

## English (ENG)

Professor Haller

Professor Levitov

Professor Purdon

Associate Professor Scheele

Assistant Professor B. Johnson

Instructor Francis

Instructor Weitl

The English major is designed for a variety of possible professions where a sound foundation in general literacy is important, from editing and writing to teaching and law. The major provides unusually strong preparation for graduate study as well, through the core of required courses. The major combines well with a variety of other majors. Note that a second area is needed for teaching certification in English.

### Requirements for the English Major:

Complete 1 or 2.

1. Students not seeking certification for public school teaching of English must complete one of the following emphases:
  - a. General emphasis
    - 1) English 305, 392, 393, 495
    - 2) English 342 or 351
    - 3) 12 additional credits in English (excluding 100, 101, 326)
 

**Note: One foreign language literature course may be counted as an English literature course but cannot be substituted for a specific course requirement.**
  - b. Creative writing emphasis (Students interested in poetry are recommended to take English 202, 316, 496. Students interested in fiction are recommended to take English 238, 312, 497.)
    - 1) English 231, 302, 305, 392, 393, 495
    - 2) English 301 or 342
    - 3) English 202 or 238
    - 4) English 312 or 316
    - 5) English 496 or 497
2. Students seeking certification for public school teaching in English must complete the following:
  - a. English 305, 342, 392, 393, 495
  - b. English 101 (or 201), 231, 302, 306, 323, 324, 325, 326
  - c. Cognates Speech Communication 112, Theatre 103
  - d. One additional teaching major
  - e. All requirements listed under the catalog section Secondary Education

**Requirements for the English Minor:**

Complete a minimum of 15 credits in English as follows:

1. English 205 (or 206), 305 (or 306), 392 (or 393)
2. A minimum of five additional credits in English, excluding English 101, 302, 323, 324, 325, 326

**Requirements for the Creative Writing Minor:**

Complete the following courses:

1. English 231, 302
2. Complete (a) poetry track, or (b) fiction track:
  - a. English 202, 316, 392 (or 393), 496
  - b. English 238, 312, 301 (or 342 or Theatre 314), 497

**English/Language Arts**

The English/Language Arts major is intended to prepare teachers in the three areas of English, speech, and theatre, for teaching in schools where such multiple skills are needed. No second major is needed for certification in this area, but an interest in all three areas of language arts is necessary.

**Requirements for the English/Language Arts Major:**

1. Complete the following courses:
  - a. English/Mass Communication 113, 213
  - b. English 206, 231, 305, 306, 392, 393, 495
  - c. Two of the following courses: English 101, 201, 302
2. Complete the following cognates:
  - a. Speech Communication 112, 210, 220, Mass Communication 107
  - b. Theatre 103, 108, 217
  - c. One credit of Activity 173
3. Students seeking certification for public school teaching in English/Language Arts must also complete:
  - a. English 323, 324, 325, 326
  - b. Theatre 320, 322, 324, 325
  - c. All requirements listed under the catalog section Secondary Education

**100 Writing English as a Second Language (3)**

A course designed for students of English as a Second Language to provide exposure to readings and writing in the liberal arts disciplines. Students write expository essays with additional work on reports, summaries, research techniques and argumentation. *Prerequisite: Permission.*

**101 Writing Seminar (3)**

A writing intensive course designed to enhance the quality of critical thinking and the knowledge of writing. A variety of texts are interpreted,

and critical responses are written using one or more literary forms. The student increases breadth and depth of critical thinking and knowledge of writing. *Prerequisite: The student must demonstrate adequate basic skills before enrolling in English 101.*

This requirement may be met in any of three ways:

1. By attaining an ACT English subscore of 19 or above.
2. By completing DLC 116/DSS 117 with a C- or higher.
3. By completing English 100 with a C- or higher (for international students).

### 113 Basic News Writing and Reporting (3)

An introduction to journalistic writing, including news values and sources, and problems and issues in news reporting. Students completing this course will have developed interviewing, note taking and writing skills, especially for print media. *(Cross-referenced with Mass Communication 113.)*

### 201 Intermediate Writing (3)

Experience and instruction for students seeking further development of expository writing skills. *Prerequisite: English 101 or permission.*

### 202 Introduction to Poetry Writing (3)

An introduction to basic descriptive and critical terminology having to do with the writing of poetry. Students will become familiar with free verse and a limited number of fixed forms. Upon successful completion of the course, students will be able to identify a number of different kinds of poetry and will have written poems of their own. *Prerequisite: English 101.*

### 205 World Literature I (3)

Selected major works of world literature, from Hebrew and Greek times through the Renaissance.

### 206 World Literature II (3)

Selected major works of world literature from the Enlightenment to the Modern Period.

### 213 Advanced News Writing and Reporting (3)

A study of the fundamentals of news gathering, interviewing, cultivating sources, developing beats and in-depth reporting. The student who successfully completes this course will demonstrate a competency in computer-assisted reporting and the online research necessary to analyze data for stories. The student will also have developed skills in public affairs reporting and be able to articulate the social responsibilities of a reporter, as well as the obstacles to communicating information to the public. *The Doane Owl* serves as a laboratory for student writing. *Prerequisite: Mass Communication/English 113. Offered spring term. (Cross-referenced with Mass Communication 213.)*

### 231 Linguistics (4)

A study of the structure and usage of English, with attention to both

traditional grammar and modern linguistic analysis and theory, including morphology, phonology syntax, and semantics. Students will be able to apply their understanding of the structure and usage of English. They will be able to recognize and apply both traditional grammar and modern linguistic analysis and theory, including morphology, phonology, syntax, and semantics, thereby strengthening their command of the English language.

**237 Introduction to Fiction (3)**

Reading and study of various authors and forms of fiction (such as short story, novella, novel), with attention to historical development and critical terminology.

**238 Introduction to Fiction Writing (3)**

This course provides students with a critical and practical foundation in the writing of fiction. Students are introduced to appropriate terminology and the various types of short fiction. Upon successful completion of the course students will be able to discuss fiction intelligently and will have written or drafted work of their own. *Prerequisite: English 101.*

**271, 371, 471 Selected Topics (1-3) (1-3) (1-3)**

An investigation of topics not offered in other courses, selected on the basis of student interest and available instruction. **Only one selected topics course may be counted toward the English or English/Language Arts major.**

**290, 390, 490 Directed Study (1-3) (1-3) (1-3)**

An opportunity for supervised, independent study of a particular topic based on the interest of the student and the availability and approval of the faculty.

**301 Women Writers (3)**

Poetry, fiction, diaries, letters, plays from ancient times to the present and from several cultures, including 11th and 20th century Japan.

**302 Advanced Writing (3)**

Experience and instruction in writing poetry, short story, essay, and editorial, as suits the student's interest. *Prerequisite: English 201 or permission.*

**305 Nineteenth Century American Literature (3)**

Studies in American authors from Cooper through Twain.

**306 Modern American Literature (3)**

Studies in American authors from Henry James to the present.

**312 The Novel (3)**

Studies in novels from throughout the world, from early novels to the present. *Offered alternate years.*

**316 Modern Poetry (3)**

Studies in poetry, British, American, and European in translation. *Offered alternate years.*

**318 Environmental Literature (3)**

An examination of diverse literary responses to the environment.

Through poetry, fiction and non-fiction, students explore the role of the environment in the development of human language and literature. Even as environmental literature seeks to explain human relationships with the physical world, students will be able to identify, categorize and interpret the literary meanings of various environments. Moreover, by examining “Ecocriticism,” an approach that emphasizes the role of the natural environment in literature, students will be able to recognize and use important environmental concepts in their own critical writing.

*Offered alternate spring terms.*

### 323 The Teaching of English I (0)

An examination of topics in the teaching and evaluation of the English curriculum. Students will explore writing for the secondary school English classroom. The major emphases include utilizing techniques of writing for multiple audiences, coordination and direction of curricular activities in journalism, and the evaluation and revision of writing and assessment techniques for writing. Students will also explore the Nebraska K-12 content standards for writing. **Generally taken during the sophomore year.** *Offered spring term.*

### 324 The Teaching of English II (0)

Begins the transition from student of English to teacher of English. The major emphasis is on innovative teaching methods for facilitating learning in English in the secondary schools and the methods and procedures for evaluating student learning. Students will be able to demonstrate processes and methods of reading instruction, identify reading abilities, select appropriate adolescent and young adult literature, and apply the techniques of grammar descriptions to the English language for students in the secondary school classroom. Students will also explore the Nebraska K-12 content standards for reading. **Generally taken during the junior year.** *Prerequisite: English 323 or permission. Offered fall term.*

### 325 The Teaching of English III (0)

An examination of topics in the teaching and evaluation of English in the secondary school curriculum. Students will explore a variety of strategies for the teaching of literature. Class participants study the literary elements of poetry, fiction, and non-fiction writing and evaluate professional and non-professional writing found in secondary school classrooms. Students will understand and be able to apply the appropriate use of dictionaries and library resources, both print and non-print, in the study of literature for the secondary school classroom. **Generally taken during the junior year.** *Prerequisite: English 324 or permission. Offered spring term.*

### 326 The Teaching of English IV (3)

Completes the study and experience in the methods and materials of teaching English in the secondary schools. The focus of this course includes components for oral communication, including speaking and

listening. Class participants will explore appropriate materials for the 7-12 student for the delivery of literary passages for oral presentation, study teaching strategies such as discussion and conversation techniques for oral presentation of material in the classroom, and develop effective communication teaching methods for group presentations. Students will develop skill in the direction and production of school theatre and speech activities. In addition, students will participate in activities to include components of the Nebraska State K-12 Content Standards. *Prerequisite: English 323, 324, 325, English or English/Language Arts major and enrolled in the professional term, or permission. Offered fall term.*

**329 Great Plains Studies (3)**

An interdisciplinary examination of the cultures of the Great Plains, including Canada, through discussions of literature, arts (including architecture), history, religions, mythology, and folklore. The geography, which gives the Great Plains its sense of place as well as its current issues concerning future development, is also examined. The outcome for students of the course should be an enhanced perspective on this part of North America, where Doane College is located. **This course fulfills the Cultural Perspectives requirement of the Doane Plan.** *Offered alternate fall terms.*

**342 The Romantic Era (3)**

Poetry and prose of the late 18th and early 19th centuries, with emphasis on English literature from Blake through the Victorian writers. *Offered alternate years.*

**351 Renaissance Literature (3)**

Studies in the writings of Spenser, Milton, Donne, Johnson, and other major writers of the 16th and 17th centuries. *Offered alternate years.*

**392 Shakespeare (4)**

A study of the Renaissance world-view through representative comedies, histories, tragedies, romances, and sonnets.

**393 Chaucer and the English Language (4)**

A study of Chaucer's work, its milieu, and of pre-modern English. By reading the complete *Canterbury Tales* in Middle English and by class study of pre-modern English, the student gains substantial familiarity with the history of the language as well as the world-view of an ancestral though different culture. Special emphasis is given to the classical heritage through the reading of Robert P. Miller's *Chaucer: Sources and Backgrounds* and to the history of English through W. Nelson Francis' *The History of English* and Knapp and Snortum, *The Sounds of Chaucer's English*.

**421 Internship in Teaching English as a Second Language (0-12)**

Practical experience in teaching English as a second language. *Prerequisite: English 231 or one year of a foreign language and permission.*

**495 English Seminar (5)**

A course devoted to guided preparation and writing of papers on

individual topics. These papers are based on the intensive study of a given author, genre, or literary topic. Students refine their writing abilities while they develop research techniques and acquire more sophisticated knowledge of library resources.

#### **496 Seminar in Poetry Writing (3)**

This course builds on the students' experience in English 202, Introduction to Poetry Writing. Students are exposed to a wider variety of forms and terminology, while emphasis is placed on their own writing and a critical response to that of their classmates. Upon successful completion of the course, students will be conversant with major types of poetry and will have produced a portfolio of their own work. *Prerequisite: English 202.*

#### **497 Seminar in Fiction Writing (3)**

This course builds on the students' experience in English 238, Introduction to Fiction Writing. Students gain a deeper exposure to fictional techniques, with emphasis on their own writing and a critical response to that of their classmates. Upon successful completion of the course, students will be conversant with major types of short fiction and will have produced a portfolio of their own work. *Prerequisite: English 238.*

### **ACTIVITIES**

#### **136 Journalistic Activity - *Xanadu* (0-1)**

Participation in writing for the college literary publication. (*Pass/Fail*)

## **English as a Second Language (ESL)**

Professor Levitov

Associate Professor Scheele

Instructor Francis

The English as a Second Language major is intended to provide an education in the teaching of English to speakers of other languages. This major does not provide certification for American public school teaching, but is intended to prepare students for teaching English in non-English-speaking countries. Internship possibilities through the Midwest Institute provide unique training for this major.

### **Requirements for the English as a Second Language Major:**

1. English 100 (or equivalent), 101, 201, 231, 306
2. Three credits chosen from English 301, 312 or 327
3. Anthropology/Sociology 308, Sociology 109, Speech Communication 10.5
4. Six credits chosen from English 237, 302, 305, 393, Psychology/Sociology 336, Sociology 370, Speech Communication/Interdisciplinary Studies 321, Speech Communication 351

5. English as a Second Language 211, 325, 326, 421
6. Demonstration of English language proficiency by annual testing of English language skills
7. Completion of the Second Language Competency as follows:  
Proficiency in a language not one's own at an intermediate level. Students demonstrate competency comparable to successful completion of second-year college course work in a foreign language. (This requirement is waived for non-native speakers of English.)

**Requirements for the English as a Second Language Endorsement:**

1. English 201, 231
2. Speech Communication 321
3. One year of a single foreign language
4. Education 211, 221, 321, 341, 325 (or 361)
5. English as a Second Language 325, 326, and 455 (or Education 455)
6. Completion of one of the following majors:
  - a. Special Education
  - b. Elementary Education
7. An additional teaching major or endorsement

**211 Practicum IA (3)**

A consideration of the primary educational theories and social forces which have shaped education; the study of theories, principles and characteristics of human development; and the study of teaching in terms of psychological principles are the primary areas of study in this course. Field experience in elementary and secondary schools and English as a Second Language classrooms are a major component of the course.

**325 Methods I (3)**

An examination of current theory, methods and materials used for English as a Second Language instruction as well as a survey of assessment instruments and measurements appropriate for use with the English as a Second Language student to aid in the diagnosis and treatment of problems associated with learning English as a Second Language.

**326 Methods II (3)**

A survey of the methods of teaching English as a Second Language. Topics to be covered include materials, selection, objective writing, materials preparation, test construction, and classroom management.

**421 Internship in Teaching English as a Second Language (0-12)**

A field experience centering around teaching in an English as a Second Language classroom, with full responsibility to plan and teach classes for a period of four weeks.

**455 Student Teaching (English as a Second Language) (10)**

Full-time student teaching in the area of English as a Second Language

with K-12 experiences. Students will carry out all responsibilities to plan and teach classes for the second language learner. *Prerequisite: English as a Second Language 211, 325, and 326, or permission. Offered fall term.*

## **Environmental Science (EVS)**

Associate Professor Soucek

### **Requirements for the Environmental Science Major:**

Complete the following courses:

1. Biology 101, 206, 208, 252, 295, 342, Business 410, Chemistry 125, 126, 205 (or 303), Economics 309, Environmental Science 301, 351, 495, 496, Geology 101, English 318, (or History 320), Mathematics 125 or above (Mathematics 235 recommended).
2. A minimum of seven credits from the following groups (at least one three or four credit course must be from each group):
  - a. Biology 224, 302, 310, 337, 353
  - b. Chemistry (four credits), Environmental Science 101, Geology 107, History 352, Political Science 243, Physics credits chosen from 107, 108, 201, or 202.

(Students declaring this major may not minor in Environmental Studies.)

*NOTE: A student who has completed the Environmental Science major has also completed a biology minor. A student may also receive a chemistry minor by completing Chemistry 203, 205 and one additional four-credit course in chemistry; four of these credits would be completed in 2b.*

### **Requirements for the Environmental Studies Minor:**

Complete at least 19 credits as follows:

1. Complete the following courses (10 credits): Business 410, Economics 309, Environmental Science 301.
2. Complete an additional nine credits selected from the following groups (at least one three or four credit course must be from each group; students majoring in biology may select only one biology course from group a):
  - a. Biology 224, 302, 310, 337, 342, 353, Geology 101, 107.
  - b. English 318, Environmental Science 101, History 320, 352, Political Science 243.

*NOTE: Students declaring this minor may not major in Environmental Science.*

**101 Environmental Education (1)**

A course designed to provide an understanding of the earth's natural systems and the human role in those systems. Basic teaching methods specific to this educational field include completion of environmental education programs such as Project WILD. Upon successful completion of this course, students will demonstrate the understanding and exhibit the skills needed to teach concepts related to human interdependence with ecological systems. *Prerequisite: Biology 101, Environmental Science major or Environmental Studies minor, or permission of instructor. Offered fall term.*

**271, 371, 471 Selected Topics (1-3), (1-3), (1-3)**

An investigation of topics not offered in other courses, selected on the basis of student interest and available instruction.

**290, 390, 490 Directed Study (1-3), (1-3), (1-3)**

An opportunity for supervised, independent study of a particular topic based on the interest of the student and the availability and approval of the faculty.

**301 Environmental Science (4)**

An examination of the role of humans in altering the quality of the environment. Topics include pollution, population, global warming, wildlife conservation, and environmental politics. Topics related to basic ecosystem structure and function are explored, as well as the human impact on ecosystems. Upon successful completion of this course, students will demonstrate an understanding of environmental issues, science content, and the interdisciplinary nature of environmental science. *Prerequisite: Biology 101.*

**351 Environmental Science Research I (2)**

In this introduction to research, each student chooses an environmental topic, investigates it thoroughly in the scientific literature, and presents both a written and a formal report in a formal setting. The report will include a proposal for further research. The topic will then be investigated during the student's senior research project. Upon successful completion of this course, the student will have developed information retrieval skills in regard to primary scientific literature and will have developed skills in formal scientific writing, speaking, and experimental design. *Prerequisite: Environmental Science major and junior standing. Offered fall term.*

**421 Environmental Science Internship (0-12)**

On-the-job experience in environmental science. *Prerequisite: Cooperative Education 205 or permission. (Pass/Fail)*

**495-496 Environmental Research II, III (2) (2)**

A two-semester laboratory or field project required of all senior environmental science majors. This course is a continuation of the student's Environmental Science 351 Environmental Science I topic. Students conduct an environmental study concluding with a report

in an appropriate format. Upon successful completion of this course, students will have developed skills in experimentation, scientific writing, presentation, and critical thinking. *Prerequisite: Senior Environmental Science major, Environmental Science 351. Environmental Science 495 offered fall term; Environmental Science 496 offered spring term.*

## **Fine Arts (FAR)**

Associate Professor Ferguson

Adjunct Assistant Professor Breckbill

### **103 Introduction to Fine Arts: Music (3)**

An introduction to the art of music as an expression of the cultures of civilizations, both East and West, through selected examples of music literature.

### **104 Fundamentals of Music (3)**

A study of the nature of musical intelligence, aptitude and sensitivity; basic rhythmic, pitch, and intervallic skills. This course also emphasizes the development of individual musical potential, as well as the understanding of music as an art form. **Required of all first-year students planning a music or music education major or minor and of students who receive a substantial music special ability scholarship. This course should be taken in the fall of the first year.**

## **French (FRE)**

Associate Professor Franklin

The French program is designed to serve a variety of goals. It provides instruction in the French language, French and Francophone literature and culture, and plays an integral role in the Contemporary European Studies major. Students with a knowledge of French will find career opportunities throughout the French-speaking world in business, management, marketing, development programs, education, science, and communication. A major in French is required for certification to teach the language in high school.

### **Requirements for the French Major:**

1. Complete 30 credits of French, excluding French 101, 102, 319, 321, 324, and 325.
2. A student **must** earn 12 to 17 credits in French in an approved semester or summer abroad program, with the approval of the department. The student has the option of earning up to 24 credits for a full year abroad. (*Refer to Off-Campus Study Programs.*)
3. Students seeking certification for teaching French in the public schools must also complete:

- a. French 319, 321, 324, 325.
- b. One additional teaching major.
- c. All requirements listed under the catalog section Secondary Education.

### **Requirements for the French Minor:**

Complete 18 credits of French, excluding French 101, 102, 319, 321, 324, and 325. Advanced students complete 12 credits of French beyond the intermediate level, excluding 319, 321, 324, 325.

#### **101-102 Elementary French (3) (3)**

A sequential introduction to basic spoken and written French and French culture. Upon completion, the student will be able to communicate at an elementary level in spoken and written French and will demonstrate an introductory knowledge of the French culture. **French 101 and 102 do not count toward the French major or minor.** *Prerequisite: For French 102, either French 101 or one year of high school French.*

#### **203-204 Intermediate French (3) (3)**

Intermediate conversation and reading combined with a review and continuation of grammar study. Upon completion, the student will be able to communicate at an intermediate level in spoken and written French and will demonstrate enhanced understanding of the French culture. *Prerequisite: For French 203, either French 102 or equivalent; for French 204, either French 203 or equivalent.*

#### **290, 390, 490 Directed Study (1-3) (1-3) (1-3)**

An opportunity for supervised, independent study of a particular topic based on the interest of the student and the availability and approval of the faculty.

#### **302-402 French Language Enrichment (1)**

A course designed to encourage interdisciplinary study in French. It is taken in conjunction with a second course in a discipline other than French. The student reads materials relating to the second course, which are selected by the faculty teaching it. The student also reads additional material in French, under the guidance of a faculty member qualified to teach that language, and demonstrates course learning by preparing a report or project in French, based on the reading. *Prerequisite: Permission of both faculty involved.*

#### **310 Advanced Composition and Conversation (3)**

A course focusing on the development of writing skills and on increasing the student's conversational skills and ability to understand the spoken language. *Prerequisite: French 204 or equivalent. Offered alternate years.*

#### **312 French Civilization and Culture (3)**

A study of modern day French and Francophone culture and their origins in French civilization. **This course is taught in English. French**

**majors and minors must co-enroll in French 302 or 402. Offered alternate years.**

**319 The Teaching of French I (0)**

This course begins the transition from student of French to teacher of French. Students will engage in pedagogical practices intended to create environments that encourage active engagement in learning foreign languages. Students will select and utilize authentic foreign language instruction materials, including the literature of the target language appropriate for all levels of learners. Students will plan, implement, teach, and assess foreign language curriculum in the target language to demonstrate an understanding of the relationships among central concepts of learning and teaching foreign languages, including the ability to communicate high expectations and create meaningful learning experiences for all students. **Generally taken during the sophomore year. Offered spring term.**

**321 The Teaching of French II (0)**

This course continues the transition from student of French to teacher of French. Topics focus on the teaching of French in the middle school. Students will engage in pedagogical practices intended to create environments that encourage active engagement in learning foreign languages. Students will select and utilize authentic foreign language instruction materials, including the literature of the target language appropriate for all levels of learners. Students will plan, implement, teach, and assess foreign language curriculum in the target language to demonstrate an understanding of the relationships among central concepts of learning and teaching foreign languages, including the ability to communicate high expectations and create meaningful learning experiences for all students. **Generally taken during the junior year. Prerequisite: French 319 or permission. Offered fall term.**

**322 Introduction to French Literature (3)**

A survey of French literature from the Middle Ages to contemporary French and Francophone literature. The course emphasizes developing reading skills as well as oral expression and written skills. **Prerequisite: French 204 or permission. Offered alternate years.**

**324 The Teaching of French III (0)**

This course continues the transition from student of French to teacher of French. Topics focus on the teaching of French in the high school. Students will engage in pedagogical practices intended to create environments that encourage active engagement in learning foreign languages. Students will select and utilize authentic foreign language instruction materials including the literature of the target language appropriate for all levels of learners. Students will plan, implement, teach and assess foreign language curriculum in the target language to demonstrate an understanding of the relationships among central concepts of learning and teaching foreign languages, including the

ability to communicate high expectations and create meaningful learning experiences for all students. **Generally taken during the junior year.**  
*Prerequisite: French 321 or permission. Offered spring term.*

### 325 The Teaching of French IV (2)

The student will participate in a setting where foreign language instruction is occurring. Students will foster relationships and collaborative skills with students, families, colleagues, and community agencies to support foreign language acquisition. Students will seek appropriate multicultural connections and integrate those perspectives into the foreign language and other curricular areas where appropriate to prepare students for participation in a diverse world. Students will become actively involved in leadership opportunities that promote professional growth in the foreign language area. Students will demonstrate the ability to promote career opportunities in the target language. *Prerequisite: French 324, French major and enrolled in professional term, or permission. Offered fall term.*

### 421 French Internship (0-12)

On-the-job experience in French. *Prerequisite: Cooperative Education 205 or permission. (Pass/Fail)*

### 423 Twentieth Century French Literature (3)

Representative works of 20th century French and Francophone literature by authors such as Gide, Camus, Sartre, Beckett, Ionesco and others. In addition, the course emphasizes oral and written expression. *Prerequisite: French 204 or permission. Offered alternate years.*

## Geography (GEG)

Associate Professor Souchek

### 112 Physical Geography (3)

An introduction to the living and non-living environments of the earth. Topics addressed include the weather and climate, land forms, solar energy, seasons, the hydrologic cycle, biogeography, and natural hazards. Upon successful completion of this course, students will have an understanding of the principles that govern the circulation of the atmosphere, the processes that produce the physical landscape, and the role of both in contributing to the distribution of living things upon the earth. *Offered alternate spring terms.*

### 301 Social-Cultural Geography (3)

A course that examines the social, cultural, economic, and political interests and topics of geography. Its content provides integration for all of the social sciences and the necessary spatial and systems viewpoints. **This course fulfills the Cultural Perspectives requirement of the Doane Plan.**

## Geology (GEO)

### Associate Professor Soucek

The study of geology, geography, and meteorology examines the physical nature of the Earth, its history and resources. The courses support and enhance majors in other disciplines.

#### 101 Environmental Geology (4)

An examination of how geologic processes and hazards influence human activities. The geologic aspects of earth resources and environmental issues related to water, soils, minerals, and fossil fuels are investigated. Hazards such as earthquakes, landslides, flooding, volcanism, and surface deformation are included. A geologic framework for environmental issues, including rocks and minerals, tectonic processes, and geologic time is provided. Upon successful completion of this course, student will demonstrate an understanding of the structure and dynamism of geology as well as the natural and human-induced changes in geologic systems. Lecture and Laboratory. *Offered alternate spring terms.*

#### 103 Physical Geology (4)

A study of the Earth including earth materials, processes of weathering and erosion, and processes acting to elevate earth surfaces. Lecture and laboratory. Study includes oceanography.

#### 107 Introduction to Meteorology (3)

An introduction to the principles of meteorology. Study of weather, climate, paleoclimate, and instruments used in the field. Work at the Doane College Weather Station may be included in the course. Upon successful completion of this course, students will have an understanding of the principles that govern the circulation of the atmosphere and the short and long term sequences of weather events.

#### 107L Introduction to Meteorology Laboratory (1)

An examination of day-to-day weather events and the circulation of the atmosphere by laboratory demonstrations, exercises, and problem solving. Basic concepts of weather forecasting are introduced. Investigations will include examination of precipitation processes, severe weather, circulation systems, and air pollution. Upon successful completion of this course, students will have an understanding of the physical factors that affect the atmosphere as well as experience analyzing meteorological data and forecasting weather. **Must be concurrently enrolled in Geology 107.**

## German (GER)

Professor Reinkordt

Adjunct Instructor Schumacher

The German program is designed to serve a variety of goals. It gives the liberal arts student insight into one of the world's great languages and literatures. It provides an additional marketable skill for majors in several fields, such as business, sociology, psychology, education, and communication. A major in German is required for certification to teach the language in high school.

### Requirements for the German Major:

1. Complete 30 credits of German, excluding German 101, 102, 322, 323, 324, and 325.
2. A student **must** earn 12 to 16 credits in German in an approved semester or summer abroad program, with the approval of the department. The student has the option of earning up to 24 credits for a full year abroad. (*Refer to Off-Campus Study Programs.*)
3. Students seeking certification for teaching German in the public schools must also complete:
  - a. German 322, 323, 324, 325.
  - b. One additional teaching major.
  - c. All requirements listed under the catalog section Secondary Education.

### Requirements for the German Minor:

Complete 18 credits of German, excluding German 101, 102, 322, 323, 324, and 325. Advanced students complete 12 credits of German beyond the intermediate level, excluding German 322, 323, 324, 325.

#### 101-102 Elementary German

A sequential introduction to basic spoken and written German and German culture. Upon completion, the student will be able to communicate at an elementary level in spoken and written German and will demonstrate an introductory knowledge of the German culture. **German 101 and 102 do not count toward the major or minor.**  
*Prerequisite: For German 102, either German 101 or one year of high school German.*

#### 203-204 Intermediate German

Intermediate conversation and reading combined with a review and continuation of grammar study. Upon completion, the student will be able to communicate at an intermediate level in spoken and written German and will demonstrate enhanced understanding of the German culture. *Prerequisite: for German 203, either German 102 or equivalent; for German 204, either German 203 or equivalent.*

**290, 390, 490 Directed Study (1-3) (1-3) (1-3)**

An opportunity for supervised, independent study of a particular topic based on the interest of the student and the availability and approval of the faculty.

**302-402 German Language Enrichment**

A course designed to encourage interdisciplinary study in German. It is taken in conjunction with a second course in a discipline other than German. The student reads materials relating to the second course, which is selected by the faculty teaching it. The student also reads additional material in German, under the guidance of a faculty member qualified to teach that language, and demonstrates course learning by preparing a report or project in German, based on the reading. *Prerequisite: Permission of both faculty involved.*

**310 Oral German (3)**

A course on understanding the spoken language and increasing the student's conversation skills. *Prerequisite: German 204 or equivalent. Offered alternate fall terms.*

**311 Reading and Composition (3)**

A course emphasizing reading comprehension and writing skills. Grammar is reviewed as necessary. *Prerequisite: German 204 or equivalent. Offered alternate fall terms.*

**322 The Teaching of German I (0)**

This course begins the transition from student of German to teacher of German. Students will engage in pedagogical practices intended to create environments that encourage active engagement in learning foreign languages. Students will select and utilize authentic foreign language instruction materials including the literature of the target language appropriate for all levels of learners. Students will plan, implement, teach, and assess foreign language curriculum in the target language to demonstrate an understanding of the relationships among central concepts of learning and teaching foreign languages, including the ability to communicate high expectations and create meaningful learning experiences for all students. **Generally taken during the sophomore year. Offered spring term.**

**323 The Teaching of German II (0)**

This course continues the transition from student of German to teacher of German. Topics focus on the teaching of German in the middle school. Students will engage in pedagogical practices intended to create environments that encourage active engagement in learning foreign languages. Students will select and utilize authentic foreign language instruction materials including the literature of the target language appropriate for all levels of learners. Students will plan, implement, teach, and assess foreign language curriculum in the target language to demonstrate an understanding of the relationships among central concepts of learning and teaching foreign languages, including the

ability to communicate high expectations and create meaningful learning experiences for all students. **Generally taken during the junior year.**  
*Prerequisite: German 322 or permission. Offered fall term.*

**324 The Teaching of German III (0)**

This course continues the transition from student of German to teacher of German. Topics focus on the teaching of German in the high school. Students will engage in pedagogical practices intended to create environments that encourage active engagement in learning foreign languages. Students will select and utilize authentic foreign language instruction materials, including the literature of the target language appropriate for all levels of learners. Students will plan, implement, teach, and assess foreign language curriculum in the target language to demonstrate an understanding of the relationships among central concepts of learning and teaching foreign languages, including the ability to communicate high expectations and create meaningful learning experiences for all students. **Generally taken during the junior year.**  
*Prerequisite: German 323 or permission. Offered spring term.*

**325 The Teaching of German IV (2)**

The student will participate in a setting where foreign language instruction is occurring. Students will foster relationships and collaborative skills with students, families, colleagues, and community agencies to support foreign language acquisition. Students will seek appropriate multicultural connections and integrate those perspectives into the foreign language and other curricular areas, where appropriate, to prepare students for participation in a diverse world. Students will become actively involved in leadership opportunities that promote professional growth in the foreign language area. Students will demonstrate the ability to promote career opportunities in the target language. *Prerequisite: German 324, German major and enrolled in professional term, or permission. Offered fall term.*

**415 German Civilization and Culture (3)**

Germany and the Germans in present and past. **Taught in German.**  
*Prerequisite: German 310 or 311 or permission. Offered alternate spring terms.*

**421 German Internship (0-12)**

An opportunity to use German in the real life situation of an internship in Germany. The internship may be in business-related areas, secondary education, or mass communication. *Prerequisites: Cooperative Education 205 and German language faculty permission. (Pass/Fail)*

**429 Introduction to German Literature (3)**

Selected works by German-speaking authors are read and discussed.  
*Prerequisite: German 310 or 311 or permission. Offered alternate spring terms.*

## History (HIS)

Associate Professor Orsag

Assistant Professor Jarvis

Assistant Professor Rozum

History is the study of the past, and of change over time. At Doane, the history major is geared toward in-depth study of Western (American and European) history and traditions. The major also exposes students to non-Western cultures such as those of Asia. History graduates go on to numerous careers including teaching, law, journalism, and government. Over the years, a number of Doane history majors have won the prestigious Fulbright scholarship for post-graduation employment and/or research at an international site.

### Requirements for the History Major:

Complete 1 or 2.

1. Students not seeking certification for public school teaching of history must complete the following:
  - a. History 105, 106, 205, 206, 496.
  - b. Five additional elective courses in history with at least one course from each of the areas of American, European, and non-Western history.
2. Students seeking certification for public school teaching in history must complete the following:
  - a. History 105, 106, 205, 206, 496.
  - b. Five additional elective courses in history with at least one course from each of the areas of American, European, and non-Western history.
  - c. Cognates Social Science 322, 323, 324, 325 and a total of six or more credits chosen from one or more of the areas of economics, political science, and sociology.
  - d. One additional teaching major.
  - e. All requirements listed under the catalog section Secondary Education.

### Requirements for the History Minor:

1. Complete History 105 (or 106) and History 205 (or 206).
2. Complete four additional history courses at the 300-400 level.

### 105, 106 History of Civilization I, II (3) (3)

An analysis of the development of civilization in Europe and elsewhere. Particular attention will be paid to the evolution of a modern mind set. This course focuses on the theme of how human perceptions changed over time—a key component of the very notion of “civilization.” As a

result of these courses, students will gain an understanding of the Western and non-Western heritages in terms of their origins, development, values, and distinctive qualities. Students will also gain an understanding of the nature of social, political, economic, and psychological forces and how they affect us. First term: 1300-1815. Second term: 1815 to the present.

**205, 206 History of the United States I, II (3) (3)**

A survey of the American colonial and U.S. national experience, this course is designed for the general student with emphasis on politics and society. Students successfully completing this course will demonstrate knowledge of the major themes and chronological periods of American history. They will also demonstrate a deeper understanding of historical method, and the role of interpretation and perspective in constructing historical narratives. First term: to 1877. Second term: since 1865. History 205 offered fall term; History 206 offered spring term.

**271, 371, 471 Selected Topics (1-3) (1-3) (1-3)**

An investigation of topics not offered in other courses, selected on the basis of student interest and available instruction.

**290, 390, 490 Directed Study (1-3) 1-3) (1-3)**

An opportunity for supervised, independent study of a particular topic based on the interest of the student, and the availability and approval of the faculty.

**298, 398, 498 Honors in History (1-3) (1-3) (1-3)**

Advanced academic preparation for students who have demonstrated outstanding academic performance in the discipline. Opportunities may take several forms: reading projects, teaching and tutorial assistance in courses, research and writing. Students successfully completing an honors project will demonstrate increased professional knowledge and a deeper understanding of disciplinary conventions. Students may complete two courses at each level. *Prerequisite: Permission.*

**305 Recent History of the United States (3)**

Examines selected topics in U.S. history, from the 1950s to present. Students will gain a deeper understanding of Cold War culture, popular culture, gender roles, the modern civil rights movement(s) and other social movements. Particular attention is paid to domestic politics, from the rise of Lyndon B. Johnson's "Great Society" to Ronald Reagan and the rise of the "New Right." Students who successfully complete this course also will gain a deeper understanding of the interplay of culture, politics, and society (and the analytical constructs of race, gender, and class), as they study the origins of issues relevant to contemporary society. *Offered alternate fall terms.*

**306 U.S. Interwar Years (3)**

Provides an in-depth examination of political, social and cultural history, from the 1920s to the early 1940s. Students who successfully complete this course will demonstrate knowledge of the background to

the economic collapse of the Great Depression, the rise of Franklin D. Roosevelt's "New Deal," and the beginnings of the Second World War. Students also will gain a deeper understanding of U.S. diversity, from region to race, from rural to urban, and from liberal to conservative strains of political thought. *Cross-referenced with Political Science 306. Offered alternate fall terms.*

**312 Gilded Age and Progressive Era (3)**

An in-depth examination of the cultural, social, economic and political history of the United States from circa 1870 to 1920. Students who successfully complete this course will demonstrate knowledge of the main themes of industrialization, urbanization, and immigration and the rise of programs of various social-political reformers. Attention is given to the culture of the Victorian or Gilded Age and the Progressive and Modern critique of that culture. Students will also gain a deeper understanding of the interplay of culture, politics, and society (and gender, race, and class) as they study industrialists, reformers, laborers, and presidents. *Offered alternate fall terms.*

**314 History of the Vietnam War and the 1960s (3)**

A course designed to provide an overview of the Vietnam War as well as the social, political and cultural context of the 1960s. Effects of the Vietnam War and the 1960s on U.S. culture and politics today are also emphasized. **This course fulfills the Cultural Perspectives requirement of the Doane Plan.** *Cross-referenced with International Studies 314.*

**315 The Civil War and Reconstruction (3)**

Examines the causes, character, and consequences of two great American tragedies: the Civil War and Reconstruction, from the mid-19th century to 1877. Students who successfully complete this course will demonstrate knowledge about the failure of antebellum political mechanisms, the growth of sectionalism, justifications for and against secession, and the methods and implications of war. Students will also gain a deeper understanding of the different constitutional systems underpinning the conflict, efforts to eradicate Southern separatism, and the promises, failures, and continuing legacy of the Reconstruction Era. *Offered alternate interterms.*

**317 Twentieth Century European Culture: Fascism (3)**

An examination of fascism as an ideology which dominated the political and cultural life of Europe in the first half of the century. Readings in various disciplines, such as economics, sociology, education, art, psychology, philosophy, religion, and music, augment the investigation of this totalitarian ideology. The legacy of fascism in current political developments, both in Europe and in other areas of the world, is also examined. **This course fulfills the Cultural Perspectives requirement of the Doane Plan.** *Cross-referenced with International Studies 317.*

**318 Germany After Hitler (3)**

Germany in the second half of the 20th century. The course begins at

the end of World War II, and progresses through the cold war years and the split into two states — West Germany and the GDR — to the fall of the wall and unification. **This course is taught in English. This course fulfills the Cultural Perspectives requirement of the Doane Plan. Cross-referenced with International Studies 318. Offered alternate spring terms.**

**320 American Environmental History (3)**

Examines American Environmental History from colonial times to the present. Students who successfully complete this course will gain a deeper understanding of topics such as changing interpretations of nature and resources, the conservation and environmental movements, the roles of art, literature, and culture in American visions of nature, as well as issues of public health, government interaction with the environment, and more recent environmental debates. The primary objective of this course is to explore the question “What is environmental history?” Students will also demonstrate knowledge of major authors and their works and will demonstrate the complexity and interdisciplinary nature of environmental history and its interpretations of human interactions with the environment. *Offered fall term.*

**321 American Race Relations (3)**

Surveys events in United States history, from the colonial era to the present, that suggest the racial underpinnings of American culture and society and explores how race interacts with class, gender, ethnicity, religion and culture. Students will gain a deeper understanding of the historical reality of American multiculturalism. Students examine the history of Native “Indian” Americans, African-Americans, Asian and Western and Eastern European immigrants and their descendants, in colonial and national contexts. Topics covered include conquest, assimilation, slavery, ethnicity, eugenics, and the modern civil rights movements. Students also will gain a deeper understanding of the development and values of Western and non-Western cultures and the interrelations between people, systems, and social forces. **This course fulfills the Cultural Perspectives requirement of the Doane Plan. Offered alternate fall terms.**

**326 Modern Asian History (3)**

Emphasis on China and Japan with some coverage of the Korean peninsula. Themes include modernization, imperialism, relations with the West, Sino-Japanese relations, and economic development. As a result of this course, students will gain an understanding of the Western and non-Western heritages in terms of their origins, development, values, and distinctive qualities. Students will also gain an understanding of the nature of social, political, economic, and psychological forces and how they affect us. *Offered alternate spring terms.*

**329 The U.S. Revolutionary Era (3)**

An examination of the U.S. colonial revolution and early national

period. Students who successfully complete this course will demonstrate knowledge of the social, cultural and political history of Great Britain's North American colonies on the eve of the Revolution; the military course of the Revolutionary War; the formation of the U.S. Constitution; and selected topics in early national politics and culture. Students will also gain a deeper understanding of social diversity, from Native Americans, African-Americans, women, and the common soldier to well-known leaders such as Benjamin Franklin, Thomas Jefferson, Alexander Hamilton, and George Washington. *(Cross-referenced with Political Science 329.) Offered alternate spring terms.*

**337 American Women's History (3)**

A general survey of U.S. women's history, from the colonial period to the present. Students successfully completing this course will demonstrate knowledge of the major themes and problems of women in American history and women's contributions to American political, social, and cultural life. Students examine how women are connected and divided by region, race and class. Students will also gain a deeper understanding of the role of gender and sex in American history and how such themes/ideologies affect men as well as women. *Offered alternate fall terms.*

**338 Modern Russia (3)**

Russia from 1855 and the Great Reforms of Tsar Alexander II through the Bolshevik Revolution, the Stalin period, the decline and fall of the USSR, and the troubled emergence of the "New Russia" and the other post-Soviet successor states. As a result of this course, students will gain an understanding of Western and non-Western heritages in terms of their origins, development, values, and distinctive qualities. Students will also gain an understanding of the nature of social, political, economic, and psychological forces and how they affect us. *(Cross-referenced with Political Science 338.)*

**341 Modern British History (3)**

An examination of the evolution of English, politics, economics, society and culture. Special attention will be paid to issues such as the industrial revolution, the British class system, suffrage and feminism, and the worldwide influence of British culture and the English language. As a result of taking this course, students will gain an understanding of crucial parts of Western and non-Western heritages in terms of their origins, development, values, and distinctive qualities. Students will also gain an understanding of the nature of social, political, economic and psychological forces and how they affect us. *Offered alternate fall terms.*

**342 The United States and the Middle East (3)**

A focus on the history of the Islamic Middle East and the relationship between the United States and the broader Middle East from the 18th century to the present, through an examination of selected countries, including Egypt, Iran, Iraq, Israel and Palestine. Students who

successfully complete the course will demonstrate knowledge of the rise of Islam in the Arabian Peninsula; the history of the Ottoman Empire and the mandate system; U.S. foreign policy in the Middle East; the Gulf Wars; and the Middle East and the media. Students also will gain a deeper understanding of the development and values of Western and non-Western cultures and the interrelations between people, systems, and social forces. (Cross-referenced with Political Science 342). *Offered alternate spring terms.*

**346 Modern Eastern European History (3)**

Students who successfully complete this survey course will demonstrate knowledge of the struggle for national independence by the people of the Balkans and East-Central Europe (Rumania, Yugoslavia, Czechoslovakia, Poland and Hungary), and also gain a deeper understanding of the post-1945 Communist period and the dynamics of the transition from Communism since 1989. *Offered alternate spring terms.*

**348 History of the Roman Empire (800 B. C.--476 A.D.) (3)**

Focus is on the rise of Roman civilization. Students who successfully complete this course will demonstrate knowledge of the cultural, military, political, and economic aspects of Roman civilization. Students also will gain a deeper understanding of the political transformation from the Roman Republic to the Roman Empire, as well as why this amazing civilization, which would serve as a model for so many future empires, eventually collapsed. *Offered alternate spring terms.*

**349 Contemporary Europe (3)**

Collapse of European civilization through World War I and World War II, followed by the emergence of a New Europe in recent times. **This course fulfills the Cultural Perspectives requirement of the Doane Plan.** *Cross-referenced with International Studies 349. Offered alternate years.*

**352 American West (3)**

An examination of the major themes of conquest, migration, water, agriculture, urbanization, government, myth, race, region, class, and gender, with special emphases on the Great Plains region and environmental history. Students will gain a deeper understanding of social, racial and cultural diversity in the West, with emphasis on Native American "Indian" cultures. Students also will gain a deeper understanding of the significance of region and the environment as forces in history and the West as a source of themes in U. S. history. *Offered spring terms.*

**353 Modern World History (3)**

An examination of modern political and social developments in six societies (Russia, China, India, Brazil, South Africa, and Japan). Change in these societies will be studied against the background of 20th-century global change in Europe, Africa, the United States, Latin America, and Asia. As a result of this course, students will gain an

understanding of Western and non-Western heritages in terms of their origins, development, values, and distinctive qualities. Students will also gain an understanding of the nature of social, political, economic, and psychological forces and how they affect us. (*Cross-referenced with Political Science 353.*) *Offered alternate spring terms.*

#### **354 Antebellum America (3)**

An examination of the social, cultural, and political history of the United States, from the 1820s to the eve of the Civil War. Students who successfully complete this course will demonstrate knowledge, among other topics, of party politics, national expansion, slavery, early industrialization, and social reform movements (such as temperance, anti-slavery, woman rights and transcendentalism). Students will also gain a deeper understanding of the main historical themes of the antebellum period of the United States. *Offered alternate fall terms.*

#### **421 History Internship (0-12)**

On-the-job experience in history. *Prerequisite: Cooperative Education 205 or permission. (Pass/Fail)*

#### **496 Writing and Research Seminar (3)**

Students will learn and apply the techniques of professional historians to produce a research paper. This will involve work with both primary and secondary sources, historiography, and the application of professional practices involving method, citation, research, and historical composition. This course will also enhance each student's ability to gather, analyze, and interpret historical data. Students will study these skills through discussion of Nebraska history, among other subjects. Through successful completion of this course, students will gain a deeper understanding of the development and values of Western (and non-Western) cultures and the interrelations between people, systems, and social forces. *Prerequisite: Permission. Offered spring terms.*

## **Honors Program (HNR)**

### **Associate Professor Orsag**

#### **302 Honors Seminar (1)**

An investigation of topics not offered in other courses, honors seminars are taught at an accelerated pace and centered on topics selected on the basis of student interest and instructor availability. Honors students will take an honors seminar during every semester they are on campus (except for their final spring semester).

#### **402 Honors Seminar Project (1)**

This is a collaborative research project undertaken during an honors student's final spring semester at Doane College. This course is open only to graduating seniors and third-year students planning to graduate early. *Prerequisite: Junior or Senior status. Offered spring term.*

## Humanities (HUM)

### 201 Archival Practicum (2)

A work experience in the college archives to continue collecting, sorting, and listing, as well as work toward the establishment of the official Archival Catalog; collection of oral history; preparation of displays or archival material; answering search requests for patrons; and readings in archival practice and Doane history. *Prerequisite: Permission. (Cross-referenced with Social Science 201.)*

### 290, 390, 490 Directed Study (1-3) (1-3) (1-3)

An opportunity for supervised, independent study of a particular topic based on the interest of the student and the availability and approval of the faculty.

### 302-402 Foreign Language Enrichment (1)

A course designed to encourage interdisciplinary study in foreign language. It is taken in conjunction with a second course in some discipline other than the foreign language. The student reads materials relating to the second course, which is selected by the faculty teaching it. The student does, however, read the materials in their original language and under the guidance of a faculty member qualified to teach that language. *Prerequisite: Permission of both faculty involved.*

## Information Science and Technology (IST)

Professor Engebretson

Associate Professor Meysenburg

Numerous career and graduate school opportunities exist for students who have completed a major in the area of information science and technology, whether it be in computer science or information systems. The opportunities available span many industries and disciplines, making a computer science or information systems major quite valuable, whether alone or in combination with majors or minors from other disciplines at Doane.

The information science and technology program at Doane includes experiences both inside and outside the classroom to provide students with a clear understanding of information science and technology concepts; the confidence and skills to work with existing and emerging information technology; the confidence and skills to efficiently research and learn an unknown topic or solve an unknown problem; and the confidence and skills to effectively communicate, including writing, speaking, reading, and listening.

As there are many areas of interest in the information science and technology field, reflected by the electives available at Doane, students are strongly encouraged to work with an information science and technology faculty

member in developing a course of study most beneficial to each individual student's interests. Students planning to seek a major in computer science, a major in information systems, a teaching endorsement in computer science, a minor in computer studies, or those who would like to explore any of these options, should contact a member of the information science and technology faculty as early as possible.

### **Requirements for the Computer Science Major:**

The computer science major is designed for individuals interested in pursuing graduate school and/or a career related to the research and engineering of computer technology.

1. Complete the following 35 credits in information science and technology:
  - a. Information Science and Technology 140, 145, 146, 246, 252, three credits of 421, and two semesters of 495.
  - b. Nine additional credits chosen from Information Science and Technology 314, 315, 352, 353.
  - c. Six additional information science and technology credits above 246, excluding Information Science and Technology 326, 401, 421, and 495.
2. Complete the following cognates:
  - a. Mathematics 235, 250, 303, 330.
  - b. Philosophy-Religion 231.
  - c. One credit of Activity 137.

### **Requirements for the Information Systems Major:**

The information systems major is designed for individuals interested in pursuing careers related to the analysis, design, development, implementation, and support of computer information systems and technology in organizations.

1. Complete the following 35 credits in information science and technology:
  - a. Information Science and Technology 140, 145, 146, 217, 252, three credits of 421 and two semesters of 495.
  - b. Nine additional credits from Information Science and Technology 307, 312, 322, 407, 412, 422.
  - c. Six additional information science and technology credits at or above 246, excluding Information Science and Technology 326, 401, 421, and 495.
2. Complete the following cognates:
  - a. Accounting 103.
  - b. One credit of Activity 137.
  - c. Business 242, 315.
  - d. Economics 203 (or 204).

- e. Mathematics 115 (or 235).
- f. Philosophy-Religion 231.

### **Requirements for the Honors Program in Information Science and Technology:**

Qualified students interested in further extending their studies of computer science or information systems beyond the requirements for the major are encouraged to enter the Information Science and Technology Honors Program. Students apply for the Information Science and Technology Honors Program during Activity 137, typically completed in the sophomore year.

To be accepted into the program, students must have at least a 3.30 GPA in information science and technology courses, have at least a 3.00 overall GPA, successfully complete a significant research paper in Activity 137, and unanimously be approved for the program by full-time members of the Information Science and Technology faculty.

To successfully complete the program and graduate with honors in the computer science or information systems major, students accepted into the Information Science and Technology Honors Program must:

1. Successfully complete a computer science or information systems major with at least a 3.50 GPA in information science and technology courses.
2. Graduate with at least a 3.00 overall GPA.
3. Successfully complete Information Science and Technology 401.
4. Successfully complete nine additional information science and technology credits beyond those required for the computer science or information systems major at or above Information Science and Technology 246, excluding Information Science and Technology 326, 401, 421, and 495.

### **Requirements for the Computer Studies Minor:**

Complete the following 21 credits in information science and technology:

1. Information Science and Technology 140, 145, 146, and 252
2. Nine additional information science and technology credits at the 200 level or above, excluding Information Science and Technology 326 and 495 (a maximum of three credits of Information Science and Technology 421 can be counted toward this requirement)

### **Requirements for the Information Technology Teaching Endorsement:**

Complete the following 20 credits in information science and technology:

1. Information Science and Technology 140, 145, 146, 252, and 326

2. Six additional information science and technology credits at the 200 level or above, excluding Information Science and Technology 201

**140 Introduction to Information Science and Technology (3)**

An introduction to information science and technology by exploring a breadth of topics in the areas of computer science and information systems. Upon successful completion of the course, students will be able to articulate the similarities and differences of the majors in information science and technology, identify and generally discuss the major topics in each major and their relationships, and discuss differing views on several ethical questions related to the computing industry. Through examination of the disciplines and research of computing careers, this course will provide information that will assist students in deciding whether or not to pursue an information science and technology major and career. *Offered fall terms.*

**145 Introduction to Programming and Problem-Solving (3)**

An introduction to the science and art of implementing solutions to problems using a high-level programming language. Upon completion of this course, the student will be able to design solutions to a variety of problems using top-down and structured design techniques and implement those solutions using programming constructs such as branching, loops, arrays, and functions or procedures. *Prerequisite: Mathematics 105 or equivalent.*

**146 Programming and Problem-Solving II (3)**

A continuation of Information Science and Technology 145. This course further examines data and procedural abstraction and the design, implementation and analysis of algorithms. Upon completion of this course, the student will have gained experience with the object-oriented paradigm, a more modern program design technique, as an alternative to top-down and structured design. In addition, students will learn basic searching and sorting algorithms, sequential and random access file algorithms, dynamic memory allocation techniques, and basic data structures such as linked lists and binary trees. *Prerequisite: Information Science and Technology 145. Offered spring terms.*

**201 Instructional Technology (3)**

A course consisting of a series of experiences related to using educational technology in the classroom. Teaching about technology, teaching with technology, and integrating technology in the classroom are topics of this course. Course experiences provide an awareness of the educational uses of technology and the skills necessary to use and integrate technology in the classroom. Competency will be demonstrated in the use of application software relevant to the classroom. *Prerequisite: Major in Elementary Education, Special Education, or completing secondary certificate.*

**217 Information Systems Theory and Practice (3)**

Provides an introduction to the field of information systems and an understanding of the decision process and how information is used for decision support in organizations. Students will develop an understanding of decision theory and practice essential for providing viable information to the organization and will be able to identify the various types of information systems. *Prerequisite: Information Science and Technology 145. Offered spring terms.*

**246 Data Structures and Algorithms (3)**

A course focusing on abstract data types, such as linear lists, linked lists, stacks, queues, graphs, and trees, and the design, implementation, and efficiency of the algorithms for processing these structures. More advanced searching and sorting techniques will be introduced and analyzed. Upon completion of this course, the student will be able to utilize data abstraction to solve a wide variety of computational problems using various data structures and to analyze the efficiency of their solutions. *Prerequisite: Information Science and Technology 146. Offered fall terms.*

**252 Principles of Digital Logic & Computer Organization (3)**

A study of the computer as a physical device. Upon completion of the course, students will understand the basic principles of digital logic and how it is used to build useful hardware components, understand the basic organization of a computer system in terms of digital hardware components and how instructions are executed using those components, and have the knowledge and skills necessary to implement high-level language constructs in assembly language. *Prerequisite: Information Science and Technology 146 or permission. Offered fall terms.*

**271, 371, 471 Selected Topics (1-3) (1-3) (1-3)**

An investigation of topics not offered in other courses, selected on the basis of student interest and available instruction. *Prerequisite: Permission.*

**290, 390, 490 Directed Study (1-3) (1-3) (1-3)**

An opportunity for supervised, independent study of a particular topic based on interest of the student, and availability and approval of the faculty.

**307 Database Application Design and Development (3)**

A study of the methods of organizing and accessing data on peripheral devices using database management systems (DBMS). Upon completion of this course, students will understand the relationship between file systems and database systems, and will design and implement a database application with a web interface using a DBMS. *Prerequisite: Information Science and Technology 145. Offered alternate spring terms.*

**312 Software Engineering I (3)**

An investigation of the application of engineering principles to the development of software systems. Students will gain a better understanding of these principles through the completion of a software engineering project. *Prerequisite: Information Science and Technology 146. Offered alternate fall terms.*

**314 Design and Analysis of Algorithms (3)**

An introduction to complexity theory, searching and sorting, and techniques of algorithm design, including greedy, divide and conquer, dynamic programming, and backtracking methods. Upon completion of this course, the student will be able to apply these methods in designing algorithms and be able to analyze the efficiency of these algorithms. *Prerequisite: Information Science and Technology 146, Mathematics 330. Offered alternate spring terms.*

**315 Theory of Computation (3)**

A study of the basic theoretical principles embodied in formal languages and automata. Topics include finite automata, context-free grammars, Turing machines, computability, and the halting problem. Upon completion of this course, the student will be able to apply theoretical models to the solution of computational problems. *Prerequisite: Information Science and Technology 145, Mathematics 250. Offered alternate spring terms.*

**322 Computer Networking I (3)**

Provides students with the knowledge of data communications and networking concepts, including telecommunications architectures, protocols, hardware, and software. In addition, the analysis, design, and implementation of networks in organizations such as businesses and schools will be examined and experienced. *Prerequisite: Information Science and Technology 146. Offered alternate fall terms.*

**324 Digital Electronics (4)**

An introduction to digital logic devices, microcontrollers (programming and operation), analog-to-digital and digital-to-analog converters, and basic input/output methods. Emphasis is given to controlling a process using these devices. Completing the course allows the student to identify and develop digital solutions to selected real world data acquisition and control problems. *Prerequisite: Physics 107, 108. (Cross-referenced with Physics 324.) Offered alternate fall terms.*

**326 Roles of the Instructional Technologist (2)**

An examination of the roles that an individual with an instructional technology major and/or a computer science endorsement might fulfill at the secondary level. Upon successful completion of this course, students will have an understanding of the roles they may be asked to fulfill related to providing support in analyzing, designing, implementing, and maintaining administrative and instructional information systems and technology in schools, as well as training students, teachers, and

administrators on its effective use. In addition, teaching methods and curriculum content of computer science and the teaching methods and curriculum content of computer applications will be discussed. Competency will be demonstrated in the use of application software relevant to the classroom. *Prerequisite: Information Science and Technology 145 and 252 and enrolled in the semester immediately prior to the professional term, or permission. Offered spring terms.*

### **352 Operating Systems (3)**

An introduction to operating systems. Students will leave the course with a better understanding of multiprogramming concepts such as CPU scheduling, deadlocks, memory management, virtual memory and protection, operating systems structures and distributed operating systems. Current operating systems will be surveyed and discussed as they relate to these concepts. *Prerequisite: Information Science and Technology 146. Offered alternate spring terms.*

### **353 Computer Architecture (3)**

A study of the design principles for computing machinery components. Upon successful completion of the course, students will have an understanding of these design principles for the processing unit, input/output, arithmetic unit, memory, and for improving throughput, via pipelining, vector and parallel processing, RISC architecture and neural networks. *Prerequisite: Information Science and Technology 252. Offered alternate fall terms.*

### **401 Information Science and Technology Honors Research (1)**

With the guidance of a faculty mentor, each student will identify a research area of interest, perform a literature review, identify a specific research project, perform the research, develop a paper, and present the results in a public forum. *Prerequisite: Acceptance into the IST Honors Program.*

### **407 Web Application Design and Development (3)**

A continuation of Information Science and Technology 307, this course will further investigate techniques to develop applications designed for the web. Upon completion of this course, students will have the skills to design and develop web applications using a number of different techniques and tools and will design and develop a web application using these techniques and tools. *Prerequisite: Information Science and Technology 307 or permission. Offered alternate fall terms.*

### **412 Software Engineering II (3)**

A continuation of Information Science and Technology 312, students will employ current software engineering methods to analyze, design, and implement a significant, modern software product. Emphasis will be placed on the utilization of a chosen software life cycle model from Information Science and Technology 312. Another area of emphasis will be the exploration of Graphical User Interface (GUI) programming.

*Prerequisite: Information Science and Technology 312. Offered alternate spring terms.*

**421 Information Science and Technology Internship (0-12)**

Practical experience in an information systems environment (industry or research). *Prerequisite: Cooperative Education 205 or permission. (Pass/Fail)*

**422 Computer Networking II (3)**

A continuation of Information Science and Technology 322, students will examine how the fundamentals of computer networking are implemented in a modern network environment. Topics will include network architecture, configuration, management, and security, among others. *Prerequisite: Information Science and Technology 322. Offered alternate spring terms.*

**495 Information Science and Technology Seminar (1)**

A research or experiential project developed under the guidance of a department faculty member to culminate a student's study of information science and technology. Completion of the project, including a written and oral presentation, demonstrates the skills expected of a Doane information science and technology student, including a solid understanding of information science and technology concepts; the confidence and skills to 1) work with existing and emerging computing technology; 2) efficiently research and learn an unknown topic or solve an unknown problem; and 3) effectively communicate, including writing, speaking, and listening. **This course may be taken twice.** *Prerequisite: Information Science and Technology student with junior or senior standing and permission.*

## ACTIVITIES

**137 Doane Information Solutions Cadre (DISC) (0-1)**

Provides students with an experience that will allow them to apply their understanding of information systems and applications in creating an information system solution. Students will be assigned to a project team and given responsibilities as part of that team. The team will be given a project that will involve analyzing a user's needs, designing a solution, and implementing that solution. *Prerequisite: Permission. (Pass/Fail)*

## International Studies (INT)

Professor Reinkordt

Associate Professor Franklin

This major is a multi-disciplinary course of studies involving economics, history, modern languages, and political science. The emphasis is on Europe,

incorporating many courses from the aforementioned fields. A major in International Studies creates the foundation for further studies in graduate school, in the U.S. as well as abroad.

**Requirements for the International Studies Major:  
(Emphasis in Contemporary Europe)**

Complete a minimum of 35 credits as follows:

1. Twelve credits in one language chosen from the following: French, German, Spanish, or Russian
2. French 312
3. History/Political Science 338
4. History/International Studies 317
5. International Studies 496
6. A minimum of four courses chosen from the following: Art 252; History 335, 341, 346; History/International Studies 318, 349; History/Political Science 353; International Studies 421 (2-3 credits); Political Science 316; Spanish 312.

**271, 371, 471 Selected Topics (1-3) (1-3) (1-3)**

An investigation of topics not offered in other courses, selected on the basis of student interest and available instruction.

**290, 390, 490 Directed Study (1-3) (1-3) 1-3)**

An opportunity for supervised, independent study of a particular topic based on the interest of the student, and the availability and approval of the faculty.

**310 Survey of African Studies (3)**

An introduction to the richness of the African continent and its peoples. From a multidisciplinary perspective, the student is exposed to dimensions of the African experience through discussions of its cultures, social structures, literature, art, music, history, economic processes and politics. Current issues concerning its future development and African leadership are studied. **This course fulfills the Cultural Perspectives requirement of the Doane Plan.**

**311 Japanese Literature & Culture (3)**

An overview of Japanese culture presented through its literature from ancient times to the present. Texts include a shortened version of the Lady Murasaki's *Tale of Genji* in Edward Seidensticker's translation, diaries, selected No and kabuki dramas, Basho's haiku, and the work of fiction writers Natsume Soseki, Ryunosuke Akutagawa, Junichiro Tanizaki, Yasunari Kawabata, Yukio Mishima, and Fumiko Enchi. Lafcadio Hearn's contribution to the Western understanding of Japan is also studied. Texts are augmented with slides, videotapes, audiotapes, films, and guest lecturers. **This course fulfills the Cultural Perspectives requirement of the Doane Plan.**

**314 History of the Vietnam War and the 1960s (3)**

A course designed to provide an overview of the Vietnam War as well as the social, political and cultural context of the 1960s. Effects of the Vietnam War and the 1960s on U.S. culture and politics today are also emphasized. **This course fulfills the Cultural Perspectives requirement of the Doane Plan.** *(Cross-referenced with History 314.)*

**315 International Relations Since 1945 (3)**

A course examining critical changes in international relations since World War II. Particular emphasis is on three concepts: Security, Interdependence, and Global Commons. **This course fulfills the Cultural Perspectives requirement of the Doane Plan.** *Offered alternate years.*

**317 Twentieth Century European Culture: Fascism (3)**

An examination of fascism as an ideology which dominated the political and cultural life of Europe in the first half of the century. Readings in various disciplines, such as economics, sociology, education, art, psychology, philosophy, religion, and music, augment the investigation of this totalitarian ideology. The legacy of fascism in current political developments, both in Europe and in other areas of the world, are also examined. **This course fulfills the Cultural Perspectives requirement of the Doane Plan.** *(Cross-referenced with History 317.)*

**318 Germany After Hitler (3)**

Germany in the second half of the 20th century. The course begins at the end of World War II, and progresses through the cold war years and the split into two states — West Germany and the GDR — to the fall of the wall and unification. **This course is taught in English. This course fulfills the Cultural Perspectives requirement of the Doane Plan.** *(Cross-referenced with History 318.) Offered alternate spring terms.*

**349 Contemporary Europe (3)**

Collapse of European civilization through World War I and World War II, followed by the emergence of a New Europe in recent times. **This course fulfills the Cultural Perspective requirement of the Doane Plan.** *(Cross-referenced with History 349.) Offered alternate years.*

**421 International Studies Internship (0-12)**

Supervised, on-the-job experience, preferably in an international setting. Students are encouraged, where possible, to engage in an internship in a foreign country. *Prerequisite: Cooperative Education 205 and permission. (Pass/Fail)*

**496 Seminar in International Relations (3)**

A course designed to focus attention on the broad aspects of international problems while inviting each seminar member to probe in-depth an issue or area of particular interest. Use is made of resource materials drawn from various academic disciplines. *Prerequisite: Major or permission.*

## Liberal Arts Studies (LAR)

### 101 Liberal Arts Seminar (3)

The Liberal Arts Seminar is a course designed to introduce students to college-level writing, discussion, critical thinking, and critical reading. Students learn library research skills, learn to work collaboratively, and gain an appreciation for multiple perspectives.

Interdisciplinary course content is selected by each faculty member teaching a seminar. Students reflect on a common book and use a common writing style manual. All first-year students are required to enroll in a liberal arts seminar. As a result of this course, each student will: 1) improve oral and written communication skills, library and research skills, critical reading, and critical thinking; 2) work with others constructively and ethically.

### 301 Teaching Assistant (0-3)

The Liberal Arts Seminar teaching assistant develops leadership and communication skills working with faculty and students of the Liberal Arts Seminar. The TA demonstrates professionally ethical behavior, attends seminar sessions, may independently facilitate one or more of these by leading discussions or meeting with small groups from the Liberal Arts Seminar section, may edit early drafts of student writing, supports service learning projects, and meets regularly with the Liberal Arts Seminar faculty. The TA is expected to complete training activities before and during the term, and all reading assignments just as the faculty member does. *Prerequisite: minimum junior status, faculty recommendation following TA application, interview and selection.*