimental designs and applications to program evaluations. Designed for social work majors. (Prereq.: high school algebra. Spring)

## **373 Crime and Corrections**

An examination of the criminal and juvenile justice systems and the various theoretical components of criminology and corrections. Major attention is focused on the causation and prevention of crime and delinquency, and the various modes of treatment. (Prereq.: 121, Fall)

## **375 Social Psychology**

An examination of the idea of "group", its relationship to individual behavior and society. An analysis of the ideas of "self" and "identity" and what part they play in understanding interpersonal relations and human behavior. A sociological view of mental health. A look at the major assumptions and processes underlying our everyday life — a look at the trivial, the ordinary and the taken-for-granted. "Symbolic interaction", an important orientation in social psychology, will be used as a way of dealing with the major issues in the course. (Prereq.: 121 and Psych. 105)

## 122/Speech, Communication

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### **381 The City and Metro-Urban Planning**

The changing city in history and various cultures; major theoretical perspectives in urban sociology; the metropolis as an eco-system; metro-urban planning and policy systems; major issues related to shaping the future metropolis. The Twin Cities metropolitan area is utilized as an important learning laboratory. (Prereq.: 111 or 121 or #. Spring)

### **383 Racial and Minority Group Relations**

The dimensions of racial and minority group relations. Major attention is focused upon prejudice, racism, and the role of self-understanding. (P/N grading only)

### **388 Social Inequality**

Analysis of inequality in regard to wealth, status and power in the U.S. and other selected countries. Causes and ramifications of the amount and type of inequality. Detailed analysis of current issues and policies concerning inequality in the U.S. (Prereq.: Soc. 121. Spring)

### **399 Internship**

Consult the Department Chairperson or Internship Director for details. (Prereq.: #. Fall, Interim, Spring)

### **485 Modern Sociological Theory**

An examination of the major theoretical traditions within sociology, tracing the course of their development in the nineteenth and twentieth centuries. (Prereq.: 2 courses in sociology including 121 or #. Fall)

### **498 Independent Study — Metropolitan Resources**

An independently designed course a student (or group of students) develops, making extensive, systematic and integrated utilization of resources available in the metropolitan community, e.g. lectures, symposia, performances, hearings. These resources become the core of the course, supplemented by traditional college resources, and designed in consultation with and evaluated by a faculty member of the department.

### **499 Independent Study**

Student must present written proposal containing rationale, objectives and methodology of the proposed study according to department guidelines. (Prereq.: 121 and permission of instructor. Fall, Interim, Spring)

# Speech, Communication and Theater Arts

Raymond Anderson (Chairperson), Julie Bolton, Ailene Cole, Syl Jones, Howard Liszt, Joel Mugge, Stan Ransom

**Honors Major:** GPA of 3.25 in the major, 3.0 overall, two independent study projects of honors quality, distinguished performance in at least one of the communication arts, comprehensive examination in field of concentration. Application to be made early in the senior year.

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## Communication Arts

The communication major is a flexible interdisciplinary program which allows for different emphases — journalism, advertising and public relations, radio-television-film, human relations, and supervisory management. Program guides for each area are available from the Department Chairperson or the Office of Admissions.

Prospective majors should contact the department as early as possible to work out a plan for the major and a personal career action plan. Freshmen should take Speech 111, Psychology 105, Sociology 121 or 241.

**Communication Major:** 10 courses, including 342, 351 or 352, 354, 399 and English 225 or 226 or 227, and satisfactory performance on competency tests in writing and typing. Supporting courses required but not counting toward the major: Speech 111; Philosophy 130; Psychology 105; Sociology 121 or 241, 375.

**Communication Minor:** 5 courses approved by the department.

**Speech Major For Teaching:** 10 courses, including 111, 241 or 243, 350, 351 or 355, 352, 354, 360; Participation in forensics, and a minor in English.

**Speech Minor For Teaching:** Course 111 and six of the following: 241 or 243, 350, 351 or 355, 352, 354, 360 and participation in forensics.

**Note:** Students preparing to teach speech in secondary schools may specialize in any of three majors: speech, theater arts, and speech-theater arts. Any of these must be combined with at least an English minor, preferably a major. The communication major or minor does not qualify one for teaching speech. Consult with the Department of Education for requirements in Education. Course 116 is strongly recommended for students in elementary education.

### 111 Beginning Speech

Basic problems of effective speaking and critical listening.

### 132 Photography

(See under Department of Art)

### 227 Advanced Writing: Journalism

(See under Department of English)

### 225, 230 Visual Communications I, II

(See under Department of Art)

### 241 Introduction to Cinema Art

(See under Department of English)

### 242 Film-Making

(See under Department of Art)

### 243 Radio-Television Production

An introduction to radio and television with an emphasis on the director's role; emphasis on producing, programming, writing, acting, casting, and lighting. (Laboratory fee: \$10. Fall)

### 342 Mass Communications in Society

(See under Department of Political Science)

## 124/Theater Arts

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### **350 Voice and Diction**

A study of vocal skills including tone production, breathing, resonating, articulating, and listening; introduction to speech sounds and vocal mechanism. (Alternate years. Fall)

### **351 Argumentation**

Application of logic in public speaking, discussion, and debates. (Fall)

### **352 Persuasion**

Theory of persuasion and propaganda, practical work in speech and promotional projects. (Spring)

### **353 Advertising**

An introduction to print and broadcast advertising and promotion as important elements in modern marketing and communications. (Prereq.: Jr., Sr., Communication major or #. Spring)

### **354 Interpersonal Communication**

A study of the dynamics of human interaction through verbal and non-verbal messages; emphasis on factors that build relationships and help to overcome communication barriers.

### **355 Small Group Communication**

A study of group dynamics and leadership with emphasis on factors involved in effective functioning within small groups and organizations. (Fall)

### **373 Organizational Psychology**

(See under Department of Psychology)

### **399 Internship**

(Consult the Department Chairperson for details.)

### **480 Seminar in Communication**

Cooperative investigation of topics in speech and communication. (Fall)

### **495 Independent Study in Communication**

Selected topics in speech and communication, with emphasis on the use of primary sources and methodology of research.

## Theater Arts

Majors should take part in dramatic productions every year. Freshmen planning to major in theater arts should begin with courses 111, 116, and 228. Course 111 is not part of the major.

**Theater Arts Major:** 10 courses, plus Beginning Speech. This major should be supported by an English minor or at least by several courses in literature including Shakespeare and Modern Drama or Scandinavian Drama.

**A. Acting Emphasis:** 116, 228, 232, 243, 350, 360, 361, 362, 366, 432, and the children's theater interim. Strongly recommended: courses in movement, dance, cinema, art, and dramatic literature. Performance requirements for the acting emphasis include 6 units of acting, 4 of crew work, and 1 internship.

**B. Directing Emphasis:** 116, 228, 229, 232, 350, 360, 361, 362, 366, 367, plus the children's theater interim. Courses strongly recommended: courses in movement, cinema art, and dramatic literature. Performance requirements for the directing emphasis include 4 units of crew work, 3 units of acting, 2 of directing, 1 in stage management, and 1 internship.

**C. Design Emphasis:** 228, 229, 361, 362, 366, 428, 429, plus courses 225 and 290 in Art. Strongly recommended: courses in cinema art, art, and dramatic literature. Performance requirements for the design emphasis include 5 units in crew work, 2 in technical supervision, 1 in acting, 1 in assistant design, 1 in design, and 1 internship.

**Theater Arts Minor:** 5 courses including 228, 232, 360, 361, 366.

**Theater Arts Major For Teaching:** 10 courses, including 111, 116, 228, 229, 232, 241 or 243, 350, 360, 361, 366, the experience requirement specified for theater arts majors, and a minor in English.

**Theater Arts Minor For Teaching:** courses 111, 228, 232, 361, 366; one of the following: 241, 243, 350; and participation in dramatic productions.

**Speech-Theater Arts Major For Teaching:** 12 courses, 111, 228, 229, 232, 241 or 243, 350, 351 or 355, 352, 354, 360, 361, 366; participation in two activities (forensics, interpretation, theater, broadcasting); and a minor in English.

## 116 Creative Dramatics

A study of creative improvisation using stories, poetry, nature, concepts, the self, human relations, etc. Uses of creative dramatics in theater, school, church, recreation, therapy, and other settings. (Fall)

## 228 Technical Production I

An introduction to the backstage world of the theater: its organization, crafts, magic, and art. Practical craft projects, theater tours, and production experience. Open to all students. Should be taken in freshman or sophomore years. (Lab fee. Fall)

## 229 Stage Design I

Introduction to scenery and lighting design; basic tools of the designer (drafting, drawing, painting, theory); practical studio projects. (Open to all students. Should be taken in freshmen and sophomore years. Spring)

## 232 Acting

An introduction to the art of acting. Practical work in pantomime and improvisation; participation in dramatic presentations. (Spring)

## 360 Interpretative Reading

Basic principles of oral interpretation of literature. Practice in reading prose, poetry, and drama. (Fall)

## 361 Theater History

Overview of theater history; examination of plays from various periods. Attendance at local theater productions. Introduction to theories of drama and dramatic production. (Spring, Alternate years)

## 362 Theater Criticism

A study of forms and ideas as they are expressed through the art of drama. Attendance at local theater productions; classical, experimental, and new plays. Lectures and discussions on theory and criticism using theater productions as focus for discussion. (Spring, Alternate years)

## 126/Transdisciplinary Studies

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### **366 Stage Direction I**

Basic directorial process: choice of plays, casting, organizing rehearsals and technical production; application of play analysis, blocking, and characterization to a specific play chosen by the class. Term project: direct a one-act play. Upper division students only. (Spring)

### **367 Stage Direction II**

In-depth analysis and practice in directing types of plays: serious, comic, experimental, musical. Term project: direct a one-act or excerpt from a longer play. (Prereq.: 366 or #. Spring)

### **399 Internship**

(Consult faculty in area of emphasis.)

### **428 Technical Production II**

Advanced construction and problem-solving techniques in costume, scenery, and/or lighting. (Prereq.: 228 or #. Lab fee. Fall)

### **429 Stage Design II**

Advanced design projects based on Stage Design I course material. Introduction to costume design. (Prereq.: 229 or #. Spring)

### **432 Advanced Acting**

This course explores the elements of characterization through improvisation and extensive scene study. Emphasis is on a variety of roles from the classics, including Shakespeare, French Neoclassicism, Restoration Comedy, Realism and Non-realism, Epic, and the Absurd. (Fall, Alternate years)

### **499 Independent Study in Drama**

Individual projects in oral interpretation and theater.

## Transdisciplinary Major

Students wishing to develop their own major by combining appropriate portions of two majors may consider the Transdisciplinary Major. The Transdisciplinary Major enables students to respond to a particular career interest. While such an individually developed major may satisfy the particular interests of a student, broad majors may not be suitable for those wishing to pursue graduate study or pre-professional programs in some academic fields.

Students wishing to develop a Transdisciplinary Major are to observe the following:

A. The major program should include at least two-thirds of the courses required in the normal major programs of two major fields offered at the college;

B. The student should design and sign a contract for such a major prior to the end of his or her sophomore year (contract forms are available in the Office of the Registrar).

C. The contract must be approved by the student's adviser and by the Faculty Committee on Admissions and Student Standing.

# Women's and Minority Studies

Toni Clark (Director), Rosalie Clark, Valerie Geather, James Porter

The Women's and Minority Studies Program (formerly American Studies) consists of several interdisciplinary courses. Although no major or minor is offered, there is a certificate program in women's studies.

**Certificate in Women's Studies:** Individually planned program with a minimum of 6 courses oriented towards women's perspectives: 3 courses from the social sciences (including history); 1-2 courses from humanities (literature, religion, art, music, philosophy); 1-2 other courses such as biology, trans- or inter-disciplinary courses, independent study, directed study, etc. Courses may be taken from the ACTC colleges as well as Augsburg. See Toni Clark, Grace Dyrud or Norma Noonan for further details.

## **231 Religion in African-American History**

An examination of selected topics related to the black experience, e.g. African backgrounds, religion under slavery, evangelicalism. Course content subject to change from year to year. Meets one religion requirement.

## **232 Blacks in America**

This is an introduction to Black culture. The course will provide an overview of the major issues related to the Black experience in terms of the family, education, religion, aesthetics, economics and politics. It is designed to heighten the student's consciousness regarding the African retentions in Black culture, the evolution of Black culture and the impact of Black culture on American society.

## **260 Contemporary American Indians**

The situation of Indians in the United States since the Indian Reorganization Act (1934) with an emphasis upon current issues, e.g. tribal sovereignty, treaty rights, and education. Examples of the persistence of religious/cultural traditions among selected Indian tribes today.

## **265 Women in American Culture**

Through a discussion of works by women historians and selections from women's journals, speeches, articles, short stories, poems, plays and other aesthetic creations, the class will collectively assess the position of black and white women in American culture from the founding of the colonies to the present. Contributions by Indian women, Chicanas and other "invisible" women minorities will be included.



## Registers

- 129 **Board of Regents**  
**Division for College and**  
**University Services**
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- 131 **Emeriti**
- 132 **Faculty**

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*Music Hall, newest campus building*

*Kiosk, a place to check for what's hap-  
pening, and Stage II Theater*

*Commencement Procession wends  
through Murphy Square*





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# Augsburg College Board of Regents

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Norma E. Knutson, Secretary

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**Norman R. Carpenter** (1982). Attorney, Faegre & Benson, Minneapolis, Minnesota

**Darrell J. Egertson** (1982). Executive Vice President, Apache Corporation, Minneapolis, Minnesota

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**Stanley Thiele** (1986). Vice President, Human Resources, 3M Center, St. Paul, Minnesota

**Mary Lou Williams** (1984). Administrative Aid to the Mayor, Minneapolis, Minnesota

<sup>1</sup>The year in parentheses after each name indicates the expiration of term.

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# Administration

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Assistant Registrar .....	<b>Carol Stack</b>
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Music Administrator and Fine Arts Coordinator .....	<b>Craig Carnahan</b>
Director of Audio Visual Services .....	<b>James Olson</b>
Counselor/Advocate, American Indian Programs .....	<b>Bonnie Wallace</b>
Coordinator, Black Student Affairs .....	<b>Valerie Gealthor</b>
Recorder .....	<b>Mary Olson</b>
Interim Director .....	<b>Toni Clark</b>
International Studies Program Director .....	<b>Mary A. Kingsley</b>
International Student Advisor .....	<b>Mary E. (Mimi) Johnson</b>
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Manager, College Center .....	<b>Mildred Nelson</b>
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Director of Plant Services .....	<b>Gerald Johnson</b>
Custodial Supervisor .....	<b>Joseph Roberts</b>
Maintenance Supervisor .....	<b>Rob Curtis</b>
Grounds Supervisor .....	<b>Fred Wolter</b>
Manager, Icae Arena .....	<b>James Carey</b>

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Associate Director of Development/Deferred Giving .....	<b>Sigvald V. Hjelmland</b>
Associate Director/Alumni and Parent Giving .....	<b>Jeroy Carlson</b>
Assistant Director of Development/Annual Fund .....	<b>Catherine (Kate) Kleismeler</b>
Assistant to the Vice President .....	<b>A. B. Batalden</b>
Director of Public Relations .....	<b>Lois G. Wollan</b>
Coordinator of Parent/Alumni Programs .....	<b>Janice Rykken</b>
Coordinator of News Bureau and Sports Information .....	<b>Kay Cady</b>
Manager, Graphic Center .....	<b>Therese Nichols</b>
Executive Secretary .....	<b>Irene Steenson</b>

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Assistant Director .....	<b>Bill Ross</b>
Coordinator of Transfer Programs .....	<b>Sue Bonner</b>
Admissions Counselor .....	<b>Eric Anderson</b>
Admissions Counselor .....	<b>Sally Hough</b>
Admissions Counselor .....	<b>Lisa Novotny</b>
Transfer Credit Evaluation Coordinator .....	<b>Charlene Weldenbach</b>

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Co-Director of Career Planning and Placement .....	<b>Patricia M. Olsson</b>
Co-Director of Career Planning and Placement .....	<b>Nancy Medcraft-Tidwell</b>
Director of Student Activities .....	<b>Joan Slater</b>
Head Resident (Urness/Mortensen) .....	<b>Pam Joachlm</b>
Director of Human Development .....	<b>Judy Essman</b>
Coordinator, Academic Enrichment .....	<b>Don Warren</b>
Area Apartment Manager .....	<b>John Augustine</b>

## Emeriti

- Oscar A. Anderson.** President Emeritus. (1963-1980). B.A., St. Olaf College; B.D., Theological Seminary; L.L.D., Concordia College, Moorhead.
- Bernhard M. Christensen.** President Emeritus (1938-1963). Ph.D., The Hartford Ser Foundation.
- Courtland Agre.** Professor Emeritus of Chemistry. Ph.D., University of Minnesota.
- Valeria Baltina.** Assistant Professor Emerita of Foreign Languages. Magester der Phil University of Latvia.
- K. Berner Dahlen.** Associate Professor Emeritus of English. M.A., University of Minn
- Theodore J. Hanwick.** Professor Emeritus of Physics. Ph.D., New York University.
- Katherine Hennig.** Artist in Residence Emerita. M.A., University of Minnesota.
- Einar O. Johnson.** Professor Emeritus of Education. Ph.D., University of Washington.
- Mildred V. Joel.** Professor Emerita, and Director of Scandinavian Area Studies. M.A., Uni of Minnesota.
- Bernhardt J. Kleven.** Professor Emeritus of History. Ph.D., University of Minnesota.
- Lorraine K. Livingston.** Associate Professor Emerita of English. M.A., University of Minn
- Martha M. Mattson.** Associate Professor Emerita of Education. M.A., University of Minn
- Edor C. Nelson.** Associate Professor Emeritus of Physical Education. M.Ed., University of Minnesota.
- Esther Olson.** Professor Emerita of Theater Arts. Ph.D., University of Minnesota.
- Anne Pederson.** Professor Emerita of English. M.A., University of Minnesota.
- Lavonne J. Peterson.** Associate Professor Emerita of Health and Physical Education. M.Ed., University of Minnesota.
- Martin Quanbeck.** Professor Emeritus of Education. Ph.D., University of Minnesota.
- Leland B. Sateren.** Professor Emeritus of Music. L.H.D., Gettysburg College, D. Mus., Lakeland College.
- A. Mayo Savold.** Associate Professor Emeritus of Music. M.Mus.Ed., MacPhail School of Music.
- Paul T. Steen.** Professor Emeritus of Sociology. Ph.D., University of Minnesota.
- John Thut.** Associate Professor Emeritus of Music. M.Mus., American Conservatory of Music.
- Joel S. Torstenson.** Professor Emeritus of Sociology. Ph.D., University of Minnesota.

# Faculty as of September, 1980

- Ruth L. Aaskov** (1960). Associate Professor of Foreign Languages. B.A., Augsburg College; M.A., Middlebury College; Ph.D., University of Wisconsin.
- Robert Adney\*** (1979). Studio Artist/Music.
- James Agre\***. Assistant Soccer Coach.
- Paul Almquist** (1980). Visiting Lecturer in Religion.
- Earl R. Alton** (1960). Professor and Department Chair of Chemistry. B.A., St. Olaf College; M.S., Ph.D., University of Michigan.
- Lyla Mae Anderegg** (1959). Associate Professor of Psychology. B.A., University of Minnesota; M.S., Northwestern University.
- Barbara Andersen** (1969). Associate Professor of English. B.A., Northwestern College; M.A., Northwestern University.
- Bobbi Anderson\*** (1979). Specialist-Child Development/Family Life, Instructor in Education. B.S., University of Wisconsin; M.S. Education Specialist, Mankato State University.
- Charles S. Anderson** (1976). President. B.A., St. Olaf College; M.A., University of Wisconsin; B.Th., Luther Theological Seminary; Ph.D., Union Theological Seminary, New York.
- Ernest W. Anderson** (1947). Athletic Director, Professor of Health and Physical Education. B.A., Augsburg College; M.Ed., University of Minnesota.
- Margaret J. Anderson** (1967). Assistant Professor, Head Librarian. B.S., M.A., University of Minnesota.
- Raymond E. Anderson** (1967). Professor and Department Chair of Speech, Communication and Theater Arts. B.S., M.A., Ph.D., University of Minnesota.
- Kenneth C. Bailey** (1965). Professor of Philosophy. B.A., St. Olaf College; M.A., Ph.D., University of Minnesota.
- John Benson** (1963). Associate Professor of Religion. B.A., Augsburg College; M.A., Ph.D., Columbia University.
- Robert E. Beverly\*** (1966). Studio Artist/Music. B.M.Ed., M.M., Northwestern University.
- James E. Billings\*** (1970). Lecturer in Business Administration. B.A., Michigan State University; M.A., Ph.D., University of Minnesota.
- Gerald D. Bjelde** (1980). Vice President of Development and Public Relations. B.A., Concordia College, Moorhead.
- Timothy Blackburn\***. Lecturer in English.
- Vern Bloom\*** (1971). Director of CHR Program. M.S.W., University of Minnesota.
- Julie H. Bolton\*** (1975). Instructor in Speech. B.S., M.F.A., University of Minnesota.
- Richard Borstad** (1977). Department Chair Health and Physical Education. B.A., B.S., M.A., University of Minnesota.
- Margaret Smith Brand\*** (1978). Studio Artist/Music. B.M., Indiana University.
- Michael Brand\*** (1979). Studio Artist/Trumpet. B.S. Music Ed., M.F.A., University of Minnesota.
- Maria Brown\*** (1980). Instructor, Social Work. B.A., M.A., American University; M.S.W., University of Minnesota.
- Delores Burtness\***. Visiting Lecturer in Religion.
- James Burtness\***. Visiting Lecturer in Religion.
- Laine Bryce\*** (1978). Studio Artist/Music. B.A., University of Minnesota.
- Wayne Carroll\*** (1978). Instructor in Business Administration. B.A., University of Chicago.
- Carl H. Chrislock** (1952). Professor of History. B.A., Augsburg College; M.A., Ph.D., University of Minnesota.
- Rosalie V. Clark** (1979). Instructor in Social Work. B.A.S., M.S.W., University of Minnesota.
- Toni Clark** (1974). Assistant Professor of English and Interim Director. B.A., University of California, Berkeley; M.A., Ph.D., University of California, Santa Barbara.

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- Robert W. Clyde** (1967). Associate Professor of Sociology, Director of Communications Research and Resource Center. B.A., Coe College; M.A., Rockford College; Ph.D., University of Iowa.
- Ailene Cole** (1956). Professor of Theater/Speech. B.A., Gustavus Adolphus College; M.A., Ph.D., University of Minnesota.
- Benjamin Cooper** (1975). Assistant Professor of Mathematics. B.S., California Institute of Technology; Ph.D., Yale University.
- Lawrence Copes\*** (1980). Assistant Professor of Mathematics. B.A., Illinois Wesleyan University; M.A., Ph.D., Syracuse University.
- Liv Dahl\*** (1976). Instructor in Foreign Languages. B.A., M.A., University of Minnesota.
- Darlene Dommel\*** (1979). Instructor in Nursing. B.S., M.S., University of Minnesota.
- Beverly Durkee** (1965). Associate Professor and Department Chair of Mathematics. B.A., B.S.L., B.S.Ed., M.A., University of Minnesota; Ph.D., Arizona State University.
- Ronald Duty\*** (1980). Visiting Lecturer in Political Science. B.A., San Diego State University; M.S., Ph.D., University of Minnesota.
- Grace Dyrud** (1962). Professor of Psychology. B.A., M.A., University of Minnesota.
- Edgar E. Eklof\*** (1977). Studio Artist/Voice. B.A., University of Minnesota; M.M., Manhattan Music School.
- Mark J. Engebretson** (1976). Assistant Professor of Physics. B.A., Luther College; M.Div., Luther Theological Seminary; M.S., Ph.D., University of Minnesota.
- Kenneth N. Erickson** (1970). Associate Professor of Physics. B.A., Augsburg College; M.S., Michigan State University; Ph.D., Colorado State University.
- Rolf Eriksen\*** (1971). Soccer Coach.
- David Fagerberg\*** (1980). Lecturer in Religion.
- Sheldon Fardig** (1962). Associate Professor of Education. B.A., Carleton College; M.M., Ph.D., Northwestern University.
- Norman Ferguson** (1972). Associate Professor of Psychology. B.A., Franklin and Marshall College; M.S., Ph.D., University of Wisconsin.
- L. L. Fleming** (1979). Associate Professor and Department Chair of Music. B.M., Concordia College; M.A., M.F.A., Ph.D., University of Minnesota.
- Henry G. Follingstad** (1962). Associate Professor of Mathematics. M.S., University of Minnesota.
- Robert A. Fornander\*** (1979). Studio Artist/Music. B.A., Augustana College; M.A., University of Minnesota.
- Barry M. Franklin** (1978). Assistant Professor of Education. A.B., Los Angeles College; M.S., California State University.
- Michael Frazier\*** (1979). Studio Artist/Saxophone. B.A., University of Minnesota.
- Robert Friederichsen\*** (1971). Assistant Professor of Art. B.A., San Francisco State College; M.A., Pennsylvania State University.
- Mark Fuehrer** (1971). Assistant Professor of Philosophy. B.A., College of St. Thomas; M.A., Ph.D., University of Minnesota.
- Stephen Gabrielsen** (1979). Associate Professor of Music. B.A., Augsburg College; M.S., University of Minnesota.
- Jerry Gerasimo** (1971). Professor of Sociology. B.A., Lake Forest College; M.A., Ph.D., University of Chicago.
- Irene Getz\*** (1980). Lecturer in Religion. B.A., Concordia College; M.A., Princeton Seminary.
- John Gidmark\*** (1979). Lecturer in English.
- Thomas Gilkey\*** (1979). Studio Artist/Music. B.M., DePauw University.
- Orloue N. Gisselquist** (1969). Associate Professor and Department Chair of History. B.A., M.A., Ph.D., University of Minnesota.
- Cynthia Goetz\*** (1980). Studio Artist/Voice. B.M., University of North Carolina; M.M., University of Colorado.
- Robert Grams**. (1971) Assistant Professor of Sociology. B.A., Augsburg College; Ph.D., University of Minnesota.

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- Paul Grauer.** (1979) Assistant Professor of Health and Physical Education. B.S., Concordia College, Nebraska; M.Ed., University of Nebraska; M.A., University of Minnesota.
- Richard Green** (1980). Vice President for Academic Affairs and Dean of the College. B.A., Concordia College, Moorhead; M.S., North Dakota State University; Ph.D., University of Louisville.
- Satya Gupta.\*** (1976) Assistant Professor of Business Administration. Ph.D., Southern Illinois University.
- Donald R. Gustafson** (1961). Associate Professor of History. B.A., Gustavus Adolphus College; M.A., Ph.D., University of Wisconsin.
- Arlin Gyberg** (1974). Associate Professor of Chemistry. B.S., Mankato State University; Ph.D., University of Minnesota.
- Leif E. Hansen** (1961). Associate Professor of Foreign Languages. B.A., Concordia College; M.A., University of Minnesota.
- Theodore Hanwick\*** Professor Emeritus in Physics. Ph.D., New York University.
- Karen Harwood\*** (1980). Lecturer in Library Science.
- Milda Hedblom** (1971). Associate Professor and Department Chair of Political Science. B.A., Macalester College; M.A., Ph.D., University of Minnesota.
- Douglas R. Heidenreich\*** (1970). Lecturer in Business Administration. B.A., University of Minnesota; J.D., William Mitchell College of Law.
- Peter Hendrickson\*** (1980). Chorale Director.
- Katherine Hennig\*** (1966). Studio Artist/Voice. B.S., M.A., University of Minnesota.
- Robert S. Herforth** (1966). Associate Professor of Biology. B.A., Wartburg College; M.S., Ph.D., University of Nebraska.
- Edwina Hertzberg** (1977). Assistant Professor and Department Chair of Social Work. B.A., Cedar Crest College; M.S.W., University of Minnesota.
- Garry Hesser** (1977). Associate Professor of Sociology. B.A., Phillips University; M. Div., Union Theological Seminary; M.A., Ph.D., University of Notre Dame.
- Carol Hoffman** (1978). Instructor in Nursing. B.S., Hamline University; M.S., University of Minnesota.
- Norman Holen** (1974). Professor of Arts. B.A., Concordia College; M.A., State University of Iowa.
- John R. Holum** (1957). Professor of Chemistry. B.A., St. Olaf College, Ph.D., University of Minnesota.
- Khin Khin Jensen\*** (1955). Professor of History. B.A., Rangoon University (Burma), M.A., Bucknell University; Ph.D., University of Wisconsin.
- Mildred Joel\*** Professor Emeritus and Director of Scandinavian Area Studies. B.A., Augsburg College; M.A., University of Minnesota.
- Duane E. Johnson** (1968). Professor of Psychology. A.A., North Park College; B.A., Huron College, University of Minnesota; M.E., South Dakota State University; Ph.D., University of Minnesota.
- Einar Johnson** (1956). Professor Emeritus of Education. B.A., Concordia College; M.S., Ph.D., University of Washington.
- James J. Johnson** (1969). Assistant Professor of Music. B.A., University of Minnesota; M.S., Juilliard School of Music.
- Mary E. (Mimi) Johnson** (1962). Associate Professor, Chair of Foreign Languages, and International Student Adviser. B.A., Smith College; M.S., Columbia University; M.S., Ph.D., University of Minnesota.
- Rees M. Johnson** (1978). Assistant Professor of Health and Physical Education. B.S., M.S., Winona State University.
- Syl Jones\*** (1980). Visiting Lecturer in Speech and Communication. B.A., Augsburg College.
- Amin Kader** (1974). Assistant Professor of Business Administration. B.Comm., University of Caïr (Egypt); M.S., University of Michigan.
- Robert Karlén** (1973). Associate Professor of Music. B.M., New England Conservatory; M.A., University of Minnesota.

- Joanne Karvonen\*** (1965). Lecturer in English. B.A., Gustavus Adolphus College; M.A., University of Georgia.
- Betty Kelly\*** (1980). Women's Tennis Coach.
- Diana L. Kennelly\*** (1979). Studio Artist/Piano. B.A., M.A., University of Minnesota.
- Mary A. Kingsley** (1965). Assistant Professor of Foreign Languages. Director of International Program. B.A., St. Olaf College; M.A., Middlebury College.
- Merilee Klemp\*** (1980). Studio Artist/Oboe. B.A., Augsburg College.
- Al Kloppen** (1976). Assistant Professor of Health and Physical Education. B.S., Augustana College; M.A., University of South Dakota.
- Susan J. Knust** (1979). Instructor in Nursing. B.S., University of Cincinnati; M.S., Wright State University.
- Norma Knutson\***. Instructor in Religion.
- Boyd Koehler** (1967). Assistant Professor of Library Science. B.A., Moorhead State College; M.A., University of Minnesota.
- Anita Sue Kolman\*** (1977). Assistant Professor of Sociology. B.A., University of Maryland; M.S., Ph.D., University of Minnesota.
- Roy H. LaFayette\*** (1972). Lecturer in Business Administration. B.S., University of Minnesota.
- Roberta Lammers** (1975). Assistant Professor of Biology. B.S., Iowa State University; M.S., Ph.D., University of Minnesota.
- Nicholas Lenz\*** (1980). Studio Artist/Voice. B.A., Southwest State University; M.F.A., University of Minnesota.
- Howard Liszt\*** (1979). Visiting Lecturer in Speech and Communications. B.A., M.S., University of Minnesota.
- Jon Lorence\*** (1980). Visiting Lecturer in Sociology. B.A., Central College; M.A., Iowa State University; Ph.D., University of Minnesota.
- Nancy S. Malcolm** (1978). Assistant Professor of Nursing. B.S., University of Colorado; M.P.H., University of Minnesota.
- Richard Marken** (1974). Assistant Professor of Psychology and Department Chair. B.A., University of California, Los Angeles; Ph.D., University of California, Santa Barbara.
- Keishiro Matsumoto** (1971). Assistant Professor of Business Administration. B.A., Waseda University, Tokyo; M.B.A., University of Michigan; Ph.D., University of Minnesota.
- James Mayer\***. Visiting Lecturer in Foreign Languages.
- Marie O. McNeff\*** (1968). Associate Professor of Education. B.S., M.Ed., University of Nebraska.
- Sallye Cooke McKee\*** (1980). Visiting Lecturer in Education.
- Lynne Medcalf\*** (1979). Visiting Lecturer in Business Administration. B.S.B., M.B.A., University of Minnesota.
- Cynthia Nelson\*** (1979). Studio Artist/Voice. B.A., Park College; B.M.Ed., M.M.Ed., University of Kansas.
- Roberta Metzler** (1974). Assistant Professor of Music. B.A., Park College; B. Music Ed., M. Music Ed., University of Kansas.
- Erwin D. Mickelberg** (1956). Professor of Biology. B.A., Augsburg College; M.A., University of Minnesota.
- John Mitchell** (1968). Assistant Professor of English. B.A., Maryville College; M.S., University of Tennessee.
- August Molder\*** (1962). Artist in Residence in Art. Law, Master of Law, University of Tartu, Estonia.
- Joel Mugge** (1977). Assistant Professor of Speech and Communications. B.A., Valparaiso University; M.A., University of Minnesota.
- Douglas Nelson** (1977). Acting Athletic Director. B.A., Augsburg College; M.A., College of St. Thomas.
- Gordon L. Nelson** (1967). Associate Professor and Department Chair of Sociology. B.A., M.A., University of Minnesota; B.Div., Luther Theological Seminary; M.A., Ph.D., University of Chicago.

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**Richard C. Nelson** (1977). Associate Professor of History. B.S., University of Nebraska; M.A., Ph.D., University of Minnesota.

**Catherine Nicholl\*** (1973). Assistant Professor and Department Chair of English. B.A., Hope College; M.A., University of Michigan; Ph.D., University of Minnesota.

**Grier Nicholl\*** (1960). Professor of English. B.A., Wesleyan University; M.A., Teacher College, Columbia University; Ph.D., University of Minnesota.

**Beverly Nilsson** (1977). Associate Professor and Department Chair of Nursing. B.S.N., M.S., University of Minnesota.

**Norma C. Noonan** (1966). Professor of Political Science. B.A., University of Pennsylvania; M.A., Ph.D., Indiana University

**Celeste M. O'Brien\*** (1975). Studio Artist/Piano. B.A., Hamline University.

**Richard D. Olmsted** (1977). Assistant Professor of Chemistry. B.A., Augsburg College; Ph.D., University of Wisconsin.

**Sandra Olmsted\***. Lab Instructor in Chemistry.

**James F. Olson\*** (1975). Assistant Professor of Library Science. B.A., M.A., University of Minnesota.

**Jack Osberg\*** (1979). Assistant Football Coach.

**William Oyler\*** (1969). Assistant Professor of Foreign Language. B.A., Carleton College; B.S., M.A., University of Minnesota.

**Ronald G. Palosaari** (1965). Associate Professor of English. B.A., Bethel College; B.Div., Bethel Seminary; M.A., Ph.D., University of Minnesota.

**Kermit Paulson** (1968). Associate Professor and Department Chair of Physics. B.A., Augsburg College; M.S., University of Wisconsin.

**Pamela Paulson\*** (1975). Instructor in Health and Physical Education. B.S., University of Colorado; M.S., University of Illinois.

**Marilyn Pearson** (1980). Instructor in Health and Physical Education. B.S., Augsburg College; M.A., St. Cloud State University.

**Wayne Pederson** (1969). Vice President of Finance and Management. B.S., Concordia College, Moorhead.

**Lauretta Pelton**. Associate Professor of Education. M.Ed., Marquette University.

**Douglas Perry\***. Instructor in Social Work.

**Ronald Petrich\***. Baseball Coach

**Joyce Pfaff** (1966). Assistant Professor of Health and Physical Education.

**James Porter\***. Visiting Lecturer in Women's and Minorities Studies.

**George L. Powell\***. Instructor in Business Administration.

**Alice Preves\*** (1976). Studio Artist/Strings. B.S., M.S., University of Illinois.

**Philip A. Quanbeck** (1957). Professor and Department Chair of Religion. A.B., Augsburg College; Th.B., Augsburg Seminary; M.Th., Th.D., Princeton Theological Seminary.

**Stan Ransom\***. Visiting Lecturer in Speech and Communications.

**Bruce Reichenbach** (1968). Associate Professor and Department Chair of Philosophy. A.B., Wheaton College; M.A., Ph.D., Northwestern University.

**Kenneth Rich\*** (1979). Visiting Professor of Business Administration. B.S., Purdue University; M.B.A., Harvard School of Business; Ph.D., University of Pennsylvania.

**Barbara Richards-Haugen\*** (1979). Instructor in Political Science. B.A., Vanderbilt University.

**Denise Rivet\*** (1979). Gymnastics Coach.

**William Ross\*** (1977). Assistant Hockey Coach.

**Gunta Rozentals** (1965). Associate Professor of Foreign Language. B.A., M.A., Ph.D., University of Minnesota.

**Paul Rusten\*** (1971). Adjunct Instructor in Art.

**Edward M. Sabella** (1961). Professor and Department Chair of Business Administration and Economics. B.S., University of Rhode Island; Ph.D. University of Minnesota.

**Marianne Sander** (1971). Vice President for Student Affairs and Dean of Students. B.A., Valparaiso University; M.A., University of Minnesota.

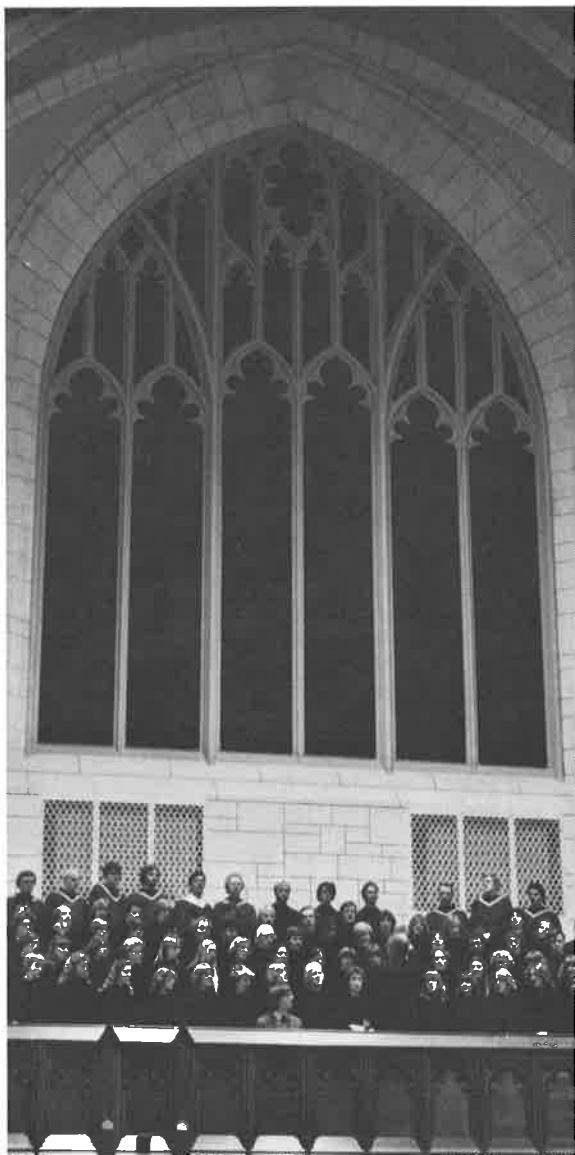
**Richard Sargent** (1967). Associate Professor of English. B.A., University of North Carolina;



- Edwin J. Saugestad** (1959). Associate Professor of Health and Physical Education. B.A., Augsburg College; M.A., University of Minnesota.
- Irene Schilling\*** (1970). Assistant Professor of Library Science. B.A., University of Wisconsin; M.A., University of Minnesota.
- Maria Schweikert\*** (1979). Instructor in Foreign Language. Teacher's Diploma, Budapest, Hungary; M.A., University of Pittsburgh.
- Frank Seidel\***. Visiting Lecturer in Business and Economics.
- Marjorie H. Sibley** (1961). Associate Professor of Library Science. B.A., University of Illinois; M.A., University of Minnesota.
- R. John Singh\*** (1979). Instructor in Religion.
- Eugene Skibbe** (1964). Professor of Religion. B.A., St. Olaf College; B.Th., Luther Theological Seminary; Th.D., University of Heidelberg, Germany.
- Dana Skoglund\*** (1978). Studio Artist in Music/Piano. B.M., Augsburg College.
- Emma Small\*** (1978). Studio Artist in Music/Voice. B.M., M.M., Eastman School of Music.
- Howard D. Small\*** (1978). Studio Artist/Organ. B.M., M.M., Eastman School of Music.
- Louisa Ann Smith\*** (1979). Lecturer in Library Science. B.A., Hamline University; M.A., A.B.D., University of Minnesota.
- Paul Sonnack\*** Visiting Professor of Religion. B.A., Augsburg College; M.A., University of Chicago; B.Th., Augsburg Theological Seminary.
- George Stahl\*** (1976). Studio Artist in Music/String Bass. B.M., Chicago Musical College.
- Soterios Stavrou\*** (1975). Instructor in Foreign Language. B.A., Augsburg College.
- Donald Steinmetz** (1968). Associate Professor of Foreign Language. B.A., M.A., Ph.D., University of Minnesota.
- Myles Stenshoel** (1965). Professor of Political Science. B.A., Concordia College; M.A., Concordia Theological Seminary; Ph.D., University of Colorado.
- Bruce Stuart\***. Visiting Lecturer in Religion.
- Daniel Sturm\*** (1979). Studio Artist in Music/String Bass. B.A., University of Minnesota.
- Grace Sulerud** (1966). Assistant Professor of Library Science. B.A., Augsburg College; M.A., University of Minnesota.
- Ralph Sulerud** (1964). Professor of Biology. B.A., Concordia College; M.S., University of Nebraska; Ph.D., University of North Dakota.
- Mary Swanson\*** (1976). Assistant Professor of Art. B.A., M.F.A., Ph.D., University of Minnesota.
- Jeff Swenson\***. Wrestling Coach.
- Larry Tallman** (1978). Assistant Professor of Music. B.M., University of Kansas; M.A., Ph.D., Michigan State University.
- Mohammed Tavokoli\*** (1980). Visiting Lecturer in Sociology.
- James ten Bensel\*** Studio Artist in Music/Trombone. B.S., M.A., University of Minnesota.
- Paul Thomas\*** (1977). Studio Artist in Music/Cello. B.A., University of Minnesota.
- Philip Thompson** (1959). Professor and Department Chair of Art. B.A., Concordia College; M.F.A., University of Iowa.
- Neal O. Thorpe** (1967). Professor and Department Chair of Biology. B.A., Augsburg College; Ph.D., University of Wisconsin.
- Mary Timm\*** (1973). Women's Volleyball and Softball Coach.
- Joel Torstenson\*** Professor Emeritus of Sociology.
- David Tubergen\*** (1980). Assistant Professor of Music. B.A., Hope College; M.M., Yale University; Ph.D., New York University.
- Joetta A. Vernon\*** (1980). Instructor in Nursing. B.S.N., M.S.N., University of Minnesota.
- Donald Warren\*** (1978). Lecturer in English. B.A., M.A., Ph.D., University of Minnesota.
- Dorothy J. Williamson\*** (1970). Lecturer in Art. B.A., Asbury College; M.A., University of Minnesota.
- Mary Wilson\*** (1969). Studio Artist in Music/Flute. B.A., B.M., Macalester College.
- Helen Woelfel** (1978). Assistant Professor of Nursing. B.S., St. Louis University; M.S., Marquette University.
- David Wood** (1969). Professor of English. B.S., Wisconsin State University, Eau Claire; M.A., Ph.D., Bowling Green University.



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*Old Main, campus keystone*

*Hockey is the key attraction at the  
Ice Center*

*Advent Vespers in Central Lutheran*

# Communications Directory

Key offices are listed for correspondence or telephone inquiries.  
All have this mailing address:

**Augsburg College**  
731 21st Avenue South  
Minneapolis MN 55454

**Area Code: 612**

President .....	330-1212
Dean of the College (Academic Affairs) .....	330-1024
Dean of Students (Student Welfare) .....	330-1168
Director of Admissions (Admissions) .....	330-1001
Director of Financial Aid (Financial Assistance, Scholarships) .....	330-1046
Director of Student Life (Housing) .....	330-1105
Registrar (Academic records, transcripts, Veterans' Affairs) .....	330-1036
Summer School/Interim Office .....	330-1025
Career Planning and Placement (Job Counseling, Placement Services) .....	330-1162
College Pastor (Spiritual life programs and activities) .....	330-1107
Business Office (Fees and accounts) .....	330-1028
Director of Development (Financial gifts to the College) .....	330-1171
Director of Public Relations (Information Service, media relations, publications) .....	330-1180
Coordinator of Parent/Alumni Programs .....	330-1179
College Center Manager .....	330-1109
Ice Arena Manager .....	330-1251
Student Government Office .....	330-1110
General Information (Other office numbers; business hours only) .....	330-1000

The college has designated the following persons as coordinators for discrimination inquiries or grievance:

Boyd Koehler, Assistant Professor, Library (612/330-1018) — Affirmative Action Coordinator (matters based on race, creed, national or ethnic origin)

Pat Parker, Associate Academic Dean — Memorial 231 (612/330-1021) -504 Coordinator (matters based on physical or mental handicap)

Marianne Sander, Vice President for Student Affairs, CSD-Memorial (612-330-1168) — Title IX Coordinator (matters based on sex or marital status)

Bonnie-Jean Mork, Director of Personnel, 2nd Floor Memorial (612-330-1023) — Employment

All correspondence should be addressed to the designated individual, at Augsburg College, 731 21st Avenue South, Minneapolis MN 55454. Formal grievance procedures are described in the Staff Handbook. Copies are available from the Personnel Office.

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# Academic Calendar



1980-81

## Fall Semester

**Sept. 2-3** Registration and Welcome  
**Sept. 4** Classes Begin  
 — Labor Day Recess  
**Sept. 17** Last day to register, add or drop class without record notation  
 Last day to designate grading option  
**Sept. 17** Mid-term break  
**Oct. 27** Interim Registration  
**Nov. 10-13** Spring Term Pre-Registration  
**Nov. 17-Dec. 5** Last day to withdraw from a class  
**Nov. 20** Thanksgiving Recess Begins  
**Nov. 27** Classes Resume  
**Dec. 1** Classes End  
**Dec. 12** Final Examinations  
**Dec. 15-18** Final Grades Due  
**Dec. 29**

## Interim

**Jan. 5** Classes Begin  
 Last day to register, add or drop class without record notation  
**Jan. 6** Last day to withdraw from a class  
**Jan. 23** Classes end  
**Jan. 30** Interim grades due  
**Feb. 3**

1981-82\*

**Sept. 1-2**  
**Sept. 3**  
**Sept. 7**  
  
**Sept. 17**  
  
**Nov. 2**  
**Oct. 26**  
**Nov. 9-12**  
**Nov. 16-Dec. 4**  
**Nov. 19**  
**Nov. 26**  
**Nov. 30**  
**Dec. 11**  
**Dec. 14-17**  
**Dec. 28**

**Jan. 4**

**Jan. 5**  
**Jan. 22**  
**Jan. 29**  
**Feb. 2**

● 1980 ●						
September						
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
October						
	1	2	3	4		
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
November						
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
December						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

● 1981 ●															
January							July								
							1	2	3	4					
4	5	6	7	8	9	10	5	6	7	8	9	10	11		
11	12	13	14	15	16	17	12	13	14	15	16	17	18		
18	19	20	21	22	23	24	19	20	21	22	23	24	25		
25	26	27	28	29	30	31	26	27	28	29	30	31			
February							August								
1	2	3	4	5	6	7							1		
8	9	10	11	12	13	14	2	3	4	5	6	7	8		
15	16	17	18	19	20	21	9	10	11	12	13	14	15		
22	23	24	25	26	27	28	16	17	18	19	20	21	22		
							23	24	25	26	27	28	29		
March							September								
1	2	3	4	5	6	7	1	2	3	4	5				
8	9	10	11	12	13	14	6	7	8	9	10	11	12		
15	16	17	18	19	20	21	13	14	15	16	17	18	19		
22	23	24	25	26	27	28	20	21	22	23	24	25	26		
29	30	31					27	28	29	30					
April							October								
													1	2	3
5	6	7	8	9	10	11	4	5	6	7	8	9	10		
12	13	14	15	16	17	18	11	12	13	14	15	16	17		
19	20	21	22	23	24	25	18	19	20	21	22	23	24		
26	27	28	29	30			25	26	27	28	29	30	31		
May							November								
						1	2	1	2	3	4	5	6	7	
3	4	5	6	7	8	9	8	9	10	11	12	13	14		
10	11	12	13	14	15	16	15	16	17	18	19	20	21		
17	18	19	20	21	22	23	22	23	24	25	26	27	28		
24	25	26	27	28	29	30	29	30							
June							December								
1	2	3	4	5	6		1	2	3	4	5				
7	8	9	10	11	12	13	6	7	8	9	10	11	12		
14	15	16	17	18	19	20	13	14	15	16	17	18	19		
21	22	23	24	25	26	27	20	21	22	23	24	25	26		
28	29	30					27	28	29	30	31				

## Spring Semester

<b>Feb. 3</b>	Validation of registration
<b>Feb. 4</b>	Classes begin
<b>Feb. 17</b>	Last day to register, add or drop class without record notation
<b>Mar. 23-27</b>	Mid-term Break
<b>April 3</b>	Last day to designate grading option
<b>April 17-20</b>	Easter Break
<b>April 24</b>	Last day to withdraw from a class
<b>April 27-May 7</b>	Pre-registration for Fall
<b>May 15</b>	Classes end
<b>May 18-21</b>	Final Examinations
<b>May 22</b>	Final grades due
<b>May 27</b>	Seniors
<b>May 24</b>	Others
	Baccalaureate-Commencement

## Summer School

<b>June 1-26</b>	Term I
<b>June 29-Aug. 7</b>	Term II

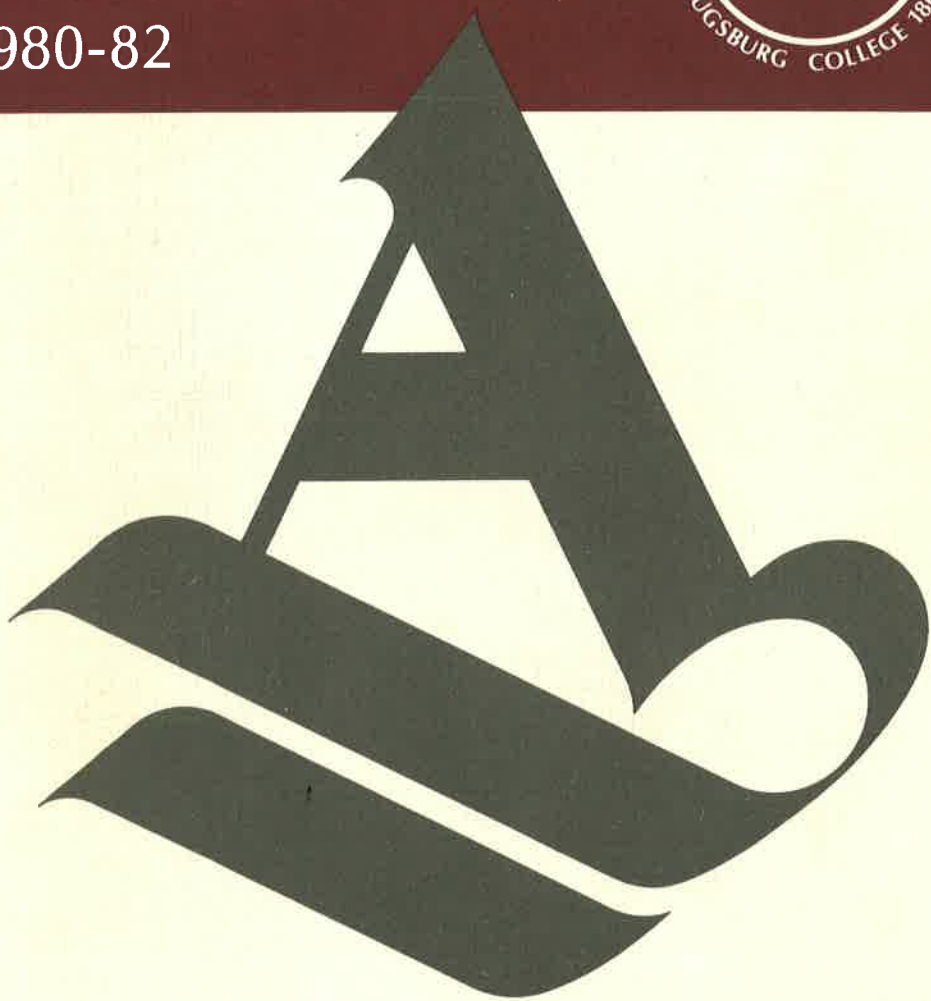
<b>Feb. 3</b>
<b>Feb. 4</b>
<b>Feb. 17</b>
<b>(See Easter)</b>
<b>April 2</b>
<b>April 3-13</b>
<b>April 23</b>
<b>April 26-May 6</b>
<b>May 14</b>
<b>May 17-20</b>
<b>May 21</b>
<b>May 26</b>
<b>May 23</b>

\*Subject to change

● 1982 ●	
<b>January</b>	<b>July</b>
1 2	1 2 3
3 4 5 6 7 8 9	4 5 6 7 8 9 10
10 11 12 13 14 15 16	11 12 13 14 15 16 17
17 18 19 20 21 22 23	18 19 20 21 22 23 24
24 25 26 27 28 29 30	25 26 27 28 29 30 31
<b>Februarv</b>	<b>August</b>
1 2 3 4 5 6	1 2 3 4 5 6 7
7 8 9 10 11 12 13	8 9 10 11 12 13 14
14 15 16 17 18 19 20	15 16 17 18 19 20 21
21 22 23 24 25 26 27	22 23 24 25 26 27 28
28	29 30 31
<b>March</b>	<b>September</b>
1 2 3 4 5 6	1 2 3 4
7 8 9 10 11 12 13	5 6 7 8 9 10 11
14 15 16 17 18 19 20	12 13 14 15 16 17 18
21 22 23 24 25 26 27	19 20 21 22 23 24 25
28 29 30 31	26 27 28 29 30
<b>April</b>	<b>October</b>
1 2 3	1 2
4 5 6 7 8 9 10	3 4 5 6 7 8 9
11 12 13 14 15 16 17	10 11 12 13 14 15 16
18 19 20 21 22 23 24	17 18 19 20 21 22 23
25 26 27 28 29 30	24 25 26 27 28 29 30
<b>May</b>	<b>November</b>
1	1 2 3 4 5 6
2 3 4 5 6 7 8	7 8 9 10 11 12 13
9 10 11 12 13 14 15	14 15 16 17 18 19 20
16 17 18 19 20 21 22	21 22 23 24 25 26 27
23 24 25 26 27 28 29	28 29 30
<b>June</b>	<b>December</b>
1 2 3 4 5	1 2 3 4
6 7 8 9 10 11 12	5 6 7 8 9 10 11
13 14 15 16 17 18 19	12 13 14 15 16 17 18
20 21 22 23 24 25 26	19 20 21 22 23 24 25
27 28 29 30	26 27 28 29 30 31



CATALOG  
1980-82



AUGSBURG COLLEGE