

ST. OLAF COLLEGE

THE ACADEMIC CATALOG
FOR 2015-16



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Home

The Academic Catalog 2015-16

This catalog supercedes The Academic Catalog 2014-15 (<http://www.stolaf.edu/catalog/1415>)

Accreditation

St. Olaf College is accredited by The Higher Learning Commission (<http://www.ncahlc.org>) and is a member of the North Central Association (<http://www.ncahlc.org/About-the-Commission/about-hlc.html>):

Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
(800) 621-7440; (312) 263-0456
Fax: (312) 263-7462
<http://www.ncahlc.org/contact-us.html>

Private Institutions Registration

St. Olaf College is registered as a private institution with the Minnesota Office of Higher Education (<http://www.ohe.state.mn.us>) pursuant to Minnesota Statutes, sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Non-Discrimination

St. Olaf College admits students of any race, color, national, and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students. It does not discriminate on the basis of race, color, sex, national and ethnic origin, sexual orientation, or disability in administration of its educational policies, financial aid program, athletics, and all other programs.

Affirmative Action

St. Olaf College is an equal opportunity employer and follows a voluntary affirmative action policy in the recruitment and hiring of faculty and staff.

Title IX Resources

Title IX (<http://wp.stolaf.edu/title-ix>) Coordinator: Jo Beld, beld@stolaf.edu (goodson@stolaf.edu), 507-786-3632, Tomson Hall #259

Reservation of the Right to Modify

The provisions of this catalog are to be considered directive in character and not as an irrevocable contract between the student and the college. The college reserves the right to make changes that seem necessary or desirable, including course and program cancellations.

Family Educational Rights and Privacy Act (FERPA)

The provisions of the Family Educational Rights and Privacy Act (FERPA) (<http://wp.stolaf.edu/registrar/ferpa>) prohibit the college from releasing grades or other information about academic standing to parents unless the student has released such information in writing, or unless the student is a dependent as defined by FERPA. Further information concerning St. Olaf College procedures in compliance

with FERPA is available on the Registrar's Office website (<http://wp.stolaf.edu/registrar>).

Class and Lab Schedule

For updated information about the current year's course offerings and their general education attributes, view the class and lab schedule (<http://www.stolaf.edu/sis/public-aaclasslab.cfm>).

Previous Versions of the Catalog

Previous versions of the *St. Olaf Academic Catalog* are available as follows:

- 2002-04 Academic Catalog with Supplement (<http://www.stolaf.edu/catalog/0304>)
- 2004-06 Academic Catalog with Supplement (<http://www.stolaf.edu/catalog/0506>)
- 2006-08 Academic Catalog (<http://www.stolaf.edu/catalog/0607>) (in effect during 2006-2007 only)
- 2007-08 Academic Catalog (<http://www.stolaf.edu/catalog/0708>)
- 2008-09 Academic Catalog (<http://www.stolaf.edu/catalog/0809>)
- 2009-10 Academic Catalog (<http://www.stolaf.edu/catalog/0910>)
- 2010-11 Academic Catalog (<http://www.stolaf.edu/catalog/1011>)
- 2011-12 Academic Catalog (<http://www.stolaf.edu/catalog/1112>)
- 2012-13 Academic Catalog (<http://www.stolaf.edu/catalog/1213>)
- 2013-14 Academic Catalog (<http://www.stolaf.edu/catalog/1314>)
- 2014-15 Academic Catalog (<http://www.stolaf.edu/catalog/1415>)

The St. Olaf Curriculum

- The Mission (p. 4)
- STOGGoals: College-wide Goals for Student Learning (<http://wp.stolaf.edu/outcomes/stogoals>)
- The St. Olaf Curriculum, Graduation Requirements, and Degrees (p. 4)
- Majors, Concentrations, Areas of Emphasis, and Teaching Certifications (p. 14)

The Mission of St. Olaf College

St. Olaf, a four-year college of the Evangelical Lutheran Church in America, provides an education committed to the liberal arts, rooted in the Christian Gospel, and incorporating a global perspective. In the conviction that life is more than a livelihood, it focuses on what is ultimately worthwhile and fosters the development of the whole person in mind, body, and spirit.

Now in its second century, St. Olaf College remains dedicated to the high standards set by its Norwegian immigrant founders. In the spirit of free inquiry and free expression, it offers a distinctive environment that integrates teaching, scholarship, creative activity, and opportunities for encounter with the Christian Gospel and God's call to faith. The college intends that its graduates combine academic excellence and theological literacy with a commitment to lifelong learning.

St. Olaf College strives to be an inclusive community, respecting those of differing backgrounds and beliefs. Through its curriculum, campus life, and off-campus programs, it stimulates students' critical thinking and heightens their moral sensitivity; it encourages them to be seekers of truth, leading lives of unselfish service to others; and it challenges them to be responsible and knowledgeable citizens of the world.

Approved by the St. Olaf faculty in 1987 and the opening paragraph adopted, as a shorter version, by the St. Olaf Board of Regents that same year.

The St. Olaf Curriculum, Graduate Requirements, and Degrees Curriculum

The St. Olaf College curriculum engages students in a multidisciplinary, multicultural exploration of human knowledge and experience. The curriculum cultivates the basic skills students need to succeed in college and beyond and introduces students to the traditional liberal arts disciplines. The combination of general education (p. 6), major, (p. 14) and elective courses helps students develop both breadth and depth in their college education.

At the same time, the curriculum provides opportunities for integrative study through general education (p. 6) courses that meet more than one requirement and through a variety of interdisciplinary majors and concentrations (p. 14). This blend of traditional and innovative instruction nurtures a critical, creative, and flexible intelligence. The St. Olaf curriculum prepares students for the lifelong learning so essential to their continued personal and professional development.

Graduation Requirements

A student admitted to St. Olaf College is considered a degree candidate and registers under the regulations and degree requirements listed in the *St. Olaf Academic Catalog* for the academic year the student first enters St. Olaf as a degree candidate.

The *St. Olaf Academic Catalog* is available only on the college's web site (<http://wp.stolaf.edu/registrar/academic-catalogs-calendars-exam-schedules-registration>) and is updated once each year by August 15. Academic regulations and procedures as they apply to students may change during a student's time at St. Olaf, but graduation requirements remain those in effect at the time of entry.

No candidate for a degree will receive a diploma until all requirements have been fulfilled. While some course requirements may be fulfilled differently, graduation requirements themselves are not subject to waiver for individual students.

A student in doubt about how certain requirements are interpreted should consult the Academic Regulations (p. 16) section of this catalog or contact the registrar.

Responsibility for understanding and meeting graduation requirements stated in the *St. Olaf Academic Catalog* rests entirely with the student. Faculty advisors and the registrar assist in every way possible.

Note: For numerical purposes, the term "course" means a full (1.00) course credit, as distinguished from fractional course credits.

Degrees at St. Olaf

Bachelor of Arts (B.A.) Degree

General Graduation Requirements (p. 4)

General Education Requirements (p. 6)

Bachelor of Music (B.M.) Degree

The Music Department (p. 179) listing describes the graduation requirements for the degree of Bachelor of Music. Questions should be directed to the Music Department in person or by phone at 507-646-3180.

General Graduation Requirements (p. 9)

General Education Requirements (p. 10)

Bachelor of Arts/Bachelor of Music Double-Degree Option

See Bachelor of Arts/Bachelor of Music Double-Degree Option (p. 13)

Bachelor of Arts General Graduation Requirements

See also: General Education Requirements (p. 6)

General Graduation Requirements Courses

Students must take the equivalent of 35 St. Olaf credits through a combination of full-credit and fractional-credit courses.

Note: For numerical purposes, the term "course" means a full (1.00) course credit, as distinguished from fractional course credits, unless otherwise noted.

Residency Requirement

- Seventeen of the 35 St. Olaf credits required for graduation must be taken through St. Olaf College. This may include St. Olaf-sponsored off-campus programs.
- The senior residency requirement consists of registration through St. Olaf either (a) during the last two semesters and Interim preceding the conferring of the degree or (b) for at least nine of the last 12 full-course credits. For instance, seniors may spend one of their last terms at another institution only if a maximum of three credits are applied to the St. Olaf degree. A senior may spend the final semester on a St. Olaf-sponsored off-campus program. See, however, Participation in Commencement (p. 40)

January Interim

At least three of the required 35 St. Olaf credits must be earned in three separate January (p. 23) full-credit (1.0) Interims (p. 23). An Interim may be taken on campus, through a St. Olaf off-campus Interim program, or through an approved Interim exchange (p. 24) with another 4-1-4 college. Transfer students admitted with at least sophomore standing must complete two Interims (p. 23). After having successfully completed two Interims (p. 23), senior participators may satisfy the third Interim (p. 23) requirement by means of a summer course taken during a St. Olaf summer session (p. 25) after the commencement in which the student participates.

Grade Points and Grade Point Average

An average grade of C (2.00 on a 4.00 system) for all courses taken for the usual letter grades. See Grade Point Average (p. 34) for details.

Course Level

See Explanation of Course Levels (p. 20).

Satisfactory completion of 18 credits above level I, courses numbered 200 and higher.

A course can earn only its assigned level. It cannot be raised in level as the result of extra studies, assignments, or performance.

Graded Courses

See Grades (p. 31).

A minimum of 24 credits out of 35 must be taken graded through courses taken from a St. Olaf professor.

A sliding scale is used if not all work is taken at St. Olaf or if credit is earned through special programs such as Advanced Placement. Sophomore transfer students need a minimum of 18 graded credits and junior transfer students a minimum of 13 graded credits. Details are available from the registrar.

All students should be aware of the restrictions on S/U and P/N grades (p. 35).

Students studying on St. Olaf off-campus programs should refer to Graded and Ungraded Courses (p. 32) in the Academic Regulations

(p. 16) section of this catalog for details about how this graduation requirement is affected by off-campus programs.

Major — 8 or More Credits

One completed major is required for graduation. Depending on the department or interdisciplinary program, the number of courses required for a major ranges from eight to twelve courses, with some departments requiring course work in other departments. Departments and interdisciplinary programs may require comprehensive examinations or special research projects. (See Majors, Concentrations, and Areas of Emphasis. (p. 14)) Consult the department or interdisciplinary program listing (p. 41) in this catalog for specific major requirements. Students must declare one major no later than the time of registration for Interim and spring semester of their junior year by filling out a form (<http://wp.stolaf.edu/registrar/files/2015/03/Major-Declaration-revised-3-20-15.pdf>) available at the Registrar's Office. Students are allowed to change this declaration or add a second major at a later date. Only this catalog defines the specific requirements for each departmental or interdisciplinary major.

Other regulations are:

- Of the credits counting toward the minimum requirements for a major, a total of six (6.00) must be completed with a grade of C or higher.
- Only one full-course equivalent (1.00-credit course) taken S/U may count toward the minimum requirements for a major. Some departments have more stringent regulations.
- At least 50 percent of the minimum major must be taken through St. Olaf. Students should consult the registrar and the appropriate department chair or program director about counting toward a major courses taken at other colleges. In addition to the registrar, the chair must sign the student's transfer of credit form (available from the Office of the Registrar and Academic Advising) if work from other institutions is accepted in advance. Likewise, courses taken through St. Olaf off-campus programs must be approved by the chair or director and the off-campus program advisor in advance if credit toward a major is sought. (See Transfer of Credit to St. Olaf (p. 16))
- Certification of a completed major is the responsibility and prerogative of the department chair or program director, not the registrar.
- See below, Credits Outside the Major.

Multiple Majors

Attaining two or three majors within the confines of 35 St. Olaf credits is often difficult. Students should consult frequently with their advisor and the chair or director of the major departments and programs. A graduate may add an additional major to the St. Olaf record if no more than two courses from another institution are subsequently applied to the additional major.

Credits Outside the Major

While the maximum course credits counting toward a major in any one department may vary, 21 total full-course credits must be completed outside of the SIS "department" code of the major. The 21 total credits include Education Department courses attending the major. In order for a student to be certified in a second or third major, 21 credits also must be taken outside of the SIS "department" code of each of those majors as well. If a student has a double major, courses taken in one major count toward the 21 credits outside of

the other major. Credits outside the major department or program include full- (1.00) credit courses plus partial - (.25, .50, .75) credit courses. Students who double-major in studio art and art history are required to complete at least 18 full-course credits outside the SIS "ART" department designation.

Completion of Incomplete Grades

A student with an incomplete (p. 35) on his/her academic record may participate in Commencement if all other requirements for graduation have been met (see Participation in Commencement (p. 40)). Only after a final grade has been recorded for the course, however, will a degree be conferred and a diploma issued.

Bachelor of Arts/Bachelor of Music Double-Degree Option

- Students must meet the application requirements for both the Bachelor of Arts and Bachelor of Music degree programs.
- Students engage in professional study in music and study in the liberal arts, leading to both Bachelor of Music and Bachelor of Arts degrees.
- The duration of the double-degree option may vary among disciplines but will be less than the sum of the durations of both degree programs if undertaken separately. For most students, pursuit of a double-degree option will require five years of study. It should be noted that in a few cases (notably when the B.A. graduation major is in the natural sciences) completion of all requirements in five years may not be possible.
- Students pursuing the double-degree option may choose any of the five Bachelor of Music graduation majors (church music, elective studies, music education, performance, and theory/composition) and any of the Bachelor of Arts graduation majors except music.
- Students shall meet the requirements for the B.A. graduation major and B.M. graduation major, as well as the general education requirements and general graduation requirements for the two degrees. The final two years of coursework in pursuit of the degrees must be spent in residence. 17 of the last 20 full-course credits must be earned through St. Olaf. Some students may require up to 43 total credits in order to complete all requirements for both degrees.
- Students required to continue study in a fifth year to complete two degrees are eligible for continuing financial aid from St. Olaf College.
- A double-degree student may elect to graduate in two different semesters, one with each degree, but must meet all requirements for the degree and the graduation major within that degree before the diploma for that degree will be awarded.
- Graduating double-degree students receive two diplomas, one for each degree.

Bachelor of Arts General Education Requirements

General education requirements constitute the core degree requirements of the curriculum. Courses are described in this catalog; general education attributes for all courses are indicated in the class and lab schedule (<http://www.stolaf.edu/sis/public-aaclasslab.cfm>).

St. Olaf's general education curriculum does not work by a distribution system (so many courses in certain disciplines); rather, it identifies an area of learning for general education and sets out a series of guidelines and intended learning outcomes that inform the construction of courses. Departments and programs submit their course proposals to the Curriculum Committee, which judges whether a course fulfills a specific general education requirement. Because the college's expectations for general education are distinctive and characteristic of St. Olaf College alone, students must be particularly careful as they plan off-campus and transfer work. The Registrar's Office determines how transfer work applies to St. Olaf's general education requirements; advisors of approved St. Olaf programs determine whether a course taken through one of these programs/ approved by St. Olaf applies to the general education requirements. See Transfer of Credit to St. Olaf (p. 16).

Some courses in the St. Olaf curriculum count for more than one graduation requirement at the same time. For example, a course taken for general education may also be the first course in a major. A course may simultaneously satisfy two different general education requirements. In addition, students may complete some requirements with approved courses taken on St. Olaf-approved international and off-campus programs.

A typical course of study may have proportions as follows:

General Education	14-16 Credits
Major	8-10 Credits
Electives	10-12 Credits
Total for graduation	35 Credits

Depending upon Advanced Placement examination results, choice of world language, prior preparation in languages and mathematics, choice of a major, and addition of a second major, a concentration, or a teaching certification, the proportions will vary.

The codes for the general education requirements are listed under each requirement. The code for each requirement fulfilled by a course is listed in the class and lab schedule (<http://www.stolaf.edu/classlab>), not in the course listings in this catalog.

Of courses taken to meet general education requirements, only .25 credit courses may be taken on a satisfactory/unsatisfactory (S/U) (p. 35) basis. Full or .50 credit courses taken S/U do not fulfill general education requirements.

An independent study or an independent research (p. 23) credit does not fulfill a general education requirement for the degree. Exception: In consultation with the faculty supervisor and with the approval of the registrar, independent study or independent research may count as a course in writing [WRI] (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/WRI.pdf>).

Foundation Studies

First-Year Writing [FYW (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/FYW.pdf>)] -- 1 course

First-year students are required to complete First-Year Writing (FYW), with two exceptions:

- FYW is awarded to first-year students who receive a score of 5 on the Advanced Placement (AP) English Literature or English Language Exam or a score of 5 or higher on the International Baccalaureate (IB) exam.
- Students who initially transfer 15 or more courses to St. Olaf are exempt from the FYW requirement.

Placement

The director of writing administers a writing placement exam for first-year students whose SAT verbal and writing scores, ACT English and reading scores, or additional admissions materials indicate that they may benefit from taking WRIT 107 Introduction to Academic Writing or WRIT 110 Critical Skills in Composition before enrolling in a First-Year Writing course. New incoming students required to take the writing placement exam receive written notification, during the summer and upon arrival to campus, from the director of writing. The writing placement exam is offered only during Week One. International students take a writing placement exam as part of international student orientation.

Students who may benefit from a two-semester sequence of writing instruction complete WRIT 107 Introduction to Academic Writing, or WRIT 110 Critical Skills in Composition, in the first semester of the first year, then complete a WRIT 111 First-Year Writing in the second semester of the first year. All other students may enroll directly in a WRIT 111 First-Year Writing section.

Writing in Context Courses [WRI (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/WRI.pdf>)] -- 4 courses in any departments/programs

Foreign Language [FOL (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/FOL.pdf>)] -- 0-4 courses

Requirement

All St. Olaf students must satisfy the foreign language requirement. Bachelor of Arts students must satisfactorily complete the fourth college semester course (numbered 232 or higher) taught in the French [FOL-F], German [FOL-G], or Spanish [FOL-S] languages; or the third college semester course (numbered 231 or higher) taught in the Chinese [FOL-C], Greek [FOL-K], Latin [FOL-L], Japanese [FOL-J], Norwegian [FOL-N], or Russian [FOL-R] languages, or demonstrate equivalent proficiency.

Requirement to be completed at St. Olaf

New matriculating students are expected to complete their foreign language (FOL) requirement with a course or courses taken at St. Olaf. In general, students are advised to begin foreign language study in the first semester of the first year and to continue their language study in each subsequent semester until the requirement is completed. In cases where a student's schedule of courses makes that impossible, the student should consult with his or her advisor. After

a student matriculates, under special circumstances, the registrar, in consultation with the appropriate foreign language department, may grant permission to a student to complete the final course for the FOL requirement through summer intensive or semester courses (through a leave of absence) taken at another institution.

Placement

Foreign language departments place first-year students and other new students in appropriate language courses on the basis of placement tests or high school preparation. Students entering with previous training in a foreign language **must** take the relevant placement test if one is offered. The foreign language placement tests are relatively short diagnostic tests; they should not be considered exhaustive and do not provide a satisfactory basis for the certification of proficiency or for receiving course credit. Rather, they function entirely for placement in St. Olaf language courses.

Proficiency

New matriculating or new transfer students who have taken college-level foreign language courses at another institution may receive elective credit for those courses, within the maximum number of pre-college credits allowed by St. Olaf, if the courses are deemed appropriate by the registrar. If new matriculating students decide to complete the FOL requirement in the language in which they have prior training, they must take and pass the necessary course(s) according to the placement test results and the FOL policy for the specific language. Students who place higher than the last course normally required to complete the FOL requirement may be eligible to take a proficiency exam. The foreign language proficiency tests are administered by the various foreign language departments. The foreign language proficiency tests measure proficiency at a level equivalent to the end of the corresponding number 231 or 232 language course. A student who passes the appropriate proficiency test satisfies the St. Olaf foreign language requirement (FOL) but does not receive course credit. Please consult individual departments for information about their FOL policies.

Languages not taught at St. Olaf

If new matriculating students or new transfer students wish to complete their FOL requirement with courses in a language not taught at St. Olaf, including American Sign Language (ASL), the course(s) must comply with college policy for completion of the FOL requirement, as determined by the registrar. Students planning to fulfill the foreign language requirement with transfer courses from other institutions should be aware of St. Olaf's requirement of intermediate proficiency in one foreign language (including American Sign Language [ASL]). Questions regarding the transfer of foreign language courses to St. Olaf should be directed in advance to the registrar.

Native language other than English

Students who enter St. Olaf College with a native language other than English should consult the registrar. Such students may have their foreign language requirement fulfilled by showing evidence of proficiency in their native language. These students must prove completion through eighth grade in their native language; or they must provide a high school transcript that shows they completed their high school requirements in their native language; or they must pass a proficiency test through St. Olaf (see above) or administered by an outside evaluator.

Proficiency reports from persons not known to St. Olaf must be based on documented exposure or training by the student in a foreign

language equivalent in length to three or four college semesters or demonstration of a sufficient length of time in a non-English speaking culture to give credence to a proficiency report. As a rule, proficiency reports from persons outside of St. Olaf are not acted upon until the student arranges for a final proficiency exam by persons and methods agreed to by members of the foreign language faculty, the registrar, and, if deemed necessary, the dean of the college. Such exams may involve an expense charged to the student.

Documented language learning disability

Students with a documented language learning disability should confer with the Disability and Access Center in Buntrock Commons 108.

Difficulty progressing

Students who have difficulty making progress in foreign language courses at the college should first consult the instructors of their foreign language courses and their academic advisors; these faculty may also refer students to the Academic Support Center. Students are strongly urged to seek the support of a tutor and meet with that tutor on a regular schedule.

Alternative route

In very rare cases, the foreign language requirement may be fulfilled by another method: students who have not fulfilled the foreign language requirement may petition the Foreign Language Subcommittee of the Curriculum Committee to satisfy the remainder of the requirement by completing one or more substitute courses in foreign culture and civilization or in literature in English translation. In compliance with state and federal disability discrimination laws, this alternative route to fulfillment of the foreign language requirement is intended for students with disabilities specific to the learning of foreign languages. Any petition should be drawn up with the guidance of the Academic Support Center.

Oral Communication [ORC (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/ORC.pdf>)] – 1 course

Abstract and Quantitative Reasoning [AQR (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/AQR.pdf>)] – 1 course

Placement

The Mathematics, Statistics, and Computer Science Department recommends courses for students to take based on their responses to the Mathematics/Statistics and Computer Science placement surveys. Students who do not need to take calculus for their major may want to wait until at least their sophomore year before deciding which mathematics, statistics, or computer science course is the best option for them to take to satisfy the AQR requirement.

Studies in Physical Movement [SPM (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/SPM.pdf>)] – 2 courses (of any credit value)

Additional Information

Two different courses, of any credit value, that expand students' experiences in and understanding of movement and promote lifelong health and wellness of the whole person. Students are encouraged

to expand their horizons and focus on different activities or modes of movement in order to fulfill the requirements.

It is strongly recommended that both SPM requirements be completed before the senior year. The following regulations are often misunderstood:

1. If students do not appear on the first class day of an SPM course, the instructor normally assumes that the student will drop the course. In this event, the student must still officially drop the course at the Registrar's Office by the posted drop deadline. The instructor does not assume this responsibility.
2. Only one SPM course credit may be earned by students as a result of participation in an approved intercollegiate sport. This credit must be entered as ESAC 171-ESAC 194 at the registration preceding the sport/participation term. Credit cannot be claimed after the term in which participation took place unless the student completes a petition form; a late fee is assessed. It can only be used once as one half of the two-course SPM requirement.
3. At registration, students may register initially for only one SPM course. On a space-available basis a second SPM course may be added during the same term with a signed drop/add slip within the drop/add dates published on the Office of the Registrar and Academic Advising Web site.
4. After the two-course SPM requirement has been completed, students may repeat a specific exercise science activity (ESAC) course under the following conditions:
 - The SPM requirement is completed with two different courses.
 - Students repeating an ESAC course must wait until the first day of classes to register the repeated activity course, to allow all current students to register for SPM courses.
 - Students may only register on a "space available" (open courses) basis.
 - Each specific exercise science activity course may only be taken a maximum of four times (the first time plus three repeats).

Core Studies

Historical Studies in Western Culture [HWC (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/HWC.pdf>)] – **2 courses in any departments/programs (at least one must be taken from a St. Olaf faculty instructor; exception: if a student has received credit for one HWC course through pre-college credit, s/he may receive credit for the other one via a St. Olaf-approved off-campus program)**

Multicultural Studies [MCG (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/MCG.pdf>), **MCD** (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/MCD.pdf>)] – **2 courses, one MCG, one MCD (must be from two different departments/programs)**

Artistic and Literary Studies [ALS-A (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/ALS-A.pdf>), **ALS-L** (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/ALS-L.pdf>)] – **2 courses, one ALS-A, one ALS-L, in any departments/programs**

Biblical and Theological Studies [BTS-B (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/BTS-B.pdf>), **BTS-T** (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/BTS-T.pdf>)] – **2 courses, one BTS-B, one BTS-T**

Students who initially transfer 15 or more courses to St. Olaf are required to complete only the Christian theology (BTS-T) course.

One BTS-T course is the required prerequisite for an EIN course.

Studies in Natural Science (at least one of these two courses must be taken from a St. Olaf faculty instructor; exception: if a student has received credit for an IST or SED course through pre-college credit, s/he may receive credit for the other one via a St. Olaf-approved off-campus program)

Scientific Exploration and Discovery [SED (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/SED.pdf>)] – **1 course (SED, IST must be completed with two different courses from two different departments/programs)**

Integrated Scientific Topics [IST (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/IST.pdf>)] – **1 course (SED, IST must be completed with two different courses from two different departments/programs)**

Studies in Human Behavior and Society [HBS (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/HBS.pdf>)] – **2 courses (must be from two different departments/programs; at least one must be taken from a St. Olaf faculty instructor; exception: if a student has received credit for one HBS course through pre-college credit, s/he may receive credit for the other one via a St. Olaf-approved off-campus program)**

Integrative Course

Ethical Issues and Normative Perspectives [EIN (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/EIN.pdf>)] – **1 course**

Prerequisite for all EIN courses: completion of the BTS-T requirement or permission of the instructor.

Bachelor of Music General Graduation Requirements

See also: B.M General Education Requirements (p. 10)

General Graduation Requirements Courses

Students must take the equivalent of 35 St. Olaf credits through a combination of full-credit and fractional-credit courses. Note: For numerical purposes, the term "course" means a full (1.00) course credit, as distinguished from fractional course credits, unless otherwise noted.

Residency Requirement

- Seventeen of the 35 credits required for graduation must be taken through St. Olaf College. This may include St. Olaf-sponsored off-campus programs.
- The senior residency requirement consists of registration through St. Olaf either (a) during the last two semesters and Interim preceding the conferring of the degree or (b) for at least nine of the last 12 full course credits. For instance, seniors may

spend one of their last terms at another institution only if a maximum of three credits are applied to the St. Olaf degree. A senior may spend the final semester on a St. Olaf-sponsored off-campus program. See, however, Participation in Commencement (p. 40).

January Interim

At least three of the required 35 credits must be earned in three separate January full-credit (1.0) Interims. An Interim may be taken on campus, through a St. Olaf off-campus Interim program, or through an approved Interim exchange with another 4-1-4 college. Transfer students admitted with at least sophomore standing must complete two Interims. After having successfully completed two Interims, senior participants may satisfy the third Interim requirement by means of a summer course taken during a St. Olaf summer session after the commencement in which the student participates.

Grade Points and Grade Point Average

An average grade of C (2.00 on a 4.00 system) for all courses taken for the usual letter grades. See Grade Point Average (p. 34) for details.

Course Level

See Explanation of Course Levels (p. 20)

Satisfactory completion of 18 credits above level I, courses numbered 200 and higher. A course can earn only its assigned level. It cannot be raised in level as the result of extra studies, assignments, or performance.

Graded Courses

See Grades (p. 32).

A minimum of 24 credits out of 35 must be taken graded through courses taken from a St. Olaf professor. A sliding scale is used if not all work is taken at St. Olaf or if credit is earned through special programs such as Advanced Placement. Sophomore transfer students need a minimum of 18 graded credits and junior transfer students a minimum of 13 graded credits. Details are available from the registrar. All students should be aware of the restrictions on S/U and P/N grades (p. 35). Students studying on St. Olaf off-campus programs should refer to Graded and Ungraded Courses (p. 32) in the Academic Regulations (p. 16) section of this catalog for details about how this graduation requirement is affected by off-campus programs.

Major — 8 or More Credits

B.M. candidates must choose from the five majors offered. Please consult the Music Department (p. 179) listing in this catalog for specific major requirements. These constitute the final authority on degree requirements. Entrance to all B.M. majors is by audition and/or application only. Once approved, students should declare their major formally as soon as possible by submitting a completed declaration of major form to the Music Department office. Subsequent changes are allowed, but students are encouraged to keep their records current, documenting any changes with re-submissions of the same form. Other regulations are:

- Of the credits counting toward the minimum requirements for a major, a total of six (6.00) must be completed with a grade of C or higher.

- No courses explicitly required for a B.M Music major may be taken S/U.
- At least 50 percent of the minimum major must be taken through St. Olaf. Students should consult the registrar and the department chair or program director about counting toward a major courses taken at other colleges. In addition to the registrar, the chair must sign the student's transfer of credit form (available from the Office of the Registrar and Academic Advising) if work from other institutions is accepted in advance. Likewise, courses taken through St. Olaf off-campus programs must be approved by the chair or director and the off-campus program advisor in advance if credit toward a major is sought. (See Transfer of Credit to St. Olaf (p. 16)).
- Certification of a completed major is the responsibility and prerogative of the department chair, not the registrar.
- Graduation requirements for majors within the Bachelor of Music (p. 179) degree may vary widely. Students should consult this catalog and the Music Department chair.

Credits Outside the Major

Not applicable to the Bachelor of Music.

Completion of Incomplete Grades

A student with an incomplete (p. 35) on his/her academic record may participate in Commencement if all other requirements for graduation have been met (see Participation in Commencement (p. 40)). Only after a final grade has been recorded for the course, however, will a degree be conferred and a diploma issued.

Bachelor of Arts/Bachelor of Music Double-Degree Option

See <https://stolaf-next.editcl.com/curriculum/graduate-requirements-degrees/double-degree-option-ba-bm/>

Bachelor of Music General Education Requirements

General Education Requirements

General education requirements constitute the core degree requirements of the curriculum. Courses are described in this catalog; general education attributes for all courses are indicated in the class and lab schedule. (<http://www.stolaf.edu/classlab>)

St. Olaf's general education curriculum does not work by a distribution system (so many courses in certain disciplines); rather, it identifies an area of learning for general education and sets out a series of guidelines and intended learning outcomes that inform the construction of courses. Departments and programs submit their course proposals to the Curriculum Committee, which judges whether a course fulfills a specific general education requirement. Because the college's expectations for general education are distinctive and characteristic of this college alone, students must be particularly careful as they plan off-campus and transfer work. The Registrar's Office determines how transfer work applies to St. Olaf's general education requirements; advisors of approved St. Olaf programs determine whether a course taken through one of these programs/ approved by St. Olaf applies to the general education requirement. See Transfer of Credit to St. Olaf (p. 16).

Some courses in the St. Olaf curriculum count for more than one graduation requirement at the same time. For example, a course taken for general education may also be the first course in a major. A course may simultaneously satisfy two different general education requirements. In addition, students may complete some requirements with approved courses taken on St. Olaf-approved international and off-campus programs.

A typical course of study may have proportions as follows:

General Education	9-10 credits
Major	19-21 credits
Electives	4-7 credits
Total for graduation	35 credits

Depending upon Advanced Placement examination results, choice of world language, prior preparation in languages and mathematics, choice of a major, and addition of a second major, a concentration, or a teaching certification, the proportions will vary.

The codes for the general education requirements are listed under each requirement. The code for each requirement fulfilled by a course is listed in the class and lab schedule (<http://www.stolaf.edu/classlab>), not in the course listings in this catalog.

Of courses taken to meet general education requirements, only .25 credit courses may be taken on a satisfactory/unsatisfactory (S/U) (p. 35) basis. Full or .50 credit courses taken S/U do not fulfill general education requirements.

An independent study or an independent research (p. 23) credit does not fulfill a general education requirement for the degree. Exception: In consultation with the faculty supervisor and with the approval of the registrar, independent study or independent research may count as a course in writing [WRI (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/WRI.pdf>)].

Foundation Studies

First-Year Writing [FYW (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/FYW.pdf>)] -- 1 course

First-year students are required to complete First-Year Writing (FYW), with two exceptions:

- FYW is awarded to first-year students who receive a score of 5 on the Advanced Placement (AP) English Literature or English Language Exam or a score of 5 or higher on the International Baccalaureate (IB) exam.
- Students who initially transfer 15 or more courses to St. Olaf are exempt from the FYW requirement.

Placement

The director of writing administers a writing placement exam for first-year students whose SAT verbal and writing scores, ACT English and reading scores, or additional admissions materials indicate that they may benefit from taking WRIT 107 Introduction to Academic Writing or WRIT 110 Critical Skills in Composition before enrolling in a First-Year Writing course. Students required to take the writing placement exam receive written notification, during the summer and upon arrival to campus, from the director of writing. The writing placement

exam is offered only during Week One. International students take a writing placement exam as part of international student orientation.

Students who may benefit from a two-semester sequence of writing instruction complete WRIT 107 Introduction to Academic Writing, or WRIT 110 Critical Skills in Composition, in the first semester of the first year, then complete a WRIT 111 First-Year Writing in the second semester of the first year. All other students may enroll directly in a WRIT 111 First-Year Writing section.

Writing in Context Courses [WRI] (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/WRI.pdf>) -- 4 courses

Foreign Language [FOL (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/FOL.pdf>)] -- 0-2 courses (Vocal Performance: 0-2 courses in each of 2 languages; one must be French or German)

Requirement

All St. Olaf students must satisfy the foreign language requirement. Bachelor of Music students must satisfactorily complete the second college semester course (numbered 112 or higher) taught in the French [FOL-F], German [FOL-G], Spanish [FOL-S], Chinese [FOL-C], Greek [FOL-K], Latin [FOL-L], Japanese [FOL-J], Norwegian [FOL-N], or Russian [FOL-R] languages, or demonstrate equivalent proficiency.

Vocal performance majors must satisfactorily complete the second level course of two languages. One of these must be French or German.

Requirement to be completed at St. Olaf

New matriculating students are expected to complete their foreign language (FOL) requirement with a course or courses taken at St. Olaf. In general, students are advised to begin foreign language study in the first semester of the first year and to continue their language study in each subsequent semester until the requirement is completed. In cases where a student's schedule of courses makes that impossible, the student should consult with his or her advisor. After a student matriculates, under special circumstances, the registrar, in consultation with the appropriate foreign language department, may grant permission to a student to complete the final course for the FOL requirement through summer intensive or semester courses (through a leave of absence) taken at another institution.

Placement

Foreign language departments place first-year students and other new students in appropriate language courses on the basis of placement tests or high school preparation. Students entering with previous training in a foreign language **must** take the relevant placement test if one is offered. The foreign language placement tests are relatively short diagnostic tests; they should not be considered exhaustive and do not provide a satisfactory basis for the certification of proficiency or for receiving course credit. Rather, they function entirely for placement in St. Olaf language courses.

Proficiency

New matriculating or new transfer students who have taken college-level foreign language courses at another institution may receive elective credit for those courses, within the maximum number of pre-college credits allowed by St. Olaf, if the courses are deemed

appropriate by the registrar. If new matriculating students decide to complete the FOL requirement in the language in which they have prior training, they must take and pass the necessary course(s) according to the placement test results and the FOL policy for the specific language. Students who place higher than the last course normally required to complete the FOL requirement may be eligible to take a proficiency exam. The foreign language proficiency tests are administered by the various foreign language departments. A student who passes the appropriate proficiency test satisfies the St. Olaf foreign language requirement (FOL) but does not receive course credit. Please consult individual departments for information about their FOL policies.

Languages not taught at St. Olaf

If new matriculating students or new transfer students wish to complete their FOL requirement with courses in a language not taught at St. Olaf, including American Sign Language (ASL), the course(s) must comply with college policy for completion of the FOL requirement, as determined by the registrar. Students planning to fulfill the foreign language requirement with transfer courses from other institutions should be aware of St. Olaf's requirement of intermediate proficiency in one foreign language (including American Sign Language [ASL]). Questions regarding the transfer of foreign language courses to St. Olaf should be directed in advance to the registrar.

Native language other than English

Students who enter St. Olaf College with a native language other than English should consult the registrar. Such students may have their foreign language requirement fulfilled by showing evidence of proficiency in their native language. These students must prove completion through eighth grade in their native language; or they must provide a high school transcript that shows they completed their high school requirements in their native language; or they must pass a proficiency test through St. Olaf (see above) or administered by an outside evaluator.

Proficiency reports from persons not known to St. Olaf must be based on documented exposure or training by the student in a foreign language equivalent in length to three or four college semesters or demonstration of a sufficient length of time in a non-English speaking culture to give credence to a proficiency report. As a rule, proficiency reports from persons outside of St. Olaf are not acted upon until the student arranges for a final proficiency exam by persons and methods agreed to by members of the foreign language faculty, the registrar, and, if deemed necessary, the dean of the college. Such exams may involve an expense charged to the student.

Documented language learning disability

Students with a documented language learning disability should confer with the Disability and Access Center in Buntrock Commons 108.

Difficulty progressing

Students who have difficulty making progress in foreign language courses at the college should first consult the instructors of their foreign language courses and their academic advisors; these faculty may also refer students to the Academic Support Center. Students are strongly urged to seek the support of a tutor and meet with that tutor on a regular schedule.

Alternative route

In very rare cases, the foreign language requirement may be fulfilled by another method: students who have not fulfilled the foreign language requirement may petition the Foreign Language Subcommittee of the Curriculum Committee to satisfy the remainder of the requirement by completing one or more substitute courses in foreign culture and civilization or in literature in English translation. In compliance with state and federal disability discrimination laws, this alternative route to fulfillment of the foreign language requirement is intended for students with disabilities specific to the learning of foreign languages. Any petition should be drawn up with the guidance of the Academic Support Center

Oral Communication [ORC (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/ORC.pdf>)] – 1 course

Abstract and Quantitative Reasoning [AQR (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/AQR.pdf>)] – 1 course OR Studies in Natural Science: Scientific Exploration and Discovery [SED (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/SED.pdf>)] - 1 course OR Integrated Scientific Topics [IST (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/IST.pdf>)] - 1 course

Placement

The Mathematics, Statistics, and Computer Science Department recommends courses for students to take based on their responses to the Mathematics/Statistics and Computer Science placement surveys. Students who do not need to take calculus for their major may want to wait until at least their sophomore year before deciding which mathematics, statistics, or computer science course is the best option for them to take to satisfy the AQR requirement.

Studies in Physical Movement [SPM (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/SPM.pdf>)] – 2 courses (of any credit value)

Additional Information

Two courses, of any credit value, that expand students' experiences in and understanding of movement and promote lifelong health and wellness of the whole person. Students are encouraged to expand their horizons and focus on different activities or modes of movement in order to fulfill the requirements.

It is strongly recommended that both SPM requirements be completed before the senior year. The following regulations are often misunderstood:

1. If students do not appear on the first class day of an SPM course, the instructor normally assumes that the student will drop the course. In this event, the student must still officially drop the course at the Registrar's Office by the posted drop deadline. The instructor does not assume this responsibility.
2. Only one SPM course credit may be earned by students as a result of participation in an approved intercollegiate sport. This credit must be entered as ESAC 171-ESAC 194 at the registration preceding the sport/participation term. Credit cannot be claimed

after the term in which participation took place unless the student completes a petition form; a late fee is assessed. It can only be used once as one half of the two-course SPM requirement.

3. At registration, students may register initially for only one SPM course. On a space-available basis a second SPM course may be added during the same term with a signed drop/add slip within the drop/add dates published on the Registrar's Office website.
4. After the two-course SPM requirement has been completed, students may repeat a specific exercise science activity (ESAC) course under the following conditions:
 - The SPM requirement is completed with two different courses.
 - Students repeating an ESAC course must wait until the first day of classes to register the repeated activity course, to allow all current students to register for SPM courses.
 - Students may only register on a "space available" (open courses) basis.
 - Each specific exercise science activity course may only be taken a maximum of four times (the first time plus three repeats).

Core Studies

Historical Studies in Western Culture [HWC (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/HWC.pdf>)] - **1 course OR**

Literary Studies [ALS-L (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/ALS-L.pdf>)] - **1 course**

Multicultural Studies [MCG (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/MCG.pdf>), **MCD** (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/MCD.pdf>)] - **1 course, either MCD or MCG**

Biblical and Theological Studies [BTS-B (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/BTS-B.pdf>)] - **1 course**

Biblical and Theological Studies [BTS-T (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/BTS-T.pdf>)] - **1 course**

Students who initially transfer 15 or more courses to St. Olaf are only required to complete the Christian theology (BTS-T) course.

Studies in Human Behavior and Society [HBS (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/HBS.pdf>)] - **1 course**
Integrative Course

Ethical Issues and Normative Perspectives [EIN (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/EIN.pdf>)] - **1 course**

Prerequisite for all EIN courses: completion of the BTS-T requirement or permission of the instructor.

Comparison Chart for Bachelor of Arts and Bachelor of Music Students (p. 13)

Bachelor of Arts/Bachelor of Music Double-Degree Option

- Students must meet the application requirements for both the Bachelor of Arts and Bachelor of Music degree programs.
- Students engage in professional study in music and study in the liberal arts, leading to both Bachelor of Music and Bachelor of Arts degrees.
- The duration of the double-degree option may vary among disciplines but will be less than the sum of the durations of both degree programs if undertaken separately. For most students, pursuit of a double-degree option will require five years of study. It should be noted that in a few cases (notably when the B.A. graduation major is in the natural sciences) completion of all requirements in five years may not be possible.
- Students pursuing the double-degree option may choose between the five Bachelor of Music graduation majors (church music, elective studies, music education, performance, and theory/composition) and any of the Bachelor of Arts graduation majors except music.
- Students shall meet the requirements for the B.A. graduation major and B.M. graduation major, as well as the general education requirements and general graduation requirements for the two degrees. Note that degree requirements completed for one degree also count toward the corresponding requirements in the other degree. To cite one example only, a course that fulfills one of the two HWC requirements for the B.A. can also fulfill the requirement of one HWC course for the B.M. degree.
- The final two years of coursework in pursuit of the degrees must be spent in residence. 17 of the last 20 full-course credits must be earned through St. Olaf. Some students may require up to 43 total credits in order to complete all requirements for both degrees.
- Students required to continue study in a fifth year to complete two degrees are eligible for continuing financial aid from St. Olaf College.
- A double-degree student may elect to graduate in two different semesters, one with each degree, but must meet all requirements for the degree and the graduation major within that degree before the diploma for that degree will be awarded.
- Graduating double-degree students receive two diplomas, one for each degree.

B.A./B.M. Comparison: General Education Requirements

Comparison Chart for Bachelor of Arts and Bachelor of Music Students

1 course = one (1.00) - credit course unless otherwise indicated.

	Bachelor of Arts	Bachelor of Music
FYW	1 course	1 course

WRI	4 courses	4 courses
FOL	232 level in French, German, or Spanish OR 231 level in any other language offered.	112 level in any language. EXCEPTION: vocal performance majors: 112 level in each of two languages, one of which must be French or German.
ORC	1 course	1 course
AQR	1 course	1 course OR 1 course with SED OR 1 course with IST
SPM	2 courses of any credit value	2 courses of any credit value
HWC	2 courses	1 course OR 1 course with ALS-L
MCD MCG	2 courses, one each with MCD and MCG (different departments/programs)	1 course, with either MCD or MCG
ALS-A ALS-L	2 courses, one each with ALS-A and ALS-L	1 course with ALS-L OR 1 course with HWC
BTS-B BTS-T	1 course BTS-B, 1 course BTS-T	1 course BTS-B, 1 course BTS-T
SED	1 course (different department/program from IST)	1 course OR 1 course with IST OR 1 course with AQR
IST	1 course (different department/program from SED)	1 course OR 1 course with SED OR 1 course with AQR
HBS	2 courses from different departments/programs	1 course
EIN	1 course	1 course

B.M. degree requirements that also meet G.E. requirements

- Dance technique courses (0.25) required for B.M. Music Education meet SPM
- EDUC 330 Principles of Education, K-12 required for B.M. Music Education meets ORC
- World Music required for all B.M. degrees meets MCG

Majors, Concentrations, Areas of Emphasis, and Teaching Certifications

The general education (p. 6) provisions of St. Olaf's liberal arts curriculum are designed to encourage in students a breadth of knowledge. The requirement that a student complete a major in order to graduate fosters the development of knowledge in depth.

Students at St. Olaf have 39 Bachelor of Arts graduation majors from which to select, as well as a number of teaching majors and teaching certification programs. Many students choose to major in one of the traditional liberal arts disciplines, such as art, biology, economics, history, mathematics, philosophy, or a world language. Others choose an interdisciplinary program that brings the perspectives of several disciplines to bear on a specialized area of concern, such as Asian studies, environmental studies, or women's and gender studies. Some students choose to double major or to pursue a concentration or

certification program in addition to a disciplinary major or to develop an area of emphasis within a major. Students may also propose an individual major through the Center for Integrative Studies (p. 154). Students interested in a professional music degree can pursue one of the five different majors available within a Bachelor of Music (p. 179) degree.

One major is required for graduation. Some students opt to pursue two majors, and others add an area of emphasis (a program of three or more related courses within or beyond certain majors) or a concentration (an approved program of four or more courses that cuts across departmental boundaries).

Students must declare a major (<http://wp.stolaf.edu/registrar/files/2015/03/Major-Declaration-revised-3-20-15.pdf>) by fall semester of the junior year. Majors (with areas of emphasis) and concentrations are officially listed on the student's permanent record. Students interested in a department teaching major or teaching certification must first be admitted to the Teacher Education Program. (p. 100)

Bachelor of Arts Graduation Majors

Bachelor of Arts majors are not available to Bachelor of Music candidates.

- American studies (p. 44)
- ancient studies (p. 46)
- art, studio (p. 48)
- art history (p. 48)
- Asian studies (p. 56)
- biology (p. 63)
- chemistry (p. 74)
- classics (p. 82)
- computer science (p. 86)
- dance (p. 91)
- economics (p. 95)
- English (p. 108)
- environmental studies (p. 118) (an area of emphasis is required for this major)
- exercise science (p. 127)
- French (p. 136)
- German (p. 139)
- Greek (p. 82)
- history (p. 146)
- individual major (p. 154)
- Latin (p. 82)
- Latin American studies (p. 159)
- mathematics (p. 168)
- medieval studies (p. 177)
- music (p. 179)
- Norwegian (p. 203)
- nursing (p. 205)
- philosophy (p. 209)
- physics (p. 214)
- political science (p. 218)
- psychology (p. 223)
- race and ethnic studies (p. 229)

- religion (p. 231)
- Russian (p. 238)
- Russian area studies (p. 238)
- social studies education (p. 241)
- social work (p. 242)
- sociology/anthropology (p. 247)
- Spanish (p. 250)
- theater (p. 257)
- women's and gender studies (p. 261)

Bachelor of Arts Teaching Certifications

- **communication arts and literature:** English
- **English as a second language**
- **mathematics**
- **music:** vocal, instrumental, classroom
- **science:** biology, chemistry, physics, general science
- **social studies**
- **theater**
- **visual arts**
- **world languages:** French, German, Latin, Spanish

Areas of Emphasis

Areas of emphasis (three or more related courses within or beyond the basic major) at St. Olaf are:

- **economics:** finance, management, policy analysis, international economic analysis
- **environmental studies:** arts and humanities, natural science, social science
- **B.A. music:** history-literature, theory-composition
- **B.M. music:** collaborative keyboard performance

Bachelor of Arts Concentrations

A concentration is an approved interdisciplinary program consisting of a minimum of four courses. Bachelor of Arts concentrations are not available to Bachelor of Music candidates. St. Olaf's 21 concentrations are listed below:

- Africa and the Americas (p. 41)
- Asian studies (p. 56)
- biomedical studies (p. 71) (available to students through the class of 2016 only)
- biomolecular science (p. 73)
- China studies (p. 56)
- educational studies (p. 100)
- environmental studies (p. 118)
- family studies (p. 131)
- film studies (p. 133)
- German studies (p. 139)
- historical perspectives (p. 145) (available to students through the class of 2016 only)
- Japan studies (p. 56)
- Latin American studies (p. 159)
- linguistic studies (p. 161)

- management studies (p. 163)
- mathematical biology (p. 167)
- media studies (p. 174)
- Middle Eastern studies (p. 178)
- neuroscience (p. 199)
- Nordic studies (p. 201)
- race and ethnic studies (p. 229)
- statistics (p. 254)
- women's and gender studies (p. 261)

Bachelor of Music Graduation Majors

- church music (p. 187)
- elective studies (p. 192)
- music education (p. 190)
- performance (p. 184)
- theory-composition (p. 189)

Special Programs

Students can customize their education at St. Olaf, thanks to an array of international and domestic off-campus study programs, (p. 267) innovative offerings such as a Foreign Languages Across the Curriculum (p. 135) course, the American Conversations (p. 43), Asian Conversations (p. 55), Great Conversation (p. 143), Science Conversation (p. 240), and opportunities for independent study and research (p. 23), internships (p. 24), pre-professional preparation (p. 276), or the creation of an individual major (p. 154) through the Center for Integrative Studies.

Academic Regulations and Procedures

- **Transfer of Credit to St. Olaf College**
 - Post-Secondary Education Option (PSEO)/College in the Schools (CIS)
 - Advanced Placement (AP)
 - Cambridge A Level Exams
 - International Baccalaureate (IB)
 - General Policies: Transfer of Credit to St. Olaf College
 - General Education Accreditation of St. Olaf-Approved Transfer Courses and Off-Campus Coursework
- **Definition of a St. Olaf Credit and Course Load**
 - Course
 - Course Credits
 - Course Levels
 - Course Load and Overload
 - Half-Semester Courses
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Transfer of Credit to St. Olaf College

Pre-College Credits Applied to St. Olaf College

Pre-college credit includes:

PSEO (Post-Secondary Education Option)

Courses taken by high school students that are taught on the campus of a regionally accredited college or university under the instruction of a university faculty member.

CIS (College in the Schools)

Courses taken by high school students that are offered in conjunction with a university but are most often taught by a high school teacher at the high school. In some cases, these courses may make use of distance education methods. The college or university either trains the high school teacher and reviews the program or provides a college instructor for the course. (In many cases coursework is reviewed and graded by a college instructor even if that instructor is not the teacher of record for the course.)

AP (Advanced Placement) Exams (<http://wp.stolaf.edu/registrar/transferetc>): **College Entrance Examination Board (CEEB)**

National exams normally taken in conjunction with a high school AP course.

IB (High School International Baccalaureate) Higher Exams (<http://wp.stolaf.edu/registrar/transferetc>)

Exams taken in conjunction with an IB high school curriculum.

Cambridge A Level International Examinations (p. 18)

Exams taken in conjunction with the Cambridge international education program.

General Policy on Pre-College Transfer Credit

St. Olaf College awards a maximum of 6.00 (six) St. Olaf-equivalent credits from among all pre-college (PSEO/CIS/AP/IB/Cambridge A Level) credits presented by matriculating first-year students. The registrar first awards credit for the AP/IB/Cambridge A Level exams that qualify. If the six pre-college credits allowed are not fulfilled by AP/IB/Cambridge A Level credits alone, then the registrar can award up to a maximum of four of the six allowable pre-college credits through approved PSEO/CIS courses. In extraordinary circumstances, students may submit a request for an exception to the four-course limit on PSEO credits. For guidelines and procedures, consult the registrar.

An official transcript, requested by the student and sent directly to the Registrar's Office from the college or university certifying the credit (PSEO, CIS), or an official report (AP/IB/Cambridge A Level), is required for consideration of awarding St. Olaf credit.

PSEO or CIS courses do not reduce the 24 graded-course-credit requirement for all degree-seeking students.

Pre-college courses may each, when appropriate as determined by the registrar, count toward only one general education credit except for the MCD, MCG, or WRI attributes, which may be awarded in conjunction with a second general education attribute. Students may fulfill a maximum of one of the two requirements in each of HBS and HWC via pre-college credit. Only one of the two natural science requirements, SED and IST, may be fulfilled by pre-college credit. A maximum of six (6.00) GE requirements may be fulfilled via pre-college course credit. See additional degree information regarding general education requirements (p. 13).

Double credit is not given for equivalent PSEO/CIS courses and AP/IB/Cambridge A Level credits.

In all cases, final judgment on the awarding of credit is made by the registrar.

Post-Secondary Education Option (PSEO) / College in the Schools (CIS)

Only PSEO courses

- taught by a college/university faculty member on the campus of an accredited college or university under an established post-secondary program;
- of a liberal arts nature;
- of at least four (4.00) semester or five-and-a-half (5.5) quarter credits;
- in which the student has received a grade of "C" or higher

are considered for St. Olaf credit. In consultation with individual departments or programs, the registrar reserves the right to determine if the PSEO course should receive credit and, if so, the appropriate type of credit to be awarded (e.g., elective, general education, placement, credit toward the major).

Only CIS courses

- taught in the high school through an accredited college or university;
- that appear on the transcript of an accredited college or university under an established post-secondary program;
- of a liberal arts nature;
- of at least four (4.00) semester or five-and-a-half (5.5) quarter credits;
- in which the student has received a grade of "C" or higher

are considered for St. Olaf credit. In consultation with individual departments or programs, the registrar reserves the right to determine if the CIS course should receive credit and, if so, the appropriate type of credit to be awarded (e.g., elective, general education, placement, credit toward the major).

Advanced Placement (AP)

Department/program policies concerning AP exams are set once each year, in February, for the following academic year's application pool and may, therefore, change from year to year. Normally, students who receive scores of "4" or "5" from the CEEB Advanced Placement Program receive placement and/or credit (including general education credit according to policies set by the college's departments and programs). Some departments require a score of "5" on some tests. Departmental/program policies and guidelines for awarding advanced placement credit are available only at the Registrar's Office (<http://wp.stolaf.edu/registrar/advanced-placementinternational-baccalaureate>).

International Baccalaureate (IB)

Department/program policies concerning IB exams are set once each year, in February, for the following academic year's application pool and may, therefore, change from year to year. Upon receipt of official documentation, and with certain departmental restrictions, St. Olaf awards credit only for scores of "5" through "7" on the Higher Level Exams of the High School International Baccalaureate Program. In exceptional circumstances, Standard Level (SL) exams may be considered for credit, at the discretion of a department or program. Departmental/program policies and guidelines for awarding international baccalaureate credit are available at the Registrar's Office; (<http://wp.stolaf.edu/registrar/advanced-placementinternational-baccalaureate>) questions should be directed to the registrar.

Cambridge A Level International Examinations

Department/program policies concerning Cambridge A Level exams are set once each year, in February, for the following academic year's application pool and may, therefore, change from year to year. St. Olaf considers awarding credit upon receipt of official documentation, and with certain departmental restrictions. Departmental/program policies and guidelines for awarding Cambridge A Level credit are available at the Registrar's Office (<http://wp.stolaf.edu/registrar/advanced-placementinternational-baccalaureate>); questions should be directed to the registrar.

General Policies Governing All Transfer of Credit To St. Olaf College:

1. Credit for work done at other regionally accredited colleges or universities, if satisfactory in grade and applicable toward a liberal arts degree, is generally allowed to count toward a bachelor's degree at St. Olaf, with some restrictions; see #6 below. A "regionally accredited college or university" is defined as a liberal arts institution accredited by an approved regional accrediting commission. St. Olaf excludes vocational, technical, business, and on-line/correspondence institutions, even if regionally accredited.
2. The following are not transferable as St. Olaf credit: courses that are essentially workshops, camps, summer theater, guides, summer jobs, assistantships, and travel programs; music ensemble participation credits (band, choir, orchestra, etc.); intercollegiate athletic participation; internships and/or independent study courses taken through another regionally accredited college or university. Courses of fewer than four weeks in length (regardless of the number of class contact hours) are not transferable as St. Olaf credit. Students considering "Extension School" courses at the University of Minnesota or elsewhere must check with the registrar.
3. Credit will not normally be given for courses taken at another institution while a student is enrolled in courses at St. Olaf.
4. One St. Olaf course credit is equivalent to 4.00 semester or 5.50 quarter credits. A course must meet the normal requirements of a minimum of 38 class contact hours to qualify for St. Olaf credit.
5. Completed transfer credit of all types is processed as follows: the sum of all eligible semester credits and the sum of all eligible quarter credits are separately converted to St. Olaf credit, using the transfer credit scale below. The sum of the converted subtotals is the total number of St. Olaf course credits allowed in transfer.

Transfer Course Scale: Semester and Quarter Credits Converted to St. Olaf Courses

Effective August 1, 2014. Includes all precollege credit for students entering in 2014, and **all** 2014 summer transfer of credit for current students.

Quarter Credits	Semester Credits	Number of St. Olaf Courses
0-5	0-3	0
5.5-10.5	4-7	1
11-16	8-11	2
16.5-21.5	12-15	3
22-27	16-19	4

27.5-32.5	20-23	5
33-38	24-27	6
38.5-43.5	28-31	7
44-49	32-35	8
49.5-54.5	36-39	9

1. Only courses graded C or higher at the original institution are given credit for appropriate courses through transfer. The actual grades earned at other institutions are entered on the student's St. Olaf record but are not considered graded courses that count toward the St. Olaf grade point average. The college does not accept courses awarded pass (P) or satisfactory (S) grades from other institutions.
2. Non-St. Olaf off-campus work during summer school or a term or more of an academic year through another college/university must be evaluated and approved by the registrar in advance. Students must submit a transfer of credit form (<http://wp.stolaf.edu/registrar/files/2014/06/Permission-Transfer-Credit-Form-FEB-2014.pdf>) for pre-approval. The student is given a copy of the approved form as a receipt; the registrar retains the original. An official transcript reflecting the completed course work at the host college/university must be sent by that institution directly to the St. Olaf registrar before credit transfer can be considered. The registrar may also request a photocopy or printed copy of the Web pages of the relevant portion of the host college's catalog and the class schedule, course outlines, or syllabi.
3. Current students should be aware of restrictions on the number of courses that can be transferred from other institutions. After students have matriculated at St. Olaf, unless they are transfer students, they may subsequently transfer a maximum of 4.00 equivalent St. Olaf courses from other colleges or universities to St. Olaf for degree credit; only two (2) general education requirements may be awarded. This applies, as well, to students who take a leave of absence from St. Olaf. *A transfer student may be allowed fewer than four equivalent St. Olaf credits after matriculation, depending upon the total credits initially transferred.* The specific number allowed is found on the student's degree audit. Course credits earned on St. Olaf-sponsored off-campus programs or through inter-registration with Carleton College or an approved Interim exchange program are excluded from these restrictions.
4. Transfer courses may reduce a student's requirements under the 24-graded-course rule under General Graduation Requirements (p. 4). Consult the reduced graded course scale under Graded and Ungraded Courses (p. 32) in this catalog.
5. Juniors and seniors planning transfer work from other institutions must be aware of the St. Olaf senior residency requirement. New transfer students must complete a minimum of 17.00 credits at St. Olaf or through St. Olaf programs. Current students must enroll full-time both semesters of their senior year or complete 9 of their last 12 credits at St. Olaf.
6. **General Education (GE) Accreditation:** If transfer work is accepted for St. Olaf credit, the Office of the Registrar and Academic Advising may authorize general education credit for such work in accordance with the General Education Accreditation of St. Olaf-Approved Transfer Courses and Off-Campus Coursework (p. 19). New entering transfer students receive a written evaluation of credits accepted by St. Olaf from the Registrar's Office.

As of August 2014, at least four (4.00) semester or five-and-one-half quarter credits are required for a transfer course to fulfill a particular general education requirement. A course worth fewer than four semester or five-and-one-half quarter credits cannot by itself satisfy a St. Olaf general education requirement or be applied to a major.

Beginning with students entering in August 2014, the following GE requirements are waived for transferred students under certain circumstances:

The First Year Writing (FYW) (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/FYW.pdf>) requirement is waived for students entering with seventeen or more (17-18) transfer credits (junior standing).

Writing in Context: One Writing in Context requirement (WRI) (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/WRI.pdf>) is waived for students entering with eight or more (8-16.75) transfer credits (sophomore standing); two Writing in Context requirements (WRI) (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/WRI.pdf>) are waived for students entering with seventeen or more (17-18) transfer credits (junior standing).

The Biblical Studies requirement (BTS-B) (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/BTS-B.pdf>) is waived for students entering with seventeen or more (17-18) transfer credits (junior standing).

7. Students wishing to apply a transfer course toward a major or a concentration should consult with the department chair or program director. Courses not granted preliminary approval for transfer by the registrar are not allowed for transfer credit, regardless of the judgment of a department or program about their suitability for a major.
8. Consult the policy on Foreign Language (FOL) (p. 7).

Transfer Students (students currently enrolled at other institutions wishing to transfer to St. Olaf): Additional Policies

1. Transfer students should seek admission to St. Olaf by contacting the director of admissions. During the admissions process, the registrar is asked by the Office of Admissions to provide the applicant with an evaluation of transfer credit, based on official transcripts. For additional information, see Admissions Procedures (p. 283).
2. All students transferring to St. Olaf from other colleges or universities must be aware of restrictions on the number of transfer credits allowed after matriculation to St. Olaf. The number of additional transfer credits allowed is printed on the degree audit.
3. Transfer students should become familiar with the college's S/U policy (p. 35). Students who are transferring more than six courses to St. Olaf from another institution may have the allowable number of permitted S/U courses reduced by scale. This scale is recorded by the registrar on the evaluation of transfer credit form returned to the transfer applicant during the admission process and is posted on the student's degree audit.
4. Transfer students who have previously received college credit for courses taken in high school or college courses taken while in high school should be aware of the college's policies. See Pre-College Credits Applied to St. Olaf College (p. 16). College Board Advanced Placement credit is considered if the transfer student provides St. Olaf with the original scores.

5. New transfer credit equivalencies apply to all transfer students applying to enter as of August 2014; see relevant sections of the transfer credit policy.

General Education Accreditation of St. Olaf-Approved Transfer Courses and Off-Campus Coursework

1. Courses taken by St. Olaf students at colleges and universities within the United States and on St. Olaf-approved off-campus programs may earn general education credit if they meet the criteria listed under the General Education Requirements (p. 6). The amount of general education credit a student may earn will depend on the source of the work being accredited, that is, whether it was earned through work completed prior to enrollment at St. Olaf, work completed on a faculty-led international program, work completed at another university, etc. **Courses from off-campus programs not on the approved list maintained by the Office of International and Off-Campus Studies do not fulfill any general education requirements.**
2. At least one of the two courses in each of the following general education requirement categories must be taken from a St. Olaf faculty instructor.
 - Historical Studies in Western Culture (HWC) (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/HWC.pdf>)
 - Studies in Human Behavior and Society (HBS) (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/HBS.pdf>)
 - Scientific Exploration and Discovery (SED) (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/SED.pdf>) / Integrated Scientific Topics (IST) (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/IST.pdf>)

Exception: If a student has received credit for one of the above general education requirements through pre-college credit, s/he may receive credit for the other one via a St. Olaf-approved off-campus program.
3. Double-counting for off-campus courses instructed by non-St. Olaf faculty is permitted only for the following types of courses:
 - Courses appropriate to the Writing in Context requirement (WRI) (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/WRI.pdf>)
 - Courses appropriate to the Multicultural Studies Domestic Component requirement (MCD) (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/MCD.pdf>) or Multicultural Studies Global Course requirement (MCG) (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/MCG.pdf>). Such courses may meet one additional general education requirement if they meet the relevant guidelines described under the General Education Requirements (p. 6).
4. With the approval of the relevant department chair or program advisor, off-campus courses may meet a major or concentration requirement in addition to meeting a general education requirement.

Appeals Procedures

In cases where students believe they should receive a different type or amount of general education credit than what has been authorized through the above procedures, they may appeal the decision to the Curriculum Committee. An appeal should include documentation of the work the student completed (syllabi, examinations, papers,

letters from course instructors, and/or any other relevant supporting materials), and a written explanation of how such work meets the guidelines for the requirement(s) the student wishes the work to fulfill.

The 4-1-4 Academic Calendar

Academic year calendars are maintained and archived on the Office of the Registrar and Academic Advising web site (<http://wp.stolaf.edu/registrar/calendars>).

The St. Olaf academic year consists of a 4-1-4 curriculum and calendar (<http://www.stolaf.edu/offices/registrar/calendar.html>) plan (two 14-week semesters of four courses each, separated by a one-month Interim (p. 23) of one course in January).

The 4-1-4 curriculum is augmented by two optional summer sessions (p. 25) during which a total of 2.5 credits may be taken each session (5.0 total credits over the two summer terms).

Definition of a St. Olaf Credit and Course Load

Course

For numerical purposes, the term "course" means a full (1.00) course credit, as distinguished from fractional course credits.

Course descriptions are printed in this catalog.

The fully updated class and lab schedule (<http://www.stolaf.edu/sis/public-aclasslab.cfm>) is posted and maintained on the Registrar's Office web page. The schedule lists the titles, credit value, general education attributes, instructor, and meeting place and time of all courses offered during the next academic term. Should a schedule be found in error with regard to course credit, the registrar maintains a master course file for reference and inspection.

"1" designates a first-half semester course and "2" a second-half semester course.

Definition of a St. Olaf Credit

St. Olaf courses are not denominated in semester or quarter credits.

A St. Olaf semester lasts 14 weeks (13 weeks of classes plus a 5-day final exam period). The St. Olaf calendar also includes one four-week January Interim and two five-and-a-half week summer terms. Regardless of the term, each full (1.00 St. Olaf credit) course includes, at a minimum, the equivalent of thirty-eight 55-minute instructional hours. Some courses carry additional lab or discussion sessions. Students are expected to devote a minimum of 3 hours outside of class time for every hour in class. Fractional course credits are determined as a proportion of the thirty-eight instructional hours and out-of-class time. For purposes of definition and transfer of credit, each St. Olaf course is equivalent to 4.00 semester credits or 5.50 quarter credits.

Thirty-five (35) full-course (1.00) credits are required to complete the baccalaureate degree. A St. Olaf degree is equivalent to a minimum of 140 semester credits or 192 quarter credits. More specific information regarding transfer of credit may be found under "General Policies Governing All Transfer of Credit to St. Olaf College. (p. 16)"

For purposes of financial aid and billing, full-time status is defined as 3.0 St. Olaf credits (the equivalent of at least 12 semester or 16.5 quarter credits); three-quarter time: at least 2.25 St. Olaf credits; half time: at least 1.5 St. Olaf credits; less than half-time status: fewer than 1.5 St. Olaf credits. See "Financial Aid Program (p. 284)" for further information relevant to federal and state grants.

See: <http://ifap.ed.gov/dpclatters/attachments/GEN1106.pdf> for relevant U.S. Department of Education policy and comments governing credit hour definitions.

Course Credits

Often credit earned from specific courses varies with different baccalaureate degrees, core requirements, and majors. Rely on the class and lab schedules (<http://www.stolaf.edu/classlab>) for information about which courses fulfill general education requirements.

1. Performance studies courses are always level I when counted toward the Bachelor of Arts degree. Credit for performance studies courses is counted as upper-level (numbered 200 and above) in the principal performing medium for Bachelor of Music degree students only during the junior and senior years.
2. Dance activity courses count toward the Studies in Physical Movement (SPM (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/SPM.pdf>)) requirement.
3. Information on repeating a course (p. 25) is found under Academic Regulations.
4. After students have graduated with a degree, the college will not accept additional courses transferred from other colleges except two courses to complete an additional major.
5. A student may not substitute an independent study or research for a course regularly offered in a department of the college. Independent study or research may count toward a major, but may not fulfill a general education requirement (except, when approved, as a course with writing (WRI (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/WRI.pdf>))).
6. Twenty-four of the 35 full courses required for graduation must be taken on a graded basis unless that number has been reduced by transfer or off-campus course work.
7. A student must complete at least six courses with grades of C or higher in a major in order to complete the major requirement. A grade of C- or S does not count in fulfilling this requirement.

Course Levels

St. Olaf courses have levels designated by course numbers in this catalog and in the class and lab schedules (<http://www.stolaf.edu/classlab>) as level I, II, and III.

Level I courses, numbered 100 through 199, are for the most part introductory to a field or discipline. They exert a demand for only such depth of study, student responsibility, and independence commensurate with initial work at the college level.

Level II courses, numbered 200 through 299, require student independence in the acquisition of material and mastery of techniques and methods above that demanded in level I courses.

Level III courses, numbered 300 through 399, are usually confined to the major and demand control of methods as well as command of basic factual and theoretical knowledge appropriate to the discipline.

A student should have at least one level III course in the major; depending on the department, two level III courses may be required.

Courses numbered at level II and level III are referred to as upper-level courses.

Eighteen of the 35 full-course credits required for graduation must be at level II or III.

A course can earn only one level and one credit value. It cannot be raised in level or credit value as the result of extra studies, assignments, or performance. A course with a lower number or credit value cannot, as the result of extra work, become another course of a higher number or credit value because of scheduling conflicts or closed course status.

Course Load and Overload

To be considered full-time, a student, including students receiving veterans' benefits, must be registered for at least 3.00 course credits. Four (4.00) full-semester credits are required to maintain certain forms of State of Minnesota financial aid.

4.5 credits is the typical, maximum course load allowed from all sources during a semester, and only one course may be taken during Interim. Note that a course must be dropped first if an added course would put the student's course load over the allowed 4.5 credits maximum.

A student taking a full load of 4.50 credits with the .50 being a first-half-semester course cannot register for a second-half-semester course unless the student meets the criteria for an overload, below.

Overload

With the permission of the registrar, a student may exceed 4.5 credits during a semester if:

1. The student is a senior, for whom the maximum load is 5.00 credits. The senior year is defined as the two semesters prior to commencement either as a "participator" (see Participation in Commencement (p. 40) or as a diploma candidate.
2. The student is a junior or a sophomore and, normally, has a 3.60 grade point average over the two previous semesters. The student may then take up to the maximum of 5.00 credits.
3. First-year students are not eligible for course overloads.

Note that all students receive an extra tuition charge of 50% of the same academic year's quarter-credit tuition charge for each quarter-credit overload for course overloads beyond 4.5 credits. The refund policy also applies for course overload. See Additional Fees and Costs (p. 288). There is no refund of tuition after five weeks.

Half-Semester Courses

Drop/add and satisfactory/unsatisfactory (S/U) deadlines for half-semester courses are different from those of full-semester courses. Consult the registrar's calendar (<http://wp.stolaf.edu/registrar/calendars>) on the Registrar's Office Web site. A student taking a full load of 4.50 courses with the .50 being a first-half semester course cannot register for a second-half semester course unless the student meets the criteria for an overload stated under "Course Loads (p. 21)" in this catalog.

Note that "1" designates a first-half semester course and "2" a second-half course in the class and lab schedule (<http://www.stolaf.edu/classlab>).

Music

Requirements for the Bachelor of Arts Music major (p. 179) and the degree requirements for the Bachelor of Music (p. 179) are defined only in this catalog. Students should also consult the Music Handbook (<http://wp.stolaf.edu/music/music-students-handbook>). Bachelor of Arts music and music education majors should be careful to complete 21 credits outside of the major.

Performance Studies Courses and Music Organization Participation

Performance studies courses (music lessons) are always Level I courses for Bachelor of Arts students.

Performance studies courses (music lessons) are upper-level courses for Bachelor of Music students only in their principal performing medium and only during the junior and senior years.

Generally, performance studies courses are fractional (.25) courses, not full-credit courses. Registration for performance studies courses must be approved by the Music Department. Lessons may be added to or dropped from a student's registration only with a music lesson drop/add slip available from the Music Office. This drop/add slip must be processed by the Music Department academic administrative assistant.

Registration for performance studies lessons may result in an additional fee; see the Music Office for details. If a student drops a performance studies course (lessons) after the sixth day of class, no refund of music lesson fees is made. For information on fees for the combination of performance studies and overload, consult Additional Fees and Costs. (p. 288)

Student participation in campus musical organizations (choirs, orchestras, bands, ensembles, etc.) is not awarded course credit, but it does appear on the official transcript.

Registration and Course Enrollment

Registration

Course credits cannot be earned unless a student is officially registered with the college for courses actually taken. Registration for courses and sections is completed only through the Registrar's Office. Informal arrangements, including section change, between a student and an instructor do not constitute official registration. The presence of a student's name on a class list in Moodle (the college's course management tool) does not constitute in and of itself official registration in the course. Registration does not go into effect until the student has made arrangements for financial charges with the Business Office.

College-wide registrations are held three times each year: September (new students) for fall semester, November for Interim and spring semester, and April (currently enrolled students) for fall semester.

Summer school registration begins in March. In November and April, registration is completed via the Student Information System (SIS (<http://www.stolaf.edu/sis>)). Advisors electronically authorize

students to register. Students participating in off-campus programs are registered for the program by the Office of International and Off-Campus Studies (<http://www.stolaf.edu/international>). If the program includes an Interim, registration is made at both the semester and the Interim registrations. New students, students not enrolled during the previous semester, and students returning from off-campus programs may register in the opening days of each term. Specific registration dates are posted on the academic calendar and on the Registrar's Office (<http://wp.stolaf.edu/registrar>) website. Note that students must have settled their tuition bills with the Business Office to be able to register for a term.

Students register via the Student Information System (SIS (<http://www.stolaf.edu/sis>)). Registration order is rotated via a planned random algorithm from registration to registration so no one group of students is consistently first, last, or in the middle of the registration schedule. Special arrangements are made for students with disabilities. Failure to register during the registration period may result in a limited selection of courses. Continuing education students, high school honors students, and other "special admit" students register on the first day of classes at the Registrar's Office window.

Students should consult the Student Information System (SIS) (<http://www.stolaf.edu/sis>) to verify the courses for which they are registered and to inspect their degree audits. Schedule errors and/or corrections to the record should be made immediately at the Registrar's Office window. Students are also responsible for reading and understanding the academic regulations in this catalog and are urged to consult the catalog regularly.

During registration, courses may be closed to additional enrollment by the department chair or interdisciplinary program director. Thereafter an instructor may add a student to a course by signing a drop/add slip returnable by the student to the registrar's window before the posted add deadline.

A wait list to enroll in a course closed at registration is an informal arrangement between a student and the instructor of the course. The arrangement does not constitute enrollment in the course or negate the college-wide deadline for adding a course or the need to submit a signed drop/add slip in order to register for it. It does not constitute a promise on the part of the college that a closed course will be open at a later date. Departments/programs or individual instructors, not the Registrar's Office, maintain wait lists for their courses following registration.

The fully updated class and lab schedule (<http://www.stolaf.edu/sis/public-aclasslab.cfm>) is posted and maintained on the Registrar's Office (<http://wp.stolaf.edu/registrar>) Web page. The schedule lists the titles, credit value, general education attributes, instructor, and meeting place and time of all courses offered during the next academic term. Should a schedule be found in error with regard to course credit, the registrar maintains a master course file for reference and inspection.

Proxy Registration

Students away on St. Olaf-sponsored off-campus programs may complete their registration via the Student Information System (SIS) (<http://www.stolaf.edu/sis>) or, via the SIS, authorize a resident student proxy to register for them for the next term. An approved proxy receives limited SIS access that only allows the proxy to complete the student's registration process.

Auditing Courses

All persons attending, auditing, or participating in a program of instruction must officially register with the college. Permission of the instructor and the registrar is required to audit a course. An auditor participates in the class activities only at the invitation of the instructor. Students are discouraged from seeking to audit courses that involve performance, lab work, discussion sessions, or extensive use of equipment such as studios, gymnasias, and computers. In the case of science courses with attached labs, students may audit the course but not the lab. Auditors take exams or hand in written work only at the direction of the instructor.

Students may

- Take a course for credit after auditing it;
- Audit a course after taking the course once for credit;
- Audit a course more than one time;
- Audit a maximum of one full credit beyond a full 4.50 course load;
- Audit an Interim course if not registered for a different Interim course, provided they meet the graduation requirement of three completed Interim courses in addition to the audited course.

Students may not

- Subsequently earn credit for a course by special examination after auditing the same course;
- Register for credit through petition for courses where tests and evaluations are used to establish an early grade pattern after the add deadline has passed;
- Audit an Interim course if concurrently registered for a different Interim course;
- Audit an IS/IR or internship;
- Audit summer school courses.

Successful Audits

A person attempting a successful audit must have the permission of the instructor at the time of entering the course and should negotiate the conditions necessary for completion of a successful audit with the instructor at that time. A Course Audit form (<http://wp.stolaf.edu/registrar/files/2012/11/successfulaudit-.pdf>), available from the Registrar's Office, is to be completed by the student and the instructor together and returned by the student to the Registrar's Office no later than the last day to add a class for the semester in which the course is being offered. Changing a course from graded to audit requires completion of the Course Audit form and must be submitted by the last day to drop a class or make a change in the grading option. A properly-documented successful audit is entered on the auditor's transcript with a notation of AU. Successful audits are not awarded course or grade credit nor do audits fulfill graduation requirements in whole or in part. An unsuccessful audit occurs when the student does not complete the plan set forth on the audit form. An unsuccessful audit appears on the transcript with a notation of UA. Auditors other than registered full-time St. Olaf students or staff will be required to pay 20% of the current tuition charge per course.

Carleton Inter-registration

Full-time, degree-seeking St. Olaf and Carleton College students may enroll in courses on either campus. Inter-registration is limited to one course per term. A course taken at Carleton must receive prior approval of the Carleton instructor and registrar and be worth at least six variable Carleton credits. A Carleton course must be properly

registered in order for credit to be awarded (see procedure below). As a general rule Carleton will not inter-register St. Olaf students for Carleton courses which are routinely taught at St. Olaf. Carleton courses are computed in the St. Olaf grade point average.

Registration for a Carleton winter term course is considered a full St. Olaf Interim load. A St. Olaf student may not simultaneously register for a St. Olaf Interim course. A Carleton winter term course counts as one (1.00) St. Olaf Interim (January term) course.

A student wishing to apply a Carleton course to his/her major should consult with the appropriate St. Olaf department chair or program director before completing the inter-registration procedure. Consult the St. Olaf Registrar's Office for the procedure to secure general education credit approval before completing the inter-registration process. Physical activity courses must be inter-registered. A SPM course taken at Carleton will count toward the general education requirement (SPM) at St. Olaf, but no credit will be given toward the total number of courses required for graduation.

Seniors must be aware that Carleton grades from spring term courses are not reported until after St. Olaf's commencement ceremonies. Taking a Carleton course during the spring semester of the senior year will affect the student's graduation status.

To enroll in a Carleton College course, students must

1. Obtain an application form (<http://wp.stolaf.edu/registrar/files/2014/07/CARLETON-INTERREGISTRATION.pdf>) from the St. Olaf registrar.
2. Obtain the signature of the Carleton instructor and the Carleton registrar.
3. Complete an application each term that they take a Carleton course. Example: A student must register for two Carleton terms if s/he wishes to take the Hebrew 101-102 sequence.
4. Return the completed application to the St. Olaf registrar's window for approval. A copy of the completed form will then be sent to Carleton and the student notified by email.
5. Drop a Carleton course by obtaining a change of registration form from the St. Olaf registrar's window; have it signed by the Carleton instructor; return it to the St. Olaf registrar by the posted Carleton drop deadline.

Note that St. Olaf students may not register for an independent study or independent research with a Carleton faculty member. St. Olaf students may not audit Carleton courses.

Independent Study/Independent Research

Independent work is a privilege to be extended only if those involved agree the student is prepared to benefit, that the proposal is well-planned, and that there is previous course work in the area to give credence to independent study. The following regulations apply:

1. Total work to be done shall approximate that expected for a regular semester course. No proposal worth less than or more than a full (1.00) course credit will be considered.
2. Independent study/independent research may fulfill an elective credit; it may fulfill a credit in the major only if approved by the department or program. It may not fulfill a general education

requirement, except for a Writing in Context course [WRI], if approved.

3. Independent study/independent research is not a substitute for a regularly offered course, but a special type of educational experience with purposes different from those for which regular courses are designed. Ordinarily, prerequisite course work will have been completed in the area of the independent study. A student may not substitute an independent study/independent research for a course regularly offered in a department or program.
4. First-year students may not take an independent study/independent research course.
5. A student may take up to a total of three independent study courses. A student may also take two independent research courses in each field in which he/she has completed five courses. Independent study is registered by department or program as 298, level II. Independent research is registered as 398, level III.
6. Independent study/independent research courses must be supervised by a St. Olaf faculty member. The exception is already-established independent courses or study service through approved St. Olaf off-campus study. Normally, a faculty member may not supervise more than two independent study, independent research, or internships per term.
7. Applications for independent study/independent research are available at the Registrar's (<http://wp.stolaf.edu/registrar>) Office window or website (<http://wp.stolaf.edu/registrar>). Paperwork is due by the last day to add a class. Several signatures are required. Students need to complete the form before they register for the independent study/independent research. Once it is approved by the registrar, the registration appears on the SIS. (<http://www.stolaf.edu/sis>)
8. Students on non-St. Olaf programs do not receive credit for independent study/independent research.

Questions about independent study/independent research should be directed to the registrar.

Interim (January Term)

The January Interim is a four-week period of intensive study in one area. The Interim provides an opportunity for instructors and students to focus their entire attention on one course for a full month and offers a time for single-minded study in depth. It is a time when unique teaching and learning styles may be utilized in traditional courses or when unique subjects may be studied in international or domestic off-campus locations. Upperclass students may pursue, with guidance of a faculty member, independent study projects or internships on- or off-campus during the Interim. St. Olaf upperclass students may also attend an Interim at one of approximately 25 other 4-1-4 colleges on an Interim exchange basis. Consult the Registrar's Office (<http://wp.stolaf.edu/registrar>) for details.

Specific regulations as they apply to Interim include:

1. For students who originally matriculated at St. Olaf, three successful Interims are required for graduation. Transfer students admitted with sophomore or junior standing must successfully complete two Interims.
2. First-year students must register for an Interim course unless they have prior approval from their class dean.
3. Students may take only one course or program of instruction during Interim. For example, St. Olaf students enrolled in a winter

term course at Carleton are not permitted to enroll in the St. Olaf Interim. The Carleton course equals a full Interim load. Students enrolled in an Interim course or program cannot audit another course for the purpose of having a second transcript entry, e.g. "successful audit."

4. Students are expected to devote a minimum of 40 hours of study per week directly related to the Interim course, including class time, outside reading, and other course-related work. In general, faculty and student contact hours for the Interim approximate the contact hours per course during the regular semester: 35-40 hours for the entire Interim or 8-10 hours per week. A class session is required on the first day and the last day of the Interim for examination or evaluation purposes. Grades are based on evaluation procedures similar to the regular semester.
5. Students who enroll at St. Olaf for the year but who elect to omit the Interim course are not entitled to a refund of Interim tuition or room. A student must apply for a board credit through the Business Office before leaving campus. No credit will be given once Interim begins.
6. Departments and interdisciplinary programs have varying requirements concerning the use of Interim courses in the major, or to fulfill graduation requirements. Students should consult the department or program, this catalog, and the online Interim Class and Lab Schedule (<http://www.stolaf.edu/classlab>).
7. For senior "participators" (see Participation in Commencement (p. 40)), who have successfully completed two Interims, a St. Olaf summer school course taken after commencement may count as the third Interim. The student must pay the appropriate St. Olaf summer school tuition and meet the residency requirement (p. 4) for graduation.
8. Students may waive one of the three 1.00 credit Interim requirements through participation in a St. Olaf-approved program of off-campus study if the dates of the off-campus program preclude successful completion of a separate Interim course.

Interim Exchange

St. Olaf accepts Interim exchange only from 4-1-4 colleges with which it has an exchange agreement and only if the Interim is at least 3.5 weeks in length. Interim exchange courses earn elective credit, may earn general education (p. 6) credit if approved, and may qualify for certain majors. Applications, available at the Registrar's Office window, must be approved by the registrar. The student/applicant may check the college's website for information about courses.

First-year students may not participate in Interim exchange.

An Interim exchange course must be taken for a letter grade, but grades earned at other colleges through Interim exchange are not computed in the St. Olaf grade point average.

Students who participate in an Interim exchange are not entitled to a refund of Interim tuition or room. A student must apply for a board credit through the Business Office before leaving campus. No credit will be given once Interim begins.

Questions regarding a specific exchange and about course credit from an Interim exchange should be directed to the registrar.

Internships

Academic internships are viewed as an integral part of a student's academic life at St. Olaf College. An academic internship is a planned, supervised, experiential learning project integrating study and practical work. As a credit-bearing experience it allows students to acquire and apply knowledge through direct experience in a field related to their academic program. The academic internship is intended to integrate on-site learning with the knowledge base of a related discipline. Academic integrity is assured through established department/program criteria, faculty supervision, an academic internship learning plan, and guidance from the The Piper Center for Vocation and Career (<http://wp.stolaf.edu/pipercenter>).

The following regulations govern academic internships:

1. To assure that a proposed academic internship is credit-worthy, a student must complete a learning plan in advance of the internship. A form for a learning plan is available online at the The Piper Center for Vocation and Career (<http://wp.stolaf.edu/pipercenter>) website.
2. Credit for an academic internship will be granted only when the academic internship is completed in conjunction with a St. Olaf academic program.
3. Each academic internship must have a St. Olaf faculty supervisor and an on-site supervisor. There must be ongoing communication among the college, the student, and the on-site supervisor during the academic internship to assure fulfillment of the learning plan.
4. An academic internship as outlined in a learning plan must be approved by The Piper Center for Vocation and Career (<http://wp.stolaf.edu/pipercenter>) and by the faculty supervisor. Approval by the department chair or program director is needed for the academic internship to be counted toward a major.
5. Each academic internship must include both practical work experience assigned by the on-site supervisor and complementary academic work assigned by the St. Olaf faculty supervisor as outlined by the learning plan. The faculty supervisor and site supervisor may not be the same person. Any exceptions must be approved by the registrar in consultation with the Associate Director, Internships and Leadership Development. Normally, a faculty member may not supervise more than two independent study, independent research, or internships per term.
6. A student may enroll for an academic internship as either a Level II (294) or Level III (394) course, using criteria established by individual departments or programs. At the discretion of an individual department, a student may take a second internship with the same number in that department, provided it has a different focus.
7. A student may be paid for work done during the academic internship.
8. The academic internship experience must be evaluated by the St. Olaf faculty supervisor, with input from the on-site supervisor.
9. Proposals for internships bearing a full (1.00), one-half (0.5), or one-quarter (0.25) course credit will be considered.
10. Academic internships are offered P/N only.
11. Academic internships do not fulfill general education requirements.
12. Consideration of transfer of academic internship credit from another institution will follow the transfer credit policy for matriculated students. (p. 16)

13. No more than three (3.00) academic internship credits may apply to a St. Olaf degree; the maximum number of internship courses is four (4).
14. A student may register for an academic internship only after The Piper Center for Vocation and Career (<http://wp.stolaf.edu/pipercenter>) approves the learning plan.
15. A student must register for an academic internship prior to or during the term for which the student receives credit.
16. The academic internship experience (on-site work in addition to academic work) must total 160 hours, with a minimum of 120 hours on site for a one-credit internship; 100 hours, with a minimum of 80 hours on site for the one-half-credit internship; and 65, hours with a minimum of 55 hours on site for the one-quarter-credit internship.

Credit	Total Hours	Hours Devoted to Academic Activities Assigned by Faculty Supervisor	Hours Devoted to Internship
1.0	160	40	120
0.5	100	20	80
0.25	65	10	55

17. Each department or program sets guidelines for approved experiential learning activities and may therefore choose to offer either full-credit (1.00), half-credit (0.5), or quarter-credit (0.25) internships as part of its curriculum.
18. Neither a 0.5 credit academic internship nor the sum of two 0.5 credit academic internships taken during Interim may count towards the graduation requirement that three full course credits must be earned during three separate Interims. Quarter-credit internships may not be taken during Interim.
19. Paperwork for internships during the academic summer school must be completed by June 1. Credit is not awarded retroactively.
20. First-year students may not register for an academic internship. Any exceptions require the approval of the first-year dean of students in consultation with the student's academic advisor, the registrar, and the Associate Director, Internships and Leadership Development.
21. Academic internship credit is not awarded retroactively.

Off-Campus Programs

See Off-Campus Programs (p. 25).

Repeating a Course

Most courses may be repeated only once, only at St. Olaf, and only when the grade is C- or below, U (unsatisfactory) or N (no credit). A course cannot be repeated after satisfactory completion of any course in the same department or program for which the repeated course is considered a prerequisite. A repeated course may be taken satisfactory/unsatisfactory (S/U) only if the course was originally taken S/U and a U was received. If a course receives an S credit, it may not be repeated regardless of the actual reported grade. A course that originally received a U may be repeated on a graded basis. A course earns only one credit once completed with a passing grade of D- or higher; the credit value of the first attempt does not count among the total credits earned toward graduation. Each course attempt remains part of the permanent record, but only the second grade and credit

are computed into the grade point average and into the total number of credits earned.

Students projecting grade point averages where the projection involves repeating a course should consult with the Registrar's Office. See individual department/program listings for policies relating to specific departments/programs.

Seniors should be particularly careful when repeating a course. When the repeated course grade and credit are added to the transcript, the credit and grade of the first attempt are no longer included in calculations of course credit or GPA, even if the first attempt resulted in a passing grade. Seniors should contact the Registrar's Office to review the degree audit, taking into account the repeated course.

There are a few courses that are considered "allowable repeats." See individual department/program course listings. If a course may be repeated, the course description indicates so. Topics courses may be repeated if the topic is different each time.

See also information concerning SPM (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/SPM.pdf>) courses and Exercise Science (p. 127).

Summer Session at St. Olaf

The St. Olaf College summer session (<http://wp.stolaf.edu/registrar/summer>) consists of two five-and-one-half-week terms, during each of which a student may take a maximum of 2.50 courses, for a total of 5.00 courses during the two terms of summer session.

For purposes of financial aid and billing, full-time status is defined as 3.0 St. Olaf credits (the equivalent of at least 12 semester or 16.5 quarter credits). Three-quarter time: at least 2.25 St. Olaf credits; half time: at least 1.5 St. Olaf credits; less than half-time status: fewer than 1.5 St. Olaf credits. See "Financial Aid Program (p. 284)" for further information relative to federal and state grants.

Course descriptions, costs, and other details (<http://wp.stolaf.edu/registrar/summer>) are available online. Questions about summer session programs, credits, and registration should be directed to the Registrar's Office.

A non-refundable deposit must be paid before a student is permitted to register for summer courses.

Seniors anticipating completion of degree requirements through St. Olaf summer session should be aware of limited course offerings in a typical summer session.

Off-Campus Programs

St. Olaf-Sponsored

St. Olaf offers a rich variety of off-campus programs. They are defined in this catalog and on the Office of International and Off-Campus Studies (<http://wp.stolaf.edu/international>) website. Specific questions should be directed to the Office of International and Off-Campus Studies or to the faculty advisor of each off-campus program. See: International and Off-Campus Studies: Global Perspective (p. 267).

Eligibility

Off-campus study opportunities are available to students who meet the requirements of the host institution and the St. Olaf prerequisites. Certain programs have limitations based on a student's class year;

others are open to sophomores, juniors, and seniors. All off-campus programs are closed to first-year students with the exception of certain language Interims. However, a first-year student may file an application during the first year for participation in the sophomore year. Students on academic probation may file an application for participation but must be declared off probation by the end of the semester prior to planned off-campus study.

Registration

Students going on off-campus programs will be registered by the Office of International and Off-Campus Studies. In order for a student to receive academic credit for off-campus study sponsored by an institution with which St. Olaf has a program relationship, registration must be completed in advance through St. Olaf College. Students on St. Olaf-sponsored off-campus programs may self-register via the Web or have a resident student proxy register for them for the next St. Olaf term. St. Olaf's satisfactory/unsatisfactory (S/U) policy (p. 35) applies to courses taken on off-campus programs. Students must notify the Office of International and Off-Campus Studies in writing to change a course credit from graded to S/U or S/U to graded where these options exist. All requests must conform to deadlines posted on the registrar's calendar.

Credit

Students considering an off-campus program should have their proposed courses reviewed for major and general education requirements to ensure normal progress toward graduation.

Students may earn as much credit on an off-campus program as would be earned on campus in a given semester (up to a maximum of 4.5 credits).

All credits earned on St. Olaf-approved programs are viewed as resident credit. Although they fall under the guidelines for transfer credit, they do not count against the minimum number of transfer credits allowed after a student matriculates.

Certain off-campus courses count toward St. Olaf general education requirements, as indicated. As with on-campus courses, general education credit is not awarded when the course is taken S/U.

Certain off-campus courses may, with the approval of the department/program concerned, count toward a student's major or concentration.

A St. Olaf independent study/research or internship credit cannot normally be registered independently from the program while a student is on a St. Olaf-approved off-campus program.

Grades

Students studying on St. Olaf-approved off-campus programs should be aware of the "24 graded courses (p. 31)" graduation requirement. Grades from St. Olaf-sponsored off-campus programs are recorded on the student's official transcript, but do not count in the St. Olaf grade point average or toward the 24-graded-course requirement.

Exceptions

Letter grades given for a course taught by a St. Olaf faculty member are calculated into a student's grade point average and count toward the 24-graded-course requirement.

A full-year program or the combination of two semester-length programs gives a student partial graded course reduction toward the 24-graded-course requirement even though the letter grades from the program/s are not computed in the grade point average unless taught by a St. Olaf instructor. For a full-year program, or a combination of two semester-length programs, the 24-graded-course requirement is reduced according to the reduced graded course scale under Graded and Ungraded Courses (p. 32).

General Education (GE) Credit Limits by Program Category

See St. Olaf College's general policy on General Education Accreditation of St. Olaf-Approved Transfer Courses and Off-Campus Coursework (p. 19).

General education credit earned through work completed on St. Olaf off-campus programs Faculty-led Interim courses

These courses are reviewed by the Curriculum Committee in the same way as are on-campus courses. As a result, faculty-led Interim courses are not subject to general education credit limits.

Faculty-led international programs

The credit students receive through participation in *Mediterranean Semester*, *Term in Asia*, *Environmental Studies in Australia*, and the *Global Semester* derives from two types of instruction:

The St. Olaf faculty field supervisors' courses

Like faculty-led Interim courses, such courses are reviewed by the Curriculum Committee in the same way as are on-campus courses. As a result, field supervisors' courses are not subject to general education credit limits.

Courses offered by non-St. Olaf instructors affiliated with the programs

The amount of general education credit students may earn through such work depends on the content of the courses and the duration of the program.

Courses taught by non-St. Olaf instructors on semester-length programs

May meet up to four (4.00) general education requirements, distributed as follows: Credit toward the Multicultural Studies-Global requirement (MCG (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/MCG.pdf>)), if appropriate; credit toward the Writing in Context requirement (WRI (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/WRI.pdf>)), if appropriate; and no more than two (2) additional general education requirements within the parameters specified at the above link.

Courses taught by non-St. Olaf instructors on semester-plus-Interim-length programs

May meet up to five (5.00) general education requirements, distributed as follows: Credit toward the Multicultural Studies-Global requirement (MCG (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/MCG.pdf>)), if appropriate; credit toward the Writing in Context requirement (WRI (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/WRI.pdf>)), if appropriate; and no more than three (3.00) additional general education requirements within the parameters specified at the above link.

The program advisor may authorize general education credit for such work within the parameters of the policies at the above link. The program advisor will notify *in writing* the Coordinator of Program

Advising in the Office of International and Off-Campus Studies as to the type(s) of general education credit to be assigned. In reviewing these courses for general education credit, the program advisor may consult with the Office of International and Off-Campus Studies, the faculty field supervisor, non-St. Olaf instructors, and/or the Curriculum Committee.

Other St. Olaf-approved off-campus programs unaccompanied by St. Olaf faculty

These include a variety of academic and field-based programs offered within the United States and abroad under the auspices of sponsoring organizations or institutions with which St. Olaf has a formal relationship (for example, ACM, HECUA, Harris Manchester College, East China Normal University, Curtin University, etc.). Such programs are listed annually in the *St. Olaf Off-Campus Studies Catalog* published by the Office of International and Office-Campus Studies and on their website (<http://wp.stolaf.edu/international>). The amount of general education credit students may earn on such programs depends on the content of their courses and the duration of each program.

Semester-length programs

May meet up to five (5.00) general education requirements, distributed as follows: credit toward the Multicultural Studies-Global requirement (MCG (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/MCG.pdf>)), if appropriate; credit toward the Writing in Context requirement (WRI (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/WRI.pdf>)), if appropriate; and no more than three (3.00) additional general education requirements within the parameters specified at the above link.

Semester-plus-Interim-length programs

May meet up to six (6.00) general education requirements, distributed as follows: credit toward the Multicultural Studies-Global requirement (MCG (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/MCG.pdf>)), if appropriate; credit toward the Writing in Context requirement (WRI) (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/WRI.pdf>), if appropriate; and no more than four (4.00) additional general education requirements within the parameters specified at the above link.

Year-long programs

May meet up to seven (7.00) general education requirements, distributed as follows: credit toward the Multicultural Studies-Global requirement (MCG (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/MCG.pdf>)), if appropriate; credit toward the Writing in Context requirement (WRI) (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/WRI.pdf>)), if appropriate; and no more than five (5.00) additional general education requirements within the parameters specified at the above link.

The program advisor may authorize general education credit for such work within the parameters of the above policies. Unless alternative arrangements have been made with the Registrar's Office and the Office of International and Off-Campus Studies, the program advisor notifies *in writing* the Coordinator of Program Advising in the Office of International and Off-Campus Studies of the type(s) and level(s) of general education credit to be assigned.

Whenever possible, such authorization is made prior to the student's participation in the program; however, in many cases students do not know what their off-campus academic program entails until after their arrival on site. In these cases general education accreditation takes

place after the student has received written approval for such credit from the program advisor while on the program, or has completed the program and returned to St. Olaf. Program advisors should apprise students that if they require approval for general education credit upon their return, they should keep syllabi and written work from their off-campus experience for review by the program advisor. In reviewing work from unaccompanied off-campus programs, the program advisor may consult with the Office of International and Off-Campus Studies, the non-St. Olaf instructors, and/or the Curriculum Committee.

Credit earned through inter-registered course work

Courses completed through inter-registration provisions with Carleton or an Interim exchange programs may receive general education credit within the parameters of the above policies but are not subject to credit limits described at the above link.

Non-St. Olaf Sponsored

Students wishing to study on non-St. Olaf-sponsored off-campus programs (foreign or domestic off-campus programs through another college, institution, or consortium unaffiliated with St. Olaf) take a leave of absence from the college and must negotiate in advance with the registrar in order to be sure that credits will transfer. The student/applicant is responsible for providing the registrar in advance with detailed program descriptions, outlines and course syllabi. See the Policy for Allowing Non-St. Olaf Abroad Programs (<http://catalog.stolaf.edu/academic-regulations-procedures/off-campus-programs/policy.pdf>) for complete details.

Students should consult with the Office of International and Off-Campus Studies about programs offered by St. Olaf before asking to attend a non-St. Olaf domestic or abroad program. No transfer credit is awarded if students make their own arrangements to enroll in a foreign institution with which St. Olaf has already developed a program relationship. If a student is to receive academic credit for such a program, registration must be through St. Olaf.

Students may earn elective credit and credit toward a major (if approved in advance by the registrar and a department chair or interdisciplinary program director), but may not fulfill general education requirements through non-St. Olaf-sponsored domestic or abroad programs.

Grades from non-St. Olaf-sponsored off-campus programs are recorded on the student's official transcript but do not count in the St. Olaf grade point average or toward the 24-graded-course requirement. Grades earned in courses taught by a current St. Olaf College faculty member but through another accredited institution, organization or consortium are computed in the student's St. Olaf grade point average and count toward the 24-graded-course requirement.

The following do not transfer as St. Olaf credit: independent study, research, internship or practicum courses taken on non-St. Olaf off-campus programs; non-St. Olaf off-campus programs that are essentially "travel" programs, work experience, visits to museums, or other programs that do not have a solid liberal arts, student-instructor component.

Appeals Procedures

In cases where students believe they should be awarded a different type or amount of credit than what has been authorized through the

above procedures, they may appeal the decision to the Curriculum Committee. An appeal should include documentation of the work the student completed (syllabi, examinations, papers, letters from course instructors, and/or any other relevant supporting materials), and a written explanation of how such work meets the guidelines for the requirement(s) the student claims that the work fulfills. See Appeals to the Curriculum Committee (p. 30).

St. Olaf-School of Record Budapest Semesters in Mathematics (BSM)

The Budapest Semesters in Mathematics is a St. Olaf-sponsored program that is also accredited by St. Olaf for participants from other colleges and universities. St. Olaf has had a long association with BSM, has sent more students to BSM than any other institution, and currently houses the North American administrative office for the program. BSM is well-respected and known as one of the top-rated international programs in science and mathematics and the premier international program in mathematics. St. Olaf issues official transcripts for all participants from other colleges and universities to facilitate transfer credit to the student's home institution (beginning 2014-15 academic year).

Budapest Semesters in Mathematics (BSME)

The Budapest Semesters in Mathematics Education, a companion program to Budapest Semesters in Mathematics, is accredited by St. Olaf for participants from other colleges and universities. St. Olaf houses the North American administrative office for the program. Conceived by the founders of Budapest Semesters in Mathematics, Budapest Semesters in Mathematics Education is designed for undergraduates interested in teaching secondary mathematics. Participants study the Hungarian approach to learning and teaching, which emphasizes problem solving, mathematical creativity, and communication. St. Olaf issues official transcripts for all participants from other colleges and universities to facilitate transfer credit to the student's home institution.

Continuing Education, Special, and Part-Time Students

Continuing Education

St. Olaf College permits enrollment on a part-time basis in most regular college classes at a reduced rate of tuition. Prospective continuing education students must comply with the following:

Continuing education students must:

- Be 25 years of age or older and non-degree seeking or be a St. Olaf graduate;
- Register on a space-available basis;
- Register no earlier than the first day of classes with signatures from faculty.

Continuing education students who later decide to become degree-seeking may count toward a degree only seven (7) courses taken under the continuing education guidelines.

Persons wishing to take courses as continuing education students must obtain and complete the appropriate paperwork in the

Registrar's Office prior to attending class. Any questions should be directed to the Registrar's Office (<http://wp.stolaf.edu/registrar>).

Regular degree-seeking students registered full- or part-time in the traditional college program are not permitted to take courses at the reduced rate as continuing education students.

Special and Part-Time Students

Special students are defined as short-term (one year or less) students who do not plan to graduate from St. Olaf and are usually part-time. High school honor students are one category of special students; continuing education students are also considered special students. Anyone not in the categories mentioned above who wishes to register as a special student must contact the Registrar's Office (<http://wp.stolaf.edu/registrar>) for forms and submit transcripts from any high school or college previously attended.

Special students always register at the registrar's window on the first day of classes up to the last day to add. Tuition must be paid in full at the time of registration.

Part-time degree-seeking students who intend to graduate from St. Olaf and who wish to register for fewer than three course credits must have permission to be enrolled part-time from the Dean of Students (<http://wp.stolaf.edu/deanofstudents>) Office.

Changes in Registration, Petitions for Late Changes

Changes in Registration

The registrar posts deadlines pertaining to courses and academic procedures and final exam dates (<http://wp.stolaf.edu/registrar/final-exam-schedules-2014-15>) on the Registrar's Office website (<http://wp.stolaf.edu/registrar>). The policy governing these dates and deadlines is set by the St. Olaf faculty upon recommendation of the Curriculum Committee.

Students may drop, add, or make changes to the grading option of their courses until the deadline published on the registrar's calendar (<http://wp.stolaf.edu/registrar/calendars>) posted on the Registrar's Office web page. Registration changes are processed with drop/add slips available from, and returnable to, the Registrar's Office. The date the signed slip is returned to the Registrar's Office, not the date it was signed, determines whether the change meets the deadline. An unreported drop or withdrawal results in an F in the course. Being on a closed-course waiting list does not negate the deadline for adding a course.

Performance studies (music lessons) must be added and dropped through the Music Department office. If a student drops a performance studies course after the sixth day of the semester, no refund of music lesson fees is made.

Changes to registration after the posted deadline are allowed only by petition (<http://wp.stolaf.edu/registrar/files/2012/11/petition-131.pdf>). The form may be picked up from and returned to the Registrar's Office. Such petitions, including assigning handling fees, are acted on by the registrar. The student may appeal a decision on a petition to the Curriculum Committee, whose decisions are final. Students are notified of the decision by email, usually the day the decision is made.

A petition to add or drop a course or to make a change in the grading option is not entertained beyond one year following the end of the relevant term. This practice is consistent with the statute of limitations on notification of a grade error; see grade changes (p. 34). A course taken on a satisfactory/unsatisfactory (S/U) basis may not be assigned another type of grade at a later date.

Adding Courses

A student may add a course until the deadline specified on the registrar's calendar by submitting to the Registrar's Office an appropriately signed drop/add slip. No course addition that creates an overload for the term is permitted.

A student who has been placed on an instructor's waiting list, and who subsequently gains entry into a previously closed course, must officially add the course at the Registrar's Office by the posted add deadline. If a student wishes to add a course that creates a course overload, s/he must drop a course to make room for the addition by the add deadline posted on the college calendar.

Note that first-half and second-half semester courses have posted deadlines different from those for semester-length courses. Consult the registrar's calendar (<http://wp.stolaf.edu/registrar/calendars>).

Dropping Courses

With the exception of cases involving possible honor code violations (see below), a student may drop (withdraw from) any course for which he/she is registered until the deadline for dropping a course posted on the registrar's calendar (<http://wp.stolaf.edu/registrar/calendars>).

A drop/add slip, which is available from and must be returned to the Registrar's Office window, must be properly signed by the instructor whose course is being dropped. An unreported drop results in an F in the course.

Note that first-half and second-half semester courses have deadlines different from those deadlines for courses that last the entire semester.

If a student drops a performance studies course after the sixth day of the semester, no refund of music lesson fees is made.

A student must be registered for at least three (3.00) credits in order to retain full-time status, and to receive veteran's benefits. Four (4.00) full courses are required to maintain certain forms of State of Minnesota financial aid. Degree candidate students dropping below the three-full-course (3.00) minimum during a semester may lose housing (residence hall) privileges and financial aid. In this situation, students who are considering dropping a course should consult with the Dean of Students Office before taking final action.

Students dropping a Carleton College course for which they are registered should consult Carleton Inter-registration (p. 22) in this catalog.

Honor Code/Plagiarism Exceptions

A student under review for an honor code violation may not drop the course in question unless a withdrawal is authorized by the student honor council. A student who is assessed a penalty of failure in a course as a result of an honor system violation or a plagiarism offense is not permitted to drop the course in question.

For more information about the St. Olaf honor system and its procedures and about academic integrity (<http://wp.stolaf.edu/thebook/academic/integrity>), see *The Book* (<http://wp.stolaf.edu/thebook>). Questions about the honor system should be directed to the Dean of Students Office (<http://wp.stolaf.edu/deanofstudents>).

Late Add (Courses)

Deadlines for adding a course are designated on the registrar's calendar (<http://wp.stolaf.edu/registrar/calendars>). A course may only be added after the posted deadline via a petition form (<http://wp.stolaf.edu/registrar/files/2012/11/petition-131.pdf>) available from and to be returned in person to the Registrar's Office window. The petition form must be signed by the instructor of the added course, the advisor, and the student. The date the add slip or a subsequent petition is submitted to the registrar, rather than the date it was signed, determines if the request meets the deadline.

A student who mistakenly attends a different section of a course from the section registered must petition for a change in registration. The instructor for both sections must verify the error.

Note that petitioning to add a course late without previous attendance may make taking the course more difficult; the instructor, therefore, must verify that the student has sufficient time to make up the work missed. A student may not subsequently request an incomplete grade for a course added late because of insufficient time to complete the assigned work.

Note that a handling fee will be assigned for accepted petitions.

The registrar will deny any petition to add a course after the scheduled final exam period for that course. The student may appeal to the Curriculum Committee by resubmitting the original petition to the registrar. Decisions of the committee are final.

A petition to add a course is not entertained beyond one year following the end of the relevant term. (This practice is consistent with the statute of limitations on notification of a grade error; see grade changes (p. 34).)

Late Drop (Courses)

Deadlines for dropping a course are designated on the registrar's calendar (<http://wp.stolaf.edu/registrar/calendars>). A course may be dropped after the posted deadline via a petition form (<http://wp.stolaf.edu/registrar/files/2012/11/petition-13.pdf>) available from and to be returned in person to the Registrar's Office window. The petition form must be signed by the instructor of the dropped course, the advisor, and the student. The date the drop slip or a subsequent petition is submitted to the registrar, rather than the date it was signed, determines if the request meets the deadline.

If a student is dropping a course he/she never attended, the instructor must verify the absence from the class.

An unreported withdrawal results in an F in the course. A course from which a student successfully petitions to withdraw following the last day to drop is not removed from the student's record; rather, a notation of withdrawn (W) will be made on the student's transcript.

Note that a handling fee will be assigned for accepted petitions.

The registrar will deny any petition to drop a course after the scheduled final exam period for that course. The student may appeal

to the Curriculum Committee by resubmitting the original petition to the registrar. Decisions of the committee are final.

A petition to drop a course is not entertained beyond one year following the end of the relevant term. (This practice is consistent with the statute of limitations on notification of a grade error; see grade changes (p. 34).)

Changes in Grading Option (Graded to S/U, S/U to Graded)

Deadlines for changing courses from Satisfactory/Unsatisfactory to graded or from graded to S/U are designated on the registrar's calendar (<http://wp.stolaf.edu/registrar/calendars>). A course may be changed from S/U to graded or from graded to S/U after the posted deadline via a petition form (<http://wp.stolaf.edu/registrar/files/2012/11/petition-131.pdf>) available from and to be returned in person to the Registrar's Office window. The petition form must be signed by the student and the student's advisor, but not by the course instructor. The date the S/U slip or a subsequent petition is submitted to the registrar, rather than the date it was signed, determines if the request meets the deadline.

Note that a handling fee will be assigned for accepted petitions.

A course completed on an S/U basis may not be assigned another type of grade at a later date.

The registrar will deny any petition to change a course's grading option from graded to S/U after the scheduled final exam period for that course. The student may appeal to the Curriculum Committee by resubmitting the original petition to the registrar. Decisions of the committee are final.

A petition to make a graded to S/U change is not entertained beyond one year following the end of the term in which a course was taken. (This practice is consistent with the statute of limitations on notification of a grade error; see grade changes (p. 34).)

Petitions, Academic Handling Fees

Graduation requirements are not subject to petition or waiver. See The St. Olaf Curriculum, Graduation Requirements, and Degrees. (p. 4)

Students may petition for waivers to academic regulations, fees, and college deadlines at any time during the regular academic year, but see Late Add (p. 29), Late Drop (p. 29), S/U Changes (p. 30). Petition forms are available from, and are to be returned to, the Registrar's Office. A student will be notified by e-mail when a petition has been acted on. The petition remains in the student's file in the Registrar's Office.

Petition forms must be completed in full with appropriate faculty signatures where applicable. The petition form must be accompanied by a written explanation setting forth the circumstances of the student's case under petition/appeal.

The Registrar's Office assigns a handling fee for special services such as late course adds or drops and other changes in registration or appeals completed by petition.

In cases where a petition is denied, or a fee charged by the registrar, the student may appeal to the Curriculum Committee by resubmitting the original petition to the registrar.

Decisions of the committee are final. If the student submits an appeal after the committee has finished business for the semester or year, a decision may be delayed until after a vacation or summer break.

Appeals to Curriculum Committee

The Curriculum Committee is a standing faculty committee. In addition to its curricular policy responsibilities, the Curriculum Committee:

1. Establishes academic regulations, recommends procedures, and sets policy for the academic calendar.
2. Hears and acts upon student petitions for exceptions and adjustments to academic regulations, deadlines, and fees. Students have the right to appeal petitions denied or fees assigned by the registrar to the committee by re-submitting the petition to the registrar. If the committee has completed business for the semester or year, decisions may be delayed over a vacation break or summer. Decisions made by the committee are final.

Final Examinations

Time Well Spent

Higher education has long valued final examinations as a pedagogical tool. The final examination period, inclusive of any reading days, complete a term by creating a necessary block of time for synthesis, reflection, and greater mastery of skills and material. The following policy respects the need for a summative evaluation for each course while respecting differences in pedagogical practices. Membership in the St. Olaf community requires commitment and co-operation in adhering to the structure and limits of the final exam schedule.

A Term's End

Each St. Olaf course officially ends at the conclusion of the course's scheduled final exam period. The college's registrar establishes a schedule and posts it at least a year in advance on the Registrar's Office website (<http://wp.stolaf.edu/registrar>). The schedule for each term states in writing a specific date and time for each course's final exam period.

Student Absence from a Final Examination

An instructor should report any student's absence from a required final examination or failure to submit final evaluative material by the end of the course's scheduled final exam period to the Dean of Students Office as soon as the instructor can. That can constitute grounds for a student failing either the final evaluative item or the entire course. The instructor has the discretion in how to factor the absence and any missing, final evaluative material into the course grade with the exception of granting an incomplete.

Incompletes

In instances of health problems or important personal emergencies, a student may request, via the Office of the Dean of Students, an incomplete (p. 35) prior to the end of the course, or the Dean of Students Office may arrange for an incomplete if it becomes aware of circumstances warranting it and the student is not able to make the request.

Student and Family Responsibility

Because final examination schedules are publicly posted well in advance, students and parents/guardians are expected to consult the schedules before making any travel or family plans for upcoming terms, and to plan accordingly.

Academic Integrity

All final examinations of any type are subject to the college's Honor Code (<http://wp.stolaf.edu/thebook/academic/honor>); all other forms of final evaluation are subject to the college's academic integrity (<http://wp.stolaf.edu/thebook/academic/integrity>) procedures.

In-class Final Examinations

Studies in Physical Movement (SPM) Courses

The final evaluation for Studies in Physical Movement (SPM) courses typically occurs on the last day of the class.

All Other In-class Final Examinations

For all other courses, any in-class final examination must be administered at the place and time period scheduled for final exams.

Other Means of Final Evaluation and Time Allotted for Them

Performative Final Evaluative Activity

Certain forms of final individual or small-group evaluation (e.g., performance studies [MUSPF] courses, individual oral examinations as part of the course's final evaluative activity, etc.) typically are scheduled individually during a time span between the end of classes and the final examination period. These are scheduled through mutual agreement of the instructor and student(s) involved, taking into account the special function of Reading Day, students' individual workload as each faces other examinations, and the grades-due deadlines (e.g., 24 hours after the end of each course's scheduled final exam time for seniors in the spring semester).

Other Final Evaluative Activity Done Outside the Scheduled Class Time

Other means of evaluation (e.g., final examinations completed electronically, "take-home" examinations, final papers, final projects) substituting for in-class final examinations and not requiring the students' presence at an organized meeting of the course cannot be required to be due prior to the course's designated final exam period and must be due no later than the end of the course's designated final exam period. If the alternative form of evaluation also includes a formal, required event for the full class in the same place at the same time, that event must be scheduled during the course's scheduled final examination period.

Time Limits for In-class Exams

An instructor must formulate examinations so that students can complete them in the scheduled final examination block of time. Faculty and students need to respect this time limit in the spirit of equality and citizenship that produced this constraint.

Time Limits for Other Final Evaluative Activity

Instructors are encouraged to establish time limits for take-home examinations, online examinations, etc. Instructors should assign final papers or projects and stage any specified activities in developing them so that completing them during the final examination period should consume no more time than an average student would take to prepare for and take an in-class final examination.

Exceptions to Taking In-class Final Examinations at the Scheduled Block of Time or Place

Disability Accommodations

Accommodations for students with documented disabilities are determined in consultation with the Disability and Access Specialists in the Academic Support Centers and the instructor.

Multilingual Student Accommodations

Accommodations for students with certified, special English-language needs are determined in consultation with the Academic Support Centers and the instructor.

Rare, Special Circumstances

A student is required to take in-class final examinations on the scheduled days unless the department chairs or program directors, in consultation with the course instructors, give the student written permission to reschedule any final examination to other days or times. Student requests for any alternative final examination dates, times, or accommodations for special circumstances must be made in writing on the Special Circumstances form (<http://catalog.stolaf.edu/academic-regulations-procedures/final-examinations/finalexamspec.pdf>) and submitted to the instructor, who pass it on to the appropriate chair or program director.

Three Final Examinations in a Single Day

Three final examination periods are scheduled per day during the fall and spring semesters' five-day final exam period, but rarely does an individual student have more than two examinations in a day. In the rare instance where a student has three in-class examinations scheduled for the same day, s/he may request an alternative for one of them by filling out the Special Circumstances form (<http://catalog.stolaf.edu/academic-regulations-procedures/final-examinations/finalexamspec.pdf>) and following the procedure outlined above. Since some examination formats require that all students be present in the same room at the same time, faculty members are not obligated to make such an alternative arrangement.

Grades

Grade Reporting

Students have access to their academic records via the Student Information System (SIS) (<http://www.stolaf.edu/sis>).

See St. Olaf College Guidelines for the Release of Student Information under the Family Education Rights and Privacy Act (FERPA) (<http://wp.stolaf.edu/registrar/ferpa>) for St. Olaf's policy on release of students' academic information to third parties, including parents.

In compliance with the Family Educational Rights and Privacy Act (FERPA) (<http://wp.stolaf.edu/registrar/ferpa>), under no condition can grades be reported by telephone or to third parties, including parents, without specific written and signed authorization by the student.

Graded and Ungraded Credits

A minimum of 24 graded credits out of 35 credits is required for graduation. "Graded credits" are credits awarded via courses taught by St. Olaf faculty. In most cases, these courses are taught on campus or through approved St. Olaf off-campus programs. A course taught at another institution by a St. Olaf faculty member also counts as a graded credit.

The graded credit requirement is reduced by scale in the following instances:

1. A student is admitted and matriculates at St. Olaf as a transfer student; see scale below.
2. Credits are transferred into St. Olaf from another institution following matriculation at St. Olaf. Exception: Credits taken on an off-campus program through another institution will not reduce the number of graded course credits required for graduation.
3. Credits transferred from PSEO, CIS, AP, IB, Cambridge A Level do not reduce the number of graded credits required.
4. Credits earned on St. Olaf off-campus programs that total two semesters in length.

One semester-length St. Olaf off-campus program will not reduce the number of graded credits required.

A course taught by a St. Olaf instructor on an off-campus program is considered a graded course and counts toward the 24 required if taken for a letter grade.

The letter grades from a full-year St. Olaf off-campus program or the combination of two semester-length St. Olaf off-campus programs are not computed in the grade point average unless taught by a St. Olaf instructor. In both circumstances, the 24-graded-course requirement is reduced as follows:

Nine courses earned — four graded courses reduced

Eight courses earned — four graded courses reduced

Seven courses earned — three graded courses reduced

Six courses earned — three graded courses reduced

Interim Exchange courses do not reduce the number of graded courses required for graduation.

The following reduction scale by course quantity is used if not all course work is taken at St. Olaf:

St. Olaf Courses Taken	St. Olaf Graded Required
34	23
33	22
32	22
31	21
30	20
29	20
28	19
27	18
26	18
25	17
24	16
23	16

22	15
21	14
20	14
19	13
18	12
17	12

Grade Requirements for a Major

Of the full (1.00) course credits counting toward the minimum requirements for a major, six (6.00) must be completed with a grade of C or higher.

Grade and Marking System

Final letter grades and their corresponding grade point values are listed below along with short descriptions at each grade level. The descriptions give students, faculty, graduate schools, and employers of St. Olaf graduates a general sense of the gradation of academic expectations at a glance.

In the leftmost column below, one can link to a list of grade benchmarks that is meant only as a guideline for St. Olaf faculty and students. Individual faculty members are free to grade according to their own systems; students should consult with their professors for accurate information about course requirements and expectations.

Links to Benchmarks	Description	Grade	Grade Point
Superior Achievement	Outstanding	A/A+	4.0
	Excellent	A-	3.7
	Very Good	B+	3.3
Good Achievement	Good	B	3.0
	Generally Good	B-	2.7
Adequate Achievement	Satisfactory	C+	2.3
	Sufficient	C	2.0
	Marginal	C-	1.7
Limited Achievement	Poor	D+	1.3
	Very Poor	D	1.0
	Extremely Poor	D-	0.7
Inadequate Achievement	Failure	F	0.0
For P/N courses	Meets course expectations	P	no grade points
	Fails to meet course expectations	N	no credit
For S/U courses	C- or higher	S	no grade points
	D+ or lower	U	no credit
Withdrawals		W	no credit
Incomplete		I	no credit
Audits	Successful Audit	AU	no credit

Unsuccessful Audit	UA	no credit
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Grade Benchmark Achievement Levels

Superior achievement (A level)

The grade of A recognizes exceptional performance and achievement that exceeds course expectations and consistently demonstrates, where applicable, many of the following characteristics:

- Thorough, deep, and mature understanding.
- Genuine comprehension, insight, and synthesis.
- Significant mastery of challenging topics and issues.
- Extensive familiarity with relevant literature and previous work.
- Highly developed communication skills.
- Thorough preparation and extensive, thoughtful class participation.
- Integration of knowledge, concepts, and principles across disciplines.
- Originality of analysis and interpretation.
- Technical competence in skills and procedures.
- Precision of ideas and clarity of expression.
- Thinking that is independent, creative, and focused.
- Understanding of nuance and subtlety.
- Consistent coherence in argument and discussion.

Students who receive the grade of A consistently demonstrate, where applicable, the ability to:

- Analyze arguments using specific examples and original sources.
- Think logically, draw inferences, and make predictions in complicated situations.
- Communicate reasoning clearly and concisely.
- Think abstractly.
- Identify strengths and weaknesses in arguments, policies, and practices.
- Integrate information to draw well-founded conclusions.
- Connect course content to issues of other courses and world affairs.
- Use models appropriately; recognize their strengths and accommodate their inherent limitations.
- Foresee and evaluate consequences of proposed policies and actions.
- Use technology creatively and effectively.

Good Achievement (B level)

The grade of B recognizes work that meets course expectations and typically demonstrates, where applicable, many of the following characteristics:

- Clear understanding without much originality.
- Competent grasp of course materials and subject matter.
- Familiarity with relevant literature.
- Competence in communication skills.
- Regular preparation for and participation in class.
- Integration of course knowledge, concepts and procedures.
- Some evidence of critical and creative thought.
- Clear connections between inferences and evidence.
- Care in the use of evidence and quotations with only occasional thinness in argument, detail, or precision.

Students who receive the grade of B typically demonstrate, where applicable, the ability to:

- Extend ideas by connecting with personal experiences, reading, or world events.
- Analyze data in various forms and from varied sources.
- Utilize information to explain events, draw conclusions, and apply results.
- Present comprehensive answers in a clear and logically correct style.
- Understand and compare various models.
- Distinguish inputs from outputs, and causes from effects.
- Recognize consequences of complex interactions.
- Use technology effectively.

Adequate Achievement (C level)

The grade of C recognizes work that is sufficient to prepare for continued study in the field and generally demonstrates, where applicable, some of the following characteristics:

- Adequate grasp of course concepts.
- Partial mastery of knowledge and skills required for understanding.
- Incomplete familiarity with relevant readings or references.
- Writing that lists facts rather than develops well-reasoned arguments.
- Frequent neglect of important information.
- Partial appreciation of the meaning or implications of a question.
- Answers that are insufficiently developed.

- Minimally complete assignments with many areas for improvement..

Students who receive the grade of C generally demonstrate, where applicable, some ability to:

- Assimilate and communicate simple knowledge and procedures.
- Extend ideas by making simple inferences.
- Make connections among and draw conclusions from course concepts.
- Interpret simple information provided in various formats.
- Organize and display data in tables and graphs.
- Use technology competently.

Limited Achievement (D level)

The grade of D indicates a lack of readiness to continue in the field. Students' work usually demonstrates, where applicable, some of the following characteristics:

- Minimal understanding of the subject matter.
- Poorly developed communication skills.
- Inability to apply subject matter understanding in other contexts.
- Little evidence of critical or creative thinking.
- Lack of apparent seriousness.
- Frequent carelessness in fulfilling assignments.

Inadequate Achievement (F)

The grade of F indicates that course work is insufficient to merit academic credit. Students who receive an F usually demonstrate some of the following characteristics:

- Inadequate understanding of subject matter.
- Inadequate or inconsistent preparation.
- Frequent failure to complete assignments in a timely manner.
- Little evidence of critical thought.
- Very poor communication skills.
- Frequent misunderstanding of facts or references.
- Little or no analysis.
- Confused or incomprehensible writing.
- Little or no work offering evidence that course objectives have been met.

Grade Point Average

A grade point average of C (2.00) is required for graduation.

The grade point average (GPA) is based upon final grades for all course work taken at St. Olaf as well as for grades earned through inter-registration at Carleton College and grades earned through the

Minnesota Intercollegiate Nursing Consortium (MINC) program, where there is a completed major in nursing.

Grades and grade points for courses transferred from other institutions are not computed in the St. Olaf grade point average. Graded courses from St. Olaf off-campus programs are not computed in the grade point average except for courses taught by St. Olaf instructors.

Grades earned S/U or P/N and scores earned through Advanced Placement (AP), Cambridge A Level Exams, International Baccalaureate (IB), College in the Schools (CIS), Post-Secondary Education Option (PSEO), or other pre-college credit are not computed in the grade point average.

The grade point average shows two decimal places (3.15, 2.36, etc.) and is never rounded up or down. It is determined by dividing the total number of St. Olaf, MINC, and Carleton-graded courses into the total grade points.

If a student takes additional St. Olaf courses after s/he graduates, the rank in class remains based on the GPA at the time of graduation, even though the GPA may change with the additional coursework. A course taken prior to graduation but repeated following graduation does not change the student's GPA at graduation.

Grade Points by Course Credit

Grade/ Credit	1.00	0.75	0.50	0.25
A	4.00	3.00	2.00	1.00
A-	3.70	2.77	1.85	.92
B+	3.30	2.47	1.65	.82
B	3.00	2.25	1.50	.75
B-	2.70	2.02	1.35	.67
C+	2.30	1.72	1.15	.57
C	2.00	1.50	1.00	.50
C-	1.70	1.27	.85	.42
D+	1.30	.97	.65	.32
D	1.00	.75	.50	.25
D-	.70	.52	.35	.17

Grade Changes

A student has one year to notify the Registrar's Office of a grade error on the transcript. A grade error is a recording mistake made by the Registrar's Office.

Grade changes, on the other hand, are initiated by the instructor issuing the original grade, either because the instructor notices the error or following a student inquiry. The intended purpose of the grade change procedure is to correct an instructor's computational or other error in reporting a grade, not to represent additional work on the part of the student. The only allowable grade changes based on additional student work require formal approval of an incomplete (p. 35). The instructor (both instructors of a team-taught course) submits a grade change request to the registrar for consideration. If the request is approved, the Registrar's Office informs both the student and the instructor.

After determining that a grade was not posted in error, students wishing to appeal a grade must write a letter of appeal to the chair or director of the instructor's department or program.

P/N Courses (Pass/No-Pass)

P/N credits are earned in courses that are offered only P/N. In other words, every student taking the course is doing so on an ungraded basis. This differs from S/U grades where each student in a course may elect to take the course graded or ungraded. Courses offered only on the P/N basis, if so designated, may fulfill general education requirements.

S/U Option (Satisfactory/Unsatisfactory)

The intent of the S/U option is to allow students to explore areas in which they have an interest, without the grade counting in their grade point average.

All graded courses are open to the S/U option as distinguished from P/N (pass/no pass) courses where the ungraded option is mandatory. Neither an S nor a U figure into the grade point average. An S is awarded for a grade of C- or higher; a U is assigned for any grade of D+ or lower. A student earning a grade of D+ to F in a course taken S/U receives a U, which carries no course credit. A U cannot be assigned another type of grade at a later date.

Students should exercise caution in choosing to take courses on an S/U basis. Some graduate schools, for example, assume that a grade of S replaces a C or C-.

The S/U Provisions for All Students Are:

In completing the minimum of 35 full credits required for graduation, students may take up to six full-course equivalents (6.00 credits) on an S/U basis.

Of courses taken to meet general education requirements, only .25 credit courses may be taken on an S/U basis. Such courses are counted toward the six full-course equivalents allowed. Full (1.00) or .50 credit courses taken S/U **do not fulfill** general education requirements.

A maximum of one full-course equivalent (1.00 credit) taken S/U may count toward the minimum requirements for a major or an interdisciplinary concentration. Individual departments/programs may have stricter rules.

The 24-graded-course graduation requirement (p. 5) must be observed.

Students may elect to change the grading option from graded to S/U or from S/U to graded through the deadlines designated at the Registrar's Office as posted on the registrar's calendar.

Courses taken S/U on St. Olaf off-campus programs count toward the six full-course equivalents allowed. This use of S/U is distinguished from off-campus courses offered P/N only.

Students transferring to St. Olaf, or transferring work taken at other institutions after entering St. Olaf, may be subject to additional S/U restrictions and should consult with the registrar in advance.

A course completed on an S/U basis may not be assigned another type of grade at a later date. If a student receives an S credit in a

course, that course may not be repeated regardless of the actual reported grade.

No indication of S/U registration is made on a professor's class list.

Some courses are offered on the P/N basis only upon previous approval of the Dean of the College; announcement is made in the class and lab schedule. (<http://www.stolaf.edu/sis/public-aclasslab.cfm>)

Incompletes

An incomplete in a course is rarely granted and only if there is a distinct possibility of, and a commitment to, finishing the course in a timely manner.

A request for an incomplete is initiated by the student and submitted to the Dean of Students Office. Incompletes are granted primarily for documented medical reasons and may not be issued by an instructor without prior approval of the dean of students or one of the associate deans of students.

An incomplete for which a grade is not recorded by the extended deadline set at the time of approval of the incomplete automatically becomes an F. The incompleted course cannot be dropped from the record at a later date to avoid a failing grade. Once the course is completed with the assignment of a letter grade and credit, an asterisk is entered beside it on the permanent transcript indicating that the course was once incomplete. A student may not apply for an incomplete in a course added after the posted deadline because of insufficient time to complete the assigned work. A student who has been granted an incomplete in a course cannot subsequently finish the course with similar course credit transferred from another college.

A student with an incomplete on his/her academic record may participate in commencement (p. 40) if all other requirements for graduation have been met. Only after a final grade has been recorded for the course, however, will a degree be conferred and a diploma issued.

Only in the most extraordinary circumstances are incompletes allowed on St. Olaf abroad programs not led by a St. Olaf faculty member. Many non-U.S. colleges and universities are not familiar with the practice of giving incompletes, and constraints having to do with distance and time make it very difficult to follow up on incompletes. Consequently, students studying abroad should not anticipate being able to avail themselves of this option.

Academic Status

Classification

Classification is based on the number of St. Olaf total credits completed by and only on October 1, as follows:

As of August 1, 2014

Sophomore	8.0-16.75 credits
Junior	17-24.75 credits
Senior	25 or more credits

A student is only reclassified to senior status if the student intends to graduate in the year in which reclassification to senior status occurs.

Because reclassification is completed only once each year, it is important that all work completed at another institution be transferred to St. Olaf before the reclassification process begins. A student's classification may affect "room draw," choice of residence hall, registration, or other benefits.

Students who graduated from high school six or fewer months prior to entering St. Olaf as "new students" are first-year students and may not, as the result of Advanced Placement, Cambridge A Level Exams, International Baccalaureate, high school, post-secondary, and/or college summer courses, claim sophomore status for any purpose.

Class Rank

Each graduated senior is ranked in his/her class according to cumulative grade point average (GPA). Class rank is recorded on the permanent transcript for those students whose names appear in the Commencement program in May of a given year.

Participants in Commencement are ranked according to their cumulative GPA after spring semester of the senior year. Rank is not changed even if further St. Olaf course work is used to complete degree requirements or used by diploma graduates for additional credits.

Class rank is also computed for non-seniors at the end of each academic year, but it is not recorded on the transcript. Class rank is available upon request at the Registrar's Office. Picture identification is required.

Academic Probation

A student may be placed on academic probation, or be continued on probation, with:

1. A cumulative grade point average of 1.80 or below in the first year, 1.90 or below in the sophomore year and 2.00 or below in the junior and senior year, or
2. Two or more grades of D, F, N, or U in any semester, or
3. Fewer than two and one-half courses of C- or better during a semester, or fewer than five and one-half courses of C- or better during an academic year.

Parents of financially dependent or consenting students are notified when students are placed on academic probation.

A student on probation may not participate in an Interim exchange program. Students may apply to a St. Olaf sponsored off-campus program while they are on probation, but ordinarily a student who remains on academic probation may not participate in an off-campus program. Approval by the director of International and Off-Campus Studies is required for a student on academic probation to participate in an off-campus program. Students on academic probation may not serve in an executive role in a student organization, and students continuing on probation may be asked further to curtail extra-curricular activities. Institutionally controlled gift assistance or financial aid may be reduced if a student is placed on academic probation.

College decisions involving probation are not subject to appeal.

Academic Dismissal

A student may be dismissed if the student is on probationary status and fails to achieve minimal academic progress. Minimal academic

progress is defined as that combination of course completions and grade points that suggest the probable completion of graduation requirements in four years with at least a 2.00 cumulative grade point average. Such progress is expected to approximate the following scale:

As of August 1, 2014

- Cumulative GPA of 2.00 after the completion of 25 credits
- Cumulative GPA of 1.90 after the completion of 17 credits
- Cumulative GPA of 1.80 after the completion of 8 credits

Normally a student is not considered for dismissal unless s/he has been on probation for at least one semester. The college reserves the right, under extraordinary circumstances, however, to dismiss a student who has not been on probation.

There is usually a waiting period of one year prior to consideration of an application for readmission following dismissal.

Decisions resulting in academic dismissal or the placement of a student on academic probation are made by the Academic Standing Committee, which includes members of Dean of Students Office, one of whom chairs the committee; members of the Registrar's Office; student disability and access specialists; a member of the Financial Aid Office; the director of Student Support Services; the director of Academic Support and Advising; the director of Multicultural Affairs and International Student Life; and one member of the faculty, appointed by the dean of students.

The college notifies the parent(s)/guardian(s) of financially dependent or consenting students when academic dismissal occurs.

Students placed in dismissal status may appeal the dismissal decision to an appeals board composed of the dean of the college, the vice president of student life, and the registrar. The appeal must be made in writing and sent to the Dean of Students Office within seven days of the date of receipt of the dismissal letter. The decision of the appeals board is final.

Academic Honors

Dean's List

Each semester, the Registrar's Office compiles for the Office of the Dean of the College a dean's list, which includes the names of all students with a GPA of 3.75 or above for that semester. To be named to the dean's list, students must have successfully completed three (3.00) or more graded credits in the semester.

Distinction

St. Olaf students may complete the requirements of a major or concentration "with distinction." Departmental distinction is an academic honor conferred by the college according to specific criteria established by the department or program responsible for certifying the major or concentration. Distinction is awarded upon completion of all graduation requirements.

Distinction is a recognition of the academic or artistic excellence of a student's work in the major or concentration. Distinction is a selective award: normally, no more than ten percent of a department's or program's majors or concentrators receive distinction. Distinction recognizes consistent excellence in the major field or concentration: normally, candidates for distinction maintain a GPA in the major or

concentration of 3.50 or higher. Distinction recognizes excellence in a particular academic undertaking; normally, the recognition is based in part on student work beyond the minimum requirements for the major or concentration, usually in the form of a distinction project or thesis representing a considerable achievement. Distinction is not generally conferred on the basis of service to departments or programs. Faculty members of the department or program determine specific criteria for distinction. Interested students should contact the appropriate department or program for more information. Not every candidate receives distinction.

A student may receive distinction in more than one major or concentration if the student completes separate projects, one for each major or concentration. A single project may suffice if the project or thesis conforms to all relevant departments' or programs' guidelines and constraints described for distinction. Students seeking to submit a single project or thesis for distinction in more than one department or program must gain the approval of all relevant departments and/or programs before undertaking work on the project or thesis.

Each department or program submits to the registrar the names of all students who have been awarded distinction. Indication of distinction appears in the commencement program and on the academic transcript.

Honors

Honors are determined by the cumulative grade point average (G.P.A.). They are conferred at commencement and recorded on the final transcript and the diploma.

Honors requirements are as follows:

3.60	cum laude
3.75	magna cum laude
3.90	summa cum laude

In determining honors, a grade point average is never rounded up or down.

Honor designations are not recorded on student transcripts prior to graduation from the college.

Honors Day

On Honors Day each May, students are recognized in three categories: election to Phi Beta Kappa, special honors, and general honors by class. General honors include all full-time students who have a cumulative grade point average through Interim of the current academic year at the level of *cum laude* or above (see Honors (p. 37)).

The names of the honorees are posted on the registrar's Web site at least three weeks prior to Honors Day.

Honor Societies

Standards for election to Phi Beta Kappa and other honor societies are the prerogative of the honor societies, not the college.

Academic Record Academic Records

A permanent academic record of courses and grades is prepared for each student who registers in the regular academic programs of St. Olaf College. An unabridged transcript of this record is maintained in the Registrar's Office.

Upon graduation or withdrawal from the college, a student's academic record continues to be stored on a permanent basis at the college with a second copy deposited out of state.

A copy of the permanent record may be released only upon the written consent of the individual student or in compliance with The U.S. Family Educational Rights and Privacy Act (FERPA) of 1974. (<http://wp.stolaf.edu/registrar/ferpa>)

Corrections of errors on the academic record must be reported to the registrar. If students believe a grade entry on the academic record is incorrect, they must bring the concern to the registrar's attention within one year of the grade's official posting.

Questions concerning transcripts and academic records should be directed to the Registrar's Office.

Catalog

The *St. Olaf College Academic Catalog* is available only on the college's website and is updated once each year by August 15. Students must meet the graduation requirements outlined in the catalog for the academic year in which they first enter St. Olaf as degree candidates. Academic regulations and procedures as they apply to students may change during a student's time at St. Olaf, but graduation requirements remain those in effect at the time of entry.

Family Educational Rights and Privacy Act (FERPA)

St. Olaf protects student academic records in accordance with the U.S. Family Educational Rights and Privacy Act of 1974 (<http://wp.stolaf.edu/registrar/ferpa>). Permanent records may be released only upon the written consent of the student. While the college does not send grade reports to parents or guardians, such information can be made available to eligible individuals upon special request. St. Olaf discloses information from a student's education records to parent(s)/guardian(s) if the student has authorized disclosure of education records to the student's parent(s)/guardian(s), or if the student's parent(s)/guardian(s) claim(s) the student as a dependent for federal tax purposes. A student is considered a dependent if he or she is legitimately claimed as such on the parent's most recent IRS income tax form. Further information concerning St. Olaf College procedures in compliance with FERPA (<http://wp.stolaf.edu/registrar/ferpa>) is available on the Registrar's Office website.

Degree Audits

A degree audit is a computerized review of a student's course transcript matched against the college's requirements for a degree. Except for progress in the major, the senior residency requirement, six courses with grades of C or higher in the major, and the 21-outside-the-major course requirement, it tells students where they stand relative to graduation at a given moment. Students should immediately report an error found on a degree audit to the registrar.

The student alone is responsible for understanding and meeting degree requirements.

Students and their advisors have immediate access to the degree audit online and may print a copy of it at any time.

Like transcripts, degree audits are private documents. The Registrar's Office cannot provide copies to third parties inside or outside of the college, including to other students acting as proxies or parents, without express permission of the student. As is the case with all academic records, St. Olaf's procedures regarding student degree audits are administered in compliance with the U.S. Family Educational Rights and Privacy Act of 1974. (<http://wp.stolaf.edu/registrar/ferpa>)

Enrollments and Degree Verifications

The Registrar's Office certifies many forms including insurance forms and student loan papers. Certifications requiring the release of a grade point average or rank in class must be accompanied by a written request from the student. Facts of public record are confirmed without written request. These include dates of attendance, graduation, and major.

The National Student Clearinghouse (<http://www.studentclearinghouse.org/verifiers>), a repository for enrollment information for most colleges and universities in the U.S.A., is authorized as the College's agent for providing enrollment and degree verifications. Potential employers or background screening firms may request a verification on a student. Students may access enrollment verification or proof of full-time enrollment for health insurance, scholarship, or other purposes. Instructions may be found on the Registrar's Office (<http://wp.stolaf.edu/registrar>) website.

Transcripts

The transcript is a complete and unabridged course record. In addition to courses and grades, the transcript reports the grade point average. The student's rank in class along with major, honors, or other distinctions are recorded on the transcript once they are fixed immediately prior to commencement.

Transcripts of the academic record are available from the Student Information System (SIS) (<http://www.stolaf.edu/sis>), accessible via the registrar's website (<http://www.stolaf.edu/offices/registrar>) in three formats: official transcripts, unofficial transcripts, and degree audits. Current students may print their own unofficial transcripts and degree audits.

Upon written request, official transcripts may be received in person, by mail, or sent to third parties. Official transcripts are printed on college-designed paper with appropriate signatures. See the Registrar's Office website for current transcript fees and rush fee (<http://wp.stolaf.edu/registrar/transcript>). Only official transcripts can be mailed. Regardless of a student's location — on or off campus — telephone requests for transcripts cannot be accepted under any condition. The Registrar's Office will accept a faxed request for an official transcript. The release of an official transcript will be denied to students who have outstanding financial obligations to the College. Contact the Registrar's Office (507-786-3015, fax 507-786-3758, e-mail: registrar@stolaf.edu) to be informed of the steps.

A copy of the transcript may be released only upon the written consent of the individual student or in compliance with the U.S. Family Educational Rights and Privacy Act (FERPA) ([\[wp.stolaf.edu/registrar/ferpa\]\(http://wp.stolaf.edu/registrar/ferpa\)\) of 1974. Parents may not receive student transcripts independent of the student's written request unless approved in advance by the registrar in consultation with the dean of students. St. Olaf's transcript/records policy is administered in accordance with FERPA \(<http://wp.stolaf.edu/registrar/ferpa>\).](http://</p>
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Leave of Absence, Withdrawal

Leave of Absence

Upon withdrawing from St. Olaf, a student in good academic standing may apply to the Dean of Students Office for a leave of absence. An approved leave provides the student with the right to return to St. Olaf without re-applying to the Office of Admissions. For students who are granted a leave of absence for medical reasons, the Dean of Students Office may require documentation from a health-care provider indicating the student is prepared to return to St. Olaf.

The leave of absence provides the student with the opportunity to register for future St. Olaf courses at the normal time of registration in a given semester either in person or through a proxy. In addition, a student planning to return after a leave of absence may participate in room draw at its regular time either through a proxy or in person.

The leave of absence agreement requires that returning students make the minimum tuition deposit at least four weeks prior to registration or room draw and to notify the Registrar's Office (in cases of registration) and the Dean of Students Office (in the case of room draw) of their intention to return to St. Olaf.

Students who are on a leave of absence of less than 180 days duration will continue to be considered enrolled full-time, in good standing, for the purposes of Title IV student loan deferment (i.e., Federal Stafford Loan and Federal Perkins Loan.) This allows the borrower to avoid utilizing the grace period attached to those loans. This provision is limited to one leave of absence in a twelve-month period. However, if at the end of the leave of absence, the student fails to return to St. Olaf, the student's withdrawal date will be back-dated to the last date of attendance. This may cause the borrower to be required to enter immediate repayment on the affected Title IV loans.

The college reserves the right to deny re-admission where intervening circumstances warrant such denial.

Withdrawal from St. Olaf

Withdrawal from St. Olaf must be processed through the Dean of Students Office. If withdrawal from St. Olaf occurs before the 10th day of classes during a semester or the fifth day of classes during Interim, no entry is made on the transcript (permanent record). If withdrawal from St. Olaf occurs after the last day to add a course, but before the last day to drop a course, all courses for that term are dropped and an entry indicating the withdrawal is made on the student's transcript. For example:

- Registered September 7, 2013
- Withdrew November 1, 2013

If a student withdraws after the last day to drop a course, all courses remain with the following grade entry made on the transcript:

W — withdrawal

Administrative Withdrawal

Students are expected to be properly registered for courses and to abide by drop/add and late registration changes according to all existing procedures in the *St. Olaf Academic Catalog* and all officially posted deadlines; and to attend all courses in which they are enrolled.

In certain circumstances, a student may be administratively withdrawn from his/her courses. While the college reserves the right in each instance to determine when administrative withdrawal appears appropriate, normally this process can be initiated after the following conditions have occurred:

- The student is not attending courses for which s/he is registered, or attendance and work for the courses are erratic;
- The student does not respond appropriately or at all to reasonable requests from faculty, Dean of Students, and/or other college personnel for explanation of non-attendance.

The process of administrative withdrawal normally proceeds as follows:

- Based on the above considerations, the Dean of Students Office, in consultation with faculty and other relevant college personnel, identifies the student for consideration for administrative withdrawal.
- The Dean of Students Office attempts to make written contact with the student, giving the student a one-week warning of impending administrative withdrawal, including its reasons and consequences;
- If the student is classified as a dependent student on the tax returns for his/her parent(s) or if the student has otherwise authorized disclosure of educational records to his/her parent(s)/guardian(s) under FERPA, the college notifies the student's parent(s)/guardian(s);
- If the student responds on or before the end of the week's warning, the Dean of Students Office meets with the student to determine whether the student desires to withdraw from enrollment with the college, and if not, any conditions for the student's continued enrollment with the college;
- If the student does not respond on or before the end of the week's warning, the Provost, the Registrar, and the Dean of Students, or their designee, will meet to determine the conditions of withdrawal and the actions the student must take in order to be readmitted to the college. These conditions are spelled out in a letter sent to the student. If deemed authorized under FERPA, the letter will also be provided to the student's parent(s)/guardian(s).

If a student is administratively withdrawn from courses, the normal rules (p. 38) apply to the transcribing of the term in question; that is:

- If the administrative withdrawal occurs prior to the last day to drop a course for the term, all courses are removed from the student's SIS record and official transcript;
- If the administrative withdrawal occurs after the last day to add a course, consistent with current practice for drops, all courses are removed from the student's SIS records and official transcript and the following notation is added to the transcript: Registered mm/dd/yyyy Withdrew mm/dd/yyyy

- If the administrative withdrawal occurs following the last day to drop a course for the term, the student receives a grade of W (Withdrew) for all courses.

The letter detailing the student's administrative withdrawal is placed in the student's academic file in the Registrar's Office and in the Dean of Student's Office.

Returning to St. Olaf After an Absence

Many students decide to return to St. Olaf after an absence or leave. Contact the Dean of Students Office, (507) 786-3615, or readmission@stolaf.edu, for permission to return and re-entry information.

Graduation and Commencement Degrees

See The St. Olaf Curriculum, Graduate Requirements, and Degrees (p. 4)

Candidacy for the Degree

In the fall, members of the senior class apply for candidacy for the degree to which their courses apply. Application is made through the Registrar's Office. Only such members of the senior class as have been accepted as candidates for a degree participate in Commencement events. Seniors not filling out the application to graduate risk being overlooked for a diploma and inclusion in the Commencement program.

Seniors who will complete all requirements and graduate after fall semester or Interim are contacted individually and asked to apply for candidacy by late October.

Early Graduation

While the St. Olaf curriculum was designed to be completed in four years, it is possible to graduate within three to three-and-one-half years if students take advantage of options such as pre-college credit (p. 16), St. Olaf summer school (p. 25), or transfer credit within the specified maximum number of allowable credits (p. 16). St. Olaf students who have graduated within three to three-and-one-half years have majored in the sciences, humanities, social sciences, and fine arts. They have, in some cases, also completed a concentration or a double major.

"Early graduation" calls for careful planning. Students interested in this possibility must confer with their academic advisor and with the Registrar's Office as soon as possible. The ability for any individual student to graduate within three to three-and-one-half years depends on many factors, including the structure of the major, course offerings during summer school, and the student's level of preparation.

Senior Audit

In the fall, the Registrar's Office conducts a review for each senior. Seniors who will not meet the requirements stated for participation in Commencement are notified that they have been removed from the list of graduating seniors and will be re-classed. Seniors should be cautious about changing registration during the senior year. Any change that brings a senior below the stated requirements for

participation in Commencement results in the student being dropped from the graduating class.

Past experience leads the college to believe that seniors should be cautious about taking courses S/U. A "U" designation does not carry credit and will not be changed to another type of grade for graduation credit at a later date. An "S" grade does not fulfill a general education requirement.

Class Rank

See Academic Status (p. 36)

Participation in Commencement

Commencement exercises are held each May for graduating seniors who are members of that class and who have successfully completed 35.00 credits and all other requirements for the degree.

Only students who have successfully completed 33.00 credits out of the required 35.00 credits with a minimum 2.00 cumulative grade point average are eligible to be included in the Commencement program and participate in Commencement and its related activities without receiving a diploma. Students who participate in Commencement without receiving a diploma are referred to as "participators." Participators' names appear with appropriate honors designation, if any, in the Commencement program, but they do not receive a diploma until the completion of all requirements. The grade point average for participators may change if their remaining course work is completed at St. Olaf. Honors may also change, but rank in class remains unchanged. The grade point average for diploma graduates changes if St. Olaf courses that qualify for inclusion in the grade point average are subsequently taken, but honor designation, graduating grade point average, and rank in class remain as they were recorded on the date of graduation. The diploma is conferred and a complete transcript issued following completion of all requirements.

Neither senior status, number of courses attempted, time spent in college, delays in submitting off-campus or transfer work, nor other circumstances or miscommunication eliminate the 33.00 credit requirement for participation in Commencement. The 33.00 credits must be fulfilled and recorded before the day of Commencement. (See Incompletes (p. 35) and Carleton Inter-Registration (p. 22).) The responsibility for understanding and meeting graduation requirements rests entirely with the student.

Diploma

A diploma is issued to each member of the graduating class at Commencement under the following conditions:

1. All requirements for the Baccalaureate degree have been successfully completed. A diploma is not issued to participators.
2. The recipient has no outstanding financial obligations to the college.

There is a fee for replacing a diploma: \$25.00 (domestic); \$35.00 (international).

Academic Departments and Programs

How to Use This Catalog

This section contains information about the academic departments and programs at St. Olaf College. For further information about an academic department or program, consult the site map or search function at the St. Olaf Web site (<http://www.stolaf.edu>) or use the URL at the top of each catalog listing.

In addition to information about faculty specialties, intended learning outcomes, department and program requirements, special resources, and recommendations for graduate study, this catalog includes descriptions of the courses offered by each department and program. The course description contains:

- a brief summary of course content.
- the prerequisites for the course.
- the frequency with which the course is offered.

The general education requirements satisfied by each course are not included, because they are subject to change. They may be found instead in the class and lab schedule (<http://www.stolaf.edu/classlab>) for the appropriate year and term.

Planning the Academic Program

New students should begin planning their academic program by consulting The St. Olaf Curriculum, Graduation Requirements, and Degrees (p. 4) and Academic Regulations (p. 16) sections of this catalog. Returning students should examine their degree audits on the Student Information System (SIS) (<http://www.stolaf.edu/sis>) and familiarize themselves with the description of majors of interest.

General Education

Students should note the overview of St. Olaf's General Education Program (p. 6) and consult the curricular advice of the Academic Regulations (p. 16) section. A key to the abbreviations of the general education attributes may be found there.

Africa and the Americas

Deb Clark, Tomson 283
507-786-3907
clarkd@stolaf.edu
wp.stolaf.edu/africa-americas (<http://wp.stolaf.edu/africa-americas>)

Throughout history, African and African American peoples have played a central role on the world's stage, and they continue to offer perspectives critical to understanding the post-modern world. The Africa/African diaspora experience has been most commonly expressed and understood through its history, arts, religion, and politics, and the program draws expertise from an array of disciplines. As students explore the values and lifestyles deriving from communities of African heritage, they gain a fuller understanding of the significance of these global communities' contributions to the larger world.

Overview of the Concentration

The Africa and the Americas concentration integrates studies of African history and culture, the forced movement of African peoples

to the New World, and the consequences of slavery and post-slavery relations in the United States. The concentration in Africa and the Americas provides students with the opportunity to study the ways in which Africans and peoples of African descent understand and interpret their interactions with global cultures and traditions.

Intended Learning Outcomes for the Concentration (<http://wp.stolaf.edu/curriculum-committee/africa-and-the-americas-concentration-ilos>)

Requirements

The concentration requires a minimum of five courses. The interdisciplinary seminar, AFAM 231 Africa and the Americas: The Diaspora Experience is required of all students electing this concentration, and students are strongly advised to enroll in this course during their first or sophomore year. One independent study may be counted toward the concentration.

Students are also encouraged to include off-campus study, either domestic or overseas, in their programs. See the program director for information on the HECUA program and programs available in Namibia, South Africa, Ghana, and Tanzania, as well as in the British and French Caribbean.

Courses

Required Seminar

AFAM 231: *Africa and the Americas: The Diaspora Experience*

This interdisciplinary course examines the ties that bind Africans and African Americans. Africans on the African continent and in the diaspora share historical, cultural, and religious lives that prove richly diverse. Students explore ways that peoples of African descent interact. From colonial times to the present day whether in the New World, or in Africa their lives intersect to create institutions and powerful influences in the world. Counts toward American studies major and race and ethnic studies major and concentration.

AFAM 294: *Academic Internship*

AFAM 298: *Independent Study*

AFAM 394: *Academic Internship*

AFAM 396: *Directed Undergraduate Research*

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: Determined by individual instructor.

AFAM 398: *Independent Research*

Elective Courses

Elective courses must be relevant to the focus of the concentration. For some electives, students may be required to negotiate specific assignments with the instructor and the director of the concentration. Other courses not identified in this list may also be acceptable, depending on the relevance of their content to the concentration.

ART 269 African Art History

ENGL 108 The Hero and the Trickster in Post-Colonial Literature

ENGL 205 American Racial and Multicultural Literatures

ENGL 207 Women of the African Diaspora

ENGL 210 Post-Colonial Literatures (with a focus on Africa)

ENGL 399 The Major Seminar (when the topic pertains to Africa and the Americas)

FREN 271 The Francophone World

FREN 372 Topics in Francophone Studies

FREN 373 Genre Studies

HIST 151 Slavery in African History

HIST 165 Slavery in the Americas

HIST 181 Civil Rights Revolution

HIST 256 Slavery in West Africa: Ghana (abroad)

HIST 277 African-American History

HIST 288 America in the Civil War and Reconstruction Era

HIST 291 Introduction to African History

HIST 292 Muslim Societies in Sub-Saharan Africa

HIST 370 American Seminar (when the topic pertains to Africa & the Americas)

RACE 122 Introduction to Race and Ethnic Studies

SOAN 128 Introduction to Cultural Anthropology (with a focus on Africa)

SOAN 261 Gender in Cross-Cultural Perspective

SOAN 264 Race and Class in American Culture

SOAN 266 Crime and Inequality (with a focus on Africa)

SOAN 268 Class, Status, and Power

SWRK 280 Social Realities in South Africa (abroad)

Faculty

Director, 2015-2016

Joan Hepburn

Associate Professor of English
African American literature; drama; race and ethnic literature; western African drama in English

Mary S. Carlsen

Professor of Social Work and Family Studies
social policy; global social work; professional ethics; end of life care; family studies

Michael W. Fitzgerald

Professor of History
African-American history; Civil War and Reconstruction; Southern America

David Hagedorn

Artist in Residence in Music
jazz bands; percussion; percussion methods; world music

Abdulai Iddrisu (on leave)

Associate Professor of History
African history; Islam in Africa

Joseph L. Mbele

Associate Professor of English
folklore; English post-colonial and third world literature

Jonathan T. Naito

Assistant Professor of English
twentieth and twenty-first century British and Irish literature; postcolonial studies; black and Asian British literature; Samuel Beckett

David C. Schalliol

Instructor in Sociology/Anthropology
social stratification; urban sociology; visual sociology; criminology; education

Alternative Language Study Option

Renata Debska-McWilliams, Tomson 152
507-786-3239
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wp.stolaf.edu/wlc/also (<http://wp.stolaf.edu/wlc/also>)

The Alternative Language Study Option (ALSO) is a pilot program that offers students the opportunity to study languages outside the traditional language curriculum currently offered at St. Olaf. In 2015-16, Beginning and Intermediate Arabic, Beginning and Intermediate Korean, and Beginning Italian will be offered.

The program is administered as an independent study program through the faculty for Interdisciplinary and General Studies and supervised by the World Languages Center (WLC) director. The WLC offers the necessary space, technology, and instructional materials for language study to be pursued. Any courses taken under the ALSO option cannot be used to fulfill the foreign language general education requirement at St. Olaf; rather, they are intended to serve as a supplementary option for language study.

All language sessions take place in the WLC Resource Room, TOH 153. In each session, students work with a native-speaker language learning facilitator to practice reading, writing, and general language content, including grammar. Outside of these class sessions, students work on assignments to continue learning content that is then practiced in class. Students are also expected to attend weekly tutorial sessions with a native speaker. Throughout the semester, students complete an oral and written midterm and final exam developed by an outside examiner. Students are also expected to meet with the ALSO program director regularly to discuss their progress in the course. Grades are determined through evaluation of student work by the outside examiner and program director.

Requirements

Eligibility for participation in the ALSO program is determined by previous language performance. Interested students must have successfully completed the college's foreign language (FOL) general education requirement within the regular St. Olaf curriculum,

must demonstrate evidence of serious motivation and the ability to work independently, and must meet the 2.75 minimum GPA requirement. In addition, students are required to provide two faculty references, one of whom must be a former language professor. Prior to registration, students are required to fill out an application form (<http://wp.stolaf.edu/wlc/also>).

Courses

Alternative Language Study Option: Arabic 100, 101, 200; Korean 102, 103; Italian 104, 105

Students learn a language such as Arabic, Korean or Italian in a guided, independent study program offered through the World Languages Center. They meet with a native speaker facilitator for three hours a week, in addition to ten hours of study on their own and mandatory tutorial sessions. Syllabi and tests are developed and administered in consultation with an expert outside examiner.

Students in this program are strongly encouraged to take courses in the general curriculum that provide important cultural context for the study of their language. The language(s) offered in any semester depend(s) on student interest, usually requiring 2-5 students to offer a section. Prerequisite: prior completion of FOL general education requirement. For additional course information see <http://wp.stolaf.edu/wlc/also/>

American Conversations

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wp.stolaf.edu/americon (<http://wp.stolaf.edu/americon>)

American Conversations is a learning community that introduces students in their first two years to the liberal arts through an integrated sequence of four courses. Over that time students pursue conversations that have shaped the history and culture of the United States and seek to live Thomas Jefferson's dream that free and educated citizens should learn to understand what is going on in the world and to keep their part of it going right.

Overview of the Program

Like the college's other conversations programs, American Conversations is open to students of all interests who like to read, discuss, write about ideas, and look at issues through the lenses of several disciplines at once. Each course combines the study of history, literature and other arts, race, ethnicity, and a variety of human and behavioral sciences to provide students with a starting point for gaining greater lifelong inquiry into American thought and values.

One faculty member who teaches American Conversations remains with students through four courses in the sequence and teams with a second professor from a different area of study each semester. Students live in the same residence hall during their first year, enjoy some meals and special events together, and create a support system and learning community prior to the time when most students select a major.

Intended Learning Outcomes for the Program

See <http://wp.stolaf.edu/curriculum-committee/american-conversations-program-ilos/>

Admission to the Program

Each year approximately 38 first-year students are admitted to American Conversations. Entering first-year students receive information about the program soon after their admission to St. Olaf College.

Course Equivalents for General Education Requirements

By successfully completing the four courses of American Conversations, a student fulfills the following general education requirements:

- First-Year Writing [FYW] (one course);
- Historical Studies in Western Culture [HWC] (one course);
- Multicultural Studies—Domestic [MCD] (one course);
- Artistic Studies [ALS-A] (one course);
- Literary Studies [ALS-L] (one course);
- Human and Behavioral Sciences [HBS] (one course);
- Courses with Writing [WRI] (two courses);
- Oral Communication [ORC] (one course)

Courses

AMCON 101 - AMCON 202 are offered only to first-year students and sophomores enrolled in the American Conversations program. American Conversations students must take these courses in sequence.

AMCON 101: *Declaring Independence, 1607-1865*

Spanning two centuries, from the founding of the colonies to the close of the Civil War, this course begins the discussion of questions central to the entire sequence: "What is an American?" "What does it mean to be free?" Students explore the institutions, images, and stories of Euro-Americans, African Americans, and Native Americans. Topics and texts range from the *Declaration of Independence* and Thomas Jefferson's architecture to the *Narrative of the Life of Frederick Douglass* and the coming of the Civil War. Offered annually in the fall semester. Counts toward American studies major.

AMCON 102: *Democratic Vistas, 1800-1900*

In this century of institutional development, national expansion, and sectional conflict, Americans continued to define a national identity. Students probe the ways in which region, religion, race, ethnicity, and gender inform individual and group contributions to the conversation. They also analyze how geographical expansion and ideas of progress influenced different visions and versions of America. Topics and texts range from Transcendentalist writers, the Second Great Awakening, and *Black Elk Speaks* to landscape painting and Western photography. Offered annually in the spring semester. Counts toward American studies major.

Prerequisite: AMCON 101.

AMCON 201: *Remaking America, 1865-1945*

Burgeoning cities and industrialism, an emerging market economy, changing opportunities for women, an influx of immigrants, and the migration of African Americans to urban centers -- all opened questions of freedom of expression, distribution of resources, and American identity. Topics and texts range from the Statue of Liberty and the World's Columbian Exposition to the Model T Ford and the Harlem Renaissance. Offered annually in the fall semester. Counts toward American studies major.

Prerequisite: AMCON 101 and AMCON 102.

AMCON 202: *Pursuits of Happiness, 1920-Present*

Students in this course examine technology, the mass market and consumerism, and the increasingly complex relations between identity and material goods. They also explore the images, institutions, and stories of environmental, feminist, and Civil Rights activists in the context of Cold War America. Topics and texts range from Yosemite National Park and Japanese internment camps to Adrienne Rich's poetry and prose, Freedom Summer, Las Vegas, and the Mall of America. Offered annually in the spring semester. Counts toward American studies, race and ethnic studies, and women's and gender studies majors and and management studies, race and ethnic studies, and women's and gender studies concentrations.

Prerequisite: AMCON 101, AMCON 102, and AMCON 201.

Faculty

Director, 2015-2016

Colin Wells (on leave Interim and spring)

Professor of English

early American literature; eighteenth- century literature

Eric J. Fure-Slocum

Associate Professor of History

20th century US history; labor and urban history

Judy Kutulas

Professor of History

20th century US history; US women's history; popular and material culture

Matthew Rohn

Associate Professor of Art and Art History and Environmental Studies

19th and 20th century art; American culture; gender and multi-cultural studies; social justice; visual ecocriticism

Jeanne I. Willcoxon

Assistant Professor of Theater

feminist and postdramatic theater; early modern performance; directing and acting

American Studies

Mark Allister, Rolvaag 506

507-786-3492

allister@stolaf.edu

wp.stolaf.edu/american-studies (<http://wp.stolaf.edu/american-studies>)

The American Studies Program promotes meaningful dialogue about the United States by viewing American history, institutions, and culture from multiple perspectives and by examining the United States as a complex geo-political entity. An American studies major equips students to engage in reflexive analysis and to develop analytic and interpretive skills. Students explore how cultures shape personal and group identities; students learn to seek out diverse perspectives, which means studying change over time; students examine how what we take as "natural" is almost always "socially constructed."

Overview of the Major

The American studies major is structured for both exploration and coherence. The level I course introduces and integrates different disciplinary questions and concepts in the study of contemporary culture. The level II course combines different disciplines to study a single topic or time period. The level III seminar focuses on a topic and then requires students to participate in a substantial interdisciplinary research project. Students augment these American studies courses with disciplinary courses (see list on department website) that engage American matters. It is both easy and interesting to double major in American studies, as courses in other departments can often count toward the American studies major, as well. Because of the range of options in American studies, majoring is also a good way to fulfill general education requirements, as the courses often cover a wide range of general education credit.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/american-studies-major-ilos>)

Distinction

See Academic Honors (p. 36)

Senior majors may apply for distinction in American studies.

Candidates must satisfy minimum GPA requirements (3.50 in the major), prepare a research project under the direction of a faculty advisor, and submit their work for faculty review. Students declare their interest by October 15 of their senior year; the review occurs in April.

Requirements

In consultation with an advisor, students construct nine-course majors that normally include the following:

AMST 100	American Culture: Interdisciplinary Perspectives	1.00
One level II American Studies topics course		1.00

One level III American Studies seminar (the topics course and the seminar may be taken more than once, and if so, your number of disciplinary courses, see below, will be reduced accordingly) 1.00

Six designated disciplinary courses (with at least one course in each of three departments) 6.00

Total Credits 9

Of the nine courses, at least two must carry MCD general education credit and at least two must be at level III.

Courses

AMST 100: American Culture: Interdisciplinary Perspectives

This analysis of modern American society introduces theories and methods of culture studies, beginning with anthropological definitions of culture and including perspectives of sociology, political science, history, art history, and English. Students examine the moral ecology of everyday life in America, looking at the cultural meanings of work, clothes, food, family, gender, buildings, bodies, television, advertising, and education. Counts toward women's and gender studies major and concentration and media studies concentration. Offered annually in the fall semester.

AMST 205 -210: American Studies: A Topical Approach

Students apply theories and methods of culture studies to a selected major topic in American culture. The course employs a discussion format, focusing on critical reading and analytic essays. Recent topics include "Sitcom America," "American Adolescence," and "Campus Ecology." Usually offered annually in the spring semester. May be repeated if topic is different.

AMST 294: Academic Internship

AMST 298: Independent Study

AMST 301: Seminar in American Studies

This course undertakes an intensive study of a particular period or topic through the interdisciplinary perspective of American studies. This course employs a seminar format, with concentration on student research. Recent topics include: "Disney's America," "American Women of Color," "Man and Nature," and "California Dreams." Offered annually in the spring semester. May be repeated if topic is different.

AMST 394: Academic Internship

AMST 396: Directed Undergraduate Research

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

AMST 398: Independent Research

Approved Courses

AFAM 231 Africa and the Americas: The Diaspora Experience

AMCON 101 Declaring Independence, 1607-1865

AMCON 102 Democratic Vistas, 1800-1900

AMCON 201 Remaking America, 1865-1945

AMCON 202 Pursuits of Happiness, 1920-Present

ART 253 Art Since 1945

DANCE 246 Dance in the United States

ECON 242 Environmental Economics

ECON 244 Business, Government, and the Marketplace

ECON 245 Economics of Health Care

ECON 371 Economics of Public Policy

ECON 374 Money and Banking

ECON 376 Labor Economics and Employment Relations

EDUC 170 Urban Schools and Communities (off-campus)

EDUC 260 Foundations in Education

EDUC 378 Multicultural Education in Hawaii: Seminar and Practicum (off-campus)

EDUC 379 Urban Education Practicum and Seminar (off-campus)

ENGL 205 American Racial and Multicultural Literatures

ENGL 276 Literature and the Environment

ENGL 340 Advanced Studies in Literary Eras: American

ENGL 345 Topics in American Racial and Multicultural Literatures

ENGL 392 Major American Authors

ENVST 202 The Culture of Nature

ENVST 222 Campus Ecology

ENVST 270 Nature and American Landscapes

ES/PS 276 Environmental Politics

FAMST 232 Introduction to Family Studies

FAMST 242 Family Relationships

FAMST 253 Human Sexuality

FILM 201 American Film History

HIST 165 Slavery in the Americas

HIST 169 From Fjord to Frontier: Norwegian-American History in Literature

HIST 181 Civil Rights Revolution

HIST 182 America Since 1945

HIST 188 Topical Seminar (American Topics)

HIST 198 American History to 1865

HIST 199 American History Since 1865

HIST 270 Major Seminar: American History

HIST 272 Women in America

HIST 275 Environmental History

HIST 277 African-American History

HIST 282 Topics in Native American History

HIST 288 America in the Civil War and Reconstruction Era

HIST 290 Reel America: U.S. History in Film

HIST 299 Topics in History (American Topics)

HIST 370 American Seminar

HIST 375 Problems of Contemporary America

MEDIA 160 Mass Media

MEDIA 260 Media and Screen Cultures

MUSIC 345 Advanced Study in Music History

PSCI 111 American Politics

PSCI 211 Media and Politics

PSCI 244 Race and American Politics

PSCI 246 Introduction to Public Policy

PSCI 255 Political Parties and Elections

PSCI 272 American Constitutional Law: Power

PSCI 311 Seminar in American Politics

PSYCH 227 Environmental Psychology at Rocky Mountain National Park (off-campus)

RACE 121 Introduction to Race and Ethnic Studies

RACE 122 Introduction to Race and Ethnic Studies

SWRK 221 Social Work and Social Welfare

SWRK 258 Social Policy

SOAN 121 Introduction to Sociology

SOAN 234 Native North American Cultures and Religions

SOAN 242 Contemporary Native American Issues

SOAN 246 LGBTQA Lives and Issues

SOAN 248 Sociology of Dying, Death, and Bereavement

SOAN 260 Marriage and the Family

SOAN 264 Race and Class in American Culture

SOAN 265 Religion, Culture, and Society

WMGST 121 Introduction to Women's and Gender Studies

Interim courses approved for credit as designated disciplinary courses in American studies are offered annually. See the director for the

approved list, and consult with the director about other courses not on the list above that meet American studies criteria.

Faculty

Director, 2015-2016

Mark Allister

Professor of English and Environmental Studies
American literature; environmentalism; popular music; men's studies; American studies

Eric J. Fure-Slocum

Associate Professor of History
20th century US history; labor and urban history

Judy Kutulas

Professor of History
20th century US history; US women's history; popular and material culture

L. DeAne Lagerquist (on leave)

Professor of Religion
church history; American religion; Christianity in India; Lutheranism

Diane C. LeBlanc

Associate Professor of Interdisciplinary Studies and Director of the Writing Program
rhetoric and composition, creative writing and women's studies

Matthew Rohn

Associate Professor of Art and Art History and Environmental Studies
19th and 20th century art; American culture; gender and multi-cultural studies; social justice; visual ecocriticism

Mary E. Titus

Professor of English
late 19th-early 20th century American literature; literature of the American south; gender theory; material culture

Colin Wells (on leave Interim and spring)

Professor of English
early American literature; eighteenth- century literature

Ancient Studies

Laurel Brook, Tomson 368
507-786-3383
brookl@stolaf.edu
wp.stolaf.edu/classics (<http://wp.stolaf.edu/classics>)

Founded by the Department of Classics in 1971, ancient studies is one of St. Olaf's oldest interdisciplinary programs. In scope it spans the more than two millennia between Greece's Bronze Age and the fall of the Roman Empire. Combining art, history, language, literature, philosophy, religion, and theater, it encourages students to take a broad look at ancient Western culture, examining it from multiple perspectives.

The ancient studies program has no courses of its own; instead it relies on courses offered by individual departments. Students who major in ancient studies choose electives from the various departmental courses that deal primarily or entirely with the world of ancient Greece and Rome. Many of these courses also satisfy general

education requirements. The required courses in Greek or Latin can simultaneously fulfill the college's foreign language requirement.

It is common for St. Olaf students to combine an ancient studies major with a B.A. major like art history, English, history, philosophy, political science, or religion. Even mathematics or natural science majors often complete a second major in ancient studies. The major provides a useful background in the humanities for students interested in virtually any career.

Overview of the Major

The objectives of the major are competence in ancient Greek or Latin at the intermediate level, familiarity with ancient Greek and Roman civilization, and in-depth knowledge of one subject area within the major.

Any student interested in an ancient studies major should draw up a contract with the program's director. The contract may be changed at any time up to second semester of the senior year.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/ancient-studies-major-ilos>) Distinction

To attain distinction in ancient studies, a student must demonstrate talent with ancient Greek or Latin, skill in conducting research on an ancient topic, and broad knowledge of ancient Western civilization. Specific guidelines are available from the director of ancient studies. Ancient studies majors who wish to pursue distinction should notify the director of the program no later than January 1 of their senior year.

Requirements

Students majoring in ancient studies must complete the following:

Fourth semester (or higher) of ancient Greek or Latin	1.00
One ancient history course	1.00
One classics course	1.00
Four electives chosen from various departments	4.00
One independent research	1.00
Total Credits	8

Courses

The following courses have been approved for the major (seminars and topics courses are acceptable only when they focus on the ancient world):

ART 275 Topics in Art History

CLASS 241 Greek and Roman Myth

CLASS 243 The Golden Age of Greece

CLASS 244 The Golden Age of Rome

GCON 113 The Tradition Beginning: The Greeks and the Hebrews

GREEK 253 New Testament Greek (or any other Greek course beyond 231)

HIST 101 Ancient Warfare

HIST 190 Europe from the Ancients to the Renaissance

HIST 201 Major Seminar: Ancient History

HIST 203 Ancient: Greece

HIST 204 Ancient: Rome

HIST 205 Ancient: Near East

HIST 299 Topics in History

HIST 302 Greek Civilization

HIST 303 Roman Civilization

LATIN 252 Vergil and Latin Epic (or any other Latin course beyond 231)

PHIL 235 Ancient Greek Philosophy

PHIL 374 Seminar in the History of Philosophy

PSCI 259 History of Classical Political Thought

PSCI 299 Topics in Political Science

REL 221 Jesus in Scripture and Tradition

REL 222 The Biblical God

REL 223 Paul: His Letters, His Gospel

REL 273 Hebrew Prophets in History and Christian Tradition

REL 276 The Ethics of Jesus

REL 302 History of Christian Thought I

REL 320 Interpreting Sacred Texts

REL 391 Biblical Seminar

REL 392 Studies in Religion Seminar

REL 399 Thematic Seminar

THEAT 270 History of Theater up to 1700

298: Independent Study

398: Independent Research

Those who fulfill the major's language requirement with Latin may use one Greek course as an elective; those who fulfill the major's language requirement with Greek may use one Latin course as an elective.

Interim or summer courses such as the following:

CLASS 121 "Western" Greeks and Eastern "Barbarians" in Antiquity

CLASS 126 Ancient Comedy: A Funny Thing Happened

CLASS 129 The Neverending Myth: Ovid's Metamorphoses

CLASS 251 Classical Studies in Greece (abroad)

CLASS 253 Classical Studies in Italy (abroad)

GCON 115 The Tradition Continuing: The Romans and the Christians

HIST 202 Mediterranean Archaeology Field School (abroad)

REL 271 Bible in Context:Hist/Geography/Culture in Israel & Palestine (abroad)

REL 272 Sacred Places in Greece and Turkey (abroad)

and other courses offered occasionally or only once (including courses at Carleton College) may also be used as electives. See the director for information on courses offered in a particular year.

Faculty

Director, 2015-16

Anne H. Groton

Professor of Classics

Greek and Roman drama; classical languages and literature

Art and Art History

Gwen Daniels, Dittmann 200

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wp.stolaf.edu/art (<http://wp.stolaf.edu/art>)

The Department of Art and Art History at St. Olaf approaches the study of art as an intellectual and creative endeavor. The department's curriculum provides students with the research, interpretive, and technical skills to make and study meaningful works of art and to sustain them as artists and critical thinkers throughout their lives. In keeping with the larger mission of St. Olaf, art and art history faculty strive to teach students to make connections between cultures and across academic disciplines, and to work creatively with a broad range of media and critical models. The Flaten Art Museum is integral to the curriculum with its on-going exhibition program and its permanent collection. Through the resources provided by the studio, classroom, and museum, art and art history students learn to question, investigate, and explore art in order to gain an understanding of its transformative power in the world and in their own lives.

Intended Learning Outcomes for the Studio Art Major (<http://wp.stolaf.edu/curriculum-committee/studio-art-major-ilos>)

Intended Learning Outcomes for the Art History Major (<http://wp.stolaf.edu/curriculum-committee/art-history-major-ilos>)

Distinction

Information about the criteria considered in conferring distinction is available in the Department of Art and Art History. See Academic Honors (p. 36).

Visual Arts Education Teaching License

St. Olaf offers a K-12 teaching license in studio art. See the Education Department's website (<http://wp.stolaf.edu/education/licenses>) for more information about licensure programs.

Off-campus Study

Many students arrange for part of the coursework for their major to be completed in London, Florence, Rome, New York City, Washington, D.C., Chicago, or Minneapolis, among other locations. Internship opportunities are possible in specialized fields of study that involve students in the workaday professional art world. Both art history and studio students can take advantage of the Minneapolis Institute of Arts, the Walker Art Center, and other Minneapolis-St. Paul art institutions. Studio majors also can gain professional experience in the Twin Cities in graphic design, illustration, architecture, and other areas.

Recommendations for Graduate or Professional Study Studio Art

Students interested in studio-related careers or study are strongly encouraged to complete extensive coursework in the medium or discipline of their choice and to develop a strong portfolio. Also recommended is participation in special programs incorporating advanced work, such as internships or one-semester study at cooperating art schools. A unique fifth-year program (<http://wp.stolaf.edu/art/5thyear>) for emerging artists offered by the Department of Art and Art History provides studio space to a limited number of exceptional art student applicants who wish to spend the year after graduation concentrating on building a strong portfolio in preparation for graduate studies.

Art History

The prospective graduate student, following the completion of ART 153 Introduction to Art History, should take at least one course each in medieval, Renaissance, modern, and a non-Western area of art. The student should also take a second course in a specific area of interest and language and culture courses related to that area. Those interested in the museum professions should also seek an internship and courses about museums, collecting, and display taught in other programs (e.g., management studies, sociology/anthropology, etc.). ART 350 The Methods of Art History is taught as a seminar with student presentations and discussions patterned on typical graduate school offerings. The department reserves the right to retain student work for its file.

Requirements

Requirements for a Studio Art Major

Students majoring in studio art must earn a minimum of ten credits.

ART 102	Foundation Two-Dimensional Media ¹	1.00
ART 103	Foundation Three-Dimensional Media ¹	1.00
ART 104	Foundation New Media ¹	1.00
ART 343	Senior Studies in Studio Art	1.00

Select an elective	1.00
Select two art history courses ²	2.00
Select one level II course from each of three different areas. (See course listings by areas below.)	3.00

¹ Foundation courses may be taken in any order.

² The department strongly recommends ART 252 or ART 253 as one of the art history courses taken.

Level II Course Areas

Two-Dimensional Media

Drawing

ART 225	Architectural Design I	1.00
ART 232	Figure Drawing	1.00
ART 233	Advanced Two-Dimensional Studio	1.00

Painting

ART 221	Oil/Acrylic Painting	1.00
ART 222	Water-Based Media	1.00

Printmaking

ART 226	Printmaking: Relief and Lithography	1.00
ART 227	Printmaking: Intaglio and Monoprints	1.00

Graphic Design

ART 236	Graphic Design ¹	1.00
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Three-Dimensional Media

Ceramics

ART 207	Ceramics	1.00
ART 234	Intermediate Ceramics	1.00

Sculpture

ART 223	Sculpture/Metal Casting	1.00
ART 224	Sculpture/Direct Metal	1.00

New Media

Photography

ART 205	Photography	1.00
ART 238	Intermediate Photography	1.00

Interactive Image

ART 228	Animated Art	1.00
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Digital Video

ART 229	Digital Filmmaking	1.00
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Performance

ART 240	Topics in the Fine Arts	1.00
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Graphic Design

ART 236	Graphic Design ¹	1.00
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¹ 2D or 4D, depending on instructor

Majors must participate in the annual juried show. To fulfill the requirements of the studio art major and studio art education licensure, each student must enter at least two juried art exhibitions on- or off-campus by the beginning of their senior year. Students unable to meet this requirement must speak with their advisor or the department chair.

Requirements for an Art History Major

Members of the classes of 2018 and 2019 declaring an art history major must earn nine credits as listed below. Members of the classes of 2016 and 2017 have the choice to fulfill these major requirements or those from the old major listed below.

ART 153	Introduction to Art History ¹	1.00
ART 350	The Methods of Art History	1.00

Select one course in studio art 1.00

Select a minimum of six courses from the following. 6.00

At least two courses must focus on Asian, African, or Indigenous American Art; at least two courses must focus on American or European art; one course must cover art created before 1700 CE; one must cover art created after 1700 CE. ²

Courses that focus on Asian and African art created before 1700CE

AR/AS 259	The Arts of China	
AR/AS 260	The Arts of Japan	
AR/AS 262	Sacred Sites of South Asia (abroad)	
AR/AS 310	Buddhism through Text and Image	

Courses that focus on Asian and African art created after 1700CE

ART 269	African Art History	
AR/AS 270	Visual Culture of Modern China	

Courses that focus on European and American art created before 1700CE

ART 254	Italian Renaissance Art	
ART 255	Italian Art in Context (abroad)	
ART 263	Medieval Art	
ART 271	Gothic Art	
ART 273	Religion, Royalty & Romantics: The Gothic and Gothic Revival	

Courses that focus on European and American art created after 1700CE

ART 251	Art 1776-1880, Revolutionary Art	
ART 252	Art 1880-1945 "The Shock of the New"	
ART 253	Art Since 1945	
ART 277	Gender and Visual Culture	
ART 280	Art Now: Critical Issues in Contemporary Art	
ART 256	A History of Photography	
ART 370	Issues in Art Criticism	

For the following courses, check with the Department Chair to see how the course's particular topic meets the major distribution requirements.

ART 161	History of World Architecture	
ART 275	Topics in Art History	

ART 298	Independent Study
ART 396	Directed Undergraduate Research
ART 398	Independent Research

Approved courses in other departments.

Occasionally, other departments offer courses not listed here that count for Art History. Check with the Department Chair for approval.

ENVST 270	Nature and American Landscapes
PHIL 243	Aesthetics

Majors must also successfully complete the non-credit, senior "lasting legacy" project or its equivalent.

Total Credits **9**

¹ A student who has already taken the now discontinued Art 150 or 151 may substitute either one of them for ART 153.

² A maximum of two courses in art history taken in off-campus programs may, upon approval of the department, be applied to the major.

Requirements for an Art History Major in effect through April 2014

These major requirements are open only to students in the classes of 2016 and 2017. These students must earn nine credits as follows:

ART 150 ¹		1.00
ART 151 ¹		1.00
ART 350	The Methods of Art History	1.00
Select one course in studio art		1.00
Select a minimum of five courses from the following. At least one courses must concentrate on European and/or North American art, and at least one course must concentrate on Asian, African, and/or Latin American art. ²		5.00

Course that concentrate on Asia, Africa, or Latin American Art

AR/AS 259	The Arts of China
AR/AS 260	The Arts of Japan
AR/AS 262	Sacred Sites of South Asia (abroad)
AR/AS 270	Visual Culture of Modern China
AR/AS 310	Buddhism through Text and Image
ART 269	African Art History

Courses that concentrate on Europe and North America

ART 251	Art 1776-1880, Revolutionary Art
ART 252	Art 1880-1945 "The Shock of the New"
ART 253	Art Since 1945
ART 254	Italian Renaissance Art
ART 255	Italian Art in Context (abroad)

ART 256	A History of Photography
ART 263	Medieval Art
ART 271	Gothic Art
ART 273	Religion, Royalty & Romantics: The Gothic and Gothic Revival
ART 277	Gender and Visual Culture
ART 280	Art Now: Critical Issues in Contemporary Art
ART 370	Issues in Art Criticism

For the following courses, check with the Department Chair to see how the course's particular topic meets the major distribution requirements.

ART 161	History of World Architecture
ART 275	Topics in Art History
ART 298	Independent Study

Approved courses in other departments

ENVST 270	Nature and American Landscapes
PHIL 243	Aesthetics

Total Credits **9**

¹ Consult with the chair of the Department of Art and Art History if you declared an art history major prior to April 2014 but have not taken both ART 150 and ART 151.

² A maximum of two courses in art history taken in off-campus programs may, upon approval of the department, be applied to the major.

Majors must also successfully complete the non-credit, senior "lasting legacy" project or its equivalent.

Requirements for a double major in Studio Art and Art History

Students who fulfill all core requirements for both studio art and art history major may choose to count up to 17 full credits in the Department of Art and Art History toward graduation when graduating with the normal 35 credits. (Therefore, 18, rather than the usual 21, courses would be required outside of art/art history.)

Courses

Foundation Courses

Most advanced courses require the completion of one or more foundation courses.

ART 102: Foundation Two-Dimensional Media

This foundation-level studio course introduces the aesthetic, conceptual, and technical foundations of two-dimensional art-making and the ways drawing informs the creation and understanding of art in cultural contexts. Students explore color, value, form, and space through a wide variety of materials. The course emphasizes strategies for idea generation and visual problem solving. Students engage in spirited investigation, critiques, and thoughtful creative expression. Materials fee. Offered each semester.

ART 103: Foundation Three-Dimensional Media

This foundation-level studio course introduces the aesthetic, conceptual, and technical foundations of three-dimensional art-making and the ways three-dimensional media inform the creation and understanding of art in many contexts. Students explore sculpture and its intersection with other media and art forms through a variety of materials and experiments. The course emphasizes idea generation. Students engage in spirited investigation, creative expression, and play. Materials fee. Offered each semester. Counts toward biomedical studies concentration (for students through class of 2016).

ART 104: Foundation New Media

This foundation-level studio course introduces the aesthetic, conceptual, and technical foundations of new media art-making. Students explore creative approaches to digital, time-based, and interactive art processes; examples include digital photo-montage, 3D printing, video art, and web-based art. Idea generation and development is central to the course, with an emphasis on experimentation and divergent thinking. Students engage in dynamic activity, spirited investigation, and thoughtful creative expression. Materials fee. Offered each semester. Counts toward film studies and media studies concentrations.

ART 106: Drawing from Nature in the Bahamas (abroad)

San Salvador is a small Caribbean island boasting a great diversity of marine and terrestrial habitats. Students explore intersections between art and science as they develop basic drawing skills. Emphasis is placed on observation of the natural world. Lectures and field trips are coordinated with BIO 287: *Island Biology*. Apply through International and Off-Campus Studies. Offered during Interim in alternate years.

Prerequisite: must have at least sophomore standing.

Level II Studio Courses

ART 205: Photography

This course introduces students to analog and digital photographic processes as means for creating works of art. Students learn terminology and critical approaches to photography. The course includes presentations on concepts and photographers' works, discussions of articles, and regular critiques. Students are introduced to the history of the medium through presentations, readings, and hands-on work such as constructing a camera obscura. Students develop critical skills and the ability to analyze and interpret photographic work. Materials fee. Offered each semester. Counts toward media studies concentration.

ART 207: Ceramics

This course introduces students to the ceramic processes of wheel throwing and hand building as means for creating works of art. Students learn terminology and critical approaches to ceramics. Students develop critical skills and the ability to analyze and interpret ceramic art work. The course emphasizes creative approaches to solving visual problems through ceramic work. Slide presentations on contemporary and historical ceramics provide background for assignments and highlight the role of ceramics in various cultural contexts. Materials fee. Offered each semester. Counts toward biomedical studies concentration (for students through class of 2016).

ART 221: Oil/Acrylic Painting

This course develops and stimulates research into the emotional/expressive properties of painting. By investigating thematic, compositional, and technical problems, students develop a personalized approach to ideas and content. Students learn the importance of process, flexibility, alternatives, and the recognition that a painting has a life of its own. Materials fee. Offered annually.

Prerequisite: ART 102.

ART 222: Water-Based Media

This course explores the fundamental principles of design, color, and composition through water-based media. Through advanced techniques, strong drawing, and exploration of personal ideas, students develop a personal, expressive, and visual language. Students are encouraged to seek innovative solutions, take initiative, and celebrate creative risk-taking. Materials fee. Offered annually.

Prerequisite: ART 102.

ART 223: Sculpture/Metal Casting

This sculpture course introduces lost wax bronze casting, an art and industrial process that changed the course of human civilization. Students learn to cast, finish, and present cast metal work, building upon concepts from the foundation course and exploring the next level of sculpture topics, issues, and concerns. The course makes use of hands-on instruction, readings, slide talks, and discussion. Materials fee. Offered annually in the fall semester.

ART 224: Sculpture/Direct Metal

This sculpture course introduces students to metal forming, shaping, fastening and brazing, and welding, building upon concepts from the foundation course and presenting the next level of sculpture topics, issues and concerns. Both majors and non-majors discover an art and industrial process that has great artistic and practical application. The course makes use of hands-on instruction, readings, slide talks, and discussion. Materials fee. Offered annually in the spring semester.

ART 225: Architectural Design I

Through a sequence of architectural design projects, students learn drawing (hand drafting and computer-aided drawing and design) and architectural design processes that require the integration of social, artistic, technical, and environmental issues typical of real projects. Visiting architects are involved. Field trips to experience spaces/places augment the studio work. Materials fee. Offered alternate years.

Prerequisite: ART 102 and ART 103 or permission of instructor.

ART 226: Printmaking: Relief and Lithography

Emphasizing individual concepts, personal expression and strong composition, this course explores relief and lithography. Using large-scale, multicolor moveable block, collograph, wood or lino block techniques and lithography stones or aluminum plates in both black and white and color. Students produce multiple images on one of the department's three presses. Students become familiar with the heritage of old masters as well as contemporary artists in printmaking. Materials fee. Offered annually.

Prerequisite: ART 102.

ART 227: Printmaking: Intaglio and Monoprints

This course provides a strong foundation in the array of copper plate processes of etching, aquatint, lift ground, soft ground, and polymer plate printmaking processes as well as in painterly monoprinting techniques. Students address personal sources of ideas, experimentation, drawing skills and compositional concerns and draw upon examples of master printmakers to discuss how images reflect culture. Critical thinking skills are necessary in discussion and critiques. Materials fee. Offered annually.

Prerequisite: ART 102.

ART 228: Animated Art

This course focuses on the creative use of animation techniques. Students study the principles of animation and produce projects utilizing a variety of techniques including flipbooks, stop motion photography, animated GIFs, and 2D and 3D computer-generated animation software. Students regularly screen, analyze, and discuss contemporary and historic animations. Materials fee. Offered alternate years. Counts toward film studies, management studies, and media studies concentrations.

Prerequisite: ART 104 or permission of the instructor.

ART 229: Digital Filmmaking

This course focuses on the creative use of digital video as a tool to generate experimental films and video art. Students study all aspects of production from concept to screening, including idea generation, pre-production planning, storyboarding, lighting, shooting, editing, and sound design. Students regularly screen, analyze, and discuss contemporary and historic examples of time-based media. During the semester students produce a variety of short videos and films, exploring experimental, narrative, and documentary approaches. Materials fee. Offered alternate years. Counts toward film studies and media studies concentrations.

Prerequisite: ART 104 or permission of instructor.

ART 232: Figure Drawing

Drawing the human form from life has been a mainstay in the training of artists since the Renaissance because of its unparalleled discipline in the training of the eye. Along with becoming better observers, students reach a personal understanding of the figure and an appreciation of its art-historical uses. Various media and techniques are explored as a means to understand the expressive possibilities of the figure.

Prerequisite: ART 102.

ART 233: Advanced Two-Dimensional Studio

This course, designed for students who want to heighten their two-dimensional skills, emphasizes using expressive qualities of art-making by investigating various media, techniques, and content. Assignments are both traditional and non-traditional, within historical and contemporary perspectives. Experimentation and development of a personal visual language are encouraged. The course culminates in the production of a series of works that relate thematically. Critical thinking and discussion skills are important. Offered annually. Materials fee.

Prerequisite: ART 102.

ART 234: Intermediate Ceramics

This intermediate-level course assumes students have a substantial understanding of ceramic processes, plus a good awareness of their own interests in the realm of ceramic expression. The instructor helps students focus their efforts by proposing specific areas of investigation. Materials fee. Offered annually.

Prerequisite: ART 207. Previous studio experience in ceramics is accepted when approved by the instructor.

ART 236: Graphic Design

This course introduces students to the medium of graphic design as a method of enhanced communication. The course explores the design communication process including conceptualization, creative processes, terminology, and technology. Assignments introduce computer applications used in the graphic design profession as well as graphic design elements of typography, production, color theory, digital printing processes, and basic web design. Counts toward studio art and art history majors and management studies and media studies concentrations.

ART 238: Intermediate Photography

In this intermediate photography course, students explore a variety of techniques and topics. Techniques include historic processes such as cyanotype and salted paper printing, digital photography, large-scale color printing, and traditional black and white photography. Students investigate experimental approaches and non-traditional forms for presentation, and they investigate photography from broad historical, aesthetic, and social perspectives. This course includes field trips, readings, discussion, and visual presentations. Materials fee. Offered annually. Counts toward media studies concentration.

Prerequisite: ART 104 or ART 205, or permission of instructor.

ART 240: Topics in the Fine Arts

The department periodically offers special topics courses. The specific title of the course is listed in the class and lab schedule when it is offered.

ART 246: New York Art Interim (off-campus)

This course provides intensive exposure to career opportunities in architecture, painting, sculpture, printmaking, ceramics, photography, illustration, video, digital media, and design of all kinds (from toys to exhibitions at the Metropolitan Museum of Art). Working five to seven hours a day, students interview over 25 artist professionals during the month, visit more than 100 galleries and museums, and write extensively about artists and artwork. This course does not count toward the major in studio art or art history. Offered in alternate years during Interim. Counts toward management studies concentration.

Prerequisite: none, but completion of the following courses is highly recommended: ART 253 (preferred), ART 252, and ART 280.

ART 294: Academic Internship**ART 298: Independent Study**

Prerequisites: (for studio art) four foundation courses and two upper-division courses in area of study.

Prerequisites: (for art history) two upper-division courses in area of study.

Level III: Advanced Studio Courses

ART 340: Topics Seminar in Studio Art

This course enables the advanced studio art student to pursue further work in any chosen medium or combination of media including performance, installation, and collaborative ways of working. This course is organized around an interdisciplinary theme set each year by the instructor. Within a seminar format, students read, discuss, and write on the selected topic in conjunction with topic-driven individual studio work and critiques. Offered annually.

Prerequisites: three foundation studio courses plus a minimum of two level II studio courses.

ART 343: Senior Studies in Studio Art

This capstone course in the studio art program consists of advanced studio work, a visiting artist series, weekly critiques, and discussions with faculty and peers. Each student's independent work with a faculty advisor culminates in a senior exhibition at Flaten Art Museum. Weekly sessions also cover such topics as preparing a resume, documenting one's work, framing, and producing exhibition announcements and posters. Offered annually.

Prerequisites: (for non-studio majors) ART 102, ART 103, ART 104, two upper-level (200-300) courses, one art history course, and permission of chair.

ART 394: Academic Internship**ART 398: Independent Research**

Prerequisites: (for studio art) four foundation courses and three courses in area of study.

Prerequisites: (for art history) three courses in area of study.

Art History Courses

All art history courses except Art 275, 280, 298, 350, 370 and 398 have no prerequisites and may be taken in any order.

ART 153: Introduction to Art History

This course introduces students to the working methods of Art History. Students learn to analyze works of art visually, to understand the relationships between works of art and their cultural contexts, to consider the practices and politics of museum display, and to think critically about the role of art in their own lives and in society. The theme of the course varies by instructor; see the department website for current offerings. Offered each semester.

ART 161: History of World Architecture

This course examines architectural monuments and their symbolic forms combined with evidence of earthly and divine concepts. From cave dwellings to geodesic domes, from Eastern to Western systems, students review sacred and profane structures from a variety of cultures. Each student investigates a living reality of space, function, and form found in human-built environments. Offered periodically.

ART 251: Art 1776-1880, Revolutionary Art

This lecture course surveys how art (mostly painting and sculpture) in Europe unfolded in remarkable ways relative to values signaled by the French Revolution. The course examines Neo-Classical art as it expresses Enlightenment thinking, the tumultuous Romantic and Realist imagery and times, and ends with Impressionism. Offered periodically during Interim. Open to first-year students.

ART 252: Art 1880-1945 "The Shock of the New"

This course introduces modern industrial culture and thought through a study of painting, sculpture, architecture, and related arts. Students learn about the strikingly new modes of art created in Europe and the United States after 1880, examining work by Edvard Munch, Frank Lloyd Wright, Pablo Picasso, Hannah Höch, and many others. Offered annually.

ART 253: Art Since 1945

This course is an introduction to modern and postmodern art and thought after World War II through a survey of painting, sculpture, and new-media arts. Students learn about celebrated art and artists, major values such as issues of identity informing their work, and ways of analyzing and making sense of newer art. Offered annually. Counts towards American studies major.

Prerequisite: none, but at least one college art history or studio art course is recommended.

ART 254: Italian Renaissance Art

This course explores painting, sculpture, architecture, and urban development in Italy from c. 1300 to c. 1600. The course focuses on the major urban centers of the period: Florence, Rome, and Venice. Students address the ways in which art functioned in its original Renaissance context and explore issues of artistic identity and the importance of patronage in the period. Offered periodically.

ART 255: Italian Art in Context (abroad)

This course is an intensive introduction to the history of the art and architecture of Florence. Through a study of Florence's topography, its built environment, and painted and sculpted imagery, students study the history of Florence from its inception as a Roman colony through the 19th century when Florence was the capital of the newly unified Italian nation. The study of Florence is enriched by travel to other Tuscan cities such as Cortona, Siena, and Lucca. Offered during Interim in alternate years. Counts toward medieval studies major.

ART 256: A History of Photography

Since its invention, photography has shaped our ways of seeing, our social history, and our identities. Photography is also a compelling form of artistic expression. This course is an introduction to the history of photography from its origins to the present, including the role of photography in society and in the fine arts. Students learn the skills of formal visual analysis and critical thinking about the power of the photographic image in our lives. Offered periodically. Counts toward media studies and film studies concentrations.

AR/AS 259: The Arts of China

This course is intended as an introduction to the history of Chinese art, offering a survey of major artistic developments from neolithic times to the present. Among the topics considered: ritual bronzes, funerary remains of the Qin and Han, Buddhist sculpture, and the evolution of landscape painting. Important issues discussed include production and patronage, function, and borrowing and influence in the evolution of artistic works across time and space. Offered annually.

AR/AS 260: The Arts of Japan

This course introduces the history of Japanese art, offering a survey of major artistic developments from neolithic times to the present. Among the topics considered: funerary remains of the neolithic through Kofun eras; indigenous as well as imported religious traditions and their imagery, and the secular arts. Issues discussed include production and patronage, function, and borrowing and influence in the evolution of artistic works. Offered annually.

AR/AS 262: Sacred Sites of South Asia (abroad)

This course examines art and architecture in a variety of sacred sites in India. Students investigate the development of traditional forms of architecture and imagery at Hindu, Buddhist, and Jain sites, the evolution of these forms within later constructed temple complexes, and the impact of Islam upon these earlier religious traditions. Students also explore Western involvement in the modern identities of sites and new approaches to sacred sites seen in 20th-century works. Offered during Interim in alternate years.

ART 263: Medieval Art

This course explores the arts and architecture of western Europe from c. 300 to c. 1300. Through lectures and discussions, students study paintings, sculpture, manuscripts, metalwork, and stained glass windows created by the many cultures of this rich and diverse period in the history of art. Students approach the material in a variety of ways; in addition to issues of style, technique, and iconography, students address issues of viewing, patronage, and gender. Offered periodically. Counts toward medieval studies major.

ART 269: African Art History

This course serves as an introductory survey of the diverse arts and cultures of sub-Saharan Africa. Students investigate material culture in its original context to understand the social roles that art plays in many aspects of life. Students also learn to identify and discuss styles, materials, techniques, and the roles of artists. Special topics considered may include: contemporary versus historical art in Africa, notions of "authenticity" and tourist art, cultural heritage and repatriation of art works, and the politics and history of museum display. Offered periodically. Counts toward Africa and the Americas concentration.

AR/AS 270: Visual Culture of Modern China

This course highlights major visual arts movements within China over the last century, from the end of the imperial era to current times. Students look at a variety of issues: class and gender; China in the world art market, Chinese art past and present, and a variety of "isms" now seen as defining Chinese art. A major theme is to define "visual culture" in all its nuances. Counts toward media studies concentration.

ART 271: Gothic Art

This course treats both the art created in the Gothic period in Western Europe (c. 1140-1400) and the revival of the Gothic style in 19th-century Europe. In the later medieval world, the course focuses on the rise of the city, on the spirituality of the Franciscan and Dominican orders, and on a new class of patrons who, fueled by the new economy of Europe, commissioned art on a larger scale than ever before. The course ends with a discussion of what the Gothic came to mean in the 19th century, as European nations solidified and industrialized. Offered periodically. Counts toward medieval studies major.

ART 273: Religion, Royalty & Romantics: The Gothic and Gothic Revival

Through the study of Gothic art and architecture in 12-14th-century Europe and in 19th-century Europe and America, students explore how cultures devise and give meaning to artistic styles. Students also investigate the origins of the term Gothic and its meanings in popular culture. This course is taught by a St. Olaf and a Carleton professor and is offered to students on both campuses. Class meetings alternate between campuses, and enrolled students receive transportation stipends. Counts toward art history, medieval studies, and studio art majors Offered periodically in the fall semester.

ART 275: Topics in Art History

This seminar-style course focuses on a specific art-historical topic, and students learn how to pursue art-historical practice beyond the introductory level. Topics change with each offering. Offered periodically.

Prerequisite: at least one art history course or permission of the instructor.

ART 277: Gender and Visual Culture

This course explores the roles of women as creators, subjects, and patrons of art. It helps students learn about how gender permeates culture and art. Specific topics vary. Each topic introduces a time period and place that has revealed much about gender and visual culture. Students work seminar-style yet at an introductory level for those new to art history or women's studies. Counts toward women's and gender studies and art and art history majors and women's and gender studies concentration. Offered periodically.

ART 280: Art Now: Critical Issues in Contemporary Art

This course explores in depth the issues most crucial to artists working today in an increasingly globalized art scene. Students investigate the complexities of new media, new methods of production and exhibition, and theoretical models through readings and a required field trip to a contemporary art museum. Students analyze both journalistic criticism and theoretical texts, encompassing a wide variety of perspectives, and respond through short writing assignments and classroom discussion. Fee for field trip may be required. Offered alternate years.

Prerequisite: at least one art history or studio art course, or permission of the instructor.

ART 294: Academic Internship**ART 298: Independent Study**

Prerequisites: (for studio art) four foundation courses and two upper-division courses in area of study.

Prerequisites: (for art history) two upper-division courses in area of study.

AR/AS 310: Buddhism through Text and Image

This course examines Buddhist images and their relationship to textual sources. Beginning with a close reading of Buddhist texts in translation, students study how Buddhist images and architecture derive from textual sources -- and often move beyond them. The course considers the interrelatedness of text and image in Buddhist practice. Attention is also paid to Western notions of Buddhism and the development of Buddhist art studies in the West.

ART 350: The Methods of Art History

This seminar explores methods by which art historians and curators analyze works of art. Students develop an advanced understanding of these methods by application of various methods to works of art, by examining historical factors surrounding principle movements in the study of art history and by engaging in lively class debates about them. Readings, discussions, and presentations culminate in an independent research project that allows each student to find his or her own place in the discipline.

Prerequisite: two upper-division courses in art history.

ART 370: Issues in Art Criticism

This course is for experienced studio and art history students and those interested in contemporary theory. Students directly encounter art and new theory, explore art criticism (in part through practicing it) and learn about ethics to help think about value judgments. Recommended for students contemplating art history or studio graduate work.

Prerequisite: completion of BTS-T and at least one studio and/or one art history course recommended.

ART 394: Academic Internship**ART 396: Directed Undergraduate Research**

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

ART 398: Independent Research

Prerequisites: (for studio art) four foundation courses and three courses in area of study.

Prerequisites: (for art history) three courses in area of study.

Courses in Other Departments Approved for Art History Credit

ENVST 270 Nature and American Landscapes

PHIL 243 Aesthetics

Faculty

Chair, 2015-2016**Nancy M. Thompson**

Associate Professor of Art and Art History
medieval art in Europe; medieval and early modern art in Italy;
women's and gender studies

Irve W. Dell

Professor of Art and Art History
sculpture; performance; installation; public art

Ron Gallas

Associate Professor of Art and Art History
ceramics; sculpture

Mary M. Griep

Professor of Art and Art History, Associate Dean of Fine Arts
drawing; design; painting

Karil J. Kucera (on leave)

Associate Professor of Art and Art History and Asian Studies
Asian art history; text/image; sacred sites

Peter B.B. Nelson

Assistant Professor of Art and Art History
new media; photography

Margaret Ojala

Professor of Art and Art History
photography

Matthew Rohn

Associate Professor of Art and Art History and Environmental Studies
19th and 20th century art; American culture; gender and multi-cultural studies; social justice; visual ecocriticism

John Saurer

Associate Professor of Art and Art History
sculpture; drawing; printmaking; installation

Christina Spiker

Instructor in Art and Art History

Christopher M. Tradowsky

Assistant Professor of Art and Art History
contemporary art; critical theory; African art; gender studies

Michon J. Weeks

Visiting Assistant Professor of Art and Art History
drawing; painting; design

Asian Conversations

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wp.stolaf.edu/asian-studies/asian-conversations (<http://wp.stolaf.edu/asian-studies/asian-conversations>)

The goal of the Asian Conversations program is to provide students with an opportunity to incorporate an off-campus learning experience as well as language study into an extended discussion of the peoples and places that make up Asia. Offered as a sophomore-year sequence, Asian Conversations is open to all students interested in studying Asia and Asian languages. Students who are studying Chinese or Japanese language are invited to apply for this three-course sequence, which includes an Interim program in China and Japan.

Those accepted into the Asian Conversations program embark on a series of linked courses that explore "Journeys through Asia." Asian Conversations is a learning community that introduces students to some of the key texts of Asia as well as key historical, cultural, political, and linguistic constructs through an integrated sequence of three courses. Over that time students pursue conversations with three different faculty members about the issues that have shaped the development of Asian societies over the centuries, ending in the spring term with contemporary Asia.

For information about Chinese language courses, Japanese language courses, and Asian Studies curriculum see Asian Studies (p. 56).

Overview of the Program

Asian Conversations is an interdisciplinary program integrating study of the Chinese and Japanese languages with investigations into the culture, history, language, and societies of Asia (China, Korea, Japan, Vietnam, and more). Whether you plan to major in biology, economics, history, Asian studies, or anything else, the Asian Conversations program offers you an integrated, innovative way to complete required study in foreign language and the liberal arts.

Intended Learning Outcomes for the Program (<http://wp.stolaf.edu/curriculum-committee/asian-conversations-program-ilos>)

Course Equivalents for General Education Requirements

By successfully completing courses ASIAN 210, ASIAN 215 or ASIAN 216, and ASIAN 220, a student fulfills the following general education requirements, which are all awarded upon completion of ASIAN 220:

- Multicultural Studies - Global [one MCG]

- Artistic Studies [one ALS-A]
- Literary Studies [one ALS-L]
- Studies in Human Behavior and Society [one HBS]
- Writing [one WRI]
- Oral Communication [one ORC]

Courses

ASIAN 210: *Asian Conversations I: Mapping Journeys*

How do pilgrims, travelers and migrants make sense of their journeys in Asia? Students explore maps, histories, tales, and guides that define Asia today and in years past, including several classic Asian texts; study how cultural, linguistic, economic, religious, social, and political connections and divisions create and sustain communities in Asia; and plan related projects for their Interim course. Offered annually in the fall semester.

Prerequisite: CHIN 112 or JAPAN 112 or permission of instructor. Must be accepted into Asian Conversations program to register.

ASIAN 215: *Asian Conversations II: Encountering Asia (abroad)*

Students pursue guided fieldwork experience in the country whose language they study, either Japan or China. Activities and readings in this course build on the topics from ASIAN 210 and three semesters of language study. Students continue to explore their understanding of Asia through ethnographic observation, interviews, and site visits. Students develop projects and follow a process of inquiry that will help them understand how ordinary people construct "Asian" culture and society today. Offered during Interim.

Prerequisite: ASIAN210.

ASIAN 216: *Asian Conversations II: Encountering Asia in America*

Students pursue guided fieldwork experience in the United States. Activities and readings in this course build on the topics from ASIAN 210 and three semesters of language study. Students reflect on the experience of Asians in America through readings, site visits, and local interviews. Students develop projects and follow a process of inquiry that will help them understand how ordinary people construct "Asian" culture and society today. Offered during Interim.

Prerequisite: ASIAN 210.

ASIAN 220: *Asian Conversations III: Interpreting Journeys*

In this final semester in Asian Conversations students examine modern reinterpretations of traditional Asia focusing on major social and cultural aspects of the 19th through 21st centuries. Students engage with primary and secondary texts through written and oral presentation, including materials collected during Interim. Offered annually in the spring semester.

Prerequisite: CHIN 231 or JAPAN 231 and ASIAN 215 or ASIAN 216.

Faculty

Director, 2015-2016

Robert E. Entenmann

Professor of History and Asian Studies
Chinese and Japanese history; U.S.-East Asian relations; Vietnam; Asian-Americans

Caleb Boteilho

Instructor in Asian Studies
Japanese language and linguistics

Barbara Reed

Professor of Religion and Asian Studies

Buddhism; East Asian religions; women and religion in Asia; religious myths and rituals; Taoist literature

Hsiang-Lin Shih

Visiting Assistant Professor of Asian Studies
Chinese literature; classical and modern eras

Kendra Strand

Visiting Assistant Professor of Asian Studies
Japanese language and literature

Thomas A. Williamson

Associate Professor of Sociology/Anthropology
Southeast Asia; theory; globalization; medical anthropology

Asian Studies

Laurel Brook, Tomson 368

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wp.stolaf.edu/asian-studies (<http://wp.stolaf.edu/asian-studies>)

wp.stolaf.edu/japanese (<http://wp.stolaf.edu/japanese>) wp.stolaf.edu/

chinese (<http://wp.stolaf.edu/chinese>)

The Asian Studies Department provides students with the opportunity to study East Asia, Southeast Asia, and South Asia. The department offers a major and concentrations in Asian studies, China studies, and Japan studies. A concentration in Asian studies — which presumes that a student completes a major in another department — is ideal for students with an interest in Asia who are majoring in economics, environmental studies, history, religion, sociology/anthropology, art, political science, or other areas. St. Olaf offers many international programs in Asia. The concentrations in China and Japan studies allow students to pursue advanced language study with or without an Asian studies major.

See also Asian Conversations (p. 55) ASIAN 210, ASIAN 215, ASIAN 220

Overview of the Major

The Asian studies major allows students to gain competence in either Chinese or Japanese language and the understanding of Asian societies through a selection of courses in language, linguistics, literature, film, economics, history, religion, art history, political science, sociology/anthropology, philosophy, and psychology as well as special interdisciplinary courses on Asia. Courses that count toward the major are listed under Asian Studies, Chinese, Japanese, Asian Conversations, and other departments (listed on the courses tab of this catalog section). Many Asian studies courses also fulfill one or more general education requirements. Asian studies majors are encouraged to use their language skills to experience an Asian culture firsthand through study in Asia. Level I courses provide introductions to the languages and the fields of Asian studies. Level II courses, including the Asian Conversations program, provide students a breadth of knowledge about Asia or intermediate study of language. Level III courses offer students the opportunity to do advanced study on a topic about Asia.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/asian-studies-major>)

Distinction

See Academic Honors (p. 36)

Distinction is a formal academic honor that the Asian Studies Department may vote to bestow upon senior majors who have demonstrated high academic achievement and an ability to independently produce a work of the highest standard. The Asian Studies Department invites senior majors who seek a significant and satisfying experience as a capstone of their work in Asian studies to apply for distinction. See the Asian Studies Department website (<http://wp.stolaf.edu/asian-studies>) for full details.

Special Programs

Asian Conversations is an interdisciplinary program integrating study of the Chinese and Japanese languages with investigations into the culture, history, language and societies of Asia (China, Korea, Japan, Vietnam, and more). See Asian Conversations (p. 55).

Students are strongly encouraged to take advantage of the many opportunities to study in Asia through St. Olaf programs and Associated Colleges of the Midwest programs. Courses taken abroad may be certified by the chair of the Asian Studies Department as fulfilling the appropriate course requirements. Language study is offered through the Term in China (Shanghai), ACM Japan Study (Tokyo), Nagoya University (Nagoya), and Hokusei University (Sapporo). The ACM India Studies program (Pune) offers area studies courses and intensive language instruction without prerequisites. There are also programs in Asia that do not require previous language study: Global Semester; Biology in South India; Yonsei University in Seoul, Korea; and several Interim programs. See International and Off-Campus Studies (<http://wp.stolaf.edu/international>) for more information.

Asian studies courses taken on St. Olaf off-campus programs can often be counted toward a major in Asian studies or concentrations in Asian studies, China studies, or Japan studies. Students who wish to count off-campus courses toward a major or concentration should seek approval from the chair of the Asian Studies Department before beginning their programs. Some restrictions apply.

Recommendations for Graduate Study

Students planning to pursue graduate work in an area of Asian studies are strongly advised to develop competence in one of the disciplines (such as history, literature, economics, sociology/anthropology, religion, art and art history, or political science) by taking additional courses that teach the methods of the discipline.

Requirements Requirements for the Major

For the Asian studies major, a student must complete 10 courses (9.25 credits):

Two courses in Chinese or Japanese above 112 or its equivalent 2.00

ASIAN 275	Interdisciplinary Approaches to Asia (0.25)	0.25
Senior Seminar:		
ASIAN 399	Seminar for Asian Studies Majors	1.00
or ASIAN 397	Seminar: Human Rights/Asian Context	
Six electives, with the following stipulations:		6.00
At least two at level II or level III, taken on campus;		
Not more than two at level I;		
No more than four elective courses about any one country;		
No level I or level II language courses may count.		
Total Credits		9.25

Students who fulfill the language requirement through proficiency testing in an Asian language must take 9 courses (8.25 credits):

ASIAN 275	Interdisciplinary Approaches to Asia (0.25)	0.25
Senior Seminar:		
ASIAN 399	Seminar for Asian Studies Majors	1.00
or ASIAN 397	Seminar: Human Rights/Asian Context	
Seven electives, with these stipulations:		7.00
At least two at level II or level III, taken on campus;		
No more than two at level I;		
No more than four elective courses about any one country;		
No level I or level II language courses may count.		
Total Credits		8.25

Students interested in a major focused on a region of Asia other than China and Japan should contact the chair of the Asian Studies Department about the possibility of doing a contract major.

Requirements for the Concentrations

Students with a major in another department may choose a concentration in Asian studies, China studies, or Japan studies. Students with Asian studies majors may also choose to do a concentration in China and/or Japan studies.

An Asian studies concentration consists of six courses:

1. At least two of the six courses must be taken on campus
2. No language courses may count toward this concentration

A China studies concentration consists of six courses:

1. Four Chinese language courses above CHIN 112;
2. Two other courses on China; no level I or II language courses may count in this category

A Japan studies concentration consists of six courses:

1. Four Japanese language courses above JAPAN 112;

2. Two other courses on Japan; no level I or II language courses may count in this category

Courses

ASIAN 121: *Asian Cultures in Comparative Perspectives*

This course examines major cultures of Asia from interdisciplinary and comparative perspectives with attention to theories of human behavior. Themes vary from year to year.

ASIAN 123: *Asia in America*

This interdisciplinary course introduces the field of Asian American Studies and the multiple cultural and historical productions of Asia and America, from art and film to food and lifestyles. Critical analysis of topics such as ethnic/cultural identities, stereotypes, citizenships, media/pop cultures, body images, sexuality, practices of different Asian communities, and various contemporary issues are explored through interactive in-class activities, films, presentations, and field trips. Counts toward Asian studies and race and ethnic studies major and Asian studies, China studies, Japan studies, and race and ethnic studies concentrations. Offered alternate years.

ASIAN 126: *Japanese Language in Society*

This course explores major aspects of language use that reflect Japanese culture and society. Issues covered include the characteristics of the Japanese language, loan words, regional differences, politeness, gender differences, and communication styles. The course is taught in a combination of lectures, class discussions, subtitled Japanese films, anime (Japanese animation), and student presentations. Knowledge of Japanese helpful but not necessary. Readings, lectures, and discussions are all in English. Counts toward linguistic studies concentration.

ASIAN 130: *Japanese Science Fiction in Global Perspective (English translation)*

This course considers the evolution of Japanese science fiction from the 1920s to the present. Genres covered include the short story, short short story, novel, *manga*, *anime*, and film--in English translation. The course emphasizes close readings of primary literary texts and analysis of the historical contexts that prompt Japan's science fictional musings. Students explore Japanese science fiction in a global perspective and examine Japanese works alongside works from other pertinent national traditions. Offered alternate years, in Interim or spring.

ASIAN 156: *Contemporary China Through Film (in English translation)*

This course examines contemporary China through Chinese language cinema across different eras, genres, filmmakers, and geographic regions. Students will explore the art of film and how visual narratives represent, reinterpret, and redefine Chinese society and culture both at home and abroad. Discussion topics include modernity and tradition, nationalism and globalization, class and race, gender and sexuality, independent and commercial films. All readings are in English. Counts toward Film Studies and media studies concentrations. FLAC component available.

ASIAN 200: *Topics in Asian Studies*

The department periodically offers courses on special topics. The specific title will be listed in the class and lab schedule when it is offered. Prerequisites to be determined by instructor.

ASIAN 210: *Asian Conversations I: Mapping Journeys*

How do pilgrims, travelers and migrants make sense of their journeys in Asia? Students explore maps, histories, tales, and guides that define Asia today and in years past, including several classic Asian texts; study how cultural, linguistic, economic, religious, social, and political connections and divisions create and sustain communities in Asia; and plan related projects for their Interim course. Offered annually in the fall semester.

Prerequisite: CHIN 112 or JAPAN 112 or permission of instructor. Must be accepted into Asian Conversations program to register.

ASIAN 215: *Asian Conversations II: Encountering Asia (abroad)*

Students pursue guided fieldwork experience in the country whose language they study, either Japan or China. Activities and readings in this course build on the topics from ASIAN 210 and three semesters of language study. Students continue to explore their understanding of Asia through ethnographic observation, interviews, and site visits. Students develop projects and follow a process of inquiry that will help them understand how ordinary people construct "Asian" culture and society today. Offered during Interim.

Prerequisite: ASIAN210.

ASIAN 216: *Asian Conversations II: Encountering Asia in America*

Students pursue guided fieldwork experience in the United States. Activities and readings in this course build on the topics from ASIAN 210 and three semesters of language study. Students reflect on the experience of Asians in America through readings, site visits, and local interviews. Students develop projects and follow a process of inquiry that will help them understand how ordinary people construct "Asian" culture and society today. Offered during Interim.

Prerequisite: ASIAN 210.

ASIAN 220: *Asian Conversations III: Interpreting Journeys*

In this final semester in Asian Conversations students examine modern reinterpretations of traditional Asia focusing on major social and cultural aspects of the 19th through 21st centuries. Students engage with primary and secondary texts through written and oral presentation, including materials collected during Interim. Offered annually in the spring semester.

Prerequisite: CHIN 231 or JAPAN 231 and ASIAN 215 or ASIAN 216.

ASIAN 230: *The Philosophy of Anime*

This course considers works of Japanese anime from the post-World War II period to the present. The course begins with an introduction to the language and theory of Anime Studies. In subsequent weeks, students watch and analyze a variety of anime genres. This course employs a comparative approach to the study of anime; each anime is paired with excerpts from germane works of philosophy or literature. All anime viewed for this course includes English subtitling. Counts toward Asian studies major and Japan studies, film studies, and media studies concentrations. FLAC component available.

ASIAN 235: *Modern Japanese Literature (in English translation)*

This course introduces students to major works of Japanese literature written from 1885 to the present. The focus of this survey is Japan's rich body of prose narratives, primarily novels and novellas. To supplement this focus, students also investigate genres and media such as poetry, film, theater, photography, advertisements, historical nonfiction, *anime*, and *manga*. Offered alternate years.

ASIAN 236: *Chinese Literature (in English translation)*

Students explore the major genres of Chinese literature -- poetry, short story, novel and drama -- in English translation. A small number of major works are singled out for close attention.

ASIAN 237: Modern Chinese Literature and Society

This core course of Asian Studies introduces students to modern Chinese literature and society. It examines canonical and popular works of Chinese writings including fiction, drama, autobiography, correspondences, and poetry written in classical and modern styles from the late nineteenth century to the early twenty-first century. Films also serve as supplementary material when appropriate. Students read texts in translation and approach them in the context of modern Chinese society. They also study the literature as it reflects China's interaction with the West and the country's struggle to define itself as a modern nation. Offered annually.

AS/SA 239: Modern Southeast Asia

Southeast Asia is a diverse region, stretching from the sleek high-rises of Singapore to hermetic Rangoon; from Islam to Buddhism; from computer chip manufacturing to swidden agriculture. Students read ethnographies, novels, and local histories to better understand Southeast Asian family life, religion, language, and education. Through focusing on the experience of modernity, students examine how Southeast Asians make sense of their group affiliations, their pasts and their futures. The course aims to challenge contemporary understandings of place, entitlement, and home both in Southeast Asia and beyond. Offered annually in the fall or spring semester or during Interim.

ASIAN 240: Talking in Japan and the U.S.: Language, Identity, and Beyond

This course looks at language as it creates and responds to its cultural and social environments. Students compare and contrast major aspects of language use in Japan and the United States. Students explore the general underlying elements of talk (e.g., standard vs. regional dialects, language attitude and ideologies, politeness, gendered speech patterns, communication styles) and learn to understand how speakers convey subtle meanings, sometimes unconsciously. Knowledge of Japanese is helpful but not necessary. Taught in English. Counts toward linguistic studies and management studies concentrations.

AS/PS 245: Asian Regionalism

Currents of nationalism, regionalism and globalization organize political life around the world. What trends and policies promote regional integration? What forces frustrate integration? To answer these questions this course investigates security, economic, and cultural relations at the beginning of the 21st century within Asia and between Asia and Russia and the U.S. This course looks at the historical interaction of national, regional, and global forces for additional answers.

Prerequisite: previous course in Asian studies or political science, or permission of instructor.

AS/PS 250: Politics in Asia

How do people in Asia understand citizenship? Students learn how membership in cultural, social, and political communities shapes rights, responsibilities, and identities in Asian countries. Reading historical and social science research, students consider and compare citizenship in Asian countries, including China, Japan, Korea, Taiwan, and Vietnam. Offered periodically.

Prerequisite: one previous course in Asian studies or political science is recommended.

HIST 250: Chinese Civilization

This course studies Chinese civilization from its beginnings to the end of the 19th century, providing an overview of traditional Chinese thought, culture, institutions, and society. Students examine the development of philosophy and religion, achievements in art and literature, and social and economic change. This course also considers foreign conquest dynasties, Chinese expansion into Inner Asia, and China's relations with the West. Foreign Language Across the Curriculum course available in Chinese for students at the third-year level in the language. Offered annually.

HIST 251: Modern China

This class examines reform and revolution at the end of the Qing dynasty; the creation and collapse of the first Republic; warlordism, the New Culture Movement, social and cultural change, and the rise of Chinese nationalism; Japanese invasion, civil war, and the Communist victory; the People's Republic since 1949; economic and social change, conflict with the Soviet Union, the Cultural Revolution, Maoism and Mao's legacy; and China's recent economic and political transformation. Foreign Language Across the Curriculum course available in Chinese for students at the third-year level in the language. Offered annually. Counts toward management studies concentration.

AS/PH 251: Asian Philosophy

This course surveys the influential philosophical traditions of India and China. Students explore the major traditions including Hinduism, Buddhism, Jainism, Confucianism, and Taoism and consider other traditions with which they have interacted. Where appropriate, comparisons are drawn to Western philosophical traditions. Offered periodically.

HIST 252: Japanese Civilization

A study of Japan from the origins of the Yamato state culture to the emergence of modern Japan, this course provides an overview of traditional Japanese thought, values, and culture. This course examines social, economic and political change, intellectual and religious history, and the development of Japanese arts and literature, as well as Japan's relations with China, Korea, and the West. Offered periodically.

AS/RE 253: Hinduism

This course, surveying the general nature and assumptions of Hindu thought, focuses on the diversity of doctrines and practices within some of its major traditions. Students analyze selections from authoritative Sanskrit texts like the Upanishads and Bhagavad-gita, directing special attention to the central issues and developments in Hindu-Christian dialogue.

HIST 253: Modern Japan

This survey of modern Japan from 1800 to the present examines the political transformation of the Meiji Restoration, the industrial revolution and social and cultural change, the rise and fall of party government, militarism and Japanese expansionism in World War II, the American occupation, and postwar social, political, economic, and cultural developments. Offered alternate years. Counts toward management studies concentration.

AS/RE 254: *Jesus on the Indian Road: A Perspective on Christianity*

The Indian Church, which claims the apostle Thomas as its founder, is the "home base" for this historical exploration of Christianity from the apostolic age to the present. The course considers Christian teachings about God and Jesus, biblical interpretation, worship, response to social, political, and cultural practices through encounters between Indian Christians and other churches. The multiple religions of India, its colonial experience, and its contemporary society are essential context.

Prerequisite: BTS-B.

AS/RE 256: *Religions of China and Japan*

This course introduces the religious and philosophical traditions of China and Japan: Confucianism, Chinese Taoism, Buddhism, Japanese Shinto, and the folk traditions. Students read classical texts such as Zhuangzi and Mencius and analyze fundamental values and concepts such as Tao, yin/yang, and humaneness.

AS/RE 257: *Buddhism*

This course studies the Buddhist view of the human predicament and its solution. Students examine the life of the Buddha, Buddhist scriptures, and the historical and philosophical development of Theravada and Mahayana Buddhism in East and Southeast Asia.

AR/AS 259: *The Arts of China*

This course is intended as an introduction to the history of Chinese art, offering a survey of major artistic developments from neolithic times to the present. Among the topics considered: ritual bronzes, funerary remains of the Qin and Han, Buddhist sculpture, and the evolution of landscape painting. Important issues discussed include production and patronage, function, and borrowing and influence in the evolution of artistic works across time and space. Offered annually.

AR/AS 260: *The Arts of Japan*

This course introduces the history of Japanese art, offering a survey of major artistic developments from neolithic times to the present. Among the topics considered: funerary remains of the neolithic through Kofun eras; indigenous as well as imported religious traditions and their imagery, and the secular arts. Issues discussed include production and patronage, function, and borrowing and influence in the evolution of artistic works. Offered annually.

AR/AS 262: *Sacred Sites of South Asia (abroad)*

This course examines art and architecture in a variety of sacred sites in India. Students investigate the development of traditional forms of architecture and imagery at Hindu, Buddhist, and Jain sites, the evolution of these forms within later constructed temple complexes, and the impact of Islam upon these earlier religious traditions. Students also explore Western involvement in the modern identities of sites and new approaches to sacred sites seen in 20th-century works. Offered during Interim in alternate years.

HIST 262: *National Identity and Ethnicity in China (abroad)*

This course examines ethnicity and the development of national identity in China through the evolution of the Qing empire into a modern nation state, the development of Chinese national identity in modern times, and the relationship between majority culture and minority ethnicities. Students examine the Han, Manchus, Tibetan, and Hmong/Miao as case studies, including comparisons with Hmong in the United States. Offered periodically during Interim.

ASIAN 268: *The Art of Calligraphy: Techniques and Appreciation*

From classical form to *avant garde*, this course introduces students to the various artistic representations of Asian calligraphy. Students explore the aesthetic concepts, evolution of different styles, and practical techniques of brush-written writings. Class lectures complement hands-on practice in which students master the basic strokes, structures, compositions, and movements that are involved in producing calligraphic work. Asian language knowledge is not required. All readings and demonstrations will be in English. Materials fee.

AR/AS 270: *Visual Culture of Modern China*

This course highlights major visual arts movements within China over the last century, from the end of the imperial era to current times. Students look at a variety of issues: class and gender; China in the world art market, Chinese art past and present, and a variety of "isms" now seen as defining Chinese art. A major theme is to define "visual culture" in all its nuances. Counts toward media studies concentration.

ASIAN 275: *Interdisciplinary Approaches to Asia (0.25)*

This course introduces students to the interdisciplinary nature of Asian Studies and provides preparation for research abroad and in the senior seminar. Students gain grounding in the approaches of different disciplines to a common body of knowledge through presentations by departmental faculty, and use resources available to researchers in Asian Studies in a systematic and in-depth way. The course introduces students to bibliographic management software. Designed to be taken early in the major.

AS/ES 277: *Environmental Sustainability in Japan (abroad)*

Students investigate community-based approaches to environmental sustainability during this Interim course taught at the Asian Rural Institute (ARI) in northern Japan. Students explore how ARI builds on local Japanese resources to support its mission of training rural leaders from developing countries in organic agricultural practices. Activities include field trips, discussions, and symposia with Japanese students, as well as hands-on participation in the daily food life at ARI. Counts toward Asian studies and Environmental studies majors and concentrations and Japan studies concentration. Offered during Interim.

Prerequisites: preference given to students with prior coursework in either Asian Studies or Environmental Studies.

AS/RE 289: *Buddhism, Peace and Justice*

Students examine contemporary Buddhist moral teachings on social issues such as violence and peacemaking, human rights and social justice, and humanity and the environment. Coursework focuses on the writings of Vietnamese monk and peace activist Thich Nhat Hanh, Tibetan leader-in-exile Tenzin Gyatso (Fourteenth Dalai Lama), American ecologist Joanna Macy, and others. Students consider the moral paradigms of Christianity and Buddhism: Christ and the Bodhisattva.

Prerequisite: BTS-T or permission of instructor.

ASIAN 294: *Academic Internship***ASIAN 298: *Independent Study*****ASIAN 300: *Topics in Asian Studies***

This course offers in-depth study of a topic. The specific topic depends on the instructor. May be repeated if topic is different. Offered periodically.

AR/AS 310: *Buddhism through Text and Image*

This course examines Buddhist images and their relationship to textual sources. Beginning with a close reading of Buddhist texts in translation, students study how Buddhist images and architecture derive from textual sources -- and often move beyond them. The course considers the interrelatedness of text and image in Buddhist practice. Attention is also paid to Western notions of Buddhism and the development of Buddhist art studies in the West.

ASIAN 333: *What is a Hero?*

This interdisciplinary course explores the timeless concept of the hero from both Asian and Western traditions. Classical heroes will be analyzed along with those featured in contemporary films, fictions, comics, and pop culture. The main goal is to compare and examine how heroes have informed intellectual, artistic, and moral traditions in various cultures and how heroic ideas were spread, transformed, and re-imagined to suit the needs of their times. Counts toward Asian studies major and China studies and Japan studies concentrations. Taught alternate year during fall semester.

HIST 345: *East Asia Seminar*

This seminar covers varying topics in East Asian history. Recent topics have included "World War II in East Asia and the Pacific" and "Nationalism and Communism in Southeast Asia." May be repeated if topic is different. Offered periodically.

Prerequisite: history or Asian studies major or permission of the instructor.

ASIAN 394: *Academic Internship***ASIAN 396: *Directed Undergraduate Research***

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

ASIAN 397: *Seminar: Human Rights/Asian Context*

The Universal Declaration of Human Rights proclaims that "the inherent dignity and ... the equal and inalienable rights of all members of the human family [are] the foundation of freedom, justice and peace in the world." Who speaks to human rights in East Asia? What ethical perspectives are voiced? Case studies presented through memoirs, films, reports, and multidisciplinary analyses provide the material for exploring diverse normative claims about individual rights in East Asia. Offered annually.

Prerequisites: ASIAN 275 and completion of BTS-T or permission of instructor.

ASIAN 398: *Independent Research***ASIAN 399: *Seminar for Asian Studies Majors***

A capstone experience offering an opportunity to pursue a research project and to discuss issues of general interest to students of Asia. This seminar proceeds along two tracks: one focusing on discussion of readings of general interest to Asian Studies students, the other devoted to research, writing, and presenting findings to the class. Offered annually.

Prerequisite: ASIAN 275 or permission of the instructor.

Chinese Language Courses

CHIN 111: *Beginning Chinese I*

First of two elementary courses that helps students with no prior background to develop basic Mandarin skills, such as pronunciation, pinyin, grammar, and handwriting along with knowledge of Chinese culture and society. Students should achieve the Novice Mid level on the ACTFL proficiency scale and identify about 150 characters in areas of daily life and immediate needs upon completion of this course. Class meets four times weekly.

CHIN 112: *Beginning Chinese II*

Second semester of the two elementary courses, designed for those who have completed CHIN 111 or with equivalent backgrounds. It aims to further develop basic Mandarin skills, such as speaking, listening, reading, writing, and knowledge of Chinese culture and society. Students should achieve the Novice High to Intermediate Low level on the ACTFL proficiency scale, identifying about 300 characters upon completion of this course. Class meets four times weekly.

Prerequisite: CHIN 111 or placement.

CHIN 231: *Intermediate Chinese I*

This course is for students who have successfully completed CHIN 112 or students who have had at least one year of Chinese learning experience. It aims to enhance students' proficiency in all four language skills (speaking, listening, reading, and writing) as well as knowledge of various Chinese communities and cross-cultural communications. Students should achieve the Intermediate Low/Medium level on the ACTFL proficiency scale. Class meets four times weekly.

Prerequisite: CHIN 112 or placement.

CHIN 232: *Intermediate Chinese II*

This course is for students who have successfully completed CHIN 231 or students with equivalent previous Chinese learning experiences. It aims to further enhance students' proficiency in all four language skills (speaking, listening, reading, and writing) as well as knowledge of various Chinese communities and cross-cultural communications. Students should achieve the Intermediate Medium/High level on the ACTFL proficiency scale. Class meets four times weekly. Counts toward management studies concentration.

Prerequisite: CHIN 231 or placement.

CHIN 294: *Academic Internship***CHIN 298: *Independent Study*****CHIN 301: *Third-Year Chinese I***

This course provides continued practice in speaking, reading, and writing at the third-year-level. Our text introduces students to Chinese geography and history and modern written style. Conducted entirely in Chinese. This course is required for students seeking a concentration in China studies. Counts toward management studies concentration.

Prerequisite: CHIN 232 or equivalent.

CHIN 302: *Third-Year Chinese II*

This course provides continued practice in speaking, reading, and writing at the third-year-level. Our text introduces students to Chinese geography and history and modern written style. Conducted entirely in Chinese. This course is required for students seeking a concentration in China studies. Counts toward management studies concentration.

Prerequisite: CHIN 301 or equivalent.

CHIN 320: Special Topics in Chinese

In this fourth-year-level Chinese course, students explore a specified topic or theme in language, in various text/media (literature, newspaper, television, and film), in culture/civilization, or in a combination of these, through close examination of texts (written or visual), discussion, analysis, and interpretation of selected materials. Specific topics vary by instructor and semester. May be repeated if topic is different. Taught in Chinese. Counts toward management studies concentration.

Prerequisite: CHIN 302 or equivalent.

CHIN 351: Chinese Language and Society through the Media

This advanced Chinese language course aims to develop students' language proficiency and introduce students to various aspects of contemporary Chinese social life and culture. Course materials include films with excerpts of written scripts, newspapers, television, and essays related to the unit topics. Classroom activities include lectures, language drills, discussions, debates, presentations, and performances. Taught in Chinese.

Prerequisite: CHIN 302 or permission of instructor.

CHIN 394: Academic Internship**CHIN 398: Independent Research**

Japanese Language Courses

JAPAN 111: Beginning Japanese I

This course is an introduction to speaking, reading, and writing Japanese; writing includes the learning of all syllabic letters (Hiragana and Katakana) and basic Kanji (Chinese characters). Class meets four times weekly. Individual language laboratory visits are also required. Offered annually in the fall semester.

JAPAN 112: Beginning Japanese II

This course is an introduction to speaking, reading, and writing Japanese; writing includes the learning of all syllabic letters (Hiragana and Katakana) and basic Kanji (Chinese characters). Class meets four times weekly. Individual language laboratory visits are also required. Offered annually in the spring semester.

Prerequisite: JAPAN 111 or equivalent.

JAPAN 231: Intermediate Japanese I

Students continue to develop the listening, speaking, reading and writing skills that enable them to deal not only with topics of daily life, but also cultural themes and authentic materials. Class meets four times weekly. Offered annually in the fall semester.

Prerequisite: JAPAN 112 or its equivalent.

JAPAN 232: Intermediate Japanese II

Students continue to develop the listening, speaking, reading and writing skills that enable them to deal not only with topics of daily life, but also cultural themes and authentic materials. Class meets four times weekly. Offered annually in the spring semester. Counts toward management studies concentration.

Prerequisite: JAPAN 231 or its equivalent.

JAPAN 294: Academic Internship**JAPAN 298: Independent Study****JAPAN 301: Advanced Japanese I**

This third-year-level course aims to increase the knowledge of Japanese people, language, and society by comparing with students' own cultures in their target language. Various authentic "texts" (images, video clips, written texts, etc.) support student learning. Counts toward management studies concentration.

Prerequisite: JAPAN 232 or equivalent.

JAPAN 302: Advanced Japanese II

This course builds on Japanese 301 and aims to increase the knowledge of Japanese people, language, and society by comparing with students' own cultures in their target language. Authentic "texts" (images, video clips, written texts, etc.) support student learning. Counts toward management studies concentration.

Prerequisite: JAPAN 301 or its equivalent.

JAPAN 320: Special Topics in Japanese

In this fourth-year-level Japanese course, students explore a specified topic or theme in language, in various text/media (literature, newspaper, manga, and films), in culture/civilization, or in a combination of these, through close examination of texts (written or visual), discussion, analysis, and interpretation of selected materials. Sample topics include "Best Sellers and Film Adaptations" and "Haiku and the Concept of Nature." May be repeated if topic is different. Taught in Japanese.

Prerequisite: JAPAN 302 or equivalent.

JAPAN 394: Academic Internship**JAPAN 398: Independent Research**

Courses in Other Departments Approved for Asian Studies Credit

In addition to the following, Interim courses, Carleton courses and other courses may be submitted to the chair of the Asian Studies Department for approval.

ECON 218 Economic Progress in China (abroad)

ECON 238 Economic Development in Japan

HIST 240 Major Seminar: Non-Western History (depending on content)

PHIL 127 Zen and the Art of Judo

Faculty

Chair, 2015-2016**Barbara Reed**

Professor of Religion and Asian Studies

Buddhism; East Asian religions; women and religion in Asia; religious myths and rituals; Taoist literature

Hiroe Akimoto

Instructor in Asian Studies
language instruction

Caleb Boteilho

Instructor in Asian Studies
Japanese language and linguistics

Robert E. Entenmann

Professor of History and Asian Studies

Chinese and Japanese history; U.S.-East Asian relations; Vietnam; Asian-Americans

Rika Ito (on leave)

Associate Professor of Asian Studies

language change and variation; sociolinguistics; language and gender; Japanese

Karil J. Kucera (on leave)

Associate Professor of Art and Art History and Asian Studies

Asian art history; text/image; sacred sites

Kristina MacPherson

Professor of Asian Studies and Library
reference and instruction librarian, Asian studies

Hsiang-Lin Shih

Visiting Assistant Professor of Asian Studies
Chinese literature; classical and modern eras

Kendra Strand

Visiting Assistant Professor of Asian Studies
Japanese language and literature

Katherine Tegtmeyer Pak

Associate Professor of Political Science and Asian Studies
Asian politics; comparative democracy; immigration; citizenship;
human rights

Thomas A. Williamson

Associate Professor of Sociology/Anthropology
Southeast Asia; theory; globalization; medical anthropology

Ka F. Wong

Assistant Professor of Asian Studies
language pedagogy; cultural studies; Asian American studies; visual
culture

Ying Zhou

Assistant Professor of Asian Studies
second language acquisition and language pedagogy

Affiliate faculty:

Xun Pomponio

Associate Professor of Economics
international economics; China (sustainable) economics; statistics;
cross-cultural studies in economics

Anantanand Rambachan

Professor of Religion
Hinduism

Biology

Joy Broin, Regents Science 360
507-786-3100
broin1@stolaf.edu
wp.stolaf.edu/biology (<http://wp.stolaf.edu/biology>)

From the molecules that are the building blocks of life to the complex interactions between living organisms and their environments, biology continues to fascinate the human mind. The Biology Department offers a diverse array of courses and experiences that present fundamental biological principles and processes within the context of being informed, responsible, and compassionate citizens. It provides a broad range of learning opportunities through its course offerings, laboratories, independent study/research, internships, and off-campus study programs at sites including South India, the desert southwest, The Bahamas, Central and South America, and Australia. Woven into all learning opportunities are hands-on experiences with modern equipment that stimulate critical and independent thinking.

For science majors, the Biology Department offers an exciting slate of challenging and rewarding courses. For the less science-oriented student, it seeks to stimulate natural curiosity about how our bodies

work and how humans interact with their surroundings by providing several courses designed primarily for non-science majors. These courses, which satisfy the natural sciences (SED, IST) requirements of the general education curriculum, focus on current biological issues and general interest topics in biology.

Overview of the Major

The ever-broadening nature of biology requires diversely trained and inquisitive biologists. The biology major has the dual mission of introducing students to the information and technological tools of various disciplines of biology while instilling the confidence to critically assess a biological phenomenon and to design and carry out an appropriate research program. To that end, the biology major provides the necessary content and instrument training while students practice the art of scientific inquiry. Opportunities for interdisciplinary work abound. Biology majors are encouraged to participate in research with faculty, off-campus programs in biology, departmental seminars, and social activities.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/biology-major-ilos>)

Distinction

See Academic Honors (p. 36)

The Biology Department honors a limited number of graduating majors with distinction in biology. In early fall, eligible biology seniors may apply for distinction. Evaluation of candidates occurs in the spring semester. More information is available on the biology website (<http://wp.stolaf.edu/biology/distinction>).

Special Programs

Research opportunities and other independent study are central to the teaching mission of the Biology Department. Full-credit course opportunities include independent study (BIO 298), independent research (BIO 398), and directed undergraduate research (BIO 396). BIO 291 is a 0.25 credit opportunity for a journal club or other exploratory course offered at student request and the professor's discretion. BIO 375 is a 0.25 credit course option for students completing a research project or piloting a new project. Each summer, many biology faculty participate in CURI (<http://wp.stolaf.edu/curi/summer-undergraduate-research>) summer research in which paid ten-week positions offer excellent opportunities for students in lab, field, and computer-based research .

The Biology Department offers many opportunities for off-campus study. Two semester-long programs, Biology in South India (offered every fall semester) and Environmental Science in Australia (usually offered alternating spring semesters), are of particular interest to biology students. Other semester/summer programs are available through affiliated institutions or programs (e.g., ACM Oak Ridge Science Semester, ACM Tropical Field Research, Coe College Wilderness Field Station, Denmark's International Studies Program). In addition, each Interim several off-campus biology courses are offered; see courses marked "off-campus" or "abroad" in the course list below. Students interested in off-campus biology courses should consult biology faculty or the Office of International and Off-Campus Studies (<http://wp.stolaf.edu/international>).

Several concentrations are offered that closely relate to the Biology Department: biomolecular science, environmental studies, mathematical biology, neuroscience, and statistics. Students interested in these concentrations should consult the descriptions in this catalog or the program director.

Requirements

General Requirements for the Major

All students majoring in biology complete eight biology courses and a year of chemistry (CHEM 121, CHEM 123, CHEM 126; or CHEM 125, CHEM 126; or CH/BI 125, CH/BI 126). Note that CHEM 126 and CH/BI 126 have a prerequisite of completion of one calculus course. Students in the class of 2017 and beyond will complete the current major, while students in the class of 2016 have the option of completing either the current major or the previous major; requirements for both majors are provided below.

Current Major Requirements

(open to students in the class of 2016; required for biology majors starting with the class of 2017)

Biology courses (explained in more detail below this table)

Foundation course

At least one course from each of four core categories

At least one level III biology course

Two elective courses

Chemistry

Select one of the following sequences (CHE 126 and CH/BI 126 require completion of a calculus course):

CHEM 121 & CHEM 123 & CHEM 126	General Chemistry and Atomic and Molecular Structure and Energies and Rates of Chemical Reactions
CHEM 125 & CHEM 126	Structural Chemistry and Equilibrium and Energies and Rates of Chemical Reactions
CH/BI 125 & CH/BI 126	Integrated Chem/Bio I: Chemical Concepts with Biological Applications and Integrated Chem/Bio II: Thermodynamics and Kinetics with Bio Relevance

Foundation Course

The biology major begins with BIO 150. This course explores the evolutionary and genetic foundations of life's biodiversity, and establishes the laboratory and scientific communication skills upon which subsequent courses build. AP or IB credit does not provide the equivalent of this foundation course; students with AP or IB credit instead receive one 100-level elective credit in the major. Students planning to major in biology should take this foundation course first; students who decide to switch to a biology major should take this foundation course at the time of deciding their major.

Core Categories

Students must take one course from each of the four core categories listed below. While the categories below are listed in order of biological level of organization, students may take their upper-level biology courses in any order providing that prerequisites are met. Please consult the course descriptions to see the prerequisites for each course.

1. **Genetics.** Genetics examines relationships between genotype and phenotype in prokaryotic and eukaryotic organisms from classical and molecular perspectives. Through a course in this category, students will explore gene structure, inheritance, and expression. Through genetics, students discover the ways in which the field of genetics is interdisciplinary, research-based, and relevant to the world today. Course: BIO 233
2. **Cell Biology.** Cells are the basic units of life, and understanding the structure and function of cells, and how they are studied, is central to understanding modern biology. Through a course in this category, students will obtain a comprehensive overview of cellular structure and function, for example cellular compartments, macromolecular structures, and life processes such as energy and material flux, cell division, and control mechanisms. Courses: either BIO 227 or CH/BI 227 (taken as part of the year-long CH/BI sequence)
3. **Comparative Organismal Biology.** Courses in this category study life at the tissue, organ system, and individual levels of organization. Students will broaden their knowledge of a group of organisms (e.g., plants) or of a universal biological phenomenon (e.g., reproduction). Courses in this category approach the content through comparisons across multiple taxa. Courses: BIO 242, BIO 247, BIO 248, BIO 251, BIO 252, BIO 266, BIO 275, or participation in the Environmental Science in Australia (<http://wp.stolaf.edu/environmental-studies/environmental-science-in-australia-2>) semester (but this program cannot count for both the Comparative Organismal and the Ecology core requirements)
4. **Ecology.** Ecology is the study of the interactions between organisms and their environments. These interactions are studied at levels of biological organization from individuals to populations, communities, ecosystems, landscapes, and the entire biosphere. Through ecology, students can better understand interconnections in the natural world, and become more aware of their role in sustaining the biodiversity and ecosystem services that benefit all life on earth. Courses: BIO 261 or participation in the Environmental Science in Australia (<http://wp.stolaf.edu/environmental-studies/environmental-science-in-australia-2>) semester (but this program cannot count for both the Comparative Organismal and the Ecology core requirements)

Level III Biology Course

Every biology major takes at least one level III course in the department. Our level III course offerings vary greatly in topic and in type of student work, yet they all share aspects such that each student has an opportunity to experience sophisticated, independent, iterative work in biology. Students in a directed research course will practice sophistication in experimental design and practice, independence in their investigation, and iterative troubleshooting. Students in a non-laboratory investigative course will practice sophistication in evaluating the primary literature, as well as independence in assembling and synthesizing ideas from that literature. Not all level III biology courses meet this requirement.

Specifically, BIO 394 does not count toward the biology major, and any 300-level courses worth less than a full credit (BIO 375, and any 0.5 credit BIO 396 courses) cannot fulfill the Level III requirement. Sometimes Level III topics courses in other departments like Environmental Studies can count as the Level III biology course. Students should consult catalog descriptions for each level III course to learn about the topic, type of student work, and prerequisites.

Elective Courses

Students complete their biology major with two elective courses. Any full credit (1.00) biology course can count as an elective with the following exceptions:

- Only one independent study (BIO 298) and one independent research (BIO 396 or BIO 398) can count toward the major.
- Internships (BIO 294 or BIO 394) do not count toward the major. BIO 294 and BIO 394 can only be taken P/N.

In addition to courses designated as biology, the St. Olaf courses in the table below can count as biology electives:

CHEM 379	Biochemistry I	1.00
NEURO 239	Cellular and Molecular Neuroscience	1.00
PSYCH 238	Biopsychology	1.00
ENVST 281	Topics in Environmental Studies (when topic includes appropriate biology content)	1.00

General Considerations for the Major

- No more than two level I biology courses, including BIO 150, and AP or IB credit may count toward the major.
- Of the six courses counting toward the major that must be graded C or above, at least four must be at level II or III.
- Students wishing to count for the major a course taken abroad or at another institution must consult with the chair for approval before taking the course.
- While programs leading to graduate work are planned on an individual basis, many programs require students to have completed two or more quantitative courses (mathematics, statistics, or computer science), two courses in physics, and at least four courses in chemistry. Students intending to enter graduate or professional school are encouraged to consult with the biology faculty to plan a course of study appropriate for the postgraduate program.
- Students pursuing a secondary school science education teaching license with a life science specialty should consider completing the biology major including BIO 123 or BIO 243 as one of their electives. Additional courses are required as specified by the Education Department. Interested students should consult faculty in the Education Department.
- All of the level II and III courses in biology have prerequisites. Please consult the course descriptions below for this information.

Previous Major Requirements (open to students in the class of 2016)

For students in the class of 2016 or earlier electing to complete the previous major, the eight biology courses must include:

Four core courses that emphasize:

Cell/molecular biology

Select one of the following options:

Option A:

BIO 125

Option B:

CH/BI 125 Integrated Chem/Bio I: Chemical Concepts with Biological Applications

CH/BI 126 Integrated Chem/Bio II: Thermodynamics and Kinetics with Bio Relevance

CH/BI 227 Integrated Chem/Bio III: Molecular and Cellular Biology (previously CH/BI 127)

Biodiversity and evolution

BIO 126 1.00

Genetics

BIO 233 Intermediate Genetics 1.00

Ecology

BIO 261 Ecological Principles 1.00

Select one of the following that focuses on a group of multicellular organisms:

BIO 242 Vertebrate Biology

BIO 247 Animal Physiology

BIO 248 Invertebrate Biology

BIO 251 Plant Physiology

BIO 252 Plant Morphology

BIO 266 Comparative Vertebrate Anatomy

BIO 275 Biology of Reproduction

Level III biology

Select one level III biology course 1.00

Elective biology courses

Select two elective biology courses 2.00

The integrated chemistry-biology sequence (CH/BI 125, CH/BI 126, CH/BI 227) may be taken in lieu of BIO 125, and CHEM 125 and CHEM 126. Only one independent study (BIO 298) or independent research (BIO 396 or BIO 398) can count toward the major; internships (BIO 294 or BIO 394) do not count toward the major. BIO 294 and BIO 394 can only be taken P/N. Of the six courses counting toward the major that must be graded C or above, at least four must be at level II or III.

In addition to courses designated as biology, the following courses can count as biology electives:

CHEM 379 Biochemistry I

ESTH 375 Physiology of Exercise

NEURO 239 Cellular and Molecular Neuroscience or PSYCH 238 Biopsychology

or other courses as approved by petition to the department. For two non-biology courses to count, they must be from different departments or programs. No more than three level I biology courses, including BIO 125 and BIO 126, and CH/BI 127, may count toward the major. Specific information about the Level III requirement is the same as for the current major (see previous section).

Courses

BIO 110: Supplemental Biology (0.25)

This biology course emphasizes learning strategies and critical thinking skills as applied to the curriculum of BIO 150. Objectives of the course are met through additional readings, problem sets, brief written assignments, introduction of discipline-specific writing styles, projects (including individual and/or group oral presentation), and library research. Assignments include new content that complements introductory biology. P/N only. Offered annually.

Prerequisites: concurrent enrollment in BIO 150 and permission of instructor.

BIO 121: Biological Science: Issues in Biology

This course explores contemporary biological issues related to health and the environment, with the goal of fostering informed citizens prepared for current biological debates. Students learn the relevant biological principles in lecture and lab followed by appropriate lab or field research. Specific topics vary from year to year and may include emerging diseases, cardiovascular health, genetics, specific groups of organisms, behavior, and environmental dynamics. The course includes lectures plus one two-hour laboratory per week.

BIO 123: Human Biology

This course focuses on the wondrous actions of the human body. Students learn how several vital body functions occur subconsciously, such as the rhythmic beating of the heart or the digestion of nutrients after a meal. Topics include how the brain works, how muscles contract, and how kidneys produce urine, and the remarkable biology associated with reproduction. Students use this understanding to elucidate diseases such as diabetes and hypertension. Students attend class plus one two-hour laboratory per week. Offered annually. Counts toward biomedical studies concentration (for students through class of 2016).

BIO 124: The Biology of Women

Issues of women's biology including views of the evolving female and biological determinism are examined. Core material covers anatomy, development, the biological basis of gender, reproduction, sexual response, the menstrual cycle and aging, and aspects of women's health such as eating disorders, cancers, and hormonal treatments. Students participate in significant amounts of group work and oral presentation. The course is open to both men and women. Offered during Interim. Counts toward women's and gender studies major and concentration.

CH/BI 125: Integrated Chem/Bio I: Chemical Concepts with Biological Applications

This course introduces chemical concepts that are important for students pursuing a study of chemistry or biology. Topics include atomic structure, the periodic table, bonding interactions within and between particles, water and its solutions, biological membranes, chemical reaction types, chemical stoichiometry, equilibrium systems, acids and bases, introduction to protein structure. Examples are often pulled from the realm of biological molecules and processes. Students attend three classes and one three-hour laboratory each week. Placement via online placement exam is required. Offered annually in the fall semester.

Prerequisites: high school biology, chemistry, and physics; concurrent registration in MATH 119 or MATH 120 is recommended.

CH/BI 126: Integrated Chem/Bio II: Thermodynamics and Kinetics with Bio Relevance

This course introduces physical chemistry with an emphasis on thermodynamics and kinetics of biologically relevant systems. Topics include probability as the driving force for chemical reactions; the relationship between chemical bonding energetics, entropy, and equilibria; oxidation-reduction reactions and electrochemistry; and rates of reactions, including enzyme-catalyzed reactions. Laboratory experiments and activities illustrate lecture topics and introduce new concepts. Offered during Interim.

Prerequisites: CH/BI 125 and MATH 119 or MATH 120.

BIO 127: Genetics and Society

In this course, designed as an introduction to genetics and molecular biology for non-biology majors, students learn about molecular biology techniques and the use of molecular biology in medicine, forensics and agriculture. Students discuss topics such as human genetic diseases, mutations, DNA cloning, DNA fingerprinting, eugenics, gene therapy, stem cell research, and genetic privacy. Each issue is addressed on scientific and ethical levels. Offered periodically during Interim.

BIO 128: Water: Precious, Precarious, & Problematic

Water is a beautifully simple molecule that is essential to survival (precious). Rivers have run dry, aquifers are overdrawn, and pollution is widespread (precarious). Much of the world lacks access to safe drinking water or water for basic sanitation, and water wars have been predicted (problematic). Students examine water from a scientific perspective - chemical, physiological, ecological - and delve into the political, economic, and societal implications of water. Offered periodically during Interim.

BIO 130: Bodies and Biomes in Arizona (off-campus)

What makes a human healthy? What makes an environment healthy? This course explores these questions in the Sonoran Desert and diverse nearby habitats. Students carry out labs and exercises on physiological challenges to and acclimation of the human body, and field research projects on ecology and adaptations of a plant or animal group of their choice. They synthesize these different activities through academic exploration of factors that influence and connect both human physiology and ecological adaptation. Data for the field research projects is gathered while utilizing a wide variety of physical techniques, such as hiking, rock climbing, and caving. Offered periodically during Interim. Not open to first-year students. Counts toward biology major.

BIO 131: Field Paleontology

This course explores the natural history of our planet through the fossil record. Students learn from professional paleontologists and museum curators about how fossils are used in scientific research prior to embarking on a 10-day vertebrate fossil expedition in central Florida. The students then curate, catalog and interpret their data, using a large museum reference collection. Open only to sophomores, juniors, and seniors. Offered occasionally during Interim. Counts toward biology major.

BIO 135: Thinking and Doing Biology

Why do biologists do what they do? How is biology actually done? Students investigate the reasons biological science is done the way it is today. Students have the opportunity to design and perform their own experiments while learning the process of scientific investigation. Designed primarily for non-majors. Offered during Interim.

BIO 143: Human Anatomy and Physiology: Cells and Tissues

The study of the anatomy and physiology of the human body is founded on a thorough understanding of the structure and function of cells and tissues. Students attend lectures plus one 3-hour lab per week. Nursing and exercise science majors may pre-register for this course. This course may not be taken after completion of BIO 125, CH/BI227, or BIO 227. Offered in the fall semester. Counts toward exercise science major.

BIO 150: Evolutionary Foundations of Biodiversity

This course is the gateway for the biology major, guiding students as they develop the context, skills, and modern framework on which to continue their study of biology. Students explore the history, evolution, and diversity of life in the context of genetics and comparative genomics. The laboratory emphasizes question-asking, problem-solving, and exploring biodiversity, and students have multiple opportunities to practice and communicate their science. Students attend lectures plus one 3-hour laboratory/discussion per week. Offered each semester. Counts toward biomolecular science concentration.

BI/ES 226: Conservation Biology

Conservation biology focuses on the study of biological diversity. Students examine why people should be concerned about the number and types of species on earth, what factors threaten the survival of species, and how people can conserve them. Using principles of ecology and evolution, with input from other disciplines, students gain a better understanding of the impact of humans on biodiversity and the importance of responsible environmental decision-making. Offered annually.

Prerequisite: one natural science course.

BIO 227: Cell Biology

This course provides a comprehensive overview of cellular structure and function including cellular compartments, macromolecular structures, and life processes such as energy and material flux, cell division, and control mechanisms. Students learn current and/or historical evidence and methodology (e.g., microscopy, isolation procedures, and probes). Laboratory experiences provide opportunities for qualitative and quantitative observations of cellular structure and function. Students place their work in the context of current research through examination of relevant literature and formal presentations. Offered each semester. Counts toward "cell biology" core category. Counts toward biomolecular science and neuroscience concentrations.

Prerequisites: CHEM125 or CHEM 121/CHEM 123 or CH/BI 125; BIO 150 is strongly preferred.

CH/BI 227: Integrated Chem/Bio III: Molecular and Cellular Biology

This course builds on the principles learned in Chemistry/Biology 125/126 and explores how chemistry informs major principles of cellular and molecular biology. Topics include cell structure, metabolism, movement, signaling, and division. The course emphasizes problem-solving, quantitative reasoning, the scientific method, and scientific writing through lectures, discussions, readings, writing assignments, and lab work. Students attend three classes and one three-hour laboratory each week. Counts toward "cell biology" core category for the Biology major. Offered annually in the spring semester.

Prerequisite: CH/BI 126.

BI/ES 228: Environmental Health

Human health is affected by the biological environment, a teeming world of parasites and diseases, and the physical environment -- the water, air, and landscapes that we inhabit. Human interactions with the environment have changed rapidly, as human populations grow, travel increases, and ecosystems are altered. This course touches upon traditional environmental topics such as air and water quality, and integrates newer public health challenges such as emerging diseases and food-borne illnesses. Counts toward management studies concentration.

Prerequisite: an introductory science course.

BIO 231: Microbiology

Microbiology examines the morphology, composition, metabolism, and genetics of micro organisms with emphasis on bacteria and viruses. Students examine the dynamic impact of microbes on humans, the immune response, and the role of microbes in the environment. Students attend lectures plus one three-hour laboratory per week. Offered annually.

Prerequisites: BIO 143 or BIO 150, and one Chemistry course.

BIO 233: Intermediate Genetics

Genetics examines relationships between genotype and phenotype in prokaryotic and eukaryotic organisms from classical and molecular perspectives. Lectures in this core course cover ideas and technologies contributing to understanding mechanisms of gene transmission and regulation. Laboratories utilize model organisms to investigate classical and molecular modes of inheritance. Students attend lectures plus one three-hour laboratory per week. Offered each semester. Counts as "genetics" core category. Counts toward mathematical biology, neuroscience, and biomolecular studies concentrations.

Prerequisites: BIO 150, and CHEM 125 or CHEM 121/CHEM 123 or CH/BI 125; or BIO 125 and CHEM 125 or CHEM 121/CHEM 123 or CH/BI 125.

BIO 242: Vertebrate Biology

Students focus on the natural history of Upper Midwest vertebrates and phylogenetic, morphological, and functional relationships of these animals. Laboratories include identification, and morphology. During field trips, students document bird migrations, amphibian chorusing, and other animal activities. Independent projects explore topics ranging from blue bird nesting behavior to thermal conductivity and insulation in animals. Students attend lectures plus one three-hour laboratory per week. Counts as "comparative organismal biology" core category.

Prerequisites: BIO 150 or BIO 126.

BIO 243: Human Anatomy and Physiology: Organs and Organ Systems

Students journey toward greater understanding of the human body through an integrated study of the structure of the body (anatomy) and how organs such as the brain, heart, and kidney perform their remarkable functions (physiology). The course is designed primarily for students intending careers in the health sciences. Students attend lectures plus one three-hour laboratory per week. Offered annually. Counts toward exercise science major, neuroscience concentration, and biomedical studies concentration (for students through class of 2016).

Prerequisite: BIO 143, or BIO 150 and BIO 227, or BIO 125, or CH/BI 227.

BIO 247: Animal Physiology

How do animals do what they need to do to survive in all sorts of environments? Why are others able to exist in only very particular conditions? These are the sorts of questions students explore as they navigate the basic systems that provide circulation, ventilation, movement, digestion, and waste removal. Students look at how these processes are coordinated by the nervous and endocrine systems and how they vary across the animal kingdom to help organisms survive in dry, hot deserts, in dark, deep oceans, and places in between. In the weekly three-hour lab, they conduct quantitative physiological measurements to assess functions such as temperature control, respiration rates, and salt and water balance. Counts as "comparative organismal biology" core category. Counts toward mathematical biology and neuroscience concentrations.

Prerequisites: BIO 150; BIO 227 or CH/BI 227 recommended.

BIO 248: Invertebrate Biology

This course traces the path of invertebrate evolution from single-celled protozoans to the most primitive chordates. Emphasis is placed upon major breakthroughs in design that enable organisms to exploit new ecological habitats. Laboratories are designed to introduce students to the major invertebrate groups via observation of living animals and through dissection. Students attend lectures plus one three-hour laboratory per week. Counts as "comparative organismal biology" core category. Counts toward neuroscience concentration.

Prerequisites: BIO 150 or BIO 126.

BIO 249: Probing Life With Light

A range of microscopic techniques including brightfield, darkfield, interference, fluorescence, and advanced techniques including laser confocal microscopy are covered in this course. In parallel to microscope training sessions, students learn the latest computer techniques for video image grabbing and analysis. Teams design investigative projects that make use of appropriate microscope and computer technologies.

Prerequisite: BIO 227, or BIO 125, or CH/BI 227. Offered during Interim.

BIO 251: Plant Physiology

This course begins with an in-depth look at a plant cell and its physiology, followed by a discussion of whole plant physiology as it relates to cellular functions. Students attend lectures plus one three-hour laboratory per week. Counts as "comparative organismal biology" core category.

Prerequisites: BIO 150 or BIO 126, CHEM 125 and CHEM 126; BIO 227 or CH/BI 227 recommended.

BIO 252: Plant Morphology

Plants are a diverse and important group of organisms. This course considers their evolution, emphasizing the morphology and anatomy of flowering plants. Students learn about basic techniques of data collection and analysis to investigate plant evolution: identifying plants, dissecting and staining plant structures, and using computer-based taxonomic statistics programs. Students attend lectures plus one three-hour laboratory per week. Counts as "comparative organismal biology" core category.

Prerequisites: BIO 150 or BIO 126.

BIO 261: Ecological Principles

Ecology focuses on the study of the interrelationships that determine the distribution and abundance of organisms. This core course examines organism-environment interactions and the study of populations, communities and ecosystems. Consideration is given to use of ecological studies in ecosystem management. Students attend lectures plus one three-hour laboratory per week. Offered each semester. Counts as "ecology" core category. Counts toward environmental studies major (all emphases) and concentration and mathematical biology concentration.

Prerequisites: BIO 150 or BIO 126.

BIO 266: Comparative Vertebrate Anatomy

What happened to the dinosaurs? Can some human congenital heart defects be explained by reference to cardiovascular systems of diving turtles? Examining the origin and evolution of vertebrates, comparing morphology across vertebrate taxa and examining selective factors leading to modern forms is of value to health science students, graduate studies in biology, and people who like dinosaurs. Students attend lectures plus one three-hour laboratory per week. Counts as "comparative organismal biology" core category.

Prerequisites: BIO 150 or BIO 126.

BIO 275: Biology of Reproduction

The ability to reproduce is one of the key features of a living organism. Studying the biology of reproduction requires a synthesis of information and concepts from a wide range of fields within biology. This course addresses reproduction at the genetic, organismal, and population levels. Laboratory work adds a valuable investigative component to the course, and social/psychological issues are addressed throughout. Counts as "comparative organismal biology" core category. Counts toward women's and gender studies major and concentration if approved by petition.

Prerequisites: BIO 150 or BIO 126, or permission of instructor.

BIO 282: Desert Biology (off-campus)

Following introductory lectures on campus, the class travels on extended field trips to desert locations in Arizona and adjacent states. Students examine interrelationships of desert plants and animals, their adaptations to the harsh desert environment, and the role of primitive and modern humans in this ecosystem. Offered occasionally during Interim.

Prerequisite: BIO 150 or BIO 126 or permission of instructor.

BIO 284: Peruvian Medical Experience (abroad)

This course is a service/learning experience. Week one is spent on campus learning basic clinical techniques, examining emerging disease, and studying existing health care issues. Students spend three weeks in Cuzco, Peru, assessing patient needs in a public hospital, a homeless shelter, orphanages, and a small village. Week four involves discussion and writing reflective journals. Apply through the Office of International and Off-Campus Studies. Offered during Interim.

Prerequisites: BIO 150 or BIO 126 or BIO 231, and BIO 291.

BI/ES 286: Tropical Ecology and Sustainable Land Use in Costa Rica (abroad)

This course offers students the opportunity to study first-hand the most diverse ecosystems on earth. In this intensive field-oriented course students explore lowland rainforest, montane forest, dry forest, and coastal and agricultural ecosystems through projects and field trips. Students read and discuss texts and primary literature specific to ecology, evolution, conservation, and agricultural practices of each area, and keep reflective journals. Offered in alternate years during interim.

Prerequisite: one science course.

BIO 287: Island Biology in the Bahamas (abroad)

Intensive study of the biology that created the Bahamas and that now constitutes the living structure of these islands. Staying at the Gerace Research Center provides access to a diversity of marine and terrestrial habitats including coral reefs, seagrass beds, mangrove forests, hypersaline ponds, limestone caverns, and the "blue-holes" that connect inland waterways to the sea. The Gerace Research Center is located on San Salvador Island. Offered during Interim. Counts toward Biology major.

Prerequisite: BIO 150, or BIO 126, or permission of instructor.

BIO 288: Equatorial Biology (abroad)

This course offers intensive field-biology experiences within three equatorial New World environments: the Amazon rainforest, the Andes cloud forests, and the Galapagos Islands. Students compare the rich biodiversity, the adaptations and natural history of species, and the influence of human impact on these areas. Preparation for class requires readings from texts and primary literature concerning ecological and environmental issues specific to each of these regions. Based in Quito, the three field expeditions alternate with home-based rest days allowing for reflective writing in journals, assimilation, and discussion. Offered during Interim.

Prerequisite: BIO 150, or BIO 126, or permission of instructor.

BIO 291: Topics in Biological Research (0.25)

For science majors, learning to read the primary literature and other professional sources is an important transition from classroom learning to post-graduate endeavors. Students read, present, and discuss scientific literature in a field selected by participating faculty. The goal is to garner sufficient expertise to allow critical analysis of the particular field. Requires permission of instructor. May be repeated if topic is different.

BIO 292: Topics in Biology

Students study topics in biology. Topics vary from year to year at the discretion of the department. Class work depends on the topics and instructor, but is consistent with the amount and level of work in other 200-level biology courses. May be repeated if topics are different. Prerequisites vary. Counts as an elective toward biology major. May count toward other majors or concentrations if approved by the chair of that major/concentration. Offered periodically.

BIO 294: Academic Internship

Internships are designed to provide career-testing opportunities. Students interested in an internship should consult with the Piper Center for Vocation and Career, enlist a faculty supervisor, and complete an internship application. Internships do not count toward the biology major requirements.

BIO 298: Independent Study

Independent study allows students to study in an area not covered in the regular biology course offerings. The student undertakes substantial independent study in a defined biological field, meets regularly with faculty supervisor, and prepares some form of presentation of the material learned. The student must obtain permission of supervisor and complete an independent study form available from the Registrar's Office or its Web site.

BIO 315: Principles of Bioinformatics

Students apply computational techniques and tools to the analysis of biological data. From mining large genetic sequence databases to simulating population dynamics, computer programming is rapidly becoming essential to the study of a broad range of biological systems. This course introduces computer programming to biologists and allows for the creative application of this skill to an array of biological questions, with an emphasis on advanced genetics topics. Counts toward biomolecular science and mathematical biology concentrations.

Prerequisite: BIO 233.

BIO 341: Advanced Cell Biology

The cell is the fundamental unit of life, capable of growth, motility, signal transduction, and functional specialization. Students study features common to cells: their macromolecular components, metabolism, membrane transport, motility, signal mechanisms, and intracellular trafficking, seeing how these are elaborated in cells with particular specializations. Research techniques suitable for cell biology are emphasized. Students attend lectures plus one three-hour laboratory per week. Counts toward neuroscience and biomolecular science concentrations.

Prerequisites: BIO 227 and BIO 233, or BIO 125 and BIO 233, or permission of instructor.

BIO 348: Research in Electron Microscopy (off campus)

This course introduces students to intensive research at St. Olaf and the Boulder Laboratory for 3-D Electron Microscopy of Cells at the University of Colorado. In Boulder, students prepare samples for electron microscopy and immuno-gold Electron Microscopy, capture EM-images, and generate 3-D Tomograms. At St. Olaf students generate 3-D computer models of their datasets. Offered periodically during Interim.

Prerequisite: three courses in biology or permission of instructor.

BI/ES 350: Biogeochemistry: Theory and Application

The study of global change and human environmental impacts requires students to link concepts from biology, chemistry, and physics. Students investigate these links by exploring current theories in biogeochemistry, with an emphasis on understanding the feedback between physical and ecological processes and the coupling of multiple element cycles. Laboratory activities focus on a practical exploration of the methods biogeochemists use, including experience with a variety of instruments. Counts toward mathematical biology concentration.

Prerequisite: any level II biology, chemistry, or physics course or permission of instructor.

BIO 363: Limnology

Limnology is the study of inland waters and includes their physical, chemical, and biological characteristics. The course focuses on biotic processes and interactions set within the abiotic habitat of lakes and streams. Students examine current management problems facing freshwater environments by focusing on human-induced changes to aquatic habitats and their biotic consequences. Investigative laboratories introduce students to aquatic habitats and biological processes within them.

Prerequisites: BIO 261, or permission of instructor.

BIO 364: Molecular Biology

Molecular biology techniques are bringing about a revolution in understanding living organisms. Students study the structure and function of macromolecules, methods currently used to clone and analyze genes, and new insights into basic biological processes which these methods provide. The course uses lecture and discussion topics with one project-oriented three-hour laboratory per week. Counts toward biomolecular science and neuroscience concentrations.

Prerequisite: BIO 233.

BIO 371: Field Ecology

This course focuses on learning modern field and laboratory methods to test ecological hypotheses. Students work on group and individual projects to collect and analyze data and give oral and written presentations on projects. Class periods focus on discussion of primary literature and project results. Class trips include visits to local natural areas. Students attend lecture/discussion plus one four-hour laboratory per week. Counts toward environmental studies major (natural science emphasis) and mathematical biology concentration.

Prerequisite: BIO 261.

BIO 372: Developmental Biology

The last decade has unveiled the mechanism by which a single cell gives rise to an embryo rich in pattern and cellular diversity. This course traces the use of surgical, genetic, and molecular techniques as they have uncovered the developmental blueprints encoding the universal body plan fundamental to all metazoan life. Students attend lectures plus one three-hour laboratory per week. Counts toward neuroscience and biomolecular science concentrations.

Prerequisite: BIO 233.

BIO 375: Advanced Supplemental Research (0.25)

Students work on special projects during one afternoon of laboratory per week. Each student must have the sponsorship of a faculty member. This course does not count toward the biology major. P/N only. Offered each semester. May be repeated if topic is different.

BIO 382: Immunology

Immunology focuses on the structure, development and function of the immune system. The course explores the molecular and cellular basis of the immune responses. The application of immunological principles to allergy, autoimmunity, AIDS, transplantation, and cancer are included. Students attend lectures plus a two-hour discussion per week. Counts toward biomolecular science concentration.

Prerequisite: BIO 227 and BIO 233, or BIO 125 and BIO 233.

BIO 383: Evolutionary Biology

The idea of evolution forms the foundation for all modern biological thought. This course examines the processes of evolution in detail (selection, genetic drift, mutation, migration) and studies the methods by which biologists reconstruct the history of life on the planet. Advanced topics are explored through reading and discussion of journal articles. The social and historical context of evolutionary theory is discussed. Counts toward biomolecular science and mathematical biology concentrations.

Prerequisite: BIO 233.

BIO 385: The Neuron

From tiny ion channels to the basis for learning, neuroscience is a rapidly developing area. Using texts, reviews, and current literature, students examine in depth the fundamental unit of the nervous system, the neuron. The goals are to understand how neurons accomplish their unique functions: electrical signaling, synaptic transmission, and directed growth and remodeling. Counts toward neuroscience concentration.

Prerequisites: BIO 125 or BIO 227 or CH/BI 227, and progress toward a major in any of the natural sciences.

BIO 386: Animal Behavior

This course approaches the study of animal behavior from the blended viewpoints of evolutionary behavioral ecology and comparative psychology. Mechanisms of learning, cognition and development, as well as aggression, territoriality, and mating are examined at the organismic and cellular level. A deeper understanding of the neural and environmental determinants of behavior in a wide variety of species helps students better understand themselves and their place in nature. Laboratory work reinforces class material. Counts toward neuroscience concentration.

Prerequisite: progress toward a major in any of the natural sciences.

BIO 391: Selected Topics

Specific topics announced prior to each term are based on student interests and available staff. Class work includes comprehensive review of literature on the specific topic. Class meetings present topics in discussion format. May be repeated if topic is different. Counts toward environmental studies major (all emphases) and concentration when taught with environmental science focus and approved by chair.

Prerequisites: vary.

BIO 394: Academic Internship

Biology 394 is for students who have completed one internship (BIO 294) and wish to complete a second internship. Students interested in an internship should consult with the Piper Center for Vocation and Career, locate a faculty supervisor, and complete an internship form. Internships do not count toward the biology major requirements.

BIO 396: Directed Undergraduate Research

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

BIO 398: Independent Research

Independent research is offered for students dedicated to an in-depth research experience. In conjunction with a faculty supervisor, a student conceives and performs a research project leading to the production of a major piece of work such as a research paper or poster presentation. Independent research requires permission of a supervisor and completion of an independent research form available at the Registrar's Office or its Web site.

Faculty**Chair, 2015-2016****Kimberly A. Kandi**

Associate Professor of Biology
cell biology; molecular biology; genetics

Sarah Amugongo

Assistant Professor of Biology
physiology; evolutionary biology

Diane K. Angell

Assistant Professor of Biology
conservation biology; ecology; evolutionary biology

Lisa M. Bowers

Assistant Professor of Biology
microbiology; genetics; molecular biology; synthetic biology

Katherine A. Campbell

Adjunct Assistant Professor of Biology
stem cell biology; regenerative medicine; cardiac development; pharmacology

Alyson E. Center

Visiting Assistant Professor of Biology
ecophysiology; quantitative genetics; evolutionary ecology

John Chan

Adjunct Assistant Professor of Biology
stem cell biology; developmental biology; parasitology; pharmacology

Eric Cole

Professor of Biology
developmental biology; invertebrate zoology

Kevin M. Crisp

Associate Professor of Biology
electrophysiology; computational neuroscience; medical devices

James A. Demas

Assistant Professor of Biology and Physics
neuronal biophysics; sensory circuits; retinal neurophysiology

Steven A. Freedberg

Associate Professor of Biology
evolutionary biology; computer simulation modeling; bioinformatics

Sara E. Fruehling

Visiting Assistant Professor of Biology
microbiology; virology; genetics

John L. Giannini

Associate Professor of Biology
cell biology; membrane transport associated with plants and fungi

Theodore Johnson

Professor Emeritus of Biology
microbiology; aging; cancer and immunology

Laura L. Listenberger (on leave)

Associate Professor of Biology and Chemistry
lipid biochemistry; cell and molecular biology

Emily K. Mohl (on leave fall)

Assistant Professor of Biology and Education
evolutionary ecology; plant-insect interactions; science education

Beth Pettitt

Visiting Assistant Professor of Biology
behavioral ecology; animal communication; wildlife field research

Jean C. Porterfield (on leave)

Associate Professor of Biology
evolutionary biology; molecular ecology; gene expression analysis

John D. Schade

Associate Professor of Biology and Environmental Studies
Arctic ecology; biogeochemistry; ecosystem ecology

Kathleen L. Shea (on leave)

Professor of Biology and Environmental Studies, Curator of Natural Lands
plant ecology and evolution; restoration ecology; agroecology

Nicole J. Son

Visiting Assistant Professor of Biology
neurobiology; human biology; cell biology; microscopy

Michael C. Swift

Assistant Professor of Biology
aquatic ecology; physiological ecology; toxicology; zooplankton physiology

Charles E. Umbanhowar

Professor of Biology and Environmental Studies
prairie ecology; botany; paleoecology; fire ecology; biogeochemistry

David Van Wylen (on leave)

Professor of Biology
Anatomy and physiology, cardiac physiology, myocardial and cerebral ischemia

Anne Walter

Professor of Biology
comparative animal and cell physiology; membrane physiology and biophysics; comparative enzymology; applying biology in international settings

Biomedical Studies

Joy Broin, Regents Science 360
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wp.stolaf.edu/biomed (<http://wp.stolaf.edu/biomed>)

Biomedical studies is a multidisciplinary program that was implemented in 2000 in order to provide students with an experience that helps them not only research but also prepare for careers in health care. The concentration was intended to enhance the preparation of students entering careers in the biomedical arena

ranging from medicine to sports science to hospital administration. However, with the restructuring of The Piper Center for Vocation and Career (<http://wp.stolaf.edu/pipercenter>), Piper Center staff and programs are able to meet these career preparation needs better than an academic program can. Because course preparation is clearly a part of any career discernment and pursuit, strong faculty advising is available to students in any health-related field (see the Pre-Health Studies (p. 279) page in this catalog). Because of these changes in the Piper Center and in the Health Studies program, the biomedical studies concentration is no longer an academic program beginning with students in the Class of 2017. For students in the Class of 2016, please see the "Requirements" tab for information about the required courses and career portfolio.

Distinction

Biomedical studies honors a limited number of graduating majors with distinction. Distinction applicants complete an approved project, which is evaluated along with the concentration portfolio by the program director and a committee of faculty and staff. More information is available at the biomedical studies website (<http://wp.stolaf.edu/biomed>).

Requirements

The biomedical studies concentration is arranged by individual contract through the program director, and consists of both required courses and a career portfolio. Declaring the concentration at the Registrar's Office is not sufficient; students must also file a contract with the program director. Students may take required courses through their last semester, but the completed career portfolio is due by May 1 of the senior year.

Required Courses

Course selection and justification should involve consultation with the program director upon initiation of the concentration. A requirement of the career portfolio involves written explanations of relevance and usefulness for all four course selections.

1. Foundation course in human biology. This course could be either BIO 123 or BIO 243 taken here at St. Olaf, or it could be a human biology course transferred from another institution if approved by the program director.
2. Practical application course. This course must be outside of the student's major. It is any course in which the student practices something practical or logistical relating to the health career of interest. For example, many pre-dental students take a course in studio art to practice working with their hands. As another example, many pre-medical students take a health economics course to better understand the context of health care.
3. Ethical considerations course. This requirement is fulfilled through the EIN general education requirement. Several of the EIN courses focus on health related topics, such as PHIL 250 Biomedical Ethics and PHIL 259 Global Health Ethics. However, students can count any EIN designated course for this requirement, because the practice of ethical considerations is transferable to health care no matter what the original context in which it was learned.
4. Level II or III elective course. This course must be outside of the student's major. It is any 200- or 300-level course that contributes to the student's career preparation. For example, many students preparing for graduate programs in occupational

therapy take a 200-level psychology course, and many students interested in health administration take a course that focuses on socioeconomic or cultural diversity.

Career Portfolio

Experiential Learning

Students must participate in at least one significant experience that provides immersion in the biomedical field(s) being considered. This requirement may be met by an appropriate off-campus course, an academic internship for credit, or an experience (paid or unpaid) that is not for credit. In order to select the best option(s) for this requirement, students should consult with the program director upon initiation of the concentration.

Career Research Activities

Please note that the biomedical studies concentration also consists of non-course requirements, including participation in some (Piper Center for Vocation and Career) (<http://wp.stolaf.edu/pipercenter>) workshops, attendance at career-related events, preparation of a resume, interviews with professionals, and career research. Details are available at the biomedical studies requirements (<http://wp.stolaf.edu/biomed/biomedical-studies-concentration-requirements>) web page.

Senior Capstone

Students must write a one-page review of how their work in the biomedical studies concentration has helped formulate next steps for after graduation from St. Olaf College. This review must include future plans and be accompanied by a document that supports those next steps. More information is available at the biomedical studies website at: <http://wp.stolaf.edu/biomed/>.

Courses

Course selection and justification should involve consultation with the program director upon initiation of the concentration. However, some examples of courses that might be appropriate for categories 2 and 3 of the concentration requirements are provided below.

Practical Application

Courses in this area focus on the practical aspects of biomedical studies and must be outside of your major. Possible courses include:

ART 103 Foundation Three-Dimensional Media

ART 207 Ceramics

CHEM 260 Medicinal Chemistry in Jamaica: An International Perspective (abroad)

DANCE 201 The Body Movable (0.50)

ECON 245 Economics of Health Care

ESTH 110 Nutrition and Wellness

ESTH 255 Prevention and Care of Athletic Injuries

ESTH 374 Biomechanics

ESTH 375 Physiology of Exercise

HIST 296 Medical Vocation in Historical Context

PSYCH 238 Biopsychology

PSYCH 375 Clinical and Counseling Psychology

SWRK 258 Social Policy

SOAN 267 Medical Anthropology

STAT 212 Statistics for the Sciences

Ethical Issues

This will most likely be the course that you take for your EIN general education requirement. Consider selecting an EIN offering that is directly related to human and well-being such as:

ESTH 290 Sport Ethics in Society

PHIL 250 Biomedical Ethics

PHIL 252 Ethics and the Good Life

Other EIN courses offered on a temporary basis.

Biomolecular Science

Joy Broin, Regents Science 360

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wp.stolaf.edu/bmols/biomolecular-science (<http://wp.stolaf.edu/bmols/biomolecular-science>)

Biomolecular science incorporates a wide range of traditional scientific fields. Expanding interest in the intersections of disciplines such as biology, chemistry, computer science, mathematics, psychology, and physics has led to the development and growth of new scientific areas. Biochemistry and molecular biology have been recognized as interdisciplinary sciences for many years. Newer on the scene are fields such as bioinformatics, molecular evolution, and biophysical chemistry.

Overview of the Concentration

The concentration in biomolecular science will appeal to any student who is seeking an understanding of the core sciences of biology and chemistry but wishes to pursue an integrated selection of upper-level courses or to apply the study of biology and chemistry to a different major. The quarter-credit course, BMOLS 201 Explorations in Biomolecular Science (0.25), introduces concentrators and other interested students to the breadth of this scientific area. An experiential learning component takes biomolecular science out of the traditional classroom and enables students to explore its applications in fields such as medicine, agriculture, or genetics.

Intended Learning Outcomes for the Concentration (<http://wp.stolaf.edu/curriculum-committee/biomolecular-science-concentration-ilos>)

Requirements

The following core courses must be completed:

BIO 150	Evolutionary Foundations of Biodiversity	1.00
BIO 227	Cell Biology ¹	1.00
BIO 233	Intermediate Genetics	1.00
BMOLS 201	Explorations in Biomolecular Science (0.25)	0.25
CHEM 125	Structural Chemistry and Equilibrium ^{1,2}	1.00
CHEM 126	Energies and Rates of Chemical Reactions ¹	1.00
CHEM 247 & CHEM 253	Organic Chemistry I and Synthesis Laboratory I (0.25)	1.25
CHEM 248 & CHEM 254	Organic Chemistry II and Synthesis Laboratory II (0.25)	1.25
CHEM 379 & CHEM 373	Biochemistry I and Experimental Biochemistry (0.25)	1.25

Experiential Learning Component

Participation in an experiential learning component (see below)

Electives

Select at least two level III electives from the following:

BIO 315	Principles of Bioinformatics
BIO 341	Advanced Cell Biology
BIO 364	Molecular Biology
BIO 372	Developmental Biology
BIO 382	Immunology
BIO 383	Evolutionary Biology
CHEM 384	Bioanalytical Chemistry
CHEM 385	Biochemistry II
CHEM 391	Selected Topics in Chemistry (when taught as Biophysical Chemistry)
CSCI 315	Bioinformatics

¹ CH/BI 125, CH/BI 126 and CH/BI 227 can substitute for CHEM 125, CHEM 126, and BIO 227.

² CHEM 121 and CHEM 123 can substitute for CHEM 125

Students are encouraged to consult with their advisor and the program director about the appropriate physics and mathematical sequences for their interests as well as appropriate complementary courses.

Experiential Learning Component

Participation in an experimentally based research experience or employment that takes biomolecular sciences beyond the traditional classroom is required of each concentrator. This can occur either on- or off-campus. This activity must be pre-approved by the Biomolecular Science Committee and be supported after the fact by a letter from a supervisor.

Courses

BMOLS 201: Explorations in Biomolecular Science (0.25)

A quarter-credit course devoted to a broad study of the field of biomolecular science through the reading and discussion of primary and secondary literature across the field. Through exploration of the breadth of the field, biomolecular science concentrators plan their own level III course structure. While required of all biomolecular science concentrators, this course is open to all interested students. Offered annually in the spring semester. P/N only.

Prerequisite: BIO 150, CHEM 125, or CH/BI 125, or the equivalent.

BMOLS 294: Academic Internship**BMOLS 298: Independent Study****BMOLS 394: Academic Internship****BMOLS 396: Directed Undergraduate Research**

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

BMOLS 398: Independent Research

Faculty

Director, 2015-2016**Eric Cole**

Professor of Biology
developmental biology; invertebrate zoology

Beth R.J. Abdella

Associate Professor of Chemistry
bio-organic chemistry

Douglas J. Beussman

Professor of Chemistry
analytical area - mass spectrometry; chemical instrumentation; proteomics; forensic science; bioanalytical

Lisa M. Bowers

Assistant Professor of Biology
microbiology; genetics; molecular biology; synthetic biology

James A. Demas

Assistant Professor of Biology and Physics
neuronal biophysics; sensory circuits; retinal neurophysiology

Steven A. Freedberg

Associate Professor of Biology
evolutionary biology; computer simulation modeling; bioinformatics

Kimberly A. Kandi

Associate Professor of Biology
cell biology; molecular biology; genetics

Laura L. Listenberger (on leave)

Associate Professor of Biology and Chemistry
lipid biochemistry; cell and molecular biology

Gregory W. Muth

Associate Professor of Chemistry
biochemistry

Jeffrey J. Schweinfus (on leave fall and Interim)

Associate Professor of Chemistry
physical and biophysical chemistry

Anne Walter

Professor of Biology
comparative animal and cell physiology; membrane physiology and biophysics; comparative enzymology; applying biology in international settings

Chemistry

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St. Olaf traditionally graduates more chemistry majors than any other four-year college in the United States. The college also ranks in the top five as a source of students who obtain the Ph.D. in chemistry and related fields. Chemistry faculty members have a fine record of achievement in teaching and research; several have won prestigious national awards. Students enjoy state-of-the-art instrumentation and computers in both the laboratory and the classroom.

The Chemistry Department offers an array of courses in the traditional areas of chemistry (organic, analytical, physical, inorganic). Courses in biochemistry, organometallic chemistry, medicinal chemistry, and other topics introduce students to interdisciplinary and bridging sciences that utilize a chemical perspective.

The department has an active summer research program in which faculty and students work together to investigate problems of current interest. Students graduating with chemistry majors have had excellent success in gaining admission to graduate and professional schools and in obtaining employment opportunities. A major in chemistry may lead to employment in chemical research and in related areas such as medical applications of chemistry, environmental chemistry, and materials science. A chemistry major also provides an excellent background for continued education in professional schools in medicine, dentistry, pharmacy, and related fields.

Overview of the Major

An overview of general options for the chemistry major, including the graduation major and the American Chemical Society approved major may be found at <http://wp.stolaf.edu/chemistry/planning-a-st-olaf-college-chemistry-major>.

Three First-Year Options

Select one of the following options:

Option A:

CHEM 121 & CHEM 123 & CHEM 126	General Chemistry and Atomic and Molecular Structure and Energies and Rates of Chemical Reactions	3.00
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Option B:

CHEM 125 & CHEM 126	Structural Chemistry and Equilibrium and Energies and Rates of Chemical Reactions	2.00
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Option C:

CH/BI 125 & CH/BI 126 & CH/BI 227	Integrated Chem/Bio I: Chemical Concepts with Biological Applications and Integrated Chem/Bio II: Thermodynamics and Kinetics with Bio Relevance and Integrated Chem/Bio III: Molecular and Cellular Biology	3.00
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Upper-Level Core Courses

CHEM 247 & CHEM 253	Organic Chemistry I and Synthesis Laboratory I (0.25)	1.25
CHEM 248 & CHEM 254	Organic Chemistry II and Synthesis Laboratory II (0.25)	1.25
CHEM 255 & CHEM 256	Analytical Chemistry and Analytical Laboratory (0.25)	1.25
CHEM 371 & CHEM 357	Physical Chemistry and Physical Laboratory (0.25)	1.25

Department Seminars

Attendance at 12 departmental seminars after the sophomore year

After the first year, the order of courses is not prescribed. Upper-level courses in addition to this core set are also required, as described under requirements for the major. Gaining experience in the laboratory is an important aspect of the major, and students are encouraged to participate in research either on-campus with St. Olaf faculty or at other institutions.

In addition, the Chemistry Department offers a degree approved by the American Chemical Society (ACS) through its Committee on Professional Training. Prospective majors in chemistry who desire the "ACS Major" should review the ACS Major course requirements and also consult with a faculty member in the Chemistry Department early in their studies.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/chemistry-major-ilos>)

Distinction

See Academic Honors (p. 36)

The Chemistry Department seeks to encourage and recognize students who give evidence of creative and independent scholarship. A variety of opportunities are available for students to take a much greater responsibility for setting their goals and realizing the achievements of their education. Going beyond the regular course work, which introduces the theory and practice of chemistry, distinction challenges students to raise questions worthy of scientific investigation. Opportunities for distinction projects include, for example, summer research either on or off campus, CHEM 298 Independent Study, CHEM 398 Independent Research, CHEM 375 Advanced Laboratory (0.25), and faculty-approved literature research

projects. All projects for distinction will be considered on a case-by-case basis.

A full description of the distinction process is available at <http://wp.stolaf.edu/chemistry/>.

Recommendations for Graduate and Professional Study

Students planning graduate work in chemistry should expect to take additional optional courses above and beyond the single optional course required for the general major. In particular, students interested in graduate school should take CHEM 386 Advanced Inorganic Chemistry by the end of the junior year so that they have taken the background courses relevant to the Chemistry Graduate Record Examination prior to fall of the senior year, when that examination is typically taken. CHEM 255, CHEM 256, CHEM 371, and CHEM 357 should also be taken in advance of or during the semester when the Chemistry GRE is offered.

American Chemical Society Approved Major

The St. Olaf College Chemistry Department offers a degree approved by the American Chemical Society (ACS) through its Committee on Professional Training. Students interested in the "ACS Major" should review the requirements for that major (p. 75) and consult with a member of the Chemistry Department early on in their studies.

Special Programs

St. Olaf chemistry majors have a number of options for special study, both on-campus and elsewhere. On-campus programs that may include chemistry topics include concentrations in biomolecular science, environmental studies, neuroscience, and biomedical studies. Off-campus programs include the cooperative B.A.-B.S.E. engineering programs at Washington University in St. Louis and the University of Minnesota, where students may earn a degree in engineering; the Oak Ridge Science Semester; biochemistry at the Lancaster University (<http://www.lancaster.ac.uk/study/international-students/study-abroad/incoming>) (Lancaster, England); and the study of medicinal chemistry on an Interim abroad program in Jamaica. Internships in local industrial settings are also possible. Consult the International and Off-Campus Studies Office (<http://wp.stolaf.edu/international>) or the Piper Center for Vocation and Career (<http://wp.stolaf.edu/pipercenter>) for more information on these programs.

Requirements

Requirements for a Graduation Major

Introductory Sequence

Select one of the following options:

Option A:

CHEM 121 & CHEM 123 & CHEM 126	General Chemistry and Atomic and Molecular Structure and Energies and Rates of Chemical Reactions	3.00
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Option B:

CHEM 125 & CHEM 126	Structural Chemistry and Equilibrium and Energies and Rates of Chemical Reactions	2.00
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Option C:

CH/BI 125 & CH/BI 126 & CH/BI 227	Integrated Chem/Bio I: Chemical Concepts with Biological Applications and Integrated Chem/Bio II: Thermodynamics and Kinetics with Bio Relevance and Integrated Chem/Bio III: Molecular and Cellular Biology	3.00
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Upper-Level Core Courses

CHEM 247 & CHEM 253	Organic Chemistry I and Synthesis Laboratory I (0.25)	1.25
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CHEM 248 & CHEM 254	Organic Chemistry II and Synthesis Laboratory II (0.25)	1.25
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CHEM 255 & CHEM 256	Analytical Chemistry and Analytical Laboratory (0.25)	1.25
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CHEM 371 & CHEM 357	Physical Chemistry and Physical Laboratory (0.25)	1.25
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Select at least one additional course from the following:

CHEM 252	Organometallic Chemistry	1.00
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CHEM 260	Medicinal Chemistry in Jamaica: An International Perspective (abroad)	1.00
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CHEM 298	Independent Study ¹	1.00
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CHEM 379	Biochemistry I	1.00
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CHEM 380	Organic Analysis and Theory	1.00
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CHEM 382	Instrumental Analysis	1.00
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CHEM 384	Bioanalytical Chemistry	1.00
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CHEM 386	Advanced Inorganic Chemistry	1.00
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CHEM 388	Advanced Organic Chemistry	1.00
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CHEM 391	Selected Topics in Chemistry	1.00
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CHEM 398	Independent Research ¹	1.00
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Physics

Through PHYS 125 or PHYS 232

Mathematics

Through MATH 126 or MATH 128

Chemistry Department seminars

Attend a total of 12 Chemistry Department seminars during junior and senior years

¹ Projects for CHEM 298 Independent Study or CHEM 398 Independent Research must have departmental approval.

Students must earn a grade of C or above in at least six Chemistry Department courses, at least four of which must be numbered 240 or above. Completion of at least one course credit in independent research (or completion of a summer research experience) is strongly

recommended for students planning careers in chemistry. For more information, see <http://wp.stolaf.edu/chemistry/>.

Requirements for a license to teach chemistry in grades 9-12 in Minnesota

A chemistry major who wishes to teach chemistry in grades 9-12 in Minnesota must hold a valid Minnesota teaching license (p. 101) in chemistry. In addition to the chemistry major, additional science courses and the professional education sequence (p.) are required. A license to teach grades 5-8 in science is also available with additional course requirements. Interested students should consult with a faculty advisor in the Education Department for details of requirements and available options.

American Chemical Society Approved Major

The St. Olaf College Chemistry Department offers a degree approved by the American Chemical Society (ACS) through its Committee on Professional Training. Prospective majors in chemistry who desire the "ACS Major" will complete the following courses:

Chemistry

One of the three first-year options (see above)		
CHEM 247	Organic Chemistry I	1.00
CHEM 248	Organic Chemistry II	1.00
CHEM 253	Synthesis Laboratory I (0.25)	0.25
CHEM 254	Synthesis Laboratory II (0.25)	0.25
CHEM 255	Analytical Chemistry	1.00
CHEM 256	Analytical Laboratory (0.25)	0.25
CHEM 357	Physical Laboratory (0.25)	0.25
CHEM 371	Physical Chemistry	1.00
CHEM 379	Biochemistry I	1.00
CHEM 382 & CHEM 378	Instrumental Analysis and Instrumental Analysis Laboratory (0.25)	1.25
CHEM 386	Advanced Inorganic Chemistry	1.00

Physics

Through PHYS 125 or PHYS 232

MathematicsTwo mathematics courses beyond MATH 126 or MATH 128 ²**Chemistry Department seminars**

Attendance during junior and senior years at 12 Chemistry Department seminars

¹ The chemistry/biology integrated course sequence (CH/BI 125, CH/BI 126, and CH/BI 227) may be substituted for CHEM 125 and CHEM 126.² Typically selected from MATH 220, MATH 226, MATH 230, and STAT 212.

In addition, ACS majors must complete one or more advanced course from the following:

CHEM 252	Organometallic Chemistry	1.00
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CHEM 260	Medicinal Chemistry in Jamaica: An International Perspective (abroad)	1.00
CHEM 298	Independent Study ¹	1.00
CHEM 380	Organic Analysis and Theory	1.00
CHEM 384	Bioanalytical Chemistry	1.00
CHEM 385	Biochemistry II	1.00
CHEM 388	Advanced Organic Chemistry	1.00
CHEM 391	Selected Topics in Chemistry	1.00
CHEM 398	Independent Research ¹	1.00

¹ Projects for CHEM 298 Independent Study or CHEM 398 Independent Research must have departmental approval.

Additional laboratory hours must be obtained by completing at least 1.25 credits from the following (summer research can substitute for one of these experiences):

CHEM 373	Experimental Biochemistry (0.25)	0.25
CHEM 374	Advanced Synthesis Laboratory (0.25)	0.25
CHEM 375	Advanced Laboratory (0.25)	0.25
CHEM 380	Organic Analysis and Theory	1.00
CHEM 384	Bioanalytical Chemistry	1.00
CHEM 398	Independent Research	1.00

One laboratory experience must include either biochemistry topics or inorganic topics. CHEM 398 Independent Research and summer research must be accompanied by a comprehensive written report in order to satisfy ACS major requirements. For a full listing of requirements, see <http://wp.stolaf.edu/chemistry/planning-a-st-olaf-college-chemistry-major/>

Courses

CHEM 107: Forensic Science with Lab

In addition to the in-class experience shared with Chemistry 106 and described above, this course offers a laboratory component with experiments that feature the use of forensic techniques to collect and analyze evidence including fingerprinting, drug analysis, alcohol investigation, DNA fingerprinting, and fiber analysis. Students attend three classes and one three-hour laboratory per week. Offered alternate years in the spring semester.

CHEM 110: Introductory Chemistry Supplemental Instruction (0.25)

This course provides supplemental instruction for students in CHEM 121 and CHEM 126. Emphasis is on the development of study skills and successful learning strategies through focused activities, problem solving sessions, and discussion. Taught each semester.

Prerequisite: permission of instructor.

CHEM 111: Chemistry and the World

Students explore aspects of chemistry that are encountered in the world. Basic concepts in chemistry, such as matter and bonding, acid/base chemistry, and solution chemistry, are discussed within the context of society at large. Laboratory experiences complement the class material, and students have opportunities to explore chemistry principles. Students attend three hours of class and one three-hour laboratory per week. Does not count toward the major. Offered annually in the spring semester.

CHEM 121: General Chemistry

This course provides a study of chemical stoichiometry and equilibrium at a level and pace appropriate to students with little or no background in chemistry. The combination of this course and CHEM 123 (offered during Interim) provides coverage of topics equivalent to those in CHEM 125. Students planning to continue in chemistry should consider concurrent registration in MATH 119 or MATH 120. Students attend three classes and one three-hour laboratory per week. Offered annually in the fall semester.

CHEM 123: Atomic and Molecular Structure

This course, a continuation of CHEM 121, examines atomic and molecular structure, including classical and quantum theories, bonding models, molecular orbitals and coordination chemistry. CHEM 121 and CHEM 123 together are equivalent in content to CHEM 125 and are designed to prepare students for CHEM 126. Offered during Interim.

Prerequisite: CHEM 121.

CHEM 124: A Matter of the Environment with Lab

Students study contemporary questions concerning the environment from the fundamental properties of matter to human impact on natural processes, including damage to and protection of the environment. Students discover how chemistry intersects with everyday living, especially the abilities and limitations of science to address environmental issues. Laboratory work explores the characteristics and analysis of hazardous and beneficial materials. Counts toward environmental studies major (arts and humanities and social science emphases) and concentration; does not count toward chemistry major. Offered during Interim.

CHEM 125: Structural Chemistry and Equilibrium

This study of chemical stoichiometry, equilibrium, acid-base chemistry, coordination chemistry, and atomic and molecular structure supplies the fundamental background on which all later chemistry courses depend. It includes applications of equilibrium principles to acid-base chemistry. Students attend three classes and one three-hour laboratory each week. Offered annually in the fall semester. Counts toward biomolecular science concentration.

Prerequisites: high school chemistry and physics. Students planning to continue in chemistry should consider concurrent registration in MATH 119 or MATH 120. Placement via online placement exam is required. The course cannot be taken in conjunction with or after credit in CHEM 121.

CH/BI 125: Integrated Chem/Bio I: Chemical Concepts with Biological Applications

This course introduces chemical concepts that are important for students pursuing a study of chemistry or biology. Topics include atomic structure, the periodic table, bonding interactions within and between particles, water and its solutions, biological membranes, chemical reaction types, chemical stoichiometry, equilibrium systems, acids and bases, introduction to protein structure. Examples are often pulled from the realm of biological molecules and processes. Students attend three classes and one three-hour laboratory each week. Placement via online placement exam is required. Offered annually in the fall semester.

Prerequisites: high school biology, chemistry, and physics; concurrent registration in MATH 119 or MATH 120 is recommended.

CHEM 126: Energies and Rates of Chemical Reactions

This course provides a sequential introduction to physical chemistry. Beginning with an introduction to statistical aspects of chemical equilibria, it explores the relationships between energy, entropy and equilibria (thermodynamics); oxidation-reduction reactions and electrochemistry; transitions between phases; and rates of reactions. Students attend three classes and one three-hour laboratory per week. Offered annually in the spring semester. Counts toward biomolecular science concentration.

Prerequisite: CHEM 125, or CHEM 121 and CHEM 123 and MATH 119 or MATH 120 or permission of instructor.

CH/BI 126: Integrated Chem/Bio II: Thermodynamics and Kinetics with Bio Relevance

This course introduces physical chemistry with an emphasis on thermodynamics and kinetics of biologically relevant systems. Topics include probability as the driving force for chemical reactions; the relationship between chemical bonding energetics, entropy, and equilibria; oxidation-reduction reactions and electrochemistry; and rates of reactions, including enzyme-catalyzed reactions. Laboratory experiments and activities illustrate lecture topics and introduce new concepts. Offered during Interim.

Prerequisites: CH/BI 125 and MATH 119 or MATH 120.

CH/BI 227: Integrated Chem/Bio III: Molecular and Cellular Biology

This course builds on the principles learned in Chemistry/Biology 125/126 and explores how chemistry informs major principles of cellular and molecular biology. Topics include cell structure, metabolism, movement, signaling, and division. The course emphasizes problem-solving, quantitative reasoning, the scientific method, and scientific writing through lectures, discussions, readings, writing assignments, and lab work. Students attend three classes and one three-hour laboratory each week. Counts toward "cell biology" core category for the Biology major. Offered annually in the spring semester.

Prerequisite: CH/BI 126.

CHEM 247: Organic Chemistry I

Organic chemistry is the study of compounds containing carbon, emphasizing the structures and mechanisms of reaction of these molecules. This course focuses on structure, nomenclature, and reactions of aliphatic and alicyclic compounds, including aspects of stereochemistry and spectroscopic identification of organic compounds. A full treatment of introductory organic chemistry requires subsequent enrollment in CHEM 248. Offered annually in the fall semester. Counts toward biomolecular science concentration.

Prerequisite: CHEM 126, or CH/BI 227, or permission of instructor.

CHEM 248: Organic Chemistry II

This course is a continuation of CHEM 247 topics. Chemistry 248 delves into the chemistry of functional groups, especially those that play a role in the reactivity of biomolecules such as carbohydrates, lipids, proteins, and nucleic acids. Together, CHEM 247 and CHEM 248 provide a full treatment of introductory organic chemistry. Offered annually in the spring semester. Counts toward environmental studies major (natural science emphasis) and biomolecular science concentration.

Prerequisite: CHEM 247 or permission of instructor.

CHEM 252: Organometallic Chemistry

Students study the structure, bonding, and reactions of compounds containing metal-carbon bonds. Special topics include applications of organometallic chemistry to the synthesis of organic compounds, homogeneous catalysis, and biochemistry. Examples illustrate organometallic chemistry as a bridge between organic and inorganic chemistry. Students use bibliographic and electronic searching software to prepare research papers based on the current literature. Offered during Interim.

Prerequisite: CHEM 247.

CHEM 253: Synthesis Laboratory I (0.25)

This laboratory course introduces students to the synthesis and characterization of organic, organometallic and inorganic compounds and serves as a general introduction to green chemistry. Students purify the materials they produce by techniques such as chromatography and characterize them using optical rotation measurements, infrared spectroscopy, and nuclear magnetic resonance spectroscopy. Students attend one three-hour laboratory each week. P/N only. Offered annually in the fall semester. Counts toward biomolecular science concentration.

Prerequisite: previous or concurrent registration in CHEM 247.

CHEM 254: Synthesis Laboratory II (0.25)

This course is a continuation of CHEM 253. Students gain more experience with techniques used in CHEM 253 and in addition use gas chromatographic/mass spectrometric analyses. Students attend one three-hour laboratory each week. P/N only. Offered annually in the spring semester. Counts toward environmental studies major (natural science emphasis) and biomolecular science concentration.

Prerequisites: CHEM 253 and previous or concurrent registration in CHEM 248.

CHEM 255: Analytical Chemistry

Students not only investigate the theory of modern analytical chemistry, but also examine the statistical treatment of errors, equilibrium, activities, acid/base chemistry, spectroscopy, electrochemistry, and separations. The accompanying lab course, CHEM 256, illustrates the topics discussed in CHEM 255. Students taking this course use computers for solving problems. Offered each semester. Counts toward environmental studies major (all emphases) and concentration.

Prerequisites: CHEM 126 or CH/BI 227 or permission of the instructor, and concurrent registration in CHEM 256.

CHEM 256: Analytical Laboratory (0.25)

Students enrolled in this lab course practice techniques of modern analytical chemistry using state-of-the-art instrumentation, including pH meters, liquid chromatographs, and a variety of spectrophotometers. Data acquisition via computer-interfaced instrumentation and electronic record-keeping is emphasized. Students practice and develop group skills by working in "companies" throughout the semester. P/N only. Offered each semester. Counts toward environmental studies major (all emphases) and concentration.

Prerequisite: concurrent registration in CHEM 255.

CHEM 260: Medicinal Chemistry in Jamaica: An International Perspective (abroad)

In this course students gain an appreciation for the drug development process, including how natural products are isolated, how their structures relate to activities, and how research into the mechanism of disease leads to the targeted development of drugs. Issues relating to medicinal chemistry in a developing-world context, medicinal plants, and the chemical basis of folk medicine are discussed. Offered alternate years during Interim. Counts toward biomedical studies concentration (for students through class of 2016).

Prerequisites: CHEM 248 and CHEM 254.

CHEM 294: Academic Internship**CHEM 298: Independent Study****CHEM 357: Physical Laboratory (0.25)**

Students perform experiments that illustrate the principles of physical chemistry and utilize modern instrumentation. Students characterize the thermodynamic properties of a biopolymer, perform spectroscopic measurements of molecular energy levels, calculate quantum mechanical quantities using computer workstations, and investigate the thermodynamics and kinetics of chemical reactions. Students also develop their scientific writing skills by preparing reports in the style of scientific publications. P/N only. Offered each semester.

Prerequisite: concurrent registration in CHEM 371.

CHEM 371: Physical Chemistry

Students delve further into the topics of kinetics, thermodynamics and atomic and molecular structure that were introduced in the first-year courses, with an emphasis on the mathematical aspects of chemistry. Specific topics include reaction mechanisms, the laws of thermodynamics, statistical thermodynamics, equilibrium, quantum mechanics, spectroscopy, and molecular orbital theory. Offered each semester.

Prerequisites: CHEM 126 or CH/BI 227 or permission of instructor and concurrent registration in CHEM 357; previous completion of PHYS 124 or PHYS 130 is recommended.

CHEM 373: Experimental Biochemistry (0.25)

This lab course is highly recommended to enhance the study of biochemistry and as preparation for further research in biochemistry and related fields. The course focuses on the isolation, purification, manipulation, and characterization of proteins, DNA, and RNA. The course aims to provide continuity in experimentation that is investigative in nature. Emphasis is placed on the collection, interpretation, and presentation of data. P/N only. Offered each semester. Counts toward neuroscience and biomolecular science concentrations.

Prerequisite: previous or concurrent registration in CHEM 379.

CHEM 374: Advanced Synthesis Laboratory (0.25)

Building upon skills learned in CHEM 253 and CHEM 254, students perform multi-step syntheses that require the use of advanced techniques for the synthesis, purification and characterization of organic compounds. The second half of the course may focus on a project chosen by each student in consultation with the instructor. P/N only. Offered annually in the spring semester.

Prerequisites: CHEM 253 and CHEM 254.

CHEM 375: Advanced Laboratory (0.25)

Students work on special projects during one afternoon of laboratory per week. Each student must have the sponsorship of a staff member. P/N only. Offered each semester. May be repeated if topic is different.

CHEM 378: Instrumental Analysis Laboratory (0.25)

Students explore how instrumentation is used to study analytical applications, problem solving, and how people and instruments operate together to investigate chemical questions. Specific lab experiences include interfacing chemical instruments with computers and subsequent signal processing, mass spectrometry, electrochemistry, and various spectroscopic (AA, ICP, UV) and separation techniques. A laboratory robot is used for sample preparation and analysis. P/N only. Offered annually in the fall semester.

Prerequisite: concurrent registration in CHEM 382.

CHEM 379: Biochemistry I

This course presents fundamental biological processes at the molecular level and serves as a general introduction to biochemistry. Topics include the structure and function of proteins, carbohydrates, lipids and nucleic acids, enzyme catalysis and regulation, bioenergetics and an introduction to carbohydrate metabolism. Subsequent enrollment in CHEM 385 is recommended for students desiring greater breadth and depth in the subject. Offered each semester. Counts toward biology major and neuroscience and biomolecular science concentrations.

Prerequisite: CHEM 248.

CHEM 380: Organic Analysis and Theory

In the laboratory, students investigate and identify organic compounds, singly and in mixtures. Lectures and discussion sessions investigate various spectroscopic methods and their applications to the elucidation of the structure of organic compounds. Offered during Interim.

Prerequisites: CHEM 248 and CHEM 254.

CHEM 382: Instrumental Analysis

Students study how an instrument functions mechanically, mathematically, optically, and electronically, and then how its parts are linked together. Topics covered include basic electronics and computer interfacing, spectrophotometric instruments, mass spectrometers, electrochemical instrumentation, and various separation methods. Offered annually in the fall semester. Counts toward management studies concentration.

Prerequisites: CHEM 255 and CHEM 256; previous or concurrent enrollment in PHYS 125 or PHYS 131 is recommended; concurrent registration in CHEM 378 is required.

CHEM 384: Bioanalytical Chemistry

This course introduces the fundamentals of bioanalytical chemistry and the application of modern analysis techniques to biological samples. Current clinical applications and examples of biological problems supplement lecture material. Daily lectures are closely integrated with laboratory experiences. Topics include different types of chromatography used to separate biological mixtures in various ways, 1D- and 2D-gel electrophoresis, capillary electrophoresis, radiochemical and immunological assays, centrifugation techniques, and biological mass spectrometry. Offered alternate years during Interim. Counts toward biomolecular science concentration.

Prerequisites: CHEM 255 or CHEM 379 or permission of instructor.

CHEM 385: Biochemistry II

This course builds depth of biochemical understanding upon the foundation laid in CHEM 379. Contents may include selected topics in catabolic and anabolic metabolism, integration and regulation of metabolism, photosynthesis and biochemical genetics. In addition, students will gain experience with the primary literature. Offered annually in the spring semester. Counts toward biomolecular science concentration.

Prerequisite: CHEM 379.

CHEM 386: Advanced Inorganic Chemistry

This course examines how modern theories of chemical bonding are applied to an understanding of the chemistry of the elements of the periodic table. Students explore chemical structures and spectra on the basis of molecular symmetry and group theory. Topics covered include inorganic reactions, chemical periodicity, acid-base systems, coordination compounds, organometallic compounds, nonmetal chemistry, and cluster compounds. Offered annually in the spring semester.

Prerequisite: CHEM 248.

CHEM 388: Advanced Organic Chemistry

This course explores the subject of organic chemistry at a greater depth and breadth than in CHEM 247 and CHEM 248. Topics may include analysis of reaction mechanisms, reaction kinetics, and reaction thermodynamics. Particular attention is paid to the interdependent relationship between experimental and theoretical results. Textbook subjects are augmented by readings from the primary research literature. Offered alternate years in the spring semester.

Prerequisite: CHEM 248.

CHEM 390: The Literature of Chemistry (0.25)

Students explore the literature of chemistry in a seminar setting. Experience is gained in reading, discussing, and presenting chemistry-related results from the current scientific literature. Each section has a distinct topical focus selected by the chemistry faculty from suggestions made by junior chemistry majors during the spring of the previous year. P/N only. Open to senior chemistry majors only. Offered annually in the spring semester.

CHEM 391: Selected Topics in Chemistry

The field of chemistry is constantly expanding into new frontiers. This course provides an in-depth study of advanced topics that are chosen with attention to student interest and available staff. Recent topics include biophysical chemistry and environmental chemical analysis. Topics are announced prior to registration for the term; see the current class and lab schedule. May be repeated if topic is different. Counts toward environmental studies major (all emphases) and concentration when taught with environmental science focus and approved by chair.

Prerequisite: permission of instructor.

CHEM 394: Academic Internship**CHEM 396: Directed Undergraduate Research**

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

CHEM 398: Independent Research**Related Courses**

BMOLS 201 Explorations in Biomolecular Science (0.25)

ID 230 Communicating Science and Mathematics (0.25)

Faculty**Chair, 2015-2016****Robert M. Hanson**

Professor of Chemistry

Organic chemistry, stereoselectivity in organic synthesis, chemical informatics

Beth R.J. Abdella

Associate Professor of Chemistry

bio-organic chemistry

George K.A. Anquandah

Visiting Assistant Professor of Chemistry

analytical and environmental chemistry

Douglas J. Beussman

Professor of Chemistry

analytical area - mass spectrometry; chemical instrumentation; proteomics; forensic science; bioanalytical

Adam J. Dittmer

Instructor in Chemistry

Daniel A. Everson

Visiting Assistant Professor of Chemistry

Paul T. Jackson

Associate Professor of Chemistry and Environmental Studies

green chemistry; environmental chemistry; water quality; sustainability

Dipannita Kalyani

Assistant Professor of Chemistry

organic and organometallic chemistry

Laura L. Listenberger (on leave)

Associate Professor of Biology and Chemistry

lipid biochemistry; cell and molecular biology

Gary L. Miessler

Professor of Chemistry

inorganic chemistry; organometallic chemistry; chemical education

Gregory W. Muth

Associate Professor of Chemistry

biochemistry

Carolyn Ocampo

Instructor in Chemistry

Wesley Pearson

Professor of Chemistry

Organic chemistry, reaction mechanisms and stereochemistry

William P. Roberts

Visiting Assistant Professor of Chemistry

Rodrigo Sanchez-Gonzalez

Assistant Professor of Chemistry
physical chemistry; laser diagnostics; thermal non-equilibrium systems

Jeffrey J. Schweinfus (on leave fall and Interim)

Associate Professor of Chemistry
physical and biophysical chemistry

William C. Solomon

Instructor in Chemistry
structural biology; nuclear magnetic resonance spectroscopy; protein/
nucleic acid interactions

Mary Walczak

Professor of Chemistry, Associate Dean of Natural Sciences and
Mathematics
Chemistry education, analytical and physical chemistry, surface
science

Chinese

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(Asian Studies)

Chinese puts you in touch with 1.3 billion people and with a culture still vital after more than 3,000 years. Already the second-largest economy in the world, with an annual economic growth rate more than double that of the U.S., China is also a nuclear-armed military power playing an increasingly large role in Asia. Our country critically needs proficient speakers of Chinese, not only in government service, but also in business, law, journalism, and technology. But with few exceptions, Americans visit China unable to speak the language. St. Olaf has taught Chinese since 1973 and is one of only a few colleges in the Midwest that offers four years of language study, an active study abroad program, and a broad selection of related courses in art, economics, history, literature, philosophy, and religion.

Special Programs

Since 1984, St. Olaf has had a sister-school relationship with East China Normal University (ECNU) in Shanghai, China, a city that has been the focus of China's trade and cultural exchange with the West for 150 years. Students with two years of study of Chinese language are encouraged to spend either the fall semester or spring semester on the Term in China program at ECNU.

Courses

For information about the China studies concentration and the Asian studies major, see Asian Studies (p. 56).

CHIN 111: *Beginning Chinese I*

First of two elementary courses that helps students with no prior background to develop basic Mandarin skills, such as pronunciation, pinyin, grammar, and handwriting along with knowledge of Chinese culture and society. Students should achieve the Novice Mid level on the ACTFL proficiency scale and identify about 150 characters in areas of daily life and immediate needs upon completion of this course. Class meets four times weekly.

CHIN 112: *Beginning Chinese II*

Second semester of the two elementary courses, designed for those who have completed CHIN 111 or with equivalent backgrounds. It aims to further develop basic Mandarin skills, such as speaking, listening, reading, writing, and knowledge of Chinese culture and society. Students should achieve the Novice High to Intermediate Low level on the ACTFL proficiency scale, identifying about 300 characters upon completion of this course. Class meets four times weekly.

Prerequisite: CHIN 111 or placement.

CHIN 231: *Intermediate Chinese I*

This course is for students who have successfully completed CHIN 112 or students who have had at least one year of Chinese learning experience. It aims to enhance students' proficiency in all four language skills (speaking, listening, reading, and writing) as well as knowledge of various Chinese communities and cross-cultural communications. Students should achieve the Intermediate Low/Medium level on the ACTFL proficiency scale. Class meets four times weekly.

Prerequisite: CHIN 112 or placement.

CHIN 232: *Intermediate Chinese II*

This course is for students who have successfully completed CHIN 231 or students with equivalent previous Chinese learning experiences. It aims to further enhance students' proficiency in all four language skills (speaking, listening, reading, and writing) as well as knowledge of various Chinese communities and cross-cultural communications. Students should achieve the Intermediate Medium/High level on the ACTFL proficiency scale. Class meets four times weekly. Counts toward management studies concentration.

Prerequisite: CHIN 231 or placement.

CHIN 294: *Academic Internship***CHIN 298: *Independent Study*****CHIN 301: *Third-Year Chinese I***

This course provides continued practice in speaking, reading, and writing at the third-year-level. Our text introduces students to Chinese geography and history and modern written style. Conducted entirely in Chinese. This course is required for students seeking a concentration in China studies. Counts toward management studies concentration.

Prerequisite: CHIN 232 or equivalent.

CHIN 302: *Third-Year Chinese II*

This course provides continued practice in speaking, reading, and writing at the third-year-level. Our text introduces students to Chinese geography and history and modern written style. Conducted entirely in Chinese. This course is required for students seeking a concentration in China studies. Counts toward management studies concentration.

Prerequisite: CHIN 301 or equivalent.

CHIN 320: Special Topics in Chinese

In this fourth-year-level Chinese course, students explore a specified topic or theme in language, in various text/media (literature, newspaper, television, and film), in culture/civilization, or in a combination of these, through close examination of texts (written or visual), discussion, analysis, and interpretation of selected materials. Specific topics vary by instructor and semester. May be repeated if topic is different. Taught in Chinese. Counts toward management studies concentration.

Prerequisite: CHIN 302 or equivalent.

CHIN 351: Chinese Language and Society through the Media

This advanced Chinese language course aims to develop students' language proficiency and introduce students to various aspects of contemporary Chinese social life and culture. Course materials include films with excerpts of written scripts, newspapers, television, and essays related to the unit topics. Classroom activities include lectures, language drills, discussions, debates, presentations, and performances. Taught in Chinese.

Prerequisite: CHIN 302 or permission of instructor.

CHIN 394: Academic Internship**CHIN 398: Independent Research**

Faculty

Hsiang-Lin Shih

Visiting Assistant Professor of Asian Studies
Chinese literature; classical and modern eras

Ka F. Wong

Assistant Professor of Asian Studies
language pedagogy; cultural studies; Asian American studies; visual culture

Ying Zhou

Assistant Professor of Asian Studies
second language acquisition and language pedagogy

Classics

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Long ago the Greeks and Romans conceived the idea of the liberal arts and made them the basis of higher education. Today the Department of Classics keeps that classical tradition alive at St. Olaf by offering courses in the languages, literature, and culture of Greece and Rome. The study of Graeco-Roman civilization in its ancient Mediterranean context gives students perspective on their own place in history while increasing their understanding of the world into which Christianity was born.

Many students satisfy the foreign language requirement with three semesters of ancient Greek or Latin. (Modern Greek is not offered at St. Olaf.) Greek is especially helpful for pre-seminary and pre-medicine students, Latin for pre-law students. Either language makes a good match with the Great Conversation program.

In addition to Greek and Latin courses, the department offers a variety of Level I and Level II classics courses that require

no knowledge of Greek or Latin and fulfill general education requirements.

Students often combine a major in Greek, Latin, or classics with another major in the humanities, natural sciences, or fine arts. A classical background enriches one's experiences in college and in later life, while the verbal and analytical skills acquired by learning classical languages are of lasting benefit in whatever career one chooses.

Overview of the Majors

Three different majors in classical language are available to St. Olaf students: Greek, Latin, and classics. The classics major combines Greek and Latin and is the most rigorous. All three majors have as their objectives competence in classical language at an advanced level, skill in translating and analyzing classical literature of different genres, and familiarity with classical civilization. Potential Latin teachers may complete a Latin education major. Ancient studies (p. 46) and medieval studies (p. 177), two interdisciplinary majors administered by the Department of Classics, are described elsewhere in this catalog.

Intended Learning Outcomes for the Greek Major (<http://wp.stolaf.edu/curriculum-committee/greek-major-ilos>)

Intended Learning Outcomes for the Latin Major (<http://wp.stolaf.edu/curriculum-committee/latin-major-ilos>)

Intended Learning Outcomes for the Classics Major (<http://wp.stolaf.edu/curriculum-committee/classics-major-ilos>)

Distinction

See Academic Honors (p. 36)

To attain distinction in classics, a student must demonstrate talent with classical languages and literature, skill in conducting research on a classical topic, and broad knowledge of classical civilization. Specific guidelines are available from the Department of Classics. Classics majors who wish to pursue distinction should notify the department chair no later than January 1 of their senior year.

Special Programs

For 40 years St. Olaf students have had the opportunity to spend the month of January studying in Greece while enrolled in CLASS 251 Classical Studies in Greece (abroad), an Interim course focusing on ancient Greek history and art. A new Interim course, CLASS 253 Classical Studies in Italy (abroad), focusing on ancient Roman history and art, will be taught for the first time in January, 2016. In future years the classics Interim in Greece will alternate with the classics Interim in Italy.

St. Olaf has a 75-year-old Latin Education program, approved by the Minnesota Board of Teaching and accredited by the National Council for Accreditation of Teacher Education. EDUC 349 Teaching of Latin, K-12 is a special methods course designed for students who are completing a Latin major with K-12 teaching license.

Students may choose to use their classical language courses as the foundation for a Latin, Greek, or classics major or as the core of an interdisciplinary major in ancient studies or medieval studies.

Recommendations for Graduate Study

A doctorate in classics requires a reading knowledge of German and French (or Italian) as well as advanced proficiency in both Latin and ancient Greek.

Recent St. Olaf graduates have been accepted into M.A., M.A.T., and Ph.D. programs in classics at Indiana University, Penn State, UCLA, the University of Colorado, the University of Florida, the University of Georgia, the University of Massachusetts-Amherst, the University of Minnesota, the University of Texas, and the University of Virginia. Others have been accepted into graduate programs in classical archeology at the University of British Columbia, the University of Bristol, and the University of Vienna, and into medieval studies programs at the University of Limerick, the University of Oslo, and the University of Southampton.

Requirements

Requirements for the Greek Major

Seven Greek courses ¹	7.00
One classics course	1.00
One ancient Greek history course	1.00
Total Credits	9

¹ Students who begin Greek at GREEK 231 or higher have the option of taking six courses in Greek

Requirements for the Latin Major

Seven Latin courses ¹	7.00
One classics course	1.00
One ancient Roman history course	1.00
Total Credits	9

¹ Students who begin Latin at LATIN 231 or higher have the option of taking six courses in Latin

Requirements for the Classics Major

Six Latin or Greek courses ¹	6.00
Three courses in the other language	3.00
One classics course	1.00
One ancient history course	1.00
Total Credits	11

¹ Students who begin one of the languages at the 231 level or higher have the option of taking five courses in that language

Requirements for the Latin Major with K-12 Teaching License

Seven Latin courses ¹	7.00
One ancient Roman history course	1.00
EDUC 349 Teaching of Latin, K-12	1.00

All other requirements of the K-12 teaching licensure program in Latin

¹ Students who begin Latin at LATIN 231 or higher have the option of taking six courses in Latin

Courses

Greek Courses

GREEK 111: *Beginning Greek I*

In this two-course sequence students learn the basics of ancient Greek. By studying the language's vocabulary, grammar, and syntax, they not only gain appreciation for its intricacies and nuances but also learn more about their own language and about language in general. Completion of both semesters equips students to translate almost any ancient Greek text with the aid of a dictionary. Offered annually in the fall semester.

GREEK 112: *Beginning Greek II*

In this two-course sequence students learn the basics of ancient Greek. By studying the language's vocabulary, grammar, and syntax, they not only gain appreciation for its intricacies and nuances but also learn more about their own language and about language in general. Completion of both semesters equips students to translate almost any ancient Greek text with the aid of a dictionary. Offered annually in the spring semester.

Prerequisite: GREEK 111 or equivalent.

GREEK 231: *Intermediate Greek*

Third-semester Greek students translate selections from Plato's dialogues (*Apology*, *Crito*, *Phaedo*) while reviewing vocabulary, grammar, and syntax. Topics for class discussion include the life and death of Socrates and the significance of the dialogues as works of literature. Offered annually in the fall semester. Counts toward linguistic studies concentration.

Prerequisite: GREEK 112 or equivalent.

GREEK 253: *New Testament Greek*

The New Testament is the most famous and most widely translated Greek text from antiquity. Students have the opportunity to read one or more of the Gospels, the Acts of the Apostles, or selected Pauline letters in the original language. Questions about the transmission of the text and about its theological implications provoke lively discussions. Offered annually in the spring semester. Counts toward ancient studies major. Counts toward linguistic studies concentration.

Prerequisite: GREEK 231 or equivalent.

GREEK 298: *Independent Study*

GREEK 370: *Topics in Greek Literature*

Students translate selections from one or more genres of ancient Greek literature while exploring a specific topic or theme chosen by the instructor. Close study of the text is combined with discussion of broader literary, historical, and cultural questions. Sample topics: "Tales of Odysseus," "Hellenistic Greek," "Famous Speeches in Ancient Greek Texts." Offered periodically.

Prerequisite: GREEK 231 or equivalent.

GREEK 372: *Greek Philosophers*

It has been said that all philosophy is a mere footnote to Plato and Aristotle. In this course students translate selected works by the two renowned philosophers and their predecessors, examining the forces that influenced them and the impact that Greek philosophy had on subsequent ages. Offered alternate years.

Prerequisite: GREEK 231 or equivalent.

GREEK 373: Greek Historians

Readings in Greek from the works of Herodotus, the "Father of History," and Thucydides, the first "scientific" historian, provide the backdrop for studying the development of Greek historiography. Students analyze the historians' distinctive methods and writing styles and compare them with those of modern historians. Offered alternate years.

Prerequisite: GREEK 231 or equivalent.

GREEK 374: Greek Drama

Like the genre that it describes, the word *drama* is itself of Greek origin. From the treasure-trove left to us by Aeschylus, Sophocles, Euripides, Aristophanes, and Menander, students translate one or two complete plays and discuss the evolution of the Greek theater, staging, and modern interpretations. Offered alternate years.

Prerequisite: GREEK 231 or equivalent.

GREEK 375: Homer and Greek Epic

The primary texts for this course are Homer's *Iliad* and *Odyssey*, the earliest recorded literature of Western civilization. Besides translating lengthy passages from one or both of these remarkable poems, students probe the characteristics of epic poetry and investigate current topics in Homeric scholarship. Offered alternate years. Counts toward linguistic studies concentration.

Prerequisite: GREEK 231 or equivalent.

GREEK 398: Independent Research

Latin Courses

LATIN 111: Beginning Latin I

In this two-course sequence students learn the basics of classical Latin. By studying the language's vocabulary, grammar, and syntax, they not only gain appreciation for its intricacies and nuances but also learn more about their own language and about language in general. Completion of both semesters equips students to translate almost any classical Latin text with the aid of a dictionary. Offered annually in the fall semester.

LATIN 112: Beginning Latin II

In this two-course sequence students learn the basics of classical Latin. By studying the language's vocabulary, grammar, and syntax, they not only gain appreciation for its intricacies and nuances but also learn more about their own language and about language in general. Completion of both semesters equips students to translate almost any classical Latin text with the aid of a dictionary. Offered annually in the spring semester.

Prerequisite: LATIN 111 or equivalent.

LATIN 231: Intermediate Latin

Third-semester Latin students translate large portions of two orations (*First Catilinarian*, *Pro Caelio*) by Cicero and selections from Catullus' poetry while reviewing vocabulary, grammar, and syntax. Topics for class discussion include life in late Republican Rome and the stylistic features of the literature. Offered annually in the fall semester. Counts toward linguistic studies concentration.

Prerequisite: LATIN 112 or equivalent.

LATIN 235: Medieval Latin

Latin has been spoken in one form or another for more than two thousand years. This course focuses on authors and texts dating roughly from 300 to 1500 CE and emphasizes the role of Latin as the language of the Church and of the intelligentsia during the Middle Ages. Offered alternate years in the spring semester. Counts toward ancient studies and medieval studies majors and linguistic studies concentration.

Prerequisite: LATIN 231 or equivalent.

LATIN 252: Vergil and Latin Epic

Lord Tennyson called Vergil the "wielder of the stateliest measure ever moulded by the lips of man." Students encounter that stately measure when they translate selections from Vergil's three major poems (*Eclogues*, *Georgics*, *Aeneid*). They also engage in spirited discussion of Homer's influence on Vergil and of Vergil's influence on the literature, art, and music of Western civilization. Offered alternate years in the spring semester. Counts toward ancient studies and medieval studies majors.

Prerequisite: LATIN 231 or equivalent.

LATIN 298: Independent Study**LATIN 370: Topics in Latin Literature**

Students translate selections from one or more genres of ancient Latin literature while exploring a specific topic or theme chosen by the instructor. Close study of the text is combined with discussion of broader literary, historical, and cultural questions. Sample topics: "Ovid," "Latin Epistolography," "Augustan Elegy." Offered periodically. Counts toward ancient studies and medieval studies majors.

Prerequisite: LATIN 231 or equivalent.

LATIN 371: Latin Lyric

Lyric poems -- short, occasional pieces composed in various meters, often concerned with love and longing -- are the focus of this Latin course. Students translate the vivacious verse of Catullus, Horace, Tibullus, and Ovid and learn to recognize the features that make lyric a distinctive genre of Latin poetry. Offered periodically. Counts toward ancient studies and medieval studies majors.

Prerequisite: LATIN 231 or equivalent.

LATIN 372: Latin Historians

The writings of Sallust, Livy, and Tacitus provide breathtaking views of ancient Rome and memorable vignettes from the city's colorful history. Extended passages from the historians' works, read in Latin, form the basis for a survey of Roman historiography and of historical writing in general. Offered periodically. Counts toward ancient studies and medieval studies majors.

Prerequisite: LATIN 231 or equivalent.

LATIN 373: Lucretius and Latin Poetry

Lucretius might best be described as a philosophical poet. His *De Rerum Natura* ("On the Nature of the Universe") presents the theories and teachings of Greek philosophers like Democritus and Epicurus, but with a Roman flavor. Students translate substantial sections of this fascinating poem. Offered periodically. Counts toward ancient studies and medieval studies majors.

Prerequisite: LATIN 231 or equivalent.

LATIN 374: Cicero and Latin Prose

Rome's greatest orator, Cicero, was also its greatest prose stylist and the author most responsible for supplying Latin with philosophical vocabulary. Selections from his philosophical, rhetorical, and oratorical works show the range of his talents and help demonstrate the development of Latin prose style. Offered periodically. Counts toward ancient studies and medieval studies majors.

Prerequisite: LATIN 231 or equivalent.

LATIN 375: Latin Drama

Strange things happened on the ancient Roman stage; this course gives students firsthand proof of that. The comedies of Plautus and Terence and the tragedies of Seneca make entertaining reading. Students translate selected plays and discuss the evolution of the Roman theater, staging, and modern interpretations. Offered periodically. Counts toward ancient studies and medieval studies majors.

Prerequisite: LATIN 231 or equivalent.

LATIN 377: Latin Satire

The Romans claimed that satire was a literary genre of their own creation. Students are able to weigh the merits of that claim as they translate selections from the wry and witty texts of prominent Roman satirists such as Horace, Petronius, Martial, and Juvenal. Offered periodically. Counts toward ancient studies and medieval studies majors.

Prerequisite: LATIN 231 or equivalent.

LATIN 398: Independent Research

Classics Courses Requiring No Knowledge of Greek or Latin

CLASS 121: "Western" Greeks and Eastern "Barbarians" in Antiquity

This course introduces a variety of documents (both literary and artistic) to investigate cultural interactions between ancient Greece and the East in the first millennium BCE. By studying the mythological Trojan War, the Persian Wars, and Alexander the Great's decade of campaigns, students consider how the ancient Greeks related to the alien cultures with which they were in continual contact: what did it mean to be "Greek" or "barbarian" in the ancient world? Offered periodically during Interim. Counts toward ancient studies major.

CLASS 123: The Roman Animal

This course examines the complex and shifting relationship between human and non-human animals in the ancient Roman world. Through literary sources and artistic evidence, students explore the Roman view of animals and their use of them for food, entertainment, and companionship. The class discusses Roman attitudes toward the non-human animal "other" and the ethical implications of such attitudes, both in antiquity and today. All selections from Greek and Latin literature are read in English translation. Counts toward ancient studies major. Offered during Interim.

CLASS 126: Ancient Comedy: A Funny Thing Happened

This course introduces students to the wild and wacky world of ancient Greek and Roman comedy. It traces the development of the genre with discussion of how the plays were produced in antiquity and what influence they wielded on the drama of later centuries. Students read works by Aristophanes, Menander, Plautus, and Terence and stage selected scenes. Offered periodically during Interim. Counts toward ancient studies major.

CLASS 129: The Neverending Myth: Ovid's Metamorphoses

Ovid was the most witty and popular Roman poet of his time, and his 12,000-line *Metamorphoses* has influenced more European literature and art than any other classical Latin text. By analyzing two modern English translations and studying other poems, stories, and artwork based on the *Metamorphoses*, students gain an understanding of the nature of Ovid's storytelling and the power that it has exerted on our cultural tradition. Offered periodically during Interim. Counts toward ancient studies major.

CLASS 241: Greek and Roman Myth

For the Greeks and Romans myth was a cultural reality, just as it is for us. Students in this course read the famous tales told by the poets Homer, Hesiod, Aeschylus, Sophocles, Euripides, Vergil, and Ovid, and ponder the deeper truths contained in their works of fiction. The class also explores the use of classical myth in later literature and its manifestations in art, music, and drama from ancient to modern times. Offered annually. Counts toward ancient studies major.

CLASS 243: The Golden Age of Greece

This course takes students on an exciting journey back to the 5th century BCE, as the Athenians emerge triumphant from the Persian Wars and develop the "Golden Age" of Greece. Studying the history, literature, and art of ancient Athens reveals how distinctive that city-state was and how lasting its contributions to Western civilization have been. Offered alternate years. Counts toward ancient studies major.

CLASS 244: The Golden Age of Rome

What made the last years of the Roman Republic and the early years of the Roman Empire "golden"? Students learn the answer by reading some of the finest Latin literature ever written, from epic to satire. They also do research with historical source materials. The course emphasizes the many ways in which ancient Rome has influenced and continues to influence Western culture. Offered alternate years. Counts toward ancient studies major.

CLASS 251: Classical Studies in Greece (abroad)

This course introduces students to the history and art of ancient Greece. It covers more than two thousand years of Greek civilization, from the Bronze Age through the archaic, classical, and Hellenistic periods. The itinerary takes students to every major region of Greece, with extended stays in Athens, Crete, and the Peloponnese. When not visiting museums and archaeological sites and learning about ancient Greek culture, students have the opportunity to experience modern Greek culture as well. Offered annually. Counts toward ancient studies major.

CLASS 253: Classical Studies in Italy (abroad)

This course introduces students to the history and art of ancient Italy, focusing on the city of Rome and the Bay of Naples area. It covers more than 1000 years of civilization, beginning with the Etruscans and ending with the fall of the Western Roman Empire. The itinerary includes extended stays in Civitavecchia, Rome, Pompeii, Sorrento. When not visiting museums and archaeological sites, students have the opportunity to experience modern Italian culture as well. Offered during Interim in alternate years. Counts toward ancient studies, classics, Greek, and Latin majors.

CLASS 294: Academic Internship**CLASS 298: Independent Study****CLASS 394: Academic Internship****CLASS 396: Directed Undergraduate Research**

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

CLASS 398: Independent Research

Faculty

Chair, 2015-2016**Anne H. Groton**

Professor of Classics

Greek and Roman drama; classical languages and literature

Christopher M. Brunelle

Assistant Professor of Classics

Latin poetry; classical languages and literature

James M. May

Professor of Classics

Greek and Roman rhetoric; classical languages and literature; Latin education

Steve T. Reece

Professor of Classics

Greek and Roman epic; classical languages and literature

Lisa A. Whitlatch

Visiting Assistant Professor of Classics

ancient animals; classical languages and literature

Collaborative Undergraduate Research and Inquiry

Tomson 283

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wp.stolaf.edu/curi (<http://wp.stolaf.edu/curi>)

The St. Olaf Collaborative Undergraduate Research and Inquiry (CURI) program provides opportunities for St. Olaf students of all academic disciplines to gain an in-depth understanding of a particular subject through working closely with a St. Olaf faculty member in a research setting.

CURI promotes collaborations between students and faculty during the academic year through Directed Undergraduate Research (DUR) and during the summer, both on and off-campus. Throughout the experience, students learn how research is performed in the discipline of their choice. The program is also a good opportunity for students to reflect and further evaluate where their skills, interests, and values best fit with their future professional endeavors.

A student interested in applying for the CURI program must be enrolled as a St. Olaf student and be a rising sophomore, junior, or senior. There is no GPA requirement that must be met in order

to apply for the program, but a student's academic record will be considered during the selection process.

Research Opportunities at St. Olaf

Research opportunities can be discovered in a variety of settings; talk to faculty members about their research or current projects. Posters hanging in the halls display recent projects and help students identify a professor's area of study. Besides these informal exchanges, students have several options to explore opportunities during the academic year and in the summer.

Summer Research

Typically, students do not earn course credit for summer research because they are paid employees of the college. The remuneration also includes housing on campus. A general email announcement inviting students to apply for summer research is sent to all students early in the second semester. This email directs students to a list of descriptions of projects for which faculty are seeking student collaborators.

Academic Year

There are several ways in which students can participate in undergraduate research during the academic year. Students may take an Independent Research course and work on a project under the supervision of a faculty member. Another option is our Directed Undergraduate Research (DUR) course. In this course, which may be taught in any department or program, a small group of students work with a faculty member on research. These courses are listed in the class and lab schedule in the Student Information System (SIS). Students are encouraged to discuss these opportunities with associated faculty.

Finally, each spring students in applied mathematics, statistics, and computer science are invited to apply to be Fellows in the Center for Interdisciplinary Research (CIR) for the following academic year. Eligible statistics students will have completed at least STAT 272, while criteria for students in applied math or computer science will depend on the nature of proposed projects. More information on the CIR is available at wp.stolaf.edu/cir (<http://wp.stolaf.edu/cir>).

Faculty

Director, 2015-16 (fall)**Paul T. Jackson**

Associate Professor of Chemistry and Environmental Studies
green chemistry; environmental chemistry; water quality; sustainability

Director, 2015-16 (spring)**Gregory W. Muth**

Associate Professor of Chemistry
biochemistry

Computer Science

Patty Martinez, Regents Math 307

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wp.stolaf.edu/cs (<http://wp.stolaf.edu/cs>)

(Mathematics, Statistics, and Computer Science)

Computer science (CS) is the academic discipline that focuses on creative computing-related problem solving. St. Olaf's CS

program employs “hands-on” personal experience to build up invaluable technical and analytical skills while learning powerful computing concepts in a liberal arts context. Beginning with the introductory courses, the program’s curriculum draws connections with applications in other disciplines ranging from the natural sciences to the humanities. The program offers an authentic and satisfying education in the concepts and practices of computer science; the courses below represent national expectations for an undergraduate computer science curriculum. Undergraduate research appears throughout the program, from foundation courses that develop valuable project skills to advanced courses such as the senior capstone seminar. St. Olaf is a national leader in incorporating instruction in parallel and distributed computing throughout the CS curriculum. The program also incorporates a distinct liberal arts perspective, including emphasis on teamwork and communication skills, examination of ethical and social issues in computing, and collaboration in upper-level interdisciplinary projects.

Although CS differs from other computing areas, such as programming, information technology (IT), and information systems (IS), the study of computer science serves as excellent preparation for careers in such fields, because the concepts of computer science provide insights into all forms of computing. While specific computing systems come and go, the principles of CS endure for the long term, and persons with awareness of those principles can perceive them in all forms of computing. The increasing effectiveness of computing in nearly all endeavors makes CS concepts relevant in almost every setting. The program’s emphases on development of creative problem-solving and analytical thinking abilities, interpersonal skills, and ethical analysis and awareness enhance any career, whether one becomes a computing professional or an occasional user.

Overview of the Major

The CS program emphasizes the concepts and practices of computer science, as well as applications to other disciplines. The major begins with foundation courses that present the nature of CS through hands-on experience. The foundation and subsequent core courses together span the national expectations for an undergraduate computer science major curriculum, and advanced courses and electives provide options for depth. Several themes appear throughout the major: breadth-first introductory courses; team collaboration (often interdisciplinary); development of communication skills; thoughtful, structured analysis of ethical and social issues in computing; and undergraduate research, beginning with project-building skills in early courses and continuing through advanced experiences such as CSCI 390 Senior Capstone Seminar.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/computer-science-major-ilos>)

Distinction

See Academic Honors (p. 36)

Other Fields

Certain courses in computer science can count toward other majors and concentrations.

Majors

Mathematics

CSCI 315	Bioinformatics	1.00
CSCI 333	Theory of Computation	1.00

Concentrations

Linguistics

CSCI 121	Principles of Computer Science	1.00
CSCI 125	Computer Science for Scientists and Mathematicians	1.00
CSCI 251	Software Design and Implementation	1.00
CSCI 276	Programming Languages	1.00
CSCI 333	Theory of Computation	1.00

Mathematical Biology

CSCI 125	Computer Science for Scientists and Mathematicians	1.00
CSCI 251	Software Design and Implementation	1.00
CSCI 315	Bioinformatics	1.00

Neuroscience

CSCI 253	Algorithms and Data Structures	1.00
CSCI 315	Bioinformatics	1.00
CSCI 333	Theory of Computation	1.00

Statistics

CSCI 125	Computer Science for Scientists and Mathematicians	1.00
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Also certain courses in other departments can count toward a computer science major:

ID 259	HiPerCiC: Collaborative Web Applications	1.00
MATH 244	Real Analysis I	1.00
MATH 252	Abstract Algebra I	1.00
MATH 282	Topics in Mathematics (2014, 2015)	1.00
PHYS 130	Analytical Physics I	1.00
PHYS 246	Electronics	1.00

Check with the relevant programs for limitations and details.

The computer science program offers many opportunities to participate in undergraduate research, often integrated within courses, or through extracurricular activities such as summer research. Ongoing efforts in high-performance cluster and parallel computing, graphics, 3D computer vision, interdisciplinary web applications, and declarative approaches to language design provide a foundation for many student projects.

Collaborative interdisciplinary projects apply computer science to many fields across campus, including environmental studies, linguistics, management studies, physics, and history.

Recommendations for Graduate Study

Students considering graduate study in computer science should pursue opportunities that add both breadth and depth in their majors. Graduate-school-bound students are strongly encouraged to pursue undergraduate research involving computer science, and to take courses beyond the minimal major requirements.

Requirements

A student arranges for a computer science major by individual contract with the computer science faculty. This provides some latitude for choice according to individual interests and background and allows the computer science faculty to update the curriculum easily as the field of computer science evolves. Most contracts adhere to the guidelines below, which derive from prominent national recommendations for undergraduate computer science majors.

Foundation courses

CSCI 121 or CSCI 125	Principles of Computer Science Computer Science for Scientists and Mathematicians	1.00
CSCI 241	Hardware Design	1.00
CSCI 251 & CSCI 252	Software Design and Implementation and Software Design and Implementation Lab (0.25)	1.25

Select one of the following proof-writing courses:

MATH 282	Topics in Mathematics
MATH 252	Abstract Algebra I
MATH 244	Real Analysis I

Core courses

CSCI 253	Algorithms and Data Structures	1.00
CSCI 263	Ethical Issues in Software Design	1.00
CSCI 276 or CSCI 333	Programming Languages Theory of Computation	1.00

Select one of the following: 1.00

CSCI 273	Operating Systems
CSCI 284	Mobile Computing Applications
CSCI 300	Topics in Computer Science (with parallel and distributed computing)

Electives and capstone

CSCI 390	Senior Capstone Seminar	1.00
Two approved electives (including possibly ID 259)		2.00

Total Credits **10.25**

These guidelines represent four levels:

- choice of introductory courses (CSCI 121 or CSCI 125) and three “second courses” (CSCI 241, CSCI 251, and a proof-writing course) that may be taken in any order (note that the foundation courses offer non-majors a variety of one- to four-course samples of computer science);

- core courses in standard computer science topics, including algorithms and data structures, ethics of computing, computer languages, and computer systems;
- a deeper exposure to selected aspects of the discipline of computer science through electives; and
- a senior-level capstone integrative experience (CSCI 390).

Courses

Courses in computer science satisfy the following general education requirements: AQR, WRI, ORC, IST, and EIN. See the Class and Lab Schedule (<http://www.stolaf.edu/classlab>) for details. No more than one of the two introductory courses, CSCI 121 and CSCI 125 may be taken for credit toward the major.

CSCI 117: Gateways to Computer Science

Students engage fundamental concepts and diverse capabilities of computing and also explore the many layers of computing, including information, hardware, programming, application, and communication layers. The course focuses on algorithmic thinking and the representation and analysis of algorithms. Students investigate ideas through technical and non-technical reading introducing them to computer science and programming. The course is intended for all students. Does not count toward the computer science major.

CSCI 121: Principles of Computer Science

This course introduces students to computer science (CS), a field devoted to creative problem solving with computers, and its applications to other disciplines. Students explore fundamental concepts, including iteration, recursion, object-oriented software design, algorithm efficiency, levels of naming, parallel computing, and computing ethics. Students apply these concepts daily in hands-on homework exercises relevant to fields in the arts, humanities (including digital humanities computations), social sciences, and natural sciences. Includes a team project applying CS to a chosen discipline. No prior experience with programming is expected or required. Offered each semester. One of CSCI 121, CSCI 125, or CSCI 251 counts toward linguistic studies concentration.

CSCI 125: Computer Science for Scientists and Mathematicians

This course focuses on handling data: visualization, finding patterns, and communicating with data. The primary tools are Python (for transforming data) and R (for visualization and classification). Students work individually and in teams to apply basic principles and explore real-world datasets with a sustainability theme. Counts toward statistics and mathematical biology concentrations. One of CSCI 121, CSCI 125, or CSCI 251 counts toward linguistic studies concentration. Offered each semester.

Prerequisite: calculus or consent of the instructor.

CSCI 241: Hardware Design

This course explores modern computer hardware, emphasizing trade-offs among architectural choices and examining representative examples. Programming exercises explore how these topics relate to five high-level programming languages. Topics include virtual machines, overview of computer organization, forms of parallelism, machine-level implementation of programming language features, memory organization, digital logic, microprogrammed and RISC architectures, multi-core architectures, performance enhancements, assembly programming, and architecture of networks and their protocols. Offered annually. Counts toward management studies concentration.

Prerequisite: CSCI 121 or CSCI 125 or consent of the instructor.

CSCI 251: Software Design and Implementation

This course provides an introduction to the structure and creation of computer software, using the C++ programming language and emphasizing object-oriented programming and structured collaborative software-development methodology. Concepts and skills are applied in a substantial team project. Topics include object-oriented programming, specification, programmed memory management, indirect addressing, tools including UML, team software process, requirements analysis, software design strategies, and elementary ethical analysis of software systems. Counts toward mathematical biology and management studies concentrations; one of CSCI 121, CSCI 125, CSCI 251 counts toward linguistic studies concentration. Offered each semester.

Prerequisite: CSCI 121 or CSCI 125 or CSCI 241 or PHYS 130 or MATH 252 or permission of instructor; concurrent registration in CSCI 252 is required.

CSCI 252: Software Design and Implementation Lab (0.25)

Students investigate the implementation of software using strategies and concepts presented in CSCI 251, explore standard technologies for creation and management of multi-module software systems, and carry out stages of structured team software project, through hands-on computational exercises and with direct support provided in a small group context. Offered both semesters.

Prerequisite: concurrent registration in CSCI 251.

CSCI 253: Algorithms and Data Structures

This course surveys standard algorithms and data structures with emphasis on implementation experience and complexity analysis. Topics include algorithmic strategies, fundamental computer algorithms, stacks, queues, lists, trees, hash tables, heaps and priority queues, compression, and decompression. Offered annually. Counts toward neuroscience concentration.

Prerequisites: MATH 282 (MATH 244 or MATH 252) and CSCI 251, or consent of the instructor.

ID 259: HiPerCiC: Collaborative Web Applications

Computer science (CS) students team with students in non-CS fields in order to create custom web-based software that serves the research needs of particular professors in those non-CS fields of application. Students in a field of application provide disciplinary content, context, and feedback throughout project development, while pursuing relevant independent work. CS students develop software collaboratively and rapidly using the HiPerCiC (High-Performance Computing in Context) framework, while learning current web programming principles and technologies. Counts toward computer science major.

Prerequisite: CSCI 251 or permission of instructor.

CSCI 263: Ethical Issues in Software Design

The software we design has real effects in people's lives. This course explores the ethical and social considerations inherent in computer-based systems, develops skills in thinking about those considerations and in collecting data to determine their effects, and expands students' abilities to integrate these issues and skills into software development procedures, largely through an extensive team analysis of a "live" software project. Coursework uses extended case studies and surveys topics such as professional and ethical responsibilities, risk, liability, intellectual property, privacy, and computer crime.

Offered annually. Counts toward management studies concentration.
Prerequisites: CSCI 251 and completion of BTS-T, or permission of instructor.

CSCI 273: Operating Systems

This course examines the features of modern operating systems, including detailed consideration of Linux and other example systems. Projects range from system-level programming and multithreaded network programming to kernel modifications. Topics include operating system principles, implementation as system calls, process scheduling and dispatch, concurrency, inter-process communication, low-level memory management, device management, file systems, security and protection mechanisms, and scripting. Offered alternate years. Counts toward management studies concentration.

Prerequisites: completion of or concurrent enrollment in CSCI 241 and CSCI 251, or permission of instructor.

CSCI 276: Programming Languages

Students study features commonly found in computer programming languages and construct their own interpreters for an example programming language incorporating various language features they study throughout the course. Topics include programming language semantics, programming language translation, parsing, implementation of control structures and memory structures, abstraction mechanisms, and language translation systems and types. Offered alternate years. Counts toward linguistic studies and management studies concentrations.

Prerequisites: CSCI 241 and CSCI 251, or permission of instructor.

CSCI 284: Mobile Computing Applications

Mobile devices are now overtaking desktop computers as the most common way to connect to the Internet. This course explores mobile computing technology by creating applications for the Android platform, including a final team project. The course introduces Java language and provides exposure to graphics user interfaces (GUIs), event-driven programming, APIs, databases, SQL query language, and agile team programming methodologies. Offered alternate years. Counts toward management studies concentration.

Prerequisite: CSCI 251 or permission of instructor.

CSCI 294: Academic Internship

This is an intermediate-level version of CSCI 394.

CSCI 298: Independent Study**CSCI 300: Topics in Computer Science**

Recent and planned topics include parallel and distributed computing, mobile computer graphics, and relational database systems. May be repeated if topic is different. Offered alternate years.

CSCI 315: Bioinformatics

Students study computational problems arising from the need to store, access, transform, and utilize DNA-related data. Topics from computer science include: exhaustive search; algorithms (including dynamic programming, divide-and-conquer, graph and greedy algorithms) for fragment reassembly, sequence alignment, phylogenetic trees; combinatorial pattern matching; clustering and trees; and hidden Markov models. Offered alternate years. Counts toward neuroscience, biomolecular studies, and mathematical biology concentrations and mathematics major.

Prerequisites: CSCI 253, or one of CSCI 121 or CSCI 125, and one of BIO 125 or MATH 220, or permission of instructor.

CSCI 333: Theory of Computation

Students learn about formal languages, automata, and other topics concerned with the theoretical basis and limitations of computation. The course covers automata theory including regular languages and context-free languages, computability theory, complexity theory including classes P and NP, and cryptographic algorithms. Offered alternate years. Counts toward neuroscience and linguistic studies concentrations.

Prerequisite: a proof writing course (such as MATH 244 or MATH 252) or permission of instructor.

CSCI 336: Logic Programming

Students learn a widely-used style of programming based on first order predicate logic. Topics include declarative programming, Horn clauses, declarative and procedural semantics of logic programs, clauses as relations, goals, backtracking, and resolution. Programming projects and exercises use Prolog, the most significant logic programming language. Additional topics include the relationship of Prolog to logic and applications to artificial intelligence. Offered alternate years.

Prerequisite: CSCI 251 or permission of instructor.

CSCI 350: Advanced Team Project

This course is devoted to team research/development projects, employing established software development methodologies. Projects frequently have an interdisciplinary nature, involving consultation with faculty and/or students in other fields, and taking advantage of the particular backgrounds of team members. One or more research papers, posters, etc., on results are ordinarily expected. Offered alternate years.

Prerequisites: one core course with implementation in computer science or permission of instructor.

MSCS 389: Math, Statistics, and Computer Science Research Methods (0.50)

Students focus on writing scientific papers, preparing scientific posters, and giving presentations in the context of a specific, year-long, interdisciplinary research project. In addition, this weekly seminar series builds collaborative research skills such as working in teams, performing reviews of math, statistics, and computer science literature, consulting effectively, and communicating proficiently. Exposure to post-graduate opportunities in math, statistics, and computer science disciplines is also provided. Open to students accepted into the Center for Interdisciplinary Research.

CSCI 390: Senior Capstone Seminar

Class members participate in undergraduate research, including readings from the research literature, team development of project software, ethical analysis of their project applying CSCI 263 principles, documentation practices, and writing a research paper for public presentation. Offered annually.

Prerequisites: major in computer science with senior standing, and completion of or concurrent enrollment in computer science core courses, ordinarily including CSCI 263, or permission of instructor.

CSCI 394: Academic Internship

Students gain experience in computer-industry positions. Projects have included contributions to team programming, implementation of solid modeling (NURBS), documentation, business applications of computing, and applications of computer graphics in medical research. Internship experiences (whether for credit or not) are strongly encouraged for anyone considering a career in computing.

CSCI 396: Directed Undergraduate Research

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

CSCI 398: Independent Research

Recent projects, usually executed by individuals, but occasionally in small groups, and coordinated with ongoing undergraduate research projects, include cluster-assisted computer vision for robots, parallel computing in computer science education, and middleware for interdisciplinary web applications.

Faculty

Director, 2015-2016**Olaf A. Hall-Holt**

Associate Professor of Mathematics, Statistics, and Computer Science
computational geometry; computer vision/graphics

Richard J. Allen

Professor of Mathematics, Statistics, and Computer Science
logic programming; intelligent tutoring systems; computer science; Islamic geometric patterns; bioinformatics

Richard A. Brown

Professor of Mathematics, Statistics, and Computer Science
computer science; parallel/distributed systems

Charles Huff (on leave)

Professor of Psychology
social psychology; moral psychology; science and technology studies; psychology of religion

Steven McKelvey

Professor of Mathematics, Statistics, and Computer Science, Registrar and Assistant Vice President for Academic Affairs
operations research; wildlife modeling

Matthew P. Richey

Professor of Mathematics, Statistics, and Computer Science
applied and computational mathematics

Dance

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The Department of Dance is committed to engaging students in the study of dance as a personal art, a cultural art, and a fine art, as it prepares dance majors for a wide range of life and career options.

St. Olaf is a charter member and an accredited institutional member of the National Association of Schools of Dance.

Overview of the Major

Movement-intensive and language-intensive classes present dance as a vital form of embodied awareness, personal expression, and physical communication. The St. Olaf College B.A. in dance guides students toward lives and careers with strong physical, creative, and analytical skills at their foundation. As a result, dance majors come away from St. Olaf College with the ability to perform with professional companies or as free-lance artists; to pursue graduate study in choreography, performance, teaching; or move into areas such as dance therapy, the healing arts, and somatic studies.

They enter related fields such as arts management, psychology, environmental studies, media, and more.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/dance-major-ilos>)

Students will demonstrate:

- a physical understanding of whole body connectivity, dynamic range, and spatial clarity while dancing and creating intentional relationships with others.
- an understanding of the multiple languages of dance and will demonstrate an ability to apply these languages to clearly communicate about dance and their experience of it.
- an ability to create dance artifacts and to evaluate these artifacts through a reflection and revision process.
- an ability to apply social, cultural, and historical parameters in relation to dance.

Performance and Creative Opportunities

Companydance™ offers students a range of dance creating, performing and producing opportunities and is open by audition to **ALL** students. The company's primary aesthetic is grounded in the modern dance tradition, but is by no means restricted to it. Auditions for Companydance™ are held during the first week of the fall term.

Veselica International Dance Ensemble is open by audition to **ALL** students. The company exemplifies a global perspective that strives to spread awareness of dance forms from around the world. Veselica™ (pronounced veh-SELL-eet-sah) translates as "celebration." Artistic Director Anne von Bibra founded the international dance ensemble in the late 1980s. Auditions for Veselica are held during the first week of the fall term and sometimes during the spring term.

Distinction

See Academic Honors (p. 36)

Details about the distinction process can be found on the Dance Department web page.

Requirements

Language-Intensive Courses (Theory)		5.50
DANCE 100	Introduction to Dance	1.00
DANCE 124	World Dance Traditions	1.00
DANCE 150	Movement, the Camera, and the Creative Process	1.00
DANCE 201	The Body Movable (0.50)	0.50
DANCE 231	Fundamentals of Choreography and Improvisation	1.00
DANCE 246	Dance in the United States	1.00
Movement-Intensive Courses (Technique)		2.00
DANCE 212	Articulate Body (0.50) (Required: 212 must be taken concurrently with or within 1 term of DANCE 201)	0.50
DANCE 213	Articulate Body (0.25) (Recommended: 213 in first or second year prior to taking 212)	
Select other movement-intensive courses from below to total 1.50 credits ¹		1.50
Ballet		
DANCE 121	Ballet I (0.25)	
DANCE 130	Advanced Beginning Ballet (0.50)	
or DANCE 131	Advanced Beginning Ballet (0.25)	
DANCE 220	Ballet II (0.50)	
or DANCE 221	Ballet II (0.25)	
DANCE 320	Ballet III (0.50)	
or DANCE 321	Ballet III (0.25)	
Improvisation		
DANCE 105	The Beat Goes On (0.25)	
DANCE 115	Power Play (0.25)	
DANCE 215	Contact Improvisation (0.25)	
DANCE 315	Improvisation as Practice and Performance (0.25)	
International and Social		
DANCE 106	Ballroom I (0.25)	
DANCE 108	American Dance: Native and Immigrant Traditions (0.25)	
DANCE 109	International Dance I: A Survey (0.25)	
DANCE 206	Ballroom II (0.25)	
DANCE 209	International Dance II: Selected Dance Cultures (0.25)	
Modern		
DANCE 111	Modern Dance I (0.25)	
DANCE 210	Modern Dance II (0.50)	

or DANCE 211	Modern Dance II (0.25)	
DANCE 250	Modern Dance II: Technique Emphasis (.50)	
or DANCE 251	Modern Dance II: Technique Emphasis (.25)	
DANCE 310	Modern III (0.50)	
or DANCE 311	Modern III (0.25)	
Senior Dance Capstone Project		3.00
DANCE 399	Senior Dance Seminar ³	1.00
Area of Specialty ²		2.00
Select at least two credits from within or outside the department.		
Dance Companies and Productions		
Dance company participation		
Majors are required to participate in one of the dance companies (Companydance™ or Veselica™ International Dance Ensemble) for a minimum of three semesters.		
Dance production management		
Majors are required to contribute in managing a dance production for a minimum of one semester.		
Total Credits		10.50

¹ These will be selected in consultation with dance faculty.

² Each student designs an individualized area of specialty derived from their own interests and investigation.

³ Must be taken fall of senior year. Final projects may take the form of a research paper, performance, choreography, or blended project.

The dance major curriculum is compatible with other majors. Recent and current double majors include physics, exercise science, anthropology and sociology, theater, English and more.

Courses

Movement-Intensive Courses

Courses in which moving is the primary mode of learning. These courses might resemble a traditional dance technique class or a class in which movement exploration and invention is emphasized. All movement-intensive courses taken for 0.25 credit in the Dance Department are repeatable up to a total of eight times. Students receive numeric but not GE credit for a repeated course. GE credit is granted only once. Students ready to take an intermediate-level movement-intensive course MUST have instructor approval.

DANCE 105: *The Beat Goes On* (0.25)

Explore pulse and rhythm through a range of dance and movement activities, including body and vocal percussion, clogging, drumming, and tap dancing. Investigate how physical rhythms are established as students shift body weight, manipulate time, and emphasize a pulse. Explore the connections between rhythm, the innate instinct to follow rhythmic patterns in life, and the predisposition to generate one's own rhythms. Join the beat! P/N only. Offered periodically.

DANCE 106: *Ballroom I* (0.25)

Ballroom classes are taught from a social/aesthetic perspective. In this course, students learn fundamental steps, rhythms, and styling in foxtrot, slow waltz, Viennese waltz, east coast swing, and cha cha. P/N only. Offered each semester.

DANCE 108: *American Dance: Native and Immigrant Traditions* (0.25)

This course presents dances derived from immigrant and native traditions and includes Cajun, clogging, contras, hula, squares and vintage dance forms such as Charleston, among others. P/N only. Ticket/transportation fee required. Offered periodically.

DANCE 109: *International Dance I: A Survey* (0.25)

International dance classes emphasize dance in its varied cultural contexts. This course surveys dance from around the world with emphasis on European and Near Eastern forms. P/N only. Ticket/transportation fee required. Offered annually.

DANCE 111: *Modern Dance I* (0.25)

This course introduces modern dance as a style of dance and a dance aesthetic. It explores at a beginning level a range of movement vocabulary, body awareness, and creative process. Teaching faculty bring their individual movement backgrounds to the class content. P/N only. Offered each semester. May be repeated several times with permission of instructor.

DANCE 115: *Power Play* (0.25)

Play is powerful in learning and creating. It engages, energizes, and enlightens. This class explores a range of physical activities designed to develop physical skill, confidence, and intelligence—all in the spirit of play. It incorporates activities for developing body organization and alignment while challenging students' imagination and creative sensibilities. Tumbling, terraining, contact improvisation, and ball play represent a few of the included activities. P/N only. Offered annually in the fall semester.

DANCE 121: *Ballet I* (0.25)

This course provides students with an introduction to ballet technique, vocabulary, proper body alignment and body awareness. Outside work includes practicing, reading, writing and concert attendance. P/N only. May be repeated with permission of instructor. Offered each semester.

DANCE 206: *Ballroom II* (0.25)

This course provides instruction in basic steps, rhythms and styling for tango, rumba, west coast swing, and quickstep. Students learn advanced patterns in slow waltz. Emphasis is on styling and quality of movement. P/N only. Ticket/transportation fee required. Offered annually, usually in the spring semester.

Prerequisite: DANCE 106 or permission of instructor.

DANCE 209: *International Dance II: Selected Dance Cultures* (0.25)

Students focus intensively on the dance forms and styles of selected cultures chosen by the instructor in consultation with the students. P/N only. Ticket/transportation fee required. Offered periodically.

Prerequisite: DANCE 109, DANCE 124, or permission of instructor.

DANCE 215: Contact Improvisation (0.25)

Contact Improvisation is a movement form that practices moving through space while sharing one's body weight with another moving person. Students practice movement skills that investigate their relationships with gravity and that increase their physical awareness, their understanding of body structure and function, and their comfort with movement invention. Students research the history of Contact Improvisation and explore its influence in contemporary dance forms. The course builds on skills developed in DANCE 115. Offered alternate years in the spring semester.

Prerequisite: DANCE 115.

DANCE 315: Improvisation as Practice and Performance (0.25)

Students explore improvisation as a movement practice, a dance technique, and a foundation for performance. The course integrates a variety of approaches to improvisation including movement exploration with body awareness, Authentic Movement, and Contact Improvisation. The class develops individual and group movement skills and increases student comfort level with movement invention as a creating practice and a performing practice.

Prerequisite: DANCE 115 and DANCE 215 or permission of instructor. Counts toward dance major. Offered alternate years in the spring semester.

The following movement-intensive courses are offered at both 0.50 credit (DANCE 210, DANCE 212, DANCE 220, DANCE 250, DANCE 310, DANCE 320) and 0.25 credit (DANCE 211, DANCE 213, DANCE 221, DANCE 251, DANCE 311, DANCE 321). Movement-intensive courses taken for 0.50 credit entail additional outside work and may be taken only once. It is recommended that students take movement-intensive courses for 0.50 credit first. Movement-intensive courses taken for 0.25 credit may be repeated up to a total of eight times.

DANCE 130: Advanced Beginning Ballet (0.50)

This course offers an expansion of ballet technique, vocabulary, proper body alignment, and body awareness beyond the beginning level. Outside work includes practicing, reading, writing, and concert attendance. Ticket/transportation fee required. Offered annually in the spring semester.

Prerequisite: DANCE 121 and/or permission of the instructor.

DANCE 131: Advanced Beginning Ballet (0.25)

This course offers an expansion of ballet technique, vocabulary, proper body alignment, and body awareness beyond the beginning level. Outside work includes practicing, reading, writing, and concert attendance. Ticket/transportation fee required. May be repeated with permission of instructor. Offered annually in the spring semester.

Prerequisite: DANCE 121 and/or permission of the instructor.

DANCE 210: Modern Dance II (0.50)

Students expand their understanding of modern dance by building on the components of Modern Dance I, adding attention to movement qualities, elements of space, dance vocabulary and of technique with an emphasis on phrasing and sequencing movement. Some sections may also include a focus on performing skills. Open to majors and other students with instructor's permission. May require ticket/transportation fee. Offered each semester.

Prerequisites: DANCE 111 and permission of instructor.

DANCE 211: Modern Dance II (0.25)

Students expand their understanding of modern dance by building on the components of Modern Dance I, adding attention to movement qualities, elements of space, dance vocabulary and of technique with an emphasis on phrasing and sequencing movement. Some sections may also include a focus on performing skills. Open to majors and other students with instructor's permission. May be repeated with permission of instructor. Offered each semester.

Prerequisite: DANCE 111 and permission of instructor.

DANCE 212: Articulate Body (0.50)

This movement intensive class is a blend of the art and the science of the body in dancing. It integrates an artistic approach to moving with a physical experience that deepens awareness of the body in motion and enhances understanding of body structure and function. This class also links to the content and focus in DANCE 201 and DANCE 301. Offered each semester. Counts toward neuroscience concentration.

Prerequisite: DANCE 111 or DANCE 121 or DANCE 210/DANCE 211 or DANCE 220/DANCE 221, or permission of instructor.

DANCE 213: Articulate Body (0.25)

This movement intensive class is a blend of the art and the science of the body in dancing. It integrates an artistic approach to moving with a physical experience that deepens awareness of the body in motion and enhances understanding of body structure and function. This class also links to the content and focus in DANCE 201 and DANCE 301. Offered each semester. May be repeated with permission of instructor.

Prerequisite: DANCE 111 or DANCE 121 or DANCE 210/DANCE 211 or DANCE 220/DANCE 221, or permission of instructor.

DANCE 220: Ballet II (0.50)

This course offers an expansion of ballet vocabulary and technique with an emphasis on movement quality, clarity and efficiency. Outside work includes practicing, reading, writing and concert attendance. Open to majors and other students with instructor's permission. Offered each semester.

Prerequisite: DANCE 121 and DANCE 130/DANCE 131 and/or permission of the instructor.

DANCE 221: Ballet II (0.25)

This course offers an expansion of ballet vocabulary and technique with an emphasis on movement quality, clarity and efficiency. Outside work includes practicing, reading, writing and concert attendance. Open to majors and other students with instructor's permission. Offered each semester. May be repeated with permission of instructor.

Prerequisite: DANCE 121 and DANCE 130/DANCE 131 and/or permission of the instructor.

DANCE 250: Modern Dance II: Technique Emphasis (.50)

Students further develop artistic, athletic technical skills in modern dance through concentrated work on movement sequencing and dance conditioning. Students learn, create, and perform movement patterns rich in attention toward actions and alignments of the spine, spatial pathways, dynamics of time and energy, expression of weight/gravity, and intricate foot and legwork. Offered spring semester.

Prerequisite: two terms of DANCE 111 or permission of instructor. Open to dance majors and other students with permission of instructor.

DANCE 251: Modern Dance II: Technique Emphasis (.25)

Students further develop artistic, athletic technical skills in modern dance through concentrated work on movement sequencing and dance conditioning. Students learn, create, and perform movement patterns rich in attention toward actions and alignments of the spine, spatial pathways, dynamics of time and energy, expression of weight/gravity, and intricate foot and legwork. May be repeated with permission of instructor. Offered spring semester.

Prerequisite: two terms of DANCE 111 or permission of instructor. Open to dance majors and other students with permission of instructor.

DANCE 310: Modern III (0.50)

This course builds on the concepts and components of Modern Dance I and II. Offered each semester.

Prerequisite: DANCE 210/DANCE 211 or DANCE 250/DANCE 251 (at least twice) and/or permission of the instructor. Open to dance majors and other students with instructor's permission.

DANCE 311: Modern III (0.25)

This course builds on the concepts and components of Modern Dance I and II. Open to majors and other students with instructor's permission. Offered each semester. May be repeated with permission of instructor.

Prerequisite: DANCE 210/DANCE 211 (at least twice) and/or permission of the instructor. Open to dance majors and other students with instructor's permission.

DANCE 320: Ballet III (0.50)

This course offers a further exploration of ballet vocabulary and technique for the advanced dancer with an emphasis on clarity, intention, and musicality. Offered each semester.

Prerequisite: DANCE 221. Open to dance majors and other students with instructor's permission.

DANCE 321: Ballet III (0.25)

This course offers a further exploration of ballet vocabulary and technique for the advanced dancer with an emphasis on clarity, intention, and musicality. May be repeated with permission of instructor. Offered each semester.

Prerequisite: DANCE 221. Open to dance majors and other students with instructor's permission.

Language-Intensive Courses

Courses in which lecture, discussion, and writing are primary modes of learning.

DANCE 100: Introduction to Dance

This introduction to dance course allows students to broadly experience dance. Students explore dance from the following perspectives: historical, cultural and social, creative and expressive, performing, critical and aesthetic, and kinesthetic. The intention of the course is to broaden students' perceptions about dance. Lectures, student presentations, experiential movement labs, and viewing of both live and recorded dance performances are all components of the course. No dance experience required. Ticket/transportation fee required. Offered annually in the fall semester.

DANCE 124: World Dance Traditions

An introduction to world dance traditions, this course examines dance forms, functions, contexts, and differing aesthetics found in selected cultures of Africa, Asia, Europe, the Middle East, the South Pacific, and Latin America. The course includes lectures, discussion, video-viewing, and required field-trips to dance events, in addition to studio experiences where students learn dances from the cultures studied. No previous dance experience required. Ticket/transportation fee required. Offered in alternate years.

DANCE 150: Movement, the Camera, and the Creative Process

Students learn, embody, and integrate elements of dance and film by engaging in the creative practice of making dance for the screen. Each student gains experience as a director, performer, videographer, editor, and critic in this collaborative learning community. Students discuss and analyze live movement studies, screendances by peers and professionals, and relevant texts. Other technologies, such as 3D character animation and reactive/interactive technology, may be introduced. The class culminates with an evening public showing. Offered alternate years. Counts toward media and film studies concentrations.

DANCE 201: The Body Movable (0.50)

An introduction to experiential anatomy using a range of physical movement and embodied awareness practices. Exploring the human body's structure and function provides the foundation for moving in healthy, expressive, and creative ways. Emphasis is placed on living with awareness in daily life as a foundation for more specialized performance activities such as dance and sport. Offered annually in the fall semester. Counts toward biomedical studies concentration (for students through class of 2016) and neuroscience concentration.

Prerequisites: DANCE 111 or DANCE 115, or permission of instructor.

DANCE 231: Fundamentals of Choreography and Improvisation

A basic course in principles and methods for creating dances, this course focuses on the elements of dance composition and improvisation, the relationship of form and content, and the relationship of the dancer and the dance. It is appropriate for students interested in any or all forms of dance and for those interested in other forms of composition (music, visual art, etc.). Offered annually in the fall semester.

DANCE 246: Dance in the United States

Students trace and integrate the African-American and Euro-American dance traditions of the late 19th, 20th, and early 21st centuries, paying attention to their similarities and differences. The focus is on the theatrical dance genres of ballet, modern, and jazz (includes social dance, tap, and some musical theatre dance). At the same time, the course attends to the economic, religious, political, and social forces that have affected the development of dance in the United States. No dance experience required. Ticket/transportation fee required. Offered annually in the spring semester. Counts toward race and ethnic studies, American studies, and women's and gender studies majors and race and ethnic studies and women's and gender studies concentrations.

DANCE 294: Internship**DANCE 298: Independent Study****DANCE 301: Advanced Body Movable (.50)**

This course deepens and expands the body awareness focus of DANCE 201, emphasizing the somatic perspective in which it is grounded. The somatic disciplines of Body-Mind Centering, Barthelemy Fundamentals, Ideokinesis, and Experimental Anatomy provide the theoretical foundation of this course. It includes exploration of the "attention-intention-action cycle" as life practice. Offered alternate years in the spring semester. Counts toward neuroscience concentration.

Prerequisites: DANCE 201 and DANCE 212 or DANCE 213.

DANCE 374: Advanced Choreography

In this advanced analysis of principles and methods for creating dances, students survey current trends in dance performance as well as choreograph new works. Offered annually in the spring semester.

Prerequisite: DANCE 231.

DANCE 394: Academic Internship**DANCE 396: Directed Undergraduate Research**

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

DANCE 398: Independent Research**DANCE 399: Senior Dance Seminar**

In this culminating dance major course, students develop and execute their final senior projects in their individual areas of specialty, including planning for and promoting the presentation of their projects. Students prepare for dance and other career options by developing professional correspondence documents, learning and practicing interviewing skills, creating video samples of their work, and leading discussions on dance-related topics relevant to the individual student. Open to dance majors only. Offered annually in the fall semester.

Faculty

Chair, 2015-2016**Sheryl Saterstrom**

Assistant Professor of Dance
somatics; performance; improvisation; creative process

Jennifer Bader

Instructor in Dance
ballet

Karla K. Grotting

Adjunct Assistant Professor of Dance

Heather J. Klopchin

Associate Professor of Dance
ballet technique; dance history; modern dance technique

Janice Roberts (on leave spring)

Professor of Dance
modern dance; choreography; Companydance

Anthony W. Roberts (on leave spring)

Artist in Residence in Dance
modern dance; dance technology; Companydance

Anne von Bibra

Assistant Professor of Dance
Dance ethnology, ballroom, Veselica

Economics

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The Department of Economics seeks to create a teaching and learning community that provides students with varied opportunities for acquiring the necessary knowledge, analytical skills, and judgment to prepare them for personal and professional growth and for confident and responsible leadership in a rapidly changing world.

The department encourages students:

1. To learn about the economic, commercial, and governmental institutions that serve the American and international communities
2. To be competent in economic and statistical analysis
3. To be cognizant of historical, global, and moral perspectives on economic and business issues.

Overview of the Economics Major

Economics is the study of how people and organizations make decisions, how they interact with each other, and how institutions and policies can be designed to improve people's lives. The ambition of those who study economics is to understand the world around them both as it is and as it ought to be. The basic principles of economics are applied to a wide range of social and political challenges that confront us today. These include international trade, environmental protection, health care, international development, domestic taxes, Federal Reserve policies, labor outsourcing, and the regulation of business.

The economics curriculum at St. Olaf includes theory, applications, institutional studies, and quantitative analysis. Where appropriate, economics courses also pursue historical and ethical concerns.

The department offers areas of emphasis for its majors who desire more focused study in finance, international economics, management, and public policy. The department also supports several programs available to students regardless of major: an interdisciplinary concentration in management studies, international and off-campus courses, and internship opportunities.

The economics major serves as excellent preparation for careers in a wide variety of fields, including economic analysis, banking, accounting, consulting, health administration, finance, business management, teaching, and international affairs. The major also provides a solid foundation for students wishing to pursue graduate studies in economics, business, public policy, and law.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/economics-major-ilos>)

Distinction

See Academic Honors (p. 36).

The criteria and guidelines for Distinction in Economics can be found through the Economics Department web page (<http://wp.stolaf.edu/economics/distinction>).

Special Programs

Areas of Emphasis

Areas of emphasis provide the opportunity for economics majors to pursue a more extensive and focused program of study beyond the normal major requirements. Please see Requirements (p. 96) for more information.

Concentrations and Interdepartmental Programs

The Economics Department participates in international studies programs and encourages its majors to take advantage of study in other countries. The department also participates in several interdisciplinary majors and concentrations, including American studies, Asian studies, management studies, Latin American studies, statistics, environmental studies, women's and gender studies, and the social studies education major.

Recommendation for Graduate Study

Students considering graduate work in economics (either Ph.D. or M.A.) are advised to take additional courses in economic analysis, mathematics, and statistics beyond those required for the economics major, and to pursue a significant research experience in economics. Within the major, we recommend that students take additional level III economic analysis courses, one of which should be Econometrics (ECON 385). The following courses in mathematics, listed in order of importance, are recommended: Multivariable Calculus (MATH 226), Elementary Linear Algebra (MATH 220), Real Analysis I (MATH 244) and Differential Equations I (MATH 230). A concentration in Statistics (p. 254) is helpful, but the most useful statistics courses for graduate study are Statistical Modeling (STAT 272) and Advanced Statistical Modeling (STAT 316). A significant research experience gained through participation in a Directed Undergraduate Research (ECON 396), the Center for Interdisciplinary Research (CIR) (<http://wp.stolaf.edu/cir>), a statistically related CURI (<http://wp.stolaf.edu/curi>) project, or the Mathematics Practicum (MATH 390) is also recommended. Finally, the American Economic Association provides additional information for undergraduate students interested in graduate work in economics here. (<https://www.aeaweb.org/gradstudents>)

Requirements

Requirements for the Economics Major

Majors in economics must meet the following minimum requirements:

Core courses: ¹		3.00-4.00
ECON 261	Intermediate Macroeconomic Theory	
ECON 262	Intermediate Microeconomic Theory	
Select one of the following:		
ECON 263	Statistics for Economics	
STAT 272 & ECON 385	Statistical Modeling and Econometrics ²	
At least four economic analysis courses: at least one at level II and at least two at level III.		4.00
Foundation course:		1.00
MATH 120	Calculus I (or equivalent or higher credit)	
or MATH 119	Calculus I with Review	
Total Credits		8-9

¹ Core courses -- ECON 261 and ECON 262, and ECON 263, or STAT 272 plus ECON 385 -- all require an introductory course and calculus (usually ECON 121 and MATH 120). Core courses cannot be taken S/U.

² ECON 385 may count as a level III economic analysis course when taken to fulfill the core course requirement.

Students studying off-campus through St. Olaf affiliated programs may count up to two off-campus courses as level II economic analysis courses towards the economics major requirements. These courses must be approved in advance by the chair of the Economics Department. To count towards the economics major, courses must (a) be in recognized fields in economics, (b) require at least Principles of Economics (ECON 121) (or its equivalent) as a prerequisite, and (c) be taught in an economics program or by faculty from an economics program. Students may not count both a St. Olaf economic analysis course and a course taken off campus towards the major if the courses are substantially the same.

Areas of Emphasis

The Economics Department offers four optional Areas of Emphasis that students may complete in addition to a major in economics. There are two economics areas: (1) international economic analysis and policy and (2) public policy economics, and two management areas: (3) management and (4) finance. Students may be certified in no more than one economics and one management studies area of emphasis. Grades of C or better must be earned in all courses counted towards an area of emphasis.

Contracts for each area of emphasis must be negotiated individually with the assigned area director before the end of the student's junior year. Copies of contracts, which list required and elective courses for the areas, can be found on the Economics Department web page (<http://wp.stolaf.edu/economics/forms/department-forms>). Please contact the Economics Department for names of the current area directors.

The economics areas of emphasis require three economic analysis courses beyond those required for the major including one level III economic analysis course. The management studies areas of emphasis require five courses including a level III management studies course. Courses counted towards an area of emphasis may

not also be counted towards any requirements for the economics major.

Courses

Introductory Courses

ECON 110-ECON 120 Gateways to Economics

These courses introduce students to principles of economics through special topics. Each course emphasizes the application of economic concepts to topics of general interest, capitalizing on the special interests and expertise of the faculty. Courses numbered 110-120 all present a common core of economic principles, and, therefore, credit will be given for only one of these courses. Courses numbered 110-120 cannot be taken after taking ECON 121. Students may only take one course from among 110-120; none of these courses may be repeated. Students considering a major in economics are encouraged to take Principles of Economics (ECON 121), below.

ECON 111: Gateways to Economics: Transition Economies

At one time, roughly one-third of the world's population lived in countries with centrally planned socialist economies. The world has witnessed a series of astonishing transitions as these planned economies moved to introduce market reforms. This course introduces and applies the basic tools of economic analysis to understand and explore the transitions taking place in these countries. The course focuses principally on China and Russia but will include examples drawn from Eastern Europe and Cuba. Offered periodically during Interim.

ECON 113: Gateways to Economics: Capitalism

This course uses major schools of economic thought and major economic writers from the past 600 years to introduce principles of economics. Readings include the architects of capitalism (Adam Smith, David Ricardo, etc.), the critics (Karl Marx, Thorstein Veblen, etc.), and the reformers (J.M. Keynes, Joseph Schumpeter, J.K. Galbraith, etc.). Offered periodically during Interim.

ECON 114: Development of American Business

This course explores the changing structure of American business, the role of the individual in business development, and the challenges and opportunities that the corporate system poses for individuals, government, and society in general. The course uses basic economic concepts but does not require extensive knowledge of economic theory. The course follows a topics-based approach, considering the evolution of business and contemporary issues confronting corporations. Class discussions, small group activities, and guest speakers provide a varied pedagogical approach. Offered periodically during Interim.

ECON 115: Gateways to Economics: Globalization and Poverty

Vigorous debates about globalization and poverty have circulated in the media for the past decade, gaining international attention as protests interrupted the 1990 WTO Ministerial Conference in Seattle. This course introduces economic principles and uses them to evaluate thoughts on globalization, trade, growth, and poverty as articulated by economists like John Maynard Keynes, Friedrich von Hayek, Joseph Stiglitz, Jagdish Bhagwati, Jeffrey Sachs, and William Easterly, and as enacted by institutions like the WTO, IMF, and World Bank. Offered periodically during Interim.

ECON 117: Economics of Climate Change

Climate change challenges standard models used in economics and requires people to rethink assumptions on the sources of economic growth. Although important questions remain in the science of climate change, markets are already adapting to future volatility, and nations spend large sums on emissions abatement. This course analyzes the impact of climate change on various economic systems, introducing relevant economic concepts including discount rates, risk analysis, equity and welfare, models of economic growth, and spatial analysis. Offered periodically during Interim.

Principles of Economics

Students considering a major in economics are encouraged to complete Principles of Economics (ECON 121) prior to taking any economics courses at level II or above.

ECON 121: Principles of Economics

This course takes an analytical approach to economic reasoning and contemporary issues. The course introduces microeconomic and macroeconomic theories with applications to relevant topics, such as employment, growth, environmental protection, affirmative action, exchange rate fluctuations, taxes, and welfare reform. Students explore economics as an intelligent approach to understanding our daily lives as citizens, workers, managers and consumers. Offered each semester. Counts toward environmental studies major (social science emphasis) and management studies concentration.

Core Courses

ECON 261: Intermediate Macroeconomic Theory

This course addresses the economic institutions and forces that determine levels of income, output, employment, and prices in our society. Questions related to employment prospects and standard of living provide an important focus. Classical and Keynesian perspectives are employed in attempting to understand these matters, the macroeconomic problems in market economies and the policies that economists prescribe as remedies for these problems. Offered each semester.

Prerequisites: MATH 119 or MATH 120, and one of Economics 110-121 or permission of instructor.

ECON 262: Intermediate Microeconomic Theory

Microeconomics is the study of the resource allocation decisions by households, producers, and government and the resource allocation process in various types of market structures. Students are trained in the use of economic models and optimizing techniques to address a variety of real-world problems, including case studies from business and public policy. Offered each semester.

Prerequisites: MATH 119 or MATH 120, and one of Economics 110-121 or permission of instructor. Offered each semester.

ECON 263: Statistics for Economics

This course emphasizes skills necessary to understand and analyze economic data. Topics include descriptive statistics, probability and random variables, sampling theory, estimation and hypothesis testing, and practical and theoretical understanding of simple and multiple regression analysis. Applications to economic and business problems use real data, realistic applications, and econometric/statistical software. Offered each semester. ECON 263 is required for economics majors who do not take both STAT 272 and ECON 385. Credit towards the economics major will not be given for ECON 263 following completion of STAT 272. Counts toward environmental studies major (social science emphasis).

Prerequisite: MATH 119 or MATH 120 and one of Economics 110-121, or consent of the instructor.

Economic Analysis Courses, Level II**ECON 200: Topics in Economic Analysis**

In this course students apply the models, insights, and analytical techniques of economics to a specific topic or economic problem. Topics vary from year to year. May be repeated if topic is different. Offered periodically.

Prerequisites: one of Economics 110-121 or permission of instructor.

ECON 218: Economic Progress in China (abroad)

This course tracks economic development in China with emphasis on Shanghai. The course examines the emergence and evolution of markets in rural, urban, commercial, and financial centers and how the changes affect culture, attitudes, customs, and life of the people. Shanghai will be compared with other Chinese cities, including Nanjing, Suzhou, Hangzhou and Hong Kong. The role of Hong Kong in China's reform and its integration since 1997 is also discussed. Offered alternate Interims. Counts toward Asian studies major and concentration.

Prerequisites: one of Economics 110-121 or permission of instructor.

ECON 220: Economic Justice

This course examines Christian ethics along with major frameworks in philosophical ethics (Utilitarianism, Liberalism, and Marxism) in addressing economic issues. Offered annually.

Prerequisites: one of Economics 110-121 and completion of BTS-T or permission of instructor.

ECON 222: Game Theory in Economics

Game theory is the formal study of the strategic interactions between individuals and between groups of individuals. Game theory has become a widely adopted tool of analysis in economics, business, law, politics, anthropology, sociology, and international relations. This course introduces students to the theoretical constructs of game theory and focuses on economic applications in the fields of labor economics, international trade, environmental economics, macroeconomics, and industrial organization. Offered annually.

Prerequisite: one of Economics 110-121 or permission of instructor.

ECON 238: Economic Development in Japan

This course provides an overview and analysis of Japan's economic development, beginning with a review of the foundations for growth in the 19th century and focusing on the era of rapid growth in the post WWII period. Students investigate the interaction of culture and the economy, Japan's corporate capitalism, the "economic miracle," Japan-U.S. relations, and prospects for future growth. Offered periodically. Counts toward Asian studies major and concentration.

Prerequisite: one of Economics 110-121 or permission of instructor.

ECON 242: Environmental Economics

The powerful insights of microeconomic analysis inform this consideration of environmental policy and regulation. Coursework emphasizes issues germane to setting and attaining specific environmental objectives - how much pollution to allow, how much to encourage preservation, how much cutting to permit. By considering whether and how to assign monetary values to goods like species diversity and climactic stability, students gain practical experience applying benefit-cost analysis to environmental decisions. Offered annually. Counts toward American studies major. Counts toward environmental studies major (all emphases) and concentration.

Prerequisite: one of Economics 110-121 or permission of instructor.

ECON 243: Economic Development

Students in this course learn and apply economic analysis, tempered by an appreciation for the political and institutional contexts of the less developed countries, to gain an understanding of these countries' economies. Using cases involving both written and oral analysis, students explore topics such as economic growth in Brazil, trade strategies in Singapore, poverty and income distribution in Taiwan, or macroeconomic performance in Mexico. Offered annually. Counts toward environmental studies major (social science emphasis) and Latin American studies major and concentration.

Prerequisite: one of Economics 110-121 or permission of instructor.

ECON 244: Business, Government, and the Marketplace

Students in this course gain a critical understanding of the economic implications of several forms of government regulation by studying antitrust, traditional regulation and topics in environmental, consumer, and workplace regulation. These different ways governments influence market outcomes are examined from both historical and economic perspectives. Offered periodically. Counts toward American studies major.

Prerequisite: one of Economics 110-121 or permission of instructor.

ECON 245: Economics of Health Care

The health care sector in the U.S. is undergoing rapid change that affects patients, providers and payers. Managed care and managed competition are restructuring the delivery of health care services and reducing costs, while frustrating physicians and patients. The course examines the economic factors leading to the changes, current issues and controversies, and federal health policies. Students interested in nursing, medicine, and the sciences are encouraged to enroll. Offered annually. Counts toward American studies major. Counts toward biomedical studies concentration (for students through class of 2016).

Prerequisites: one of Economics 110-121 or permission of instructor.

ECON 247: History of Economic Thought

Many aspects of our lives and our society are influenced by the ideas (or the theories) of economists. This course explores where economic ideas have come from, how they have changed over time and the extent to which they are compelling. While the ideas of many important figures are covered, economists such as Smith, Ricardo, Marx, Marshall, and Keynes receive particular attention. Offered annually.

Prerequisite: one of Economics 110-121 or permission of instructor.

ECON 249: Urban Economics

This class applies economic principles to issues of urban development. Topics include urban economic history, location analysis, policy analysis (especially concerning poverty, housing, transportation and education), land use controls, and macroeconomic forecasting. Offered annually.

Prerequisites: one of Economics 110-121 or permission of instructor.

Economic Analysis Courses, Level III

ECON 371: Economics of Public Policy

Government action affects us all. We pay taxes; we use public roads, schools, and parks. Some prices we pay are lower due to government subsidies; others are higher due to taxes. Government actions influence both the efficiency of our economy and the equity and equality within our society. Students learn valuable analytical tools for evaluating public projects, tax policies, entitlement programs and voting behavior. Offered annually. Counts toward American studies major.

Prerequisite: ECON 262 and either ECON 263 or STAT 272, completion of BTS-T, or permission of instructor.

ECON 372: Behavioral Economics

Classic economics assumes that people make decisions rationally. Behavioral economics weakens that assumption, incorporating the findings of psychology into economic models. Students learn to apply behavioral economics theories to improve their understanding of business, marketing, public policy, and other domains of economics. Students utilize skills they have learned from microeconomic theory and statistics orally and in writing. Offered annually.

Prerequisites: ECON 262 and either ECON 263 or STAT 272, or permission of instructor.

ECON 374: Money and Banking

This course addresses the institutions that comprise modern monetary systems and the influence that these systems have on levels of income, output, employment, and prices in market economies. Monetary theory and monetary policy, including both the nature of our central bank and the role that it plays in our monetary system, are also addressed in some detail. Offered annually. Counts toward American studies major.

Prerequisite: ECON 261 and either ECON 263 or STAT 272, or permission of instructor.

ECON 376: Labor Economics and Employment Relations

What do workers want from work? What do employers want from workers? Pressing policy issues exist for workers competing in the global economy. Unions, unemployment insurance, welfare and the minimum wage enhance the prospects of many, while leaving others even worse off. This course utilizes microeconomic theory, statistics and institutional analysis to understand labor markets. Offered annually. Counts toward American studies major.

Prerequisites: ECON 262 and either ECON 263 or STAT 272, completion of BTS-T, or permission of instructor.

ECON 382: International Economics

This course offers the students an integrated approach of theory, policy, and enterprise to understand international trade and investment. The course focuses on the costs and benefits of global economic interdependence for students who plan to enter an international business career or to work for government and international organizations in activities affected by international economic relations. Offered annually.

Prerequisites: ECON 261 and ECON 262, and either ECON 263 or STAT 272, or permission of instructor.

ECON 385: Econometrics

Ideal for students interested in applying statistical models to economic problems, this course emphasizes theoretical foundations, mathematical structure and applications of major econometric techniques, including ordinary least squares, generalized least squares, dummy variables, non-linear transformations, instrumental variables, simultaneous equation modeling, and time series models. Students in the class complete a sophisticated economic research project of their choice. Offered annually.

Prerequisites: ECON 261 and either ECON 263 or STAT 272 or permission of instructor.

ECON 399: Seminar in Economics

Selected topics to be announced. May be repeated if topics are different.

Prerequisites: ECON 261 and/or ECON 262 (at the discretion of the instructor) and either ECON 263 or STAT 272, or permission of instructor.

Other Courses

ECON 294: Academic Internship

ECON 298: Independent Study

ECON 394: Academic Internship

ECON 396: Directed Undergraduate Research

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

ECON 398: Independent Research

Related Courses

For courses in accounting and management, see the Management Studies (p. 163) section of this catalog.

Faculty

Chair, 2015-2016

Anthony Becker

Associate Professor of Economics
econometrics; forecasting; economic damages; microeconomic theory; public policy

Thomas Bernardin

Assistant Professor of Economics
macro and monetary economics; finance; applied econometrics; history and philosophy of economics

Seth I. Binder

Assistant Professor of Economics and Environmental Studies
environmental and natural resource economics and policy; development economics; applied microeconomics; environmental economics

Richard Goedde (on leave)

Associate Professor of Economics
finance; management

Richard M. Hirsch

Instructor in Economics

managerial and financial accounting; entrepreneurship; personal finance

Ashley R. Hodgson

Assistant Professor of Economics
health care economics; behavioral economics; microeconomic theory; public policy; industrial organization

Rebecca P. Judge

Professor of Economics, Associate Dean of Social Sciences
environmental economics; public policy

David R. Koenig

Instructor in Economics
investments

Sian E. Muir

Entrepreneur in Residence
marketing; entrepreneurship; strategy; arts management

John M. Ophaug

Adjunct Assistant Professor of Economics
business law

Mark Pernecky

Associate Professor of Economics
macroeconomics; labor economics; economic justice

Xun Pomponio

Associate Professor of Economics
international economics; China (sustainable) economics; statistics; cross-cultural studies in economics

Mark D. Skeba

Instructor in Economics

Steve Soderlind

Professor of Economics
urban and regional economics; welfare economics and social choice

Bruce A. Wambheim

Instructor in Economics

Paul Wojick (on leave spring)

Associate Professor of Economics
macroeconomics; history of economic thought; monetary theory and policy

Education

Paula Sannes, Tomson 290
507-786-3245
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wp.stolaf.edu/education (<http://wp.stolaf.edu/education>)

The Education Department prepares highly qualified, reflective teachers who integrate the liberal arts, their subject matter, and professional education. Reflective teacher candidates assess their options and make sound professional decisions based on practical, pedagogical, and ethical criteria. Teacher candidates develop leadership skills and contribute to the profession and to society. St. Olaf's mission is to prepare its students to be "seekers of truth, leading lives of unselfish service to others." The faculty members in

the teacher education program share in this mission by preparing teachers who embrace this ideal.

Most graduates completing the teacher education program choose employment as educators in K-12 (kindergarten through grade 12) classrooms in the U.S. or abroad. Many also attend graduate school in special education, counseling, or related human services fields. Among baccalaureate - liberal arts institutions, St. Olaf ranks second in the nation in the number of graduates who earn Ph.D.s in education.

Overview of the Educational Studies Concentration

The educational studies concentration offers students from all areas of the liberal arts an opportunity to strengthen their program of study with selected courses that focus on some feature of education. Educational studies provides important foundational work toward achieving a number of post-baccalaureate goals including various vocations (management, arts education, coaching, environmental education, youth ministry, classroom teaching, teaching English abroad) and service opportunities (e.g., Peace Corps, Lutheran Volunteer Corps).

The requirements for the program include core courses within the Education Department and interdisciplinary elective options.

Intended Learning Outcomes for the Concentration (<http://wp.stolaf.edu/curriculum-committee/educational-studies-concentration-ilos>)

Organization of the Concentration

The educational studies concentration is offered in three different tracks to best meet the needs of a variety of student interests.

1. Licensure Track - for those students intending to complete the education program and obtain a teaching license (requires an application and acceptance into the Teacher Education Program)
2. Non-Licensure Track - for those students who have an interest in education but are not seeking a teaching license
3. TEFL Certificate - for those students seeking to obtain a Teaching English as a Foreign Language certificate

Overview of the Teacher Education Program

The St. Olaf Teacher Education Program is approved by the Minnesota Board of Teaching (BOT) to recommend its graduates for teaching licensure in Minnesota, and it is accredited by the National Council for Accreditation of Teacher Education (NCATE). To be eligible for a teaching license through St. Olaf, students must meet the BOT requirements of their teaching content area (English, mathematics, music, social studies, etc.), complete a major in this same content area (except for ESL), complete all B.A. or B.M. requirements (including a graduation major), and complete all required Education courses and experiences (see requirements tab).

The Higher Education Act, Title II, Section 207, requires all institutions that prepare teachers to report pass rates on state licensing tests. In Minnesota, teacher candidates are required to pass the Pre-

Professional Skills tests in reading, writing, and mathematics. Minnesota also requires additional tests in pedagogy and content area. Students seeking licensure in other states should contact the teacher licensure agency in those states.

Note: Because of periodic changes in licensure requirements, check with the Education Department regarding your program.

The requirements of the social studies education major (p. 241) are described elsewhere in this catalog.

St. Olaf offers these licenses in education:

1. Secondary/middle school teaching (grades 5-12) in the following academic areas: communication arts and literature (English, communications); mathematics; science 9-12 (biology, chemistry, physics) and 5-8 general science; social studies (economics, history, geography, political science, psychology, sociology/anthropology)
2. Kindergarten-12 level in the following academic areas: English as a second language (ESL); music (vocal/classroom, instrumental/classroom); theater; visual art; world languages (French, German, Latin, Spanish)

St. Olaf does not offer its own elementary K-6 classroom licensure. Students may begin to work towards their license while studying at St. Olaf and complete the requirements after graduation at several different institutions. Contact Robert McClure, Associate Professor of Education, for further information.

Coaching is no longer certified by the state, but there are several recommended coaching courses (contact education or exercise science faculty).

Intended Learning Outcomes for the Program (<http://wp.stolaf.edu/curriculum-committee/teacher-education-program-ilos>)

Student Teaching Opportunities

Student Teaching Locally

Students indicate preferences for student teaching placements at schools with which St. Olaf has a partnership and that are within a 60-mile radius of St. Olaf. The college has collaborative arrangements with over a dozen school districts in urban, suburban, and rural settings – see education faculty. Students are not permitted to student teach in their home schools. A vehicle or access to public transportation is needed for transportation to the school.

Student Teaching Abroad

Students may apply to student teach in India. Students must apply for a student teaching abroad placement by Oct. 1 one year in advance of the academic year in which the placement will be made. Applicants are screened by the Director of Student Teaching Abroad. In addition to all other requirements for student teaching, students must be recommended by the chairs of their content area department(s) and the Education Department and have exemplary portfolios. These placements meet all the requirements for Minnesota licensure. Offered annually in the fall semester. Contact Elizabeth Leer, Director of Student Teaching Abroad, for further information.

Student Teaching in Arizona

A limited number of students can student teach in Tucson, Arizona. Although the majority of K-12 students are Mexican-American and are multilingual, a knowledge of the Spanish language is not necessary. Contact Rosie Pfarr-Baker, Director of Field Experiences and Licensure, for further information.

Student Teaching in Chicago

Students may apply to student teach in Chicago through the ACM Urban Education Program. Contact Rosie Pfarr-Baker, Director of Field Experiences and Licensure, for further information.

Requirements

Requirements of the Educational Studies Concentration (5.5 credits)

Up to a maximum of two courses either taken off-campus with non-St. Olaf faculty or transferred from other institutions may be included in the concentration. Not more than one course graded S/U may count toward the concentration. A minimum overall GPA of 2.7 is required for this concentration to be awarded.

Licensure Track

Concentration Core Courses

EDUC 290	Educational Psychology	1.00
EDUC 330	Principles of Education, K-12	1.00
EDUC 372	Counseling and Communication in Schools (0.50)	0.50

Extensive Interim Field Experience

Select one of the following:		1.00
EDUC 170	Urban Schools and Communities (off-campus)	
EDUC 347	Teaching ESL, K-12	
EDUC 378	Multicultural Education in Hawaii: Seminar and Practicum (off-campus)	
EDUC 379	Urban Education Practicum and Seminar (off-campus)	

Electives

Select two credits of the following with an educational or social/cultural theme:		2.00
ENGL 205	American Racial and Multicultural Literatures	
ENGL 242	Children's and Young Adult Literature	
ESTH 238	Introduction to Coaching (0.50)	
FAMST 242	Family Relationships	
MEDIA 260	Media and Screen Cultures	
MUSIC 237	World Music	
PSYCH 125	Principles of Psychology	
PSYCH 236	Conditioning and Learning	
PSYCH 241	Developmental Psychology	
PSYCH 341	Infant Behavior and Development	

PSYCH 350	Parenting and Child Development in Diverse Families	
SOAN 242	Contemporary Native American Issues	
SOAN 264	Race and Class in American Culture	
WMGST 121	Introduction to Women's and Gender Studies	
Total Credits		5.5

Non-licensure Track

Concentration Core Courses

EDUC 260	Foundations in Education	1.00
EDUC 290	Educational Psychology	1.00
EDUC 372	Counseling and Communication in Schools (0.50)	0.50

Extensive Interim Field Experience

Select one of the following:		1.00
EDUC 170	Urban Schools and Communities (off-campus)	
EDUC 347	Teaching ESL, K-12	
EDUC 378	Multicultural Education in Hawaii: Seminar and Practicum (off-campus)	
EDUC 379	Urban Education Practicum and Seminar (off-campus)	

Electives

Select 2 credits of the following with an educational or social/cultural theme:		2.00
ENGL 205	American Racial and Multicultural Literatures	
ENGL 242	Children's and Young Adult Literature	
ESTH 238	Introduction to Coaching (0.50)	
FAMST 242	Family Relationships	
MEDIA 260	Media and Screen Cultures	
MUSIC 237	World Music	
PSYCH 125	Principles of Psychology	
PSYCH 236	Conditioning and Learning	
PSYCH 241	Developmental Psychology	
PSYCH 341	Infant Behavior and Development	
PSYCH 350	Parenting and Child Development in Diverse Families	
SOAN 242	Contemporary Native American Issues	
SOAN 264	Race and Class in American Culture	
WMGST 121	Introduction to Women's and Gender Studies	
Total Credits		5.5

TEFL Certificate Track

Core Courses

EDUC 245	Teaching and Learning English Grammar (0.50)	0.50
EDUC 246	English Language Learners: Issues in Education	1.00
EDUC 260	Foundations in Education	1.00

Extensive Interim Field Experience

EDUC 347	Teaching ESL, K-12	1.00
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Electives

Select 2 credits of the following with an educational or social/cultural theme:		2.00
ENGL 205	American Racial and Multicultural Literatures	
EN/LI 250	English Language and Linguistics	
ENGL 242	Children's and Young Adult Literature	
ESTH 238	Introduction to Coaching (0.50)	
FAMST 242	Family Relationships	
MEDIA 260	Media and Screen Cultures	
MUSIC 237	World Music	
PSYCH 125	Principles of Psychology	
PSYCH 236	Conditioning and Learning	
PSYCH 241	Developmental Psychology	
PSYCH 341	Infant Behavior and Development	
PSYCH 350	Parenting and Child Development in Diverse Families	
SOAN 242	Contemporary Native American Issues	
SOAN 264	Race and Class in American Culture	
WMGST 121	Introduction to Women's and Gender Studies	

Total Credits **5.5**

Teacher Education Program Requirements and Procedures Overall Requirements for a Teaching License and Admission Criteria

At St. Olaf, courses and field experiences have been aligned to meet all of the Minnesota BOT standards for licensure. In order to be recommended for licensure by St. Olaf College, students must meet all of the requirements and make regular progress through transition points in the program. Transitions require approval by the Education Department faculty.

The licensure process and criteria are described below. Consult Education Department faculty for further information and clarification.

Overview of Licensure Process and Assessment Model Transition Points

1. Applicant to Candidate:

- Have a minimum overall and content area GPA of 2.7 to enter Teacher Education Program
- Participate in initial interviews with education and content area faculty
- Obtain approval of teacher education application
- Obtain B- or better in EDUC 290
- Obtain rating of "Basic" or better on Disposition Assessments on Field Experience Evaluations
- Successfully complete 20 hours field experience in EDUC 290
- Meet SEP standards in EDUC 290
- Take Minnesota Teacher Licensure Exam (MTLE) Basic Skills Tests
- Successfully complete other content-area requirements (e.g., entrance into music program, interview with world language faculty member)

2. Candidate to Student Teacher:

- Maintain minimum 3.0 GPA overall and in content area
- Earn at least a B- in all education courses
- Obtain rating of "Basic" or better on all Disposition Assessments and Field Experience Evaluations
- Successfully complete advanced field experience(s) in EDUC 330 and other courses
- Complete an Interim field experience in a classroom setting of diversity (minimum of 80 hours)
- Complete a minimum 120 hours total of field experience
- Meet SEP standards embedded in all education courses
- Successfully complete Candidate Presentation
- Pass all MTLE Basic Skills Tests
- Take all MTLE Pedagogy and Content Tests

3. Student Teacher to Minnesota teaching license:

- Earn at least a B- in all education courses
- Obtain rating of "Basic" or better on all Disposition Assessments and Evaluations
- Successfully complete student teaching
- Present evidence demonstrating competency in all Minnesota content area standards and the Standards of Effective Practice (SEP) to education faculty
- Meet SEP and content standards embedded in student teaching

- Participate in exit interview with the Director of Field Experiences
- Complete Minnesota teaching license application
- Pass all MTLE tests

Students at each status must also meet the following requirements:

- Obtain approval of the Dean of Students Office
- Demonstrate speech and writing proficiency in English
- Maintain a satisfactory health record
- Pass criminal background checks as needed

Required Courses, Clinical Field Experiences, and Sequence

Content area requirements for individual licensure areas can be accessed at this link on the Education Department website: <http://wp.stolaf.edu/education/licenses/>

First Year

EDUC 170	Urban Schools and Communities (off-campus) (recommended elective course; offered during Interim) ¹	1.00
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Informational sessions are offered during Week One orientation and in April prior to registration in the spring. Students are encouraged to focus on their general education requirements and their prospective teaching major.

Sophomore Year

Candidates are encouraged to focus on their general education requirements, their major, a second teaching area, such as ESL (English as a Second Language), and multicultural experiences. Planning with members of the Education Department and their content area is required.

EDUC 170	Urban Schools and Communities (off-campus) (if not take in first year; offered during Interim)	1.00
EDUC 231	Drugs and Alcohol (0 Cr)	0.00
EDUC 290	Educational Psychology	1.00

Junior Year

Most students have their teacher education application approved prior to their junior year. Courses are sequenced.

EDUC 231	Drugs and Alcohol (0 Cr) (if not taken in sophomore year)	0.00
EDUC 290	Educational Psychology (if not taken in sophomore year)	1.00
EDUC 291	Standards and Technology (0 Cr) (taken concurrently EDUC 330)	0.00

EDUC 330	Principles of Education, K-12 (after EDUC 290, before special methods)	1.00
EDUC 372	Counseling and Communication in Schools (0.50)	0.50
EDUC 374	Reading in the Content Area (0.50) (after EDUC 330)	0.50
EDUC 375	Differentiated Instruction for Exceptional Learners (0.50)	0.50
an EDUC Interim course		1.00

EDUC 3XX: Special Methods of Teaching [in content area] (after EDUC 330, before student teaching)

Senior Year

Students may register for student teaching (EDUC 381, 382, 385, 389) in fall or spring semester; no other courses may be taken during student teaching. Students may also student teach post graduate, in which case EDUC 3XX: Special Methods of Teaching should be taken senior year.

EDUC 372	Counseling and Communication in Schools (0.50) (if not taken in junior year)	0.50
EDUC 374	Reading in the Content Area (0.50) (if not taken in junior year)	0.50
EDUC 375	Differentiated Instruction for Exceptional Learners (0.50) (if not taken in junior year)	0.50

an EDUC Interim course (if not taken in junior year)

EDUC 3XX: Special Methods of Teaching [in content area] (if student teaching post graduate)

EDUC 381	Senior Seminar (0.50)	0.50
EDUC 382	Human Relations (0 Cr) (experiential component met in required Interim course)	0.00
EDUC 385	Issues in Education (0.50)	0.50
EDUC 389	Student Teaching (3.0)	3.00

Post Graduate

Students are eligible for a reduced tuition charge for an additional semester to complete student teaching.²

EDUC 381	Senior Seminar (0.50)	0.50
EDUC 382	Human Relations (0 Cr) (experiential component met in required Interim course)	0.00
EDUC 385	Issues in Education (0.50)	0.50
EDUC 389	Student Teaching (3.0)	3.00

¹ Counts as Human Relations requirement

² **Their baccalaureate degree from St. Olaf must be completed in advance.** See the Education Department or the registrar for guidelines.

EDUC 170: *Urban Schools and Communities (off-campus)*

In this course, students examine how schools and communities in the Twin Cities interact to provide support and developmental opportunities for school-age children. Through lectures, readings, discussions, field trips, and in-school and co-curricular placements, students gain an understanding and awareness of how race, class, ethnicity, national origin, and gender shape the complex character of urban youth and schools. Students spend one week in orientation activities on campus and two weeks in the Twin Cities. During the time in the Twin Cities, St. Olaf students participate as tutors and classroom assistants during the school day and then assist in various after-school and community programs. The last week of Interim is spent back on campus discussing the experience. Fulfills EDUC 382: *Human Relations* requirement. P/N only. Open to first-year students. Offered during Interim. Counts toward race and ethnic studies and American studies majors and race and ethnic studies concentration.

EDUC 231: *Drugs and Alcohol (0 Cr)*

Students examine issues related to chemical use/abuse in our society. The course, required of all candidates for a teaching license, enhances problem identification and helping skills instudents' professional and personal lives. Students develop an understanding of enabling and intervening behaviors and gain knowledge about the role of schools in addressing these and other chemical abuse concerns. P/N only. Offered each semester, evenings.

EDUC 245: *Teaching and Learning English Grammar (0.50)*

Research clearly shows that labeling isolated sentence components with grammatical terms, drilling workbook exercises, and diagramming sentences are ineffective classroom practices. What can teachers do to help their students gain mastery of standard written English? In this half-credit course, students explore both the theory and practice of contextual grammar instruction. Students also hone their own grammatical knowledge, applying their new knowledge of both content and pedagogy through in-class micro-teachings. Offered annually in the second-half of the spring semester. Counts toward linguistic studies concentration.

EDUC 246: *English Language Learners: Issues in Education*

This course focuses on issues surrounding first and second language acquisition in children and adults. It examines socio-cultural, linguistic, and psychological factors that affect language learning, cultural identity, and school performance, highlighting political influences on the education of linguistic minorities. This is a theory and foundations course required for students seeking MN teaching licensure in ESL; it is also relevant for students who wish to teach English as a foreign language abroad. Required 20-hour field experience. Offered annually in the fall semester. Counts toward race and ethnic studies major and concentration and linguistic studies concentration.

EDUC 260: *Foundations in Education*

This introductory course addresses the educational experience in the United States with specific focus on the experience of non-dominant groups within the U.S. Students examine the philosophy, history, politics, and sociology of the U.S. educational system. Topics are addressed through a central text as well as current literature and supplementary readings, highlighting the interaction of schools and communities. Students gain practical experience in an educational setting through a required field experience. In a final project, students develop and express their own philosophy of education based on their particular area of interest. Required 20-hour field experience. Offered annually. Counts toward American studies major and race and ethnic studies major and concentration.

Courses

EDUC 290: Educational Psychology

Students study theories of and research into human behavior, growth, and development. Through lectures, discussions, case studies and field experiences, students analyze the impact of applied psychology upon schools, teachers, and students. Students also examine the interaction between individual characteristics and needs and political, economic and philosophical issues confronting contemporary American students. Required 20-hour field experience. Recommended to be taken sophomore year to begin the licensure sequence. Offered each semester.

EDUC 291: Standards and Technology (0 Cr)

In this course students learn how to integrate technology into classroom instruction. This course meets for three evening sessions in a computer laboratory setting. Students are required to take this course concurrently with EDUC 330. P/N only. Offered each semester.

EDUC 294: Academic Internship**EDUC 298: Independent Study****EDUC 321: Teaching of Reading, 5-12 (0.50)**

This course provides a theoretical and practical foundation for assisting secondary readers. Students learn the essentials of good reading instruction and apply them in the making of a three-week literature unit. Required 10-hour field experience. Offered annually in the first-half of the spring semester. Counts toward linguistic studies concentration.

Prerequisites: EDUC 290 and EDUC 330, or permission of instructor.

EDUC 330: Principles of Education, K-12

This course is designed to assist students in developing their own teacher style as they prepare to become full-time teachers. Topics include the roles and responsibilities of teachers, methods of instruction, planning, classroom management, assessment and reporting and other current educational issues. Through micro-teaching and school-based field experiences, they also practice instructional skills and techniques. Required 20-hour field experience. Offered each semester.

Prerequisite: EDUC 290 and approval of teacher education application.

EDUC 334: Social Studies Perspectives

This course examines basic assumptions about social science, primal thought, feminism, humanities, history, post-modernism, and thematic social studies. Students pursue methodologies of structuring knowledge and means of advancing knowledge in each discipline. Students learn how to relate their social studies subject matter to the total social studies curriculum. Offered annually in the spring semester.

EDUC 341: Teaching of Visual Art, K-12

This course provides practical information specifically relevant to the field of visual arts and art education. Students learn basic concepts about child growth, developmental stages, learning styles, and varied classroom approaches. They participate in classroom observations and practical applications of classroom activities, prepare units of instruction, and microteach. Topics include arts advocacy, interdisciplinary instruction, assessment, and teaching art history. Required field experience component. Offered periodically in the spring semester.

Prerequisite: EDUC 330.

EDUC 345: Teaching of Communication Arts/Literature, 5-12

This course prepares pre-service communication arts/literature teachers to share their love of the English language with secondary students. Attention is given to the theory and techniques of teaching speech, listening, media literacy, writing, literature and reading. In addition, students explore topics including multicultural literature, adolescent literature, responding to and evaluating writing, unit planning in the language arts, and the National Council of Teachers of English Standards. Required field experience component. Offered annually in the spring semester. Counts toward linguistic studies concentration.

Prerequisite: EDUC 330.

EDUC 347: Teaching ESL, K-12

The course includes strategies and materials for teaching English to speakers of other languages. Students learn strategies that focus on the development of listening, speaking, reading, and writing skills in English language learners. Students review materials appropriate for non-native English speakers and create their own materials and lesson plans. Fulfills EDUC 382: *Human Relations* requirement. Required field experience component. Offered annually during Interim. Counts toward linguistic studies concentration.

Prerequisites: EDUC 246 and EDUC 330 or EDUC 260.

EDUC 348: Assessment of ESL, K-12

This course provides students with theoretical and practical knowledge about assessing the language proficiency of English Language Learners. Students learn how to construct and administer appropriate and non-discriminatory assessment and evaluation tools. Students administer several assessments and write a formal report. Required field experience component. Offered annually in the spring semester. Counts toward linguistic studies concentration.

Prerequisite: EDUC 330.

EDUC 349: Teaching of Latin, K-12

This course introduces students to teaching Latin in grades K-12. Theories, methods, issues, and trends are examined. Other topics include curriculum development and textbook, computer and audio visual resources. Offered upon demand. Arranged with Classics and Education chairs and the Latin instructor. Required field experience component. Offered periodically.

Prerequisite: EDUC 330.

EDUC 350: Teaching of Mathematics, 5-12

Students act as a "community of scholars" to examine current issues and trends in mathematics education. They learn strategies for engaging pupils in active mathematical investigation, using appropriate technology and other mathematical tools and for emphasizing communication, problem solving, reasoning and mathematical connections in their teaching. Includes reliance on the National Council of Teachers of Mathematics Standards documents. Required field experience component. Offered annually in the spring semester.

Prerequisite: EDUC 330.

EDUC 353: Teaching of World Languages, K-12

This course provides the basic professional knowledge and skills needed for successful entry into the field of modern language teaching. Through readings, class discussions, and active participation in teaching situations, students become familiar with both the theory and the practice of language teaching and are introduced to the issues faced by the profession at large in the beginning of the 21st century. Required field experience component. Offered annually in the fall semester. Counts toward linguistic studies concentration.

Prerequisite: EDUC 330.

EDUC 355: Teaching of Music in the Elementary School

The goal of the course is to acquire the knowledge, skills, and understandings necessary to develop, implement and assess a K-5 general music program. The course emphasizes current approaches such as those of Orff, Dalcroze and Kodaly as well as intercultural and interdisciplinary learning. Required field experience component. Offered annually in the spring semester.

Prerequisite: EDUC 330.

EDUC 356: Teaching of Music in the Middle and High School (0.50)

The goal of the course is to acquire the knowledge, skills, and understandings necessary to develop, implement and assess a general music program for grades 5-12. Required field experience component. Offered annually in the first-half of the fall semester.

Prerequisite: EDUC 330 and EDUC 355.

EDUC 358: Teaching of Vocal Music in the Secondary School (0.50)

This course focuses on the many aspects involved in coordinating and teaching a secondary choral program. It includes discussions on extra-curricular activities, grading and record keeping, curriculum, repertoire and program planning, professional development, and other pertinent and related topics. Students gain practical knowledge and skills necessary to successfully manage a vocal music program. Offered annually in the fall semester.

Prerequisite: EDUC 330.

EDUC 359: Teaching of Instrumental Music (0.50)

Prospective band and orchestra teachers study the skills and knowledge necessary for successfully conducting instrumental music. The course includes teaching philosophy and strategies, repertoire and program planning, budgeting and scheduling, musical materials and scoring, recruiting and evaluation and specialized topics such as jazz ensemble and marching band. Offered annually in the fall semester.

Prerequisite: EDUC 330.

EDUC 364: Teaching of Science, 5-12

Prospective science teachers learn strategies for the practical application of learning theory to secondary school science classrooms. Topics include: the national science standards movement and No Child Left Behind; inquiry learning in the science classroom; lesson planning; teaching in the classroom and in the laboratory; technology; managing a science laboratory; and continuing professional development. Required field experience component. Offered annually in the spring semester.

Prerequisite: EDUC 330.

EDUC 365: Teaching of Social Studies, 5-12

Students acquire the skills, knowledge and attitudes to become successful teachers in the secondary social studies classroom. They use the curriculum standards of the National Council for Social Studies and those identified by the State of Minnesota to develop goals, outcomes, and assessments for the various content areas. Students acquire the knowledge, skills, and understandings necessary to address appropriate skills development in 5-12 social studies classrooms. Required field experience component. Offered annually in the spring semester.

Prerequisite: EDUC 330.

EDUC 367: Teaching of Theater, K-12

This course provides basic professional knowledge and skills needed for successful entry into the field of theatre education. Through readings, class discussions, and active participation in teaching situations (including microteaching), students become familiar with the theory and practice of teaching theatre K-12. Students learn about issues faced by the profession and how to manage a theatre production program. Required field experience component. Offered periodically in the spring semester.

Prerequisite: EDUC 330.

EDUC 372: Counseling and Communication in Schools (0.50)

Prospective teachers learn strategies to use when communicating with students who are experiencing personal difficulties. Communication with parents, family members and other professionals who have a vested interest in the student's well-being is emphasized. Professional ethics and liability are major components of the course. The course uses role playing to help students develop communication expertise. Topics include confidentiality, professional liability and boundaries, crisis intervention, abuse and neglect, mental health, and reporting and making referrals. Recommended junior year. Offered each semester.

Prerequisite: EDUC 260, EDUC 290, or permission of instructor.

EDUC 374: Reading in the Content Area (0.50)

This course focuses on evidence-based best practices in reading instruction that can be used across the curriculum by secondary teachers. Students acquire the necessary knowledge, skills, and strategies to teach reading in the teaching candidate's content area(s). Ten hours of field experience required. Offered each semester.

Prerequisite: EDUC 330 or permission of the instructor.

EDUC 375: Differentiated Instruction for Exceptional Learners (0.50)

Future teachers identify and acquire skills to serve exceptional students more effectively in the regular classroom. Students read and discuss to expand their knowledge of the broad spectrum of resources available for students with disabilities, second language learners, and those labeled "at-risk." Historical perspectives as well as inclusion, collaboration, curriculum development, and other current topics are included. Offered each semester.

Prerequisite: EDUC 290 or permission of instructor.

EDUC 378: Multicultural Education in Hawaii: Seminar and Practicum (off-campus)

Students examine the influence of race, class and multiculturalism in American schools by participating as teachers' assistants and tutors in two distinctly different K-12 schools. Students discover the challenges and benefits associated with teaching in a diverse racial, cultural and socio-economic environments. Through guest lectures, readings, field trips and seminars, students learn about the truly unique geographic and cultural setting of the Hawaiian islands. This environment makes an excellent framework to examine diversity on the mainland. Fulfills EDUC 382: *Human Relations* requirement. P/N only. Offered alternate Interims. Counts toward race and ethnic studies and American studies majors and race and ethnic studies concentration.

Prerequisite: EDUC 260 or EDUC 330.

EDUC 379: Urban Education Practicum and Seminar (off-campus)

This program provides an opportunity for students to gain direct teaching experience by serving as an intern/paraprofessional for a teacher in a Minneapolis/St. Paul public school. The Interim will heighten students' sensitivities to the complexities of multicultural, urban education and provide exposure to models used to foster educational and personal success in diverse student populations. On/off-campus orientation will be followed by four weeks of full-time work in a classroom with a host teacher and participation in weekly seminars with the college instructor. Reading assignments, journals, and guest speakers will complement the experience. Fulfills EDUC 382: *Human Relations* requirement. P/N only. Apply through Education Department by Oct.15. Offered during Interim. Counts toward race and ethnic studies major and concentration and American studies major.

Prerequisites: EDUC 260 and EDUC 290 or EDUC 330 or permission of instructor.

EDUC 381: Senior Seminar (0.50)

Offered concurrently with student teaching, this course meets during and after student teaching. It focuses on professional development, including personal philosophies of teaching/education, professional ethics, and portfolio development. Seminar sessions also address specific issues pertaining to the student teacher experience including classroom management, differentiated instruction, assessment, and planning. Student teachers only. Offered each semester.

EDUC 382: Human Relations (0 Cr)

All candidates must have a multicultural field experience to help develop their competence in teaching in multicultural environments. A minimum of 80 hours of field experience in a multicultural school environment (an Interim or its equivalent) is required prior to student teaching. All field experiences must be pre-approved. Below is a summary of options: EDUC 170: *Urban Schools and Communities*; EDUC 347: *Teaching English as a Second Language*; EDUC 378: *Multicultural Education in Hawaii*; EDUC 379: *Urban Education Seminar and Practicum*; or pre-approved internships in multicultural schools with special cognitive component. See Education Department faculty and website for advice and information. EDUC 382 is not a course. Rather it is a recording mechanism indicating St. Olaf students who have completed their multicultural education requirement. Students register for EDUC 382 during their professional semester. P/N only. Offered each semester.

EDUC 385: Issues in Education (0.50)

In this reflective capstone course, teacher candidates reflect upon the influences that technology, cultural diversity, personal health, and chemical abuse have upon schooling, home life, community stability, and, ultimately, their own students' achievement. Student teachers examine school governance and administration, finance, contemporary issues, and employment preparation. Students build upon student teaching to determine the essential knowledge and skills of educators as change agents and their future roles as first-year teachers. Student teachers only. Offered each semester.

EDUC 389: Student Teaching (3.0)

Students are assigned to a full-time internship in schools under the guidance of a competent cooperating teacher and supervised by faculty from both the content area department and the Education Department. Student teaching provides the best possible introduction to the teaching experience. Student teachers practice all classroom teaching skills required to assure competency to begin their first-year of teaching. Minimum of 14 full-time weeks teaching, including orientation sessions and required seminars. Only student teachers may enroll: seniors or college graduates. Offered each semester.

EDUC 391: Student Teaching: Additional License (0.50)

Student teaching provides the best possible introduction to the teaching experience. Student teachers practice all classroom teaching skills required to assure competency to begin their first year of teaching. Students are assigned to a full-time internship in schools under the guidance of a competent cooperating teacher and supervised by faculty from both the content area department and the Education Department. Minimum of 6-12 full-time weeks teaching. Only student teachers may enroll: seniors or college graduates seeking an additional license. Offered each semester and Interim. Cannot be taken concurrently with EDUC 389 or EDUC 390.

Prerequisite: completion of EDUC 389 or EDUC 390 or equivalent.

EDUC 394: Academic Internship**EDUC 396: Directed Undergraduate Research**

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

EDUC 398: Independent Research

Faculty

Chair, 2015-2016**Elizabeth A. Leer**

Associate Professor of Education

English education; reading; curriculum and instruction

Linda M. Berger

Professor of Music

vocal and instrumental music education

Heather Campbell

Associate Professor of Education

ESL; reading; special education; Director of Assessment

Kris A. Cropsey

Instructor in Romance Languages - Spanish

Hispanic linguistics; sociolinguistics; second language acquisition; teacher education

Maurella L. Cunningham

Visiting Assistant Professor of Education

curriculum and instruction; social studies

Karna E. Hauck

Instructor in Education

visual art

Courtney A. Humm

Instructor in Education

social studies

Sharon J. Lane-Getaz

Associate Professor of Mathematics, Statistics, and Computer Science
statistics

Nancy A. Lee

Instructor in Education
music education

Timothy Mahr

Professor of Music
Band; conducting; composition; instrumental music education

Ryota Matsuura

Assistant Professor of Mathematics, Statistics, and Computer Science
mathematics education; algebraic number theory

Robert W. McClure

Associate Professor of Education
social studies; curriculum and instruction

Emily K. Mohl (on leave fall)

Assistant Professor of Biology and Education
evolutionary ecology; plant-insect interactions; science education

Rosemary A. Pfarr-Baker

Instructor in Education
counseling; educational opportunity; Director of Field Experience and
Licensure

Sarah E. Swan McDonald

Instructor in Education
social studies

Anthony M. Taylor

Instructor in Education

Jessica L. Tesdall

Instructor in Education
ESL

Howard G. Wilson

Visiting Assistant Professor of Education
theater education

English

Cleo Granneman, Rolvaag 526A
507-786-3200
grannema@stolaf.edu
wp.stolaf.edu/english (<http://wp.stolaf.edu/english>)

Literature is one of the most compelling ways humans have recorded and reflected on their lives, imagined different worlds, and communicated with each other. It offers the pleasures of artistic expression combined with the rewards of empathy and insight, knowledge and inspiration.

Drawing on 1500 years of literature from Geoffrey Chaucer to Emily Dickinson, Chinua Achebe, and Toni Morrison, the English major encourages students to dig deeply and to range widely, crossing borders and exploring diversity both in content (authors, literary genres, and historical periods) and in form (critical and creative approaches).

Students are exposed to a variety of conceptual approaches to literary study. The traditional methodologies of literary history and genre studies remain. But students also learn the cross-disciplinary and cross-cultural methods that are redefining literary canons and strongly influencing scholarship in the 21st century.

As they discuss and write about what they have read, students develop an informed understanding of the force of literary language and improve their powers of communication, analysis, and persuasion. In the department's creative writing courses, students can nourish their own verbal creativity while working with literary forms from the inside.

The English major is easily and frequently combined with other majors, and is compatible with off-campus study. Many courses taken elsewhere can count toward the major as electives.

Some English majors may be headed for graduate programs in literature; some plan to teach; some are creative writers. Others may be preparing for careers in fields such as publishing, law, business, or community service that reward strong communication skills. Within a framework requiring them to experience multiple approaches to literature, students have flexibility in shaping their course of study to their individual interests and aspirations.

Overview of the Major

Organized around four categories (literary history, cross-cultural, cross-disciplinary, and genre), the English major requires ten courses: English 185, three level II courses in specified categories, and six electives, two of which must be from level III. Among the level II courses, one must be in literature before 1800, and one in literature after 1800. Neither an independent research nor English 396 can count as one of a student's two level III major requirements.

General Education

Many English courses carry general education credit in ALS-L, ORC, and WRI. Some carry HWC, MCG, MCD, or EIN credit.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/english-major-ilos>)

Distinction

See Academic Honors (p. 36)

The English Department awards distinction on the basis of a student's overall record in the department and on the quality of a portfolio of written work -- critical, creative, or a combination of both -- submitted by the candidate in his or her senior year. To be a candidate for departmental distinction, a student must have completed a minimum of seven graded courses in the major, six of which must have been taught by St. Olaf College faculty. The combined GPA of all graded courses in the major taught by St. Olaf faculty must be 3.8 or higher. Students may apply in the fall semester of their senior year. Students interested in distinction should obtain guidelines from the Department Distinction Coordinator and find a supervisor in the English Department before applying.

Special Programs

Special programs include semester and full-year study in England at Oxford, Lancaster, and East Anglia; study in Scotland at Aberdeen;

semester and full-year study in Ireland at Trinity College, University College Dublin, and University College Galway; Interim study in the Caribbean; semester and Interim study at the Newberry Library in Chicago; Urban Teaching semester in Chicago; Interim theater study in London; internships in writing. (See International and Off-Campus Studies (<http://wp.stolaf.edu/international>) for further information.)

Recommendations for Graduate and Professional Study

Students planning on graduate study in English should take the graduation major and additional courses for a total not to exceed 14. Specific programs should be planned with the student's academic advisor. At least two foreign languages should be included, one of which should be French or German. In recent years, English majors have been accepted for graduate study in literature (at Berkeley, Chicago, Princeton, Toronto, Minnesota, Washington, and Wisconsin) and in writing (at Boston University, George Mason, Iowa, and New School University).

Requirements

Requirements for the Graduation Major

Level I

ENGL 185	Literary Studies
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Level II ¹

Select one from each of the following areas:

Cross-cultural studies	1.00
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ENGL 200	Topics in Cross-Cultural Literature
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ENGL 201	Transatlantic Anglophone Literature
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ENGL 203	Asian American Literature
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ENGL 204	South Asian Literature
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ENGL 205	American Racial and Multicultural Literatures
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ENGL 206	African Literature
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ENGL 207	Women of the African Diaspora
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ENGL 208	Black and Asian British Literatures
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ENGL 209	Arab American Literature and Film
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ENGL 210	Post-Colonial Literatures
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ENGL 211	Hemingway in East Africa (abroad)
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ENGL 212	Literature of the Eastern Caribbean (abroad)
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Literary history	1.00
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ENGL 220	Topics in Literary History
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ENGL 221	Literatures in English to 1650
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ENGL 223	Old and Middle English Literature: The Weird and the Wonderful
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ENGL 225	Neoclassical and Romantic Literatures
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ENGL 227	English Renaissance Literature
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ENGL 228	Romantic/Victorian/Modern British Literature
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ENGL 229	Twentieth-Century British and Irish Literature
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ENGL 232	Writing America 1588-1800
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Electives

ENGL 246	Women's Literature
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EN/LI 250	English Language and Linguistics
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ENGL 251	Major Chicano/a Authors
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ENGL 252	New York New York! Mapping Place and Material Culture in N.Y.C. Lit
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ENGL 253	Authors in English
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ENGL 255	Backgrounds to Lit in English: Allusion, Influence, and Intertextualit
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ENGL 256	Shakespeare and His Contemporaries
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ENGL 258	Folklore
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Cross-Disciplinary Studies	1.00
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ENGL 260	Topics in Cross-Disciplinary Literary Study
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ENGL 261	The Beat Generation
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ENGL 262	Topics: Literature and History
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ENGL 263	Narratives of Social Protest
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ENGL 264	Topics in Gender and Literature
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ENGL 266	Romanticism and Rock Music
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ENGL 267	Monsters: Myths and Movies from the 19th to 21st Centuries
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ENGL 268	Literature and Modern Philosophy
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ENGL 271	Literature and the Scientific Revolution
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ENGL 273	Imagining Urban Ecologies
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ENGL 275	Literature and Film
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ENGL 276	Literature and the Environment
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ID 258	Theater in London (abroad)
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Genre

ENGL 242	Children's and Young Adult Literature
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ENGL 280	Topics in Genre
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ENGL 284	Epic and the Novel
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ENGL 285	Digital Rhetorics and New Media Literacies
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ENGL 287	Professional and Business Writing
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ENGL 288	Reading and Writing the Personal Essay
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ENGL 289	Journalistic Writing
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ENGL 291	Intermediate Creative Nonfiction Writing	
ENGL 292	Intermediate Poetry Writing	
ENGL 293	Intermediate Fiction Writing	
ENGL 294	Academic Internship	
ENGL 296	Screenwriting	
ENGL 298	Independent Study	
Select six electives ²		6.00
Total Credits		9

¹ **1800 requirement:** Among all courses taken at level II (category-specific and elective), one must be in literature before 1800; one must be in literature after 1800

² Two electives must be at level III. At least one level III course must be a literature course.

Requirements for the Graduation Major Plus Communication Arts/Literature (CAL) Teaching Licensure

English courses

ENGL 150	The Craft of Creative Writing	1.00
ENGL 185	Literary Studies	1.00
ENGL 205	American Racial and Multicultural Literatures	1.00
ENGL 242	Children's and Young Adult Literature	1.00
EN/LI 250	English Language and Linguistics	1.00
ENGL 256	Shakespeare and His Contemporaries	1.00
One literary history course		1.00
One cross-disciplinary or genre course		1.00
One level III literature elective		1.00

Additional requirements

First Year Writing (FYW)		1.00
THEAT 100	Oral Interpretation	1.00
THEAT 120	Public Speaking	1.00
MEDIA 160	Mass Media	1.00

Education Department courses

Further courses required in Education Department

Courses

FYW is a prerequisite for all courses in the department except specified level I courses. Most level II courses (numbered in the 200s) are open to all students (with some class-year limits), majors and non-majors alike, without prerequisite beyond FYW. Level III courses (numbered in the 300s) are primarily confined to the major, demand control of methods and of basic factual and theoretical knowledge appropriate to English studies, require more advanced work, assume more preparation, and pursue subjects in greater depth than do level II courses. Level III courses are open to students with the stated prerequisites.

Courses in writing provide the opportunity for students, whether beginning or experienced writers, to develop their own work in a

variety of modes including poetry, journalism, creative nonfiction, drama, and fiction for both beginning and experienced writers.

Literary Studies

ENGL 108: *The Hero and the Trickster in Post-Colonial Literature*

Students examine various heroic and trickster figures as manifested in post-colonial literature from Africa, Asia, and the Caribbean, both oral and written, and seek to understand what basic human needs and realities these figures express and fulfill. Counts toward race and ethnic studies major and concentration and Africa and the Americas concentration.

ENGL 123: *Introduction to Poetry*

This course introduces students to poetry from a range of perspectives including, but not limited to the poet's life; the application of categories of analysis such as race, gender, and nationality; poetry as literary craft; and the aesthetic appreciation of poems. To experience the literary medium of poetry in the fullest sense, students are required to write about, memorize, orally interpret/recite, and compose their own poetry.

ENGL 124: *Introduction to Drama*

This course introduces students to literary analysis through dramatic texts and performances. Activities may include trips to see local productions, student in-class performances, staged readings, and viewing filmed productions. Plays are drawn from varied genres, two or more historical periods, and both traditional and experimental approaches.

ENGL 185: *Literary Studies*

As they read a variety of mostly contemporary literature from English-speaking countries around the world, students learn strategies of critical analysis and interpretation. They also practice and develop skills in writing and oral communication. This course is required of those beginning the English major. It is not recommended for general education students.

Prerequisite: FYW.

ENGL 200: *Topics in Cross-Cultural Literature*

Focusing on global literatures in English and/or multicultural literatures within a single nation, this topics course examines literature as a human expression that embraces both commonality and difference within and across cultures. This course also employs critical approaches specifically designed to address cross-cultural literary issues. It may be repeated if topics are different. Counts toward race and ethnic studies major and concentration. Click on course title in the class and lab for more information about the course for that term.

Prerequisite: FYW.

ENGL 201: *Transatlantic Anglophone Literature*

This course considers Anglophone writing from Africa and the Caribbean. Linked by the slave trade and colonization, the drive for national independence, and the challenges of globalization, African and Caribbean writers have long been in dialogue. In order to provide a historical understanding of transatlantic Anglophone literature and an appreciation for its ongoing transformation, readings encompass influential works by established writers and contemporary works by emerging voices. Offered periodically. Counts toward race and ethnic studies major and concentration.

Prerequisite: FYW.

ENGL 202: *Literary Representations of the Racial Subject*

This course explores representations of racial identity in twentieth-century American literature. Students use Enlightenment and modern theories of subjectivity (i.e., a person's sense of agency and/or "self") to explore the ways in which racial identity functions as both a social construction that can be mobilized for various purposes, as well as a material reality with lived consequences. Balancing well-known with less familiar literary texts, the course examines different theories of subjectivity and how they are challenged or reinforced when addressed through the interpretive lens of race. Although the readings in this course focus specifically on twentieth-century American literature, the theoretical texts are comparative and include non-American authors. Offered periodically.

Prerequisite: FYW.

ENGL 203: *Asian American Literature*

Since the 19th century, immigrants from Asia and the Pacific Islands have formed communities whose writing has expressed their shifting role as Asian Americans in the culture and economy of the United States. This course provides a multi-genre overview of Asian-American literary traditions in socio-historical context and pays attention to current concerns such as diasporic displacement, gender, intergenerational conflicts, sexuality, transnationalism, and U.S. militarism. Offered periodically. Counts toward race and ethnic studies major and concentration.

Prerequisite: FYW.

ENGL 204: *South Asian Literature*

Exciting writing in English is coming from South Asia: India, Pakistan, Bangladesh, and Sri Lanka. An area once shaped by British colonization, South Asia is changing rapidly now with globalization. Students explore this region's history, culture, and religions through a selection of primarily 20th and 21st century literary texts. Offered periodically.

Prerequisite: FYW.

ENGL 205: *American Racial and Multicultural Literatures*

Students explore the histories, cultural patterns, religious practices, key institutions, gender issues, narrative styles, and significant contributions to our nation of an array of racial and multicultural groups. Such diverse writers as Leslie Silko, Chaim Potok, Amy Tan, and Toni Morrison raise questions about voice and identity, both individual and collective. Counts toward American studies and race and ethnic studies majors and Africa and the Americas, educational studies, and race and ethnic studies concentrations.

Prerequisite: FYW.

ENGL 206: *African Literature*

Students explore African literature as it has evolved from oral traditions like folktales and epics into fiction, poetry, and drama in written form. Topics studied might include literature of particular geographical areas, such as East Africa, a genre such as poetry, or the influence of western literature on that of Africa. Authors studied may include Chinua Achebe, J. M. Coetzee, Nadine Gordimer, Arthur Nortje, Wole Soyinka, Ngugi wa Thiong'o, and Alex La Guma.

Prerequisite: FYW.

ENGL 207: *Women of the African Diaspora*

This course examines the life cycle of black women in Africa, Canada, the Caribbean, and the United States. Romance, marriage, family, interracial relations, mothers and daughters, urban environments, gender politics and sexual violence, relations among females, intergenerational depictions, historical experiences, public expression and private reflections, individual and communal identities, class considerations--all of these and more images and themes arise in the fictional readings required for this course. Students read such writers as Mariama Ba, Gordimer, Hurston, and Naylor. Ticket/transportation fee required. Offered periodically in Interim. Counts toward Africa and the Americas concentration.

Prerequisite: FYW.

ENGL 208: *Black and Asian British Literatures*

After the Second World War, Britain experienced a surge in immigration from the Caribbean, South Asia, and Africa, a crucial step in the transformation of Britain into a multiracial, multicultural nation. Over the past several decades, these immigrants and their descendants have crafted distinct bodies of work in literature, film, music, and visual art. This course is a broad, multi-genre introduction to their work with particular emphasis on its historical and cultural context. Offered periodically.

Prerequisite: FYW.

ENGL 209: *Arab American Literature and Film*

Focusing primarily on contemporary works, this course introduces students to Arab American literature and film by exploring different literary and film genres (the novel, memoir, poetry, documentary film, feature film). Students examine shared thematic concerns related to immigration, exile, displacement, gender, religion, and racism. Students also consider how this literature and film draws upon and responds to past and present sociopolitical conflicts. Counts toward race and ethnic studies major and concentration and middle eastern studies concentration. Taught alternate years during fall semester.

Prerequisite: FYW.

ENGL 210: *Post-Colonial Literatures*

Students encounter literature from former British colonies and from other countries of Africa, Asia, and Latin America. Primary attention is given to literatures in English, but the readings may include some translations. The course examines diverse cultural expressions and the historical and cultural contexts of the works read, including the relationship between oral and written literature and between indigenous and foreign elements. Counts toward race and ethnic studies major and concentration.

Prerequisite: FYW.

ENGL 211: *Hemingway in East Africa (abroad)*

Students explore a little known dimension of Hemingway--his life-long fascination with Africa--by traveling where he traveled and reading his writings about those places. Readings include Hemingway's *Green Hills of Africa*, "The Snows of Kilimanjaro," "The Short Happy Life of Francis Macomber," and *Under Kilimanjaro*. Through folklore and additional readings by western and East African authors, students experience and learn about the cultures Hemingway encountered and wrote about. Offered periodically during Interim.

Prerequisite: FYW.

ENGL 212: Literature of the Eastern Caribbean (abroad)

Students study selected writers of the Eastern Caribbean islands of Barbados, Trinidad, Saint Lucia and others. The study of literature is supplemented by guest lectures and speakers, as well as field trips to sites of cultural and environmental interest. Accommodation includes stays in private homes. Offered periodically during Interim.

Prerequisite: FYW.

ENGL 220: Topics in Literary History

These courses trace the process of literary change during a selected period of approximately one hundred years, providing an experience of chronological breadth and textual variety. Students examine the development of styles, conventions, and forms within a particular national literature or across two or more national literatures.

Examples of possible topics include Declarations of Independence in American Literature; Literature of the Atlantic Triangle, 1650-1800; 20th-century British and Irish Modernism. May be repeated if topic is different. Click on course title in the class and lab for more information about the course for that term.

Prerequisite: FYW.

ENGL 221: Literatures in English to 1650

Students explore poetry and prose from the earliest periods in the development of the English language and literature -- by Caedmon, the Beowulf poet, Chaucer, Julian of Norwich, Malory, Spenser, Shakespeare, Lady Mary Wroth, Donne, Milton -- and investigate how literary conventions and social history interact. From sermons to sonnets, students examine 1000 years of literary history and ultimately follow the voyage of English from Britain to the Americas.

Prerequisite: FYW.

ENGL 223: Old and Middle English Literature: The Weird and the Wonderful

Two themes persist in early British literature: the role of fate (Old English *wyrd*) versus free will and the power of wonders--from the miraculous to the magical. These themes are traced in the Old English period in sermons, charms and riddles, biblical epics and Christian texts, and the heroic epic *Beowulf*. Readings from the Middle English period include lyric and ballad, romance from the Arthurian and non-Arthurian traditions, drama, allegory, mystical treatises, and Chaucer's *Canterbury Tales*. Offered periodically. Counts toward medieval studies major.

Prerequisite: FYW.

ENGL 225: Neoclassical and Romantic Literatures

This course examines the process of literary development in English during two consecutive and contrasting movements: the Neoclassical (1660-1780) and Romantic (1780-1840). Students read the works of representative and important writers from both periods, including Pope, Swift, Austen, Wordsworth, Blake, Shelley, Emerson, Douglass, and others, and examine the development of styles, conventions, and forms in English, Irish, and American literatures. Offered periodically.

Prerequisite: FYW.

ENGL 227: English Renaissance Literature

This course is an introduction to English literature from 1500-1700, including a range of genres: lyric poetry, epic poetry, prose fiction, essays, and drama. Students learn about characteristic literary forms and styles of this period as well as historical contexts for literature.

Authors include William Shakespeare, John Donne, Christopher Marlowe, Thomas More, John Milton, Edmund Spenser, and Queen Elizabeth, as well as lesser-known figures.

Prerequisite: FYW.

ENGL 228: Romantic/Victorian/Modern British Literature

This course explores British literature of three eras, from Wordsworth to Woolf. Students begin with the romantic revolution of the late 18th century, traverse the wide 19th-century span of Queen Victoria's reign, and cross into the modernist era following the cataclysm of World War I. Within each era, students examine a literary manifesto, a revolutionary event, an epic poem, a novel, and the aesthetics of the period. The course emphasizes conversations across eras and striking moments of "making it new." Offered periodically.

Prerequisite: FYW.

ENGL 229: Twentieth-Century British and Irish Literature

The 20th century was a period of great achievement in British and Irish literature, as demonstrated by the work of James Joyce, Virginia Woolf, W. B. Yeats, T. S. Eliot, and Samuel Beckett. This course examines the famously innovative work of poets, playwrights, and novelists active during the first half of the century. It then considers postwar writing and the challenges that this literature offered to the ideas and practices associated with modernism.

Prerequisite: FYW.

ENGL 232: Writing America 1588-1800

In this course, students read a variety of early American literary works (novels, poems, essays, autobiographies, chronicles) from the early period of North American exploration to the founding of the United States. The course focuses on intersections between literature and history, examining how the American nation was "written into existence" in literature, and examines connections between literature and discourses of nationalism, race, gender, and religion. Counts toward American studies and English majors. Offered periodically.

Prerequisite: FYW.

ENGL 242: Children's and Young Adult Literature

Students read and discuss children's literature from Britain and the United States. Beginning with fairy tales and classics from the "golden age" of children's literature, students explore an array of picture books, poetry, and fiction, that exemplifies the best in fantasy and realism for children and young adults. Counts toward women's and gender studies major; educational studies and women's and gender studies concentrations.

Prerequisite: FYW.

ENGL 246: Women's Literature

Students study individual texts as well as the development of women's literary tradition(s). How do women writers conform to and/or challenge the dominant paradigm for female identity, women's social roles, and women's literary practice? Topics may include women's autobiographies, women writers and the land, contemporary women's fiction, and major women writers.

Prerequisite: FYW.

EN/LI 250: English Language and Linguistics

Students learn about and analyze the English language, beginning with the building blocks of language: morphology, syntax, semantics, and phonetics/phonology. Students also explore the ways humans acquire language, social and geographical influences on English, and major changes during the history of the English language. The course serves as an introduction to the linguistics concentration, and fulfills the linguistics requirement of the Communication Arts and Literature license.

Prerequisite: FYW.

ENGL 251: Major Chicano/a Authors

Chicano/a identity is perhaps one of the most misunderstood racial/ethnic identities in the United States. It encompasses many possible identities--such as Latino, Hispanic, and Mexican-American--while remaining politically and culturally distinct in its intended meaning. Students explore the history behind constructions of Chicano/a identity as expressed through Civil Rights Movement (post-1964) literature and politics, with the intention of demystifying the contentious stereotypes surrounding this community. Students read works by 3-4 major Chicano/a authors. Offered periodically. Counts toward Latin American studies major and concentration and race and ethnic studies major and concentration.

Prerequisite: FYW.

ENGL 252: New York New York! Mapping Place and Material Culture in N.Y.C. Lit

Students read texts set in nineteenth- and twentieth-century New York City and work together on the development of a website that annotates the literature through digital maps, historic images, and research into relevant historical and cultural contexts. Offered periodically during Interim. Counts toward American studies and English majors.

Prerequisite: FYW.

ENGL 253: Authors in English

Students explore the works of major authors writing in English from around the globe, as well as their historical, social, and geographic contexts. Click on course title in the class and lab for more information about the course for that term.

Prerequisite: FYW.

ENGL 255: Backgrounds to Lit in English: Allusion, Influence, and Intertextualit

This course introduces students to canonical texts (for example, the epics of Homer, Virgil, Ovid, Dante, and medieval romance) and explores their influence on various authors writing in English (for example, William Shakespeare, John Milton, Aphra Behn, T.S. Eliot, H.D., William Faulkner, Flannery O'Connor, and Sam Selvon). Rather than study classic works as isolated masterpieces, students explore how and why later writers and artists use canonical texts to shape their vision of the human experience. Offered periodically. Course not open to students who are taking or have completed the Great Conversation.

Prerequisite: FYW.

ENGL 256: Shakespeare and His Contemporaries

Students examine a limited number of plays (eight or nine) in order to concentrate on how to read the plays well and how to respond fully to both text and performance. Students attend live performances when possible and view productions on video. The course, designed especially for non-majors, includes some consideration of historical context and background as well as practice in how to write about the plays.

Prerequisite: FYW.

ENGL 258: Folklore

This course focuses on verbal folklore: narratives, songs, and shorter forms such as proverbs. It explores their intrinsic qualities as literary creations and also the ways in which they operate together in combination or in dialogue. The folktale and the epic, for example, incorporate a variety of these forms, such as the proverb, the song, or the riddle, to form a complex whole.

Prerequisite: FYW.

ID 258: Theater in London (abroad)

A full immersion in the art of theater, students will attend approximately 22 performances at London and Stratford theaters. The course will include the reading of play texts, dramatic criticism, group discussions and backstage tours. England, a theatrical center of the English-speaking world, enables students to experience a wide variety of theatrical performances ranging from traditional to modern. Excursions to Stratford-upon-Avon, Stonehenge, Canterbury and Oxford offer additional cultural perspectives. Offered annually during Interim. Counts toward English major.

ENGL 260: Topics in Cross-Disciplinary Literary Study

In addition to the traditional practices of literary study, cross-disciplinary courses include materials from at least one other academic discipline, requiring students to compare and combine disciplinary perspectives in literary analysis. Examples of courses taught under this heading might include Literature and Politics; Religion and the Novel; Philosophical Approaches to Literature. May be repeated if topic is different. Click on course title in the class and lab for more information about the course for that term.

Prerequisite: FYW.

ENGL 261: The Beat Generation

This course examines the Beat movement in American literature and culture from its emergence in the 1950s to its various literary, musical, and social outgrowths in the 1960s and after. Students read works by Kerouac, Ginsberg, Ferlinghetti, Snyder, DiPrima, and others; trace connections between the literature and such topics as the Cold War and gay rights; and examine the influence of the Beats on popular music, visual art, and film. Offered periodically.

Prerequisite: FYW.

ENGL 262: Topics: Literature and History

Students examine literary works, forms, and movements as part of a larger cultural history. Each offering of this course emphasizes a different historical issue or period. Students consider the extent to which literary texts are produced by common cultural and historical conditions and how literature shapes the historical accounts we inherit. Recent offerings include "Romanticism," "50s Beat Literature," and "Writing America: 1620-1800." Click on course title in the class and lab for more information about the course for that term.

Prerequisite: FYW.

ENGL 263: Narratives of Social Protest

In this course, students consider the intersections of art and politics in their dynamic historical frameworks, testing the positions of various artists and cultural commentators who claim that art accomplishes nothing in the "real world" or that politics ruin art. The course is interdisciplinary, comparing literature to other artistic forms such as music or film. Representative texts may include Ellison's *Invisible Man*, Dylan's songs, and Van Sant's film *Milk*. Offered periodically.

Prerequisite: FYW.

ENGL 264: Topics in Gender and Literature

This course investigates how literature--broadly writ--represents both gender diversity and conformity, and the issues associated with gender, such as family, power dynamics, oppression, activism, domesticity, hierarchies, and inequalities. The texts focus on a diversity of gendered identities by complicating the gender binary of "man" and "woman." A consideration of gender separated from other identities is limiting; therefore, this course examines how gender intersects with race, class, ability, sexual orientation, technology, religion, and/or nationality. May be repeated if topic is different. Offered periodically. Counts toward women's and gender studies major and concentration. Click on course title in the class and lab for more information about the course for that term.

Prerequisite: FYW.

ENGL 266: Romanticism and Rock Music

British Romantic and American Transcendentalist literatures emphasize youth, celebrate the body and energy, and extol intuition, creativity, and individuality. Rock music has been derided by some commentators as extreme Romanticism. Students in the course examine this artistic line of influence and debate its merits. Writers and musicians may include Blake, Wordsworth, Byron, Emerson, Whitman, Springsteen, Cloud Cult, and Arcade Fire. Offered periodically.

Prerequisite: FYW.

ENGL 267: Monsters: Myths and Movies from the 19th to 21st Centuries

This course is centered around three 19th-century British novels: Mary Shelley's *Frankenstein*, R. L. Stevenson's *Dr. Jekyll and Mr. Hyde*, and Bram Stoker's *Dracula*. Students explore the influence of these texts on mythical monsters from the 20th to 21st centuries in the form of classic black and white films of the 1930s, as well as more recent fictional and filmic incarnations. What do monsters tell readers about themselves? Assignments include both critical and creative writing. Offered periodically during Interim.

Prerequisite: FYW.

ENGL 268: Literature and Modern Philosophy

This course introduces students to the complicated relationship between philosophy and literature from any period between the 16th-century and the present day. Students learn about the intersection of ideas that fall under the general category of "modernity" and explore how selected philosophical views influence American and/or English literary works from the Renaissance to the contemporary period. Students gain an understanding of modern philosophies by learning how to incorporate interdisciplinary theories when engaging in literary analysis. Offered periodically.

Prerequisite: FYW.

ENGL 269: Art, Design, and Literature in Britain Since 1950

This cross-disciplinary course traces the flourishing of British creativity in art, design, and literature from the postwar era to the present--a period in which Britain emerged as an influential nation in a number of creative fields, from music to fashion, product design to architecture. Students examine works, movements, creative practices, and critical methodologies from art, design, and literature in order to develop a panoramic understanding of contemporary British creativity. Offered alternate years.

Prerequisite: FYW.

ENGL 271: Literature and the Scientific Revolution

The 17th century movement now known as the Scientific Revolution brought radically altered ideas about human beings, truth, knowledge, and our place in the universe. This course examines its effects on English literature from about 1600 to 1700. Students discuss how changing views, particularly on astronomy and medicine, inspired literary works. Authors may include William Shakespeare; Christopher Marlowe; Ben Jonson; John Donne; Francis Bacon; John Milton; and Margaret Cavendish, Duchess of Newcastle. Fee may be required. Counts toward English major. Offered during fall semester in alternate years.

Prerequisite: FYW.

ENGL 273: Imagining Urban Ecologies

This course explores literature in the context of urban ecology through interdisciplinary readings and activities. Three cities at different moments in history structure the course: ancient Rome, 18th-century London, and contemporary Los Angeles. In each case, students will analyze literary works that portray the city as a matrix of natural and human forces, where water, earth, and the biosphere shape writers' imagined urban landscapes. Genres studied will include poetry, nature writing, memoir, and drama. Counts toward English major.

Prerequisite: FYW.

ENGL 275: Literature and Film

Students explore the complex relationships between literature and film. How do we translate the verbal into the visual? What can novels do that films cannot and vice versa? Subject matter includes both classic and contemporary fiction and film. Counts toward media studies concentration.

Prerequisite: FYW.

ENGL 276: Literature and the Environment

Through nonfiction, fiction, and poetry, students explore the complex relations between humans and the "natural" world. Students consider questions such as the following: What does it mean to be connected to a landscape? What is a sense of place? Students also reflect on how they and the writers they read put landscape into language. Counts toward American studies major, environmental studies major (all emphases) and concentration, and film studies concentration.

Prerequisite: FYW.

ENGL 280: Topics in Genre

These courses emphasize the study of literature united by specific formal elements rather than by theme, topic, historical period, or national origin. The genre studied may be broad, such as narrative fiction, or narrowly defined, such as the elegy. The course focuses on the study of literature through a critical exploration of form. May be repeated if topic is different. Click on course title in the class and lab for more information about the course for that term.

Prerequisite: FYW.

ENGL 284: Epic and the Novel

Heroes, monsters, battles, and journeys - for over a thousand years, elements of epic poetry shaped ideas of what a good story should be. But with the modern age, the novel replaced epic as the most culturally revered literary form. Students explore how the novel draws upon as well as rejects the epic tradition, and how the novel reflects what we mean by "modernity" itself. This course ranges from Anglo-Saxon epic to modern and contemporary novels. Counts toward English major. Offered in alternate years during spring semester.

Prerequisite: FYW.

ENGL 285: *Digital Rhetorics and New Media Literacies*

Students explore what it means to be literate in an age of new media by reading critical scholarship and comparing the ways they read, interpret, and learn from digital texts, such as fan fiction websites, social media, and video games, to ways they read, interpret, and learn from printed media (e.g., books, poems, or plays). In their final, digital project, students critically examine the use of new media to make humanities scholarship more "public." Offered periodically. Counts toward media studies concentration.

Prerequisite: FYW.

ENGL 286: *Topics in Rhetoric and Composition*

Rhetoric and composition are academic fields within English studies that take up the questions of how meaning is made and negotiated in a variety of historical, geographical, and media-based contexts. This topics course provides students with an overview of these fields and an in-depth perspective on areas of focus within the fields. Topics could include: presidential rhetoric, classical rhetoric, technical writing, interactive texts and video games, feminist rhetoric, and community literacy. Offered annually.

Prerequisite: FYW.

ENGL 287: *Professional and Business Writing*

This course gives students a hands-on opportunity to develop their use of writing strategies and technologies appropriate to workplaces. Course themes include workplace practices, professional ethics, technology resources, promotional resources, and writing on behalf of an organization. Students create individual and collaborative projects including employment documents, proposals, brochures, memos, and other professional genres. Through case studies, readings, and/or client-based projects, students analyze writing practices in a range of professional settings. Course fee for document production. Offered periodically.

Prerequisite: FYW.

ENGL 330: *Advanced Studies in Literary Eras: British*

Students explore specific periods in British literature and examine the relationship between literary texts and movements and their particular cultural, political, and historical contexts. Each offering of this course examines a different literary era and emphasizes specific literary and historical issues. Click on course title in the class and lab for more information about the course for that term.

Prerequisites: ENGL 185 plus at least two English courses at level II, or permission of the instructor.

ENGL 340: *Advanced Studies in Literary Eras: American*

Students explore specific periods in American literature and examine the relationship between literary texts and movements and their particular cultural, political, and historical contexts. Each offering of this course examines a different literary era and emphasizes specific literary and historical issues. Click on course title in the class and lab for more information about the course for that term. Counts toward American studies major.

Prerequisites: ENGL 185 plus at least two English courses at level II, or permission of the instructor.

ENGL 345: *Topics in American Racial and Multicultural Literatures*

This course focuses on important issues, images, authors, and modes in an intensive study of racial and multicultural literature in the U.S. The scope of the course can include racial portraiture, sexual politics, field and factory experience, color and class status, and church and family institutions. Authors include such writers as Frederick Douglass and Maxine Hong Kingston. Click on course title in the class and lab for more information about the course for that term. Counts toward American studies and race and ethnic studies majors and race and ethnic studies concentration.

Prerequisites: ENGL 185 plus at least two English courses at level II, or permission of the instructor.

ENGL 347: *Topics in Post-Colonial Literatures*

Students study individuals or groups of authors, looking at themes such as the individual as cultural hybrid, the place of politics in literature, ethnocentrism and imperialism. They examine the formation of literature from the clashes of culture, and the relationship between non-traditional literary forms and traditional European aesthetics. Click on course title in the class and lab for more information about the course for that term.

Prerequisites: ENGL 185 plus at least two English courses at level II, or permission of the instructor.

ENGL 360: *Literary Criticism and Theory*

This class focuses on defining, classifying, analyzing, interpreting, evaluating, and understanding literature. Students study both practical criticism (discussion of particular works or writers) and theoretical criticism (principles and criteria appropriate to literature generally). The course introduces a broad range of critical theories and provides an historical overview of the subject.

Prerequisites: ENGL 185 plus at least two English courses at level II, or permission of the instructor.

ENGL 380: *Shakespeare*

Students consider in depth some of Shakespeare's most popular plays and also explore some of the less-frequently studied classics. Students examine a wide range of genres and types of plays, view recorded productions, and attend performances when available.

Prerequisites: ENGL 185 plus at least two English courses at level II, or permission of the instructor.

ENGL 391: *Major British Authors*

Students examine the work of a major British author. Through attention to life experiences, cultural contexts, and the impact of history, the course offers students a complex understanding of a major author's literary achievement. Recent authors have included Milton, Dickens, George Eliot, Joyce, and Woolf. Because such study is intensive and requires background, students should have prior exposure to the author studied. May be repeated if topic is different. Click on course title in the class and lab for more information about the course for that term.

Prerequisites: ENGL 185 plus at least two English courses at level II, or permission of the instructor.

ENGL 392: Major American Authors

Students examine the work of a major American author. Through attention of life experiences, cultural contexts, and the impact of history, the course offers students a complex understanding of a major author's literary achievement. Recent authors have included Melville, Cather, Wharton, Hemingway and Faulkner. Because such study is intensive and requires background, students should have prior exposure to the author studied. May be repeated if topic is different. Click on course title in the class and lab for more information about the course for that term. Counts toward American studies major.

Prerequisites: ENGL 185 plus at least two English courses at level II, or permission of the instructor.

ENGL 393: Drama and Moral Choice

"To be or not to be" is only one of many ethical questions raised by dramatists writing in English, from medieval moralities to postmodern plays. Using a framework of readings from classical and contemporary ethical theories, students examine moral and ethical conflicts within plays from several periods. The course also addresses the works in their cultural and theatrical contexts; students attend a performance of one play on the syllabus. Counts toward English major. Offered in alternate years. Ticket fee required.

Prerequisites: BTS-T and ENGL 185 plus at least two English courses at level II, or permission of instructor.

ENGL 395: Chaucer from an Ethical Perspective

Students analyze from a broadly cultural view the political, religious, and intellectual debates of Chaucer's day as reflected in his greatest work, the *Canterbury Tales*. Students examine the *Canterbury Tales* through the lens of ethics, using readings in ethical theory to better understand moral questions, Chaucer's poetry, and ourselves -- as interpreters of literature and moral agents. Counts toward medieval studies major.

Prerequisites: ENGL 185 plus at least two English courses at level II; completion of BTS-T; or permission of the instructor.

ENGL 399: The Major Seminar

In this seminar, students learn about a range of methods for literary research by exploring literature in the context of critical, theoretical, cultural, or historical materials. For each student, the centerpiece of the course is the research and writing of a long essay that represents his or her individual research interests. Students share and respond to each other's work-in-progress and present their completed projects to the seminar. May be repeated if topic is different.

Prerequisites: open to juniors and seniors who have completed ENGL 185 and at least two level II English courses or by permission of the instructor.

Writing

ENGL 150: The Craft of Creative Writing

How do we create poetry, fiction and nonfiction that engages the reader and effectively communicates deeper meaning? In this course students develop a broad foundation of strategies underlying good creative writing. Risk taking and experimentation are encouraged. Students practice "the practice" of creative writing through extensive exercises. Students also read examples of contemporary poetry, fiction and nonfiction.

Prerequisite: prior or concurrent enrollment in FYW.

ENGL 288: Reading and Writing the Personal Essay

The personal essay may contain rumination, memoir, anecdote, diatribe, scholarship, fantasy, and moral philosophy. Students read and write about the personal essay from its origins to the present day as well as craft their own personal essays. Readings range from founding father Montaigne to classic practitioners Charles Lamb and Virginia Woolf; students also explore international essayists such as Wole Soyinka and American voices from Thoreau to Annie Dillard. Offered during Interim.

Prerequisites: FYW and at least sophomore status.

ENGL 289: Journalistic Writing

Students critically examine a variety of national, metro, and local media. Students then learn to write their own news copy, including hard news, features, editorials, arts and entertainment reviews, sports, business, and travel stories. Students also learn UPI/AP style copy editing and proofreading, important skills for students applying for internships and print media jobs. Offered periodically. Counts toward management studies and media studies concentrations.

Prerequisites: FYW and at least sophomore status.

ENGL 291: Intermediate Creative Nonfiction Writing

From the intimate personal essay to more externally driven literary journalism, creative nonfiction covers a range of forms. Students learn to combine fictional techniques, personal recollections, and direct exposition in assignments that might include memoir, personal essay, cultural criticism, nature writing, book and film reviewing, and "new journalism." Contemporary nonfiction writers such as Annie Dillard, Scott Russell Sanders, Judith Ortiz Cofer, and John McPhee provide models and inspiration for writing in the course. Counts toward management studies concentration.

Prerequisites: FYW and at least sophomore status.

ENGL 292: Intermediate Poetry Writing

In this course students read contemporary poetry and write intensively, exploring the writer's craft. Students peer-edit each others' writing.

Prerequisites: FYW and at least sophomore status.

ENGL 293: Intermediate Fiction Writing

In this course students read contemporary fiction and write intensively, exploring the writer's craft. Students peer-edit each others' writing.

Prerequisites: FYW and at least sophomore status.

ENGL 296: Screenwriting

Students learn the techniques of screenwriting, including how to write a treatment, to create backstories, and to break down scenes. Each student produces and revises a narrative screenplay. Counts toward film studies and media studies concentrations.

Prerequisites: FYW and at least sophomore status.

ENGL 371: Advanced Poetry Writing Workshop

Students focus on poetry, deepening their understanding of the form and completing a substantial portfolio of polished work. Class sessions include discussion of models in contemporary poetry, exploration of various options within the form, and workshopping of student writing.

Prerequisites: ENGL 292 or permission of the instructor.

ENGL 372: Advanced Fiction Writing Workshop

Students develop and complete individual projects in fiction, deepening and polishing their work. Class sessions are devoted to discussion of craft, examination of literary models, and workshoping of student writing.

Prerequisites: completion of ENGL 293 or permission of the instructor.

ENGL 373: Advanced Creative Nonfiction Writing Workshop

Students deepen and strengthen their work in creative nonfiction. Class sessions are devoted to development of writing strategies and analysis of professional and student writing. Counts toward management studies concentration.

Prerequisites: ENGL 291 or permission of the instructor.

Other**ENGL 294: Academic Internship****ENGL 298: Independent Study**

Students pursue an independent topic of study with a faculty director.

ENGL 394: Academic Internship**ENGL 396: Directed Undergraduate Research**

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

ENGL 398: Independent Research

Students pursue an independent topic of study with a faculty director. Cannot count as one of two required level III courses for the major.

Faculty**Chair, 2015-2016****Mary E. Titus**

Professor of English

late 19th-early 20th century American literature; literature of the American south; gender theory; material culture

Mark Allister

Professor of English and Environmental Studies

American literature; environmentalism; popular music; men's studies; American studies

Karen Cherewatuk (on leave fall)

Professor of English

old English; middle English; Arthurian literature; Caribbean literature; medieval European tradition

Marc David

Visiting Assistant Professor of Sociology/Anthropology

race and class; history and memory; public policy and the politics of knowledge; North America

Sally Franson

Visiting Assistant Professor of English

Carlos Gallego

Associate Professor of English

Chicano/a studies; 20th century American literature; comparative ethnic studies; philosophy and critical theory; cultural studies

Joan Hepburn

Associate Professor of English

African American literature; drama; race and ethnic literature; western African drama in English

Carol Holly

Professor of English

American literature, including autobiography and memoir; fiction; women's literature

Jennifer Kwon Dobbs

Associate Professor of English

poetry and poetics; creative nonfiction; Asian American literature; critical adoption studies

Karen E.S. Marsalek

Associate Professor of English

medieval and early modern literature, especially drama; history of the English language

Joseph L. Mbele

Associate Professor of English

folklore; English post-colonial and third world literature

Linda Y. Mokdad

Assistant Professor of English

film history; classical film theory; feminist film theory; art cinema; Arab cinemas

Jonathan T. Naito

Assistant Professor of English

twentieth and twenty-first century British and Irish literature; postcolonial studies; black and Asian British literature; Samuel Beckett

Bjorn Nordfjord

Visiting Associate Professor of English

American cinema; world cinema; crime fiction; adaptation and narrative theory

Juliet Patterson

Instructor in English

creative writing; contemporary American poetics; hybrid literature; environmental literature

Thomas W. Pope

Adjunct Assistant Professor of English

screenwriting

Diana Postlethwaite

Professor of English

nineteenth-century British literature; the novel

Rebecca S. Richards

Assistant Professor of English

rhetoric and composition; feminist/gender studies; media studies

Kaethe E. Schwehn

Visiting Assistant Professor of English

creative writing

Mary E. Trull

Associate Professor of English

sixteenth- and seventeenth- century English literature

Colin Wells (on leave Interim and spring)

Professor of English

early American literature; eighteenth-century literature

Environmental Conversations

David Booth, Old Main 120
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wp.stolaf.edu/admissions/environmental-conversations (<https://wp.stolaf.edu/admissions/environmental-conversations>)

Environmental Conversations ("EnCon") is a learning community organized around regular elective and required courses, open to incoming first-year students, and focused on questions of environmental policy, science, and values. Through courses and co-curricular opportunities, EnCon prepares students to think about moral, scientific, and practical dimensions of human relationships with the rest of nature. EnCon is a three course sequence. In the fall and spring, students complete two regular requirements of the first-year curriculum: Religion 121 and Writing 111. EnCon sections of these courses focus specifically on environmental themes. In the Interim, students take ENVST 137 Introduction to Environmental Studies. EnCon students engage in student-led sustainability initiatives, and learn about environmental questions and opportunities facing the college - from the student-run farm "StoGrow," to the college wind turbine. They become part of a larger community of students who seek to think clearly and responsibly about environmental policy, sustainability, and "the moral ecology of everyday life."

Intended Learning Outcomes for the Program

Admission to the Program

Students apply to EnCon after they are admitted to the college. Each year about 38 first-year students are admitted to the program. In the fall and spring this cohort divides in two different sections of 19 students each to take Religion 121 or Writing 111. In the Interim, they come together as a cohort to take ENVST 137. EnCon is open to students of all interests, and provides an appropriate foundation for any major at the college.

Course Equivalents for General Education Requirements

By successfully completing EnCon, students fulfill the following GE requirements:

Biblical and Theological Studies - Bible (BTS-B)

First-Year Writing (FYW)

Integrated Scientific Topics (IST)

Courses

REL 121 Bible in Culture and Community

Typical section topics for Religion 121 are:

"Land, Food, and Justice in Biblical Tradition"

"The Bible and the Idea of Nature"

WRIT 111 First-Year Writing

Typical section topics for Writing 111 are:

"Doing Democracy: The Politics of Food"

"Nature's Mysteries: Insights, Impacts and Inspirations in the Backyard"

"The Nature of Nature Writing"

ENVST 137 Introduction to Environmental Studies

Faculty

Director, 2015-2016

David Booth

Associate Professor of Religion
history of theology; philosophy and psychology of religion; feminist theology; theology and sexuality

Mark Allister

Professor of English and Environmental Studies
American literature; environmentalism; popular music; men's studies; American studies

Paul T. Jackson

Associate Professor of Chemistry and Environmental Studies
green chemistry; environmental chemistry; water quality; sustainability

John D. Schade

Associate Professor of Biology and Environmental Studies
Arctic ecology; biogeochemistry; ecosystem ecology

Kaethe E. Schwehn

Visiting Assistant Professor of English
creative writing

Environmental Studies

Deb Clark, Tomson 283
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Environmental studies explores the relationships between the earth's natural systems and physical systems, human political, economic, and social systems, and human understanding of the environment as informed by ethics, philosophy, art, history, religion, and literature. The Department of Environmental Studies seeks to create a teaching and learning community that promotes an integrated understanding of humankind's relationship to the environment. It does this by encouraging rigorous study of the biological and physical processes that characterize the physical environment and those ways in which human activity can promote or compromise the environment's overall health; critical examination of the political, economic, and social institutions that frame human interaction with the environment; and scholarly engagement with those philosophical, spiritual, literary, and artistic traditions that inform and reflect our understanding of the environment and our relationship to it.

Overview of the Major

Environmental studies combines the strengths of disciplinary work in contributing departments with interdisciplinary studies, giving both broad and focused perspectives on environmental problems,

issues, and solutions. The program offers a major with three areas of emphasis through which students choose to focus their work: natural sciences, social sciences, and arts and humanities. In many cases work in these areas of emphasis overlaps with traditional departmental curricula, and students choose to complete a second major there. Recognizing the global dimensions of numerous environmental problems and the need for learning outside of the classroom, the program provides a number of opportunities for studies abroad and in the field.

All students majoring in environmental studies take twelve required courses, including an introductory course that emphasizes the interdisciplinary nature of environmental questions and lays the groundwork for the major, and a capstone senior seminar course that challenges students to integrate and apply what they have learned throughout their studies. The major also requires students to participate in an approved experience that applies basic knowledge in a setting beyond the classroom. Typically this takes the form of an off-campus environmental studies course or program, an internship, or a research project. Students wishing to count courses not specifically designated as satisfying requirements for the major must consult the chair no later than one semester prior to enrollment.

The department offers a concentration in environmental studies for students wishing to complement another major with a suite of courses focused on the environment.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/environmental-studies-major-ilos>)

Distinction

See Academic Honors (p. 36)

Special Programs

A number of off-campus programs include an internship or independent study component in which students may elect to focus on environmental issues. Students must consult with the environmental studies chair in planning their programs and must receive approval before counting work from off-campus programs toward an environmental studies major or concentration. The programs listed below have a substantial focus in environmental studies and will generally contribute to the satisfaction of environmental studies major requirements:

- Agriculture and Justice: Building a Sustainable Food System (HECUA in Minneapolis/St. Paul)
- Biology in South India
- Environmental Science in Australia
- Environmental Sustainability: Science, Public Policy, and Community Action (HECUA in Minneapolis/St. Paul)
- Ecology and Human Origins (ACM in Tanzania)
- Field Research in the Environment, Social Sciences, and Humanities (ACM in Costa Rica)

- Washington Semester in International Environment and Development (American University)
- Wilderness Field Station (Coe College)

Requirements Environmental Studies Major Requirements for the Major

ENVST 137	Introduction to Environmental Studies	1.00
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Senior Capstone:

ENVST 399	Seminar in Environmental Studies	1.00
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Experiential Component:

All students majoring in environmental studies must participate in an experience that applies basic knowledge in a setting beyond the classroom. Guidelines and procedures are posted on the department website.

Ten courses in chosen area of emphasis:	10.00
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Select ten additional courses specific to the area of emphasis chosen (natural science, social science, or humanities). Unless permission is granted by the chair, a course may not count for more than one requirement in the major.

Total Credits	12
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Areas of Emphasis in the Environmental Studies Major Natural Science

The natural science area of emphasis seeks to give students a broad exposure to the range of problems encountered by scientists working in environmental fields and the investigative tools they use, while providing a solid foundation for further study in one of the contributing disciplines. Students planning careers in environmental science are strongly urged to consider an additional major in biology or chemistry. Ten courses are required in addition to the introductory and capstone courses specified above:

Select two social sciences courses of the following:	2.00
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ES/PS 201	Topics in Global Environmental Politics	
ES/PS 225	Environmental Political Theory	
ENVST 232	Environmental Policy and Regulation	
ENVST 235	Sustainable Development	1.00
ES/PS 276	Environmental Politics	
AS/ES 277	Environmental Sustainability in Japan (abroad)	
ENVST 281	Topics in Environmental Studies (when taught with social science focus and approved by the chair)	
or ENVST 381	Advanced Research Topics in Environmental Studies	
ECON 242	Environmental Economics	
PSCI 221	Environmental Policy (Environmental Science in Australia)	

PSYCH 227	Environmental Psychology at Rocky Mountain National Park (off-campus)	
SOAN 222	Cultural Anthropology (Environmental Science in Australia)	
SOAN 297	Topics when taught as Environmental Anthropology	
Select two arts and humanities courses of the following:		2.00
ENVST 202	The Culture of Nature	
ENVST 222	Campus Ecology	
ENVST 270	Nature and American Landscapes	
ENVST 281	Topics in Environmental Studies (when taught with arts and humanities focus and approved by the chair)	
or ENVST 381	Advanced Research Topics in Environmental Studies	
HIST 245	Environmental History of Latin America	
HIST 275	Environmental History	
PHIL 257	Environmental Ethics ¹	
or REL 278	Christian Ethics and Ecological Justice	
ENGL 276	Literature and the Environment	
Select one statistics modeling and mapping course of the following:		1.00
ENVST 255	Remote Sensing and Geographic Information Systems	
STAT 212	Statistics for the Sciences	
STAT 272	Statistical Modeling	
Select one intermediate chemistry course of the following:		1.00
CHEM 248 & CHEM 254	Organic Chemistry II and Synthesis Laboratory II (0.25)	
CHEM 255 & CHEM 256	Analytical Chemistry and Analytical Laboratory (0.25)	
Select one intermediate ecology course of the following:		1.00
BIO 261	Ecological Principles	
BIO 226	Terrestrial Ecology (Environmental Science in Australia)	
Select two environmental science courses of the following: ²		2.00
ENVST 123	Geophysics: Perspectives on the Dynamic Earth	
BI/ES 226	Conservation Biology	
BI/ES 228	Environmental Health	
ENVST 245	Global Climate Change	
ENVST 255	Remote Sensing and Geographic Information Systems	

ENVST 281	Topics in Environmental Studies (when taught with natural science focus and approved by the chair)	
BI/ES 286	Tropical Ecology and Sustainable Land Use in Costa Rica (abroad)	
BI/ES 350	Biogeochemistry: Theory and Application	
ENVST 381	Advanced Research Topics in Environmental Studies (when taught with environmental science focus and approved by the chair)	
ENVST 396	Directed Undergraduate Research	
BIO 224	Marine Ecology (Environmental Science in Australia)	
BIO 371	Field Ecology	
BIO 391	Selected Topics (when taught with environmental science focus and approved by the chair)	
CHEM 391	Selected Topics in Chemistry (when taught with environmental science focus and approved by the chair)	
Select one level III course in environmental science:		1.00
BI/ES 350	Biogeochemistry: Theory and Application	
BIO 371	Field Ecology	
ENVST 381	Advanced Research Topics in Environmental Studies (when taught with natural science focus and approved by the chair)	

Total Credits **11**

¹ Student pursuing a natural science area of emphasis may not count both PHIL 257 and REL 278.

² One of these two courses must carry Environmental Studies Departmental designation.

Social Science

The social science area of emphasis seeks to provide students with a broad exposure to the methods and models employed by social scientists working in the environmental field. In addition to the introductory and capstone courses (specified above), students select ten additional courses from the following groups:

Select two natural science courses of the following: ¹		2.00
ENVST 123	Geophysics: Perspectives on the Dynamic Earth	
ENVST 245	Global Climate Change	
ENVST 255	Remote Sensing and Geographic Information Systems	

ENVST 281	Topics in Environmental Studies (when taught with natural science focus and approved by the chair)	Select one methodological analysis course of the following:	1.00
ENVST 381	Advanced Research Topics in Environmental Studies (when taught with natural science focus and approved by the chair)	ENVST 255	Remote Sensing and Geographic Information Systems
BI/ES 226	Conservation Biology	STAT 110	Principles of Statistics
BI/ES 228	Environmental Health	STAT 212	Statistics for the Sciences
BI/ES 286	Tropical Ecology and Sustainable Land Use in Costa Rica (abroad)	STAT 214	Honors Statistics for the Sciences
BI/ES 350	Biogeochemistry: Theory and Application	STAT 272	Statistical Modeling
BIO 224	Marine Biology (Environmental Science in Australia)	ECON 263	Statistics for Economics
BIO 226	Terrestrial Ecology (Environmental Science in Australia) ³	SOAN 371	Foundations of Social Science Research: Quantitative Methods
BIO 261	Ecological Principles ³	PSYCH 230	Research Methods in Psychology
CHEM 124	A Matter of the Environment with Lab	PSCI 220	Analyzing Politics and Policies
CHEM 255 & CHEM 256	Analytical Chemistry and Analytical Laboratory (0.25)	Economic analysis courses:	
BIO 391	Selected Topics (when taught with environmental science focus and approved by the chair)	ECON 121	Principles of Economics (or ECON 110-ECON 120) 1.00
CHEM 391	Selected Topics in Chemistry (when taught with environmental science focus and approved by the chair)	ECON 242	Environmental Economics 1.00
Select two art and humanities courses of the following:	2.00	Select one environmental political policy and institutions course of the following:	
ENVST 202	The Culture of Nature	ENVST 232	Environmental Policy and Regulation
ENVST 222	Campus Ecology	ES/PS 201	Topics in Global Environmental Politics
ENVST 270	Nature and American Landscapes	ES/PS 276	Environmental Politics
ENVST 281	Topics in Environmental Studies (when taught with arts and humanities focus and approved by chair)	Select two social science electives of the following: 2.00	
ENVST 381	Advanced Research Topics in Environmental Studies (when taught with arts and humanities focus and approved by chair)	ES/PS 201	Topics in Global Environmental Politics
HIST 245	Environmental History of Latin America	ES/PS 225	Environmental Political Theory
HIST 275	Environmental History	ENVST 232	Environmental Policy and Regulation
PHIL 257 or REL 278	Environmental Ethics ² or Christian Ethics and Ecological Justice	ENVST 235	Sustainable Development 1.00
ENGL 276	Literature and the Environment	ES/PS 276	Environmental Politics
		ENVST 281	Topics in Environmental Studies (if taught with social science emphasis and approved by the chair)
		ENVST 381	Advanced Research Topics in Environmental Studies (if taught with social science emphasis and approved by the chair)
		ENVST 396	Directed Undergraduate Research (when taught with social science focus and approved by the chair)
		ECON 243	Economic Development
		PSYCH 227	Environmental Psychology at Rocky Mountain National Park (off-campus)
		SOAN 297	Topics when taught as Environmental Anthropology

PSCI 221 Environmental Policy (Environmental Science in Australia)	
SOAN 222 Cultural Anthropology (Environmental Science in Australia)	
ID 234	Human Geography of the Middle East
AS/ES 277	Environmental Sustainability in Japan (abroad)

Total Credits **11**

- ¹ One of these courses must carry Environmental Studies departmental designation.
- ² Students pursuing a social science emphasis may not count both PHIL 257 and REL 278.
- ³ Either BIO 226 (Environmental Science in Australia) or BIO 261 can count for this requirement.

Arts and the Humanities

The arts and humanities area of emphasis requires ten courses in addition to the introductory and capstone courses.

Select two natural science courses of the following: 2.00

ENVST 123	Geophysics: Perspectives on the Dynamic Earth
ENVST 245	Global Climate Change
ENVST 255	Remote Sensing and Geographic Information Systems
ENVST 281	Topics in Environmental Studies (when taught with Natural Science focus and approved by the chair)
ENVST 381	Advanced Research Topics in Environmental Studies (when taught with Natural Science focus and approved by the chair)
BI/ES 226	Conservation Biology
BI/ES 228	Environmental Health
BI/ES 286	Tropical Ecology and Sustainable Land Use in Costa Rica (abroad)
BI/ES 350	Biogeochemistry: Theory and Application
BIO 224	Marine Biology (Environmental Science in Australia)
BIO 226	Terrestrial Ecology (Environmental Science in Australia) ²
BIO 261	Ecological Principles ²
CHEM 124	A Matter of the Environment with Lab
CHEM 255 & CHEM 256	Analytical Chemistry and Analytical Laboratory (0.25)

BIO 391	Selected Topics (when taught with environmental science focus and approved by the chair)	
CHEM 391	Selected Topics in Chemistry (when taught with environmental science focus and approved by the chair)	
Select two social science courses of the following:		2.00
ENVST 232	Environmental Policy and Regulation	
ENVST 235	Sustainable Development	1.00
ENVST 281	Topics in Environmental Studies (when taught with social science focus and approved by the chair)	
ENVST 381	Advanced Research Topics in Environmental Studies (when taught with social science focus and approved by the chair)	
ES/PS 201	Topics in Global Environmental Politics	
ES/PS 225	Environmental Political Theory	
ES/PS 276	Environmental Politics	
ECON 242	Environmental Economics	
PSCI 221	Environmental Policy (Environmental Science in Australia)	
PSYCH 227	Environmental Psychology at Rocky Mountain National Park (off-campus)	
SOAN 222	Cultural Anthropology (Environmental Science in Australia)	
AS/ES 277	Environmental Sustainability in Japan (abroad)	
Select five level II courses in the arts and humanities of the following:		5.00
ENVST 202	The Culture of Nature	
ENVST 222	Campus Ecology	
ENVST 270	Nature and American Landscapes	
ENVST 281	Topics in Environmental Studies (when taught with arts and humanities focus and approved by the chair)	
ENVST 381	Advanced Research Topics in Environmental Studies (when taught with arts and humanities focus and approved by the chair)	
HIST 245	Environmental History of Latin America	
HIST 275	Environmental History	
PHIL 257	Environmental Ethics	
ENGL 276	Literature and the Environment	

REL 278	Christian Ethics and Ecological Justice	
Select one level III topics course in arts and humanities of the following:		1.00
ENVST 381	Advanced Research Topics in Environmental Studies	
Level III course in another department if taught with an environmental studies arts and humanities focus and approved by the chair		
Total Credits		11

¹ One of these courses must carry Environmental Studies department designation.

² Either BIO 226 (Environmental Science in Australia) or BIO 261 can count for this requirement.

Environmental Studies Concentration

Requirements for the Concentration

The environmental studies concentration draws upon the disciplinary strengths of a traditional major and a set of courses focused on the environment. Students may utilize environmental studies-related upper-level courses within their own discipline to complete requirements of the concentration if the courses have a significant component that addresses environmental concerns. Unless permission is granted by the chair, a course may not count for more than one requirement in the concentration. Successful completion of at least 6 courses with a grade of C or better is required.

ENVST 137	Introduction to Environmental Studies	1.00
Select one natural science course of the following:		1.00
ENVST 123	Geophysics: Perspectives on the Dynamic Earth	
ENVST 245	Global Climate Change	
ENVST 255	Remote Sensing and Geographic Information Systems	
ENVST 281	Topics in Environmental Studies (when taught with natural science focus and approved by the chair)	
ENVST 381	Advanced Research Topics in Environmental Studies (when taught with natural science focus and approved by the chair)	
BI/ES 226	Conservation Biology	
BI/ES 228	Environmental Health	
BI/ES 286	Tropical Ecology and Sustainable Land Use in Costa Rica (abroad)	
BI/ES 350	Biogeochemistry: Theory and Application	
BIO 224	Marine Biology (Environmental Science in Australia)	

BIO 226	Terrestrial Ecology (Environmental Science in Australia) ¹	
BIO 261	Ecological Principles ¹	
CHEM 124	A Matter of the Environment with Lab	
CHEM 255 & CHEM 256	Analytical Chemistry and Analytical Laboratory (0.25)	
BIO 391	Selected Topics (when taught with environmental science focus and approved by chair)	
CHEM 391	Selected Topics in Chemistry (when taught with environmental science focus and approved by the chair)	
Select one social science course of the following:		1.00
ENVST 232	Environmental Policy and Regulation	
ENVST 235	Sustainable Development	1.00
ENVST 281	Topics in Environmental Studies (when taught with social science focus and approved by the chair)	
ENVST 381	Advanced Research Topics in Environmental Studies (when taught with social science focus and approved by the chair)	
ES/PS 201	Topics in Global Environmental Politics	
ES/PS 225	Environmental Political Theory	
ES/PS 276	Environmental Politics	
ECON 242	Environmental Economics	
PSCI 221	Environmental Policy (Environmental Science in Australia)	
PSYCH 227	Environmental Psychology at Rocky Mountain National Park (off-campus)	
SOAN 222	Cultural Anthropology (Environmental Science in Australia)	
SOAN 297	Topics when taught as Environmental Anthropology	
Select one arts and humanities course of the following:		1.00
ENVST 202	The Culture of Nature	
ENVST 222	Campus Ecology	
ENVST 270	Nature and American Landscapes	
ENVST 281	Topics in Environmental Studies (when taught with arts and humanities focus and approved by the chair)	
ENVST 381	Advanced Research Topics in Environmental Studies (when taught with arts and humanities focus and approved by the chair)	

HIST 245	Environmental History of Latin America
HIST 275	Environmental History
PHIL 257	Environmental Ethics
ENGL 276	Literature and the Environment
REL 278	Christian Ethics and Ecological Justice

Electives: Students choose two additional environmental studies courses from among those listed above for the major. This may (but need not) include the senior seminar. Elective courses from other departments must have a significant component that addresses environmental concerns, but they need not have environmental issues as their exclusive focus. For some electives, students may be required to negotiate specific assignments with the instructor and the chair to receive credit toward the concentration. Concentrators may not count both REL 278 and PHIL 257. 2.00

Experiential component: All students majoring or concentrating in environmental studies must participate in an experience that applies basic knowledge in a setting beyond the classroom. Guidelines and the procedures are posted on the environmental studies website.

Total Credits 7

¹ Either BIO 226 (Environmental Science in Australia) or BIO 261 can count for this requirement.

Courses

Because of their interdisciplinary character, environmental studies courses are quite appropriate for students seeking to fulfill general education requirements. The introductory course, ENVST 137, serves many students in the IST area, and other environmental studies courses generally fulfill one or more of the general education requirements.

Courses

ENVST 123: Geophysics: Perspectives on the Dynamic Earth

This course considers a variety of topics in earth and environmental science. Beginning with the origin of the earth and planetary system, the course examines crustal evolution and plate tectonics, geologic resources and hazards, and the relationship of these surface phenomena to processes occurring in the earth's interior. It concludes with a study of the oceans, the atmosphere, the earth's climate system, and environmental change. Offered annually. Counts toward environmental studies major (all emphases) and concentration.

Prerequisite: proficiency in algebra and geometry.

ENVST 137: Introduction to Environmental Studies

This interdisciplinary course uses basic concepts of environmental science to explore global environmental issues. Topics are drawn from recent texts and current periodic literature, and participants will recognize many of the themes from coverage in the media. Because most environmental problems involve issues beyond the sciences, the class examines the economic, political, and ethical dimensions of environmental questions and environmental decision-making. Offered each semester.

ES/PS 201: Topics in Global Environmental Politics

Population growth, industrialization, and the consumption of fossil fuels have increased global environmental problems. The course examines the ways in which nation-states and/or international institutions have addressed these environmental concerns. Depending on the instructor, the focus of the course is either the environmental problems of a particular area (e.g., Latin America, Russia or Asia) or a broader global arena (e.g., international institutions and the environment). Offered alternate years.

ENVST 202: The Culture of Nature

This American environmental history course explores the social construction of nature in the 21st century, looking at the roots (both natural and cultural) of contemporary environmental issues. To figure out what nature means to us now, students study the history of stuff, the culture of grasslands and lawns, the changing character of the city and the country, the nature of the suburbs, the conservation and preservation movements, different energy ecologies, the nature of TV, the contemporary environmental movement, and alternative ecological practices. They also use the St. Olaf campus as a case study of environmental design. Offered annually. Counts toward American studies major.

ENVST 222: Campus Ecology

This course explores key concepts of ecology, focusing explicitly on the ideal of ecological sustainability for the St. Olaf campus. Students attend both to contemporary environmental issues and to the ideas and institutions that shape human resource use. Working groups research topics such as curriculum, clothes, cars, water, waste, food, energy, procurement, and landscape in the context of American religious and environmental values. Offered annually. Counts toward American studies major.

ES/PS 225: Environmental Political Theory

This course examines relations between conceptions of "nature" and political issues of power, justice, liberty, and equality; and it explores theoretical foundations from which ecologically grounded institutions, policies, and political understandings arise. The course attends to issues currently being addressed by international green political theorists, including "ecological citizenship" and "green democracy." Offered alternate years.

BI/ES 226: Conservation Biology

Conservation biology focuses on the study of biological diversity. Students examine why people should be concerned about the number and types of species on earth, what factors threaten the survival of species, and how people can conserve them. Using principles of ecology and evolution, with input from other disciplines, students gain a better understanding of the impact of humans on biodiversity and the importance of responsible environmental decision-making. Offered annually.

Prerequisite: one natural science course.

BI/ES 228: Environmental Health

Human health is affected by the biological environment, a teeming world of parasites and diseases, and the physical environment -- the water, air, and landscapes that we inhabit. Human interactions with the environment have changed rapidly, as human populations grow, travel increases, and ecosystems are altered. This course touches upon traditional environmental topics such as air and water quality, and integrates newer public health challenges such as emerging diseases and food-borne illnesses. Counts toward management studies concentration.

Prerequisite: an introductory science course.

ENVST 232: Environmental Policy and Regulation

This course analyzes environmental regulation in the United States with respect to its historical evolution, its ability to achieve environmental targets, its efficiency or cost-effectiveness, its distributional impact on jobs, people, and industries across the country, and its international ramifications. Offered annually. Counts toward management studies concentration.

ENVST 235: Sustainable Development

In this course, students examine the ethical underpinnings of the sustainable development concept; explore the interdependence of society and environment in a variety of contexts (primarily but not exclusively in "developing" countries); learn about the social factors that have led economic growth to be particularly unsustainable, especially with respect to the environment. Counts toward environmental studies major and concentration. Offered annually in the spring semester.

Prerequisite: ENVST 137.

ENVST 245: Global Climate Change

This course is an interdisciplinary seminar on climate throughout the earth's history, including recent changes caused by humankind. It examines the climate system in the larger framework of planetary evolution and explores evidence from the geologic record for climates of the past. Using current scientific literature, students investigate causes of climate change and consider scenarios for future climate based on models incorporating alternative global development strategies. Offered annually.

Prerequisites: sophomore standing; one level I biology, chemistry, or physics course or ENVST 137 strongly encouraged.

ENVST 255: Remote Sensing and Geographic Information Systems

Remote sensing and GIS are increasingly used to address basic and applied questions in the environmental sciences and a host of other disciplines. Students survey available remote sensing image types and learn to process (ground-truthing, GPS, scanning, digitizing) and interpret remotely sensed images. They also learn theory and practice of geographic information systems (basic cartography and spatial statistics). A weekly three-hour laboratory is required. Offered annually.

Prerequisites: ENVST 137 or a level I course in biology, chemistry, or physics.

ENVST 270: Nature and American Landscapes

This seminar-style course develops students' abilities to reflect on Americans' encounters with their landscape traditions. Students study ways Americans have built on the land and have worshipped and represented nature in paintings, photographs, and advertisements. Students learn to read landscapes to discover how artistically, religiously, and ecologically important the landscape tradition has been in the United States and to become thoughtful viewers and creators of landscapes. Counts toward majors: art, American studies, art history, and environmental studies. Counts toward concentrations: American studies and environmental studies. Offered annually.

ES/PS 276: Environmental Politics

Analysis of environmental policy includes the politics of agenda setting, policy selection and program implementation, and the effects of policy outcomes. Offered annually. Counts toward American studies major and management studies concentration.

AS/ES 277: Environmental Sustainability in Japan (abroad)

Students investigate community-based approaches to environmental sustainability during this Interim course taught at the Asian Rural Institute (ARI) in northern Japan. Students explore how ARI builds on local Japanese resources to support its mission of training rural leaders from developing countries in organic agricultural practices. Activities include field trips, discussions, and symposia with Japanese students, as well as hands-on participation in the daily food life at ARI. Counts toward Asian studies and Environmental studies majors and concentrations and Japan studies concentration. Offered during Interim.

Prerequisites: preference given to students with prior coursework in either Asian Studies or Environmental Studies.

ENVST 281: Topics in Environmental Studies

Students study topics related to the environment. Topics vary from year to year at the discretion of the instructor. Topics may include Environment and Theology, Environmental Justice, Ecotourism, and Literature of the Poles. Class is largely discussion-based but may include a lab/fieldwork component depending on the topic. May be repeated if topic is different. Offered annually.

BI/ES 286: Tropical Ecology and Sustainable Land Use in Costa Rica (abroad)

This course offers students the opportunity to study first-hand the most diverse ecosystems on earth. In this intensive field-oriented course students explore lowland rainforest, montane forest, dry forest, and coastal and agricultural ecosystems through projects and field trips. Students read and discuss texts and primary literature specific to ecology, evolution, conservation, and agricultural practices of each area, and keep reflective journals. Offered in alternate years during interim.

Prerequisite: one science course.

ENVST 294: Academic Internship**ENVST 298: Independent Study****ENVST 311: Global Environmental Issues at Cranfield University, UK (abroad)**

This course provides students with hands-on experience applying scientific information and skills to the development of solutions to specific environmental problems in collaboration with industry and government in the United Kingdom. Students take course modules at Cranfield University, supplemented by sessions led by a St. Olaf faculty member to synthesize information from modules and other readings as well as to develop their oral communication skills for final presentations to the Cranfield community and industry and government partners. Offered during Interim.

Prerequisites: ENVST 137 and two level II courses in natural or social sciences.

BI/ES 350: Biogeochemistry: Theory and Application

The study of global change and human environmental impacts requires students to link concepts from biology, chemistry, and physics. Students investigate these links by exploring current theories in biogeochemistry, with an emphasis on understanding the feedback between physical and ecological processes and the coupling of multiple element cycles. Laboratory activities focus on a practical exploration of the methods biogeochemists use, including experience with a variety of instruments. Counts toward mathematical biology concentration.

Prerequisite: any level II biology, chemistry, or physics course or permission of instructor.

ENVST 381: Advanced Research Topics in Environmental Studies

Students study topics related to the environment. Topics vary from year to year at the discretion of the instructor. Recent topics offered include Ecosystem Research, Landscape Art, Imaging Environmentalism, and Landscape and Regional Change in the Arctic.

ENVST 394: Academic Internship**ENVST 396: Directed Undergraduate Research**

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

ENVST 398: Independent Research**ENVST 399: Seminar in Environmental Studies**

A capstone seminar for seniors in the major and concentration, this course involves intensive study of special topics utilizing student research projects and presentations. An academic civic engagement project relies on the expertise gained from their environmental studies courses and work in other majors as applicable. Topics relate to a local or regional environmental issues, providing participants with opportunities to interact with government and regulatory agencies and community groups. Offered spring semester.

Prerequisites: ENVST 137, senior status, or permission of the environmental studies chair and instructor.

Environmental Studies Courses in Other Departments

Natural Sciences

BIO 226 Terrestrial Ecology (Environmental Science in Australia)

BIO 261 Ecological Principles

BIO 371 Field Ecology

CHEM 124 A Matter of the Environment with Lab

CHEM 248 Organic Chemistry II

CHEM 254 Synthesis Laboratory II (0.25)

CHEM 255 Analytical Chemistry

CHEM 256 Analytical Laboratory (0.25)

STAT 110 Principles of Statistics

STAT 212 Statistics for the Sciences

STAT 214 Honors Statistics for the Sciences

STAT 272 Statistical Modeling

Social Sciences

ECON 121 Principles of Economics

ECON 242 Environmental Economics

ECON 243 Economic Development

ECON 263 Statistics for Economics

ID 234 Human Geography of the Middle East

PSCI 220 Analyzing Politics and Policies

PSCI 221 Environmental Policy (Environmental Science in Australia)

PSYCH 227 Environmental Psychology at Rocky Mountain National Park (off-campus)

PSYCH 230 Research Methods in Psychology

SOAN 222 Cultural Anthropology (Environmental Science in Australia)

SOAN 297 Topics in Sociology and Anthropology (when taught as Environmental Anthropology)

SOAN 371 Foundations of Social Science Research: Quantitative Methods

Arts and the Humanities

ENGL 276 Literature and the Environment

HIST 245 Environmental History of Latin America

HIST 275 Environmental History

PHIL 257 Environmental Ethics

REL 278 Christian Ethics and Ecological Justice

Faculty

Chair, 2015-2016

Rebecca P. Judge

Professor of Economics, Associate Dean of Social Sciences
environmental economics; public policy

Mark Allister

Professor of English and Environmental Studies
American literature; environmentalism; popular music; men's studies;
American studies

Diane K. Angell

Assistant Professor of Biology
conservation biology; ecology; evolutionary biology

Seth I. Binder

Assistant Professor of Economics and Environmental Studies
environmental and natural resource economics and policy;
development economics; applied microeconomics; environmental
economics

Cecilia M. Cornejo

Visiting Assistant Professor of Environmental Studies

Jacob J. Erickson

Instructor in Religion and Environmental Studies
theology; religion and ecology; queer theory

Graham Hagen-Peter

Instructor in Environmental Studies

Daniel J.B. Hofrenning

Professor of Political Science
American politics; religion and politics; parties and elections; public
policy

Paul T. Jackson

Associate Professor of Chemistry and Environmental Studies
green chemistry; environmental chemistry; water quality;
sustainability

Anthony D. Lott

Associate Professor of Political Science and Environmental Studies
international law; international relations; international security

Kristina MacPherson

Professor of Asian Studies and Library
reference and instruction librarian, Asian studies

Donna McMillan

Associate Professor of Psychology
clinical psychology; personality psychology; environmental
psychology; positive psychology

Anthony R. Pahnke

Visiting Assistant Professor of Political Science and Environmental
Studies
contentious politics; Latin American politics; political economy;
environmental studies

Matthew Rohn

Associate Professor of Art and Art History and Environmental Studies
19th and 20th century art; American culture; gender and multi-
cultural studies; social justice; visual ecocriticism

John D. Schade

Associate Professor of Biology and Environmental Studies
Arctic ecology; biogeochemistry; ecosystem ecology

Kathleen L. Shea (on leave)

Professor of Biology and Environmental Studies, Curator of Natural
Lands
plant ecology and evolution; restoration ecology; agroecology

Michael C. Swift

Assistant Professor of Biology
aquatic ecology; physiological ecology; toxicology; zooplankton
physiology

Charles Taliaferro

Professor of Philosophy
philosophy of religion; ethics; philosophy of mind, aesthetics

Charles E. Umbanhowar

Professor of Biology and Environmental Studies
prairie ecology; botany; paleoecology; fire ecology; biogeochemistry

Exercise Science

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wp.stolaf.edu/exercise-science (<http://wp.stolaf.edu/exercise-science>)

Exercise Science is the study of human movement, from its analysis to application in educational and sport settings. Its aim is the improvement of human performance and the enhancement of human development through the medium of physical activity throughout the lifespan. St. Olaf offers an exercise science major, a variety of activity courses to meet the general education requirements for graduation, intramural and club sports, and twenty-seven varsity sports.

Overview of the Major

The exercise science major at St. Olaf is designed for students interested in the advanced and specialized study of the biophysical aspects of exercise. The major supports academic linkages across the disciplines and provides excellent preparation in a wide variety of fields (such as physical therapy and rehabilitation, biomechanics, nutrition, exercise physiology, sport medicine, chiropractics, cardiac rehabilitation).

It is recommended that this major be complemented by other majors or concentrations of interest to the student.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/exercise-science-major-ilos>)

Distinction

See Academic Honors (p. 36)

Related Programs

Biomedical Studies Concentration

See Biomedical Studies (p. 71) (classes of 2016 and earlier only; not available to students of the class of 2017 and after)

Many experiential components that support the biomedical studies concentration (such as being a student athletic trainer or interning at a sports medicine clinic) exist within the Exercise Science Department.

Neuroscience Concentration

See Neuroscience (p. 199)

Coaching Sequence

It is highly recommended that students in all teaching tracks who wish to be employed as a head varsity coach of an interscholastic sport in a senior high school successfully complete the following sequence of courses: ESTH 238, ESTH 255, ESTH 335, ESTH 374, and ESTH 375. Students not working toward teaching certification are encouraged to enter the program if they are interested in becoming an assistant or head coach. A coaching sequence candidate must make application for acceptance to the program with the Exercise Science Department (coaching sequence advisor).

Requirements

Students majoring in exercise science complete eight core courses and two electives. The courses include:

Core courses

BIO 143	Human Anatomy and Physiology: Cells and Tissues	1.00
BIO 243	Human Anatomy and Physiology: Organs and Organ Systems	1.00
ESTH 110	Nutrition and Wellness	1.00
ESTH 374	Biomechanics	1.00
ESTH 255	Prevention and Care of Athletic Injuries	1.00
ESTH 375	Physiology of Exercise	1.00
ESTH 390	Exercise Science Seminar	1.00
PSYCH 125	Principles of Psychology	1.00

Electives

Select two of the following:		2.00
ESTH 290	Sport Ethics in Society	
ESTH 373	Motor Learning	
ESTH 376	Fitness Assessment and Exercise Prescription	
PSYCH 230	Research Methods in Psychology	
NEURO 239	Cellular and Molecular Neuroscience	
PSYCH 241	Developmental Psychology	
PSYCH 247	Psychopathology	
STAT 110	Principles of Statistics	
or STAT 212	Statistics for the Sciences	
or STAT 214	Honors Statistics for the Sciences	

Total Credits **10**

The department also recommends:

ESTH 394 Academic Internship

ESTH 398 Independent Research

CHEM 121 General Chemistry

and completion of the biomedical studies (p. 71) concentration (available to students through class of 2016) or neuroscience (p. 199) concentration.

Courses

Physical Activities

- SPM (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/SPM.pdf>)

The following courses fulfill Studies in Physical Movement (SPM) (<http://wp.stolaf.edu/curriculum-committee/files/2013/12/SPM.pdf>) general education requirement. See also Dance (p. 91) Department. All .25 credit activities courses are repeatable; up to a total of four registrations are allowed. Students may only repeat an activity after the SPM requirement has been completed with two courses that differ from each other.

ESAC 101: Archery (0.25)

Beginning level archers learn shooting skills. Students have opportunities for shooting both recurve and compound bows.

ESAC 103: Golf (0.25)

This course presents an introduction/review of beginning golf skills, rules, and strategies. The course is not intended for the experienced golfer. Equipment available. Course fee.

ESAC 104: Bowling (0.25)

This course introduces students to the basic skills, techniques, and etiquette of the lifetime sport of bowling. Course fee.

ESAC 106: Rock Climbing (0.25)

Students learn basic rock climbing skills, techniques, and safety procedures.

ESAC 108: In-Line Skating (0.25)

Students learn basic skills and techniques of in-line skating. Equipment is required for participation.

ESAC 111: Basketball (0.25)

This course offers an introduction/review of fundamental skills, rules, and drills. Students focus on basic strategy in games playing.

ESAC 117: Ultimate Frisbee (0.25)

Students learn the fundamental skills, rules, techniques, and strategies associated with the sport of ultimate frisbee.

ESAC 118: Lifetime Sports and Games (0.25)

This course introduces students to a wide range of lifetime sports and games. Students learn the history and origin of these activities along with the basic rules, etiquette, and strategies.

ESAC 121: Beginning Swimming (0.25)

This course is for the non-swimming and the novice swimmer only.

ESAC 122: Lifeguard Training (0.25)

This course teaches the skills necessary for lifeguarding, first aid, AED, CPR, and waterfront guarding certification.

Prerequisite: must be able to swim 550 yards (22 lengths).

ESAC 125: Canoeing (0.25)

This course offers instruction in and practice of the basic techniques of canoeing; safety in handling the canoe. Course fee.

Prerequisite: ability to swim.

ESAC 128: Fly-Fishing/Fly-Tying (0.25)

This course introduces students to the lifetime sport of fly-fishing and fly-tying. Equipment available. Course fee.

ESAC 130: Swim Fitness (0.25)

This is an aerobic-based course utilizing swimming and water excersises.

Prerequisite: be able to swim 300 yards.

ESAC 131: Aerobics (0.25)

Students learn and apply the basic principles of fitness through a variety of aerobic activities.

ESAC 133: Individual Fitness (0.5)

Students personally apply the basic principles of exercise through conditioning, strength development, endurance training, and aerobic activities. Students participate in a wide range of assessments designed to enhance physical fitness.

ESAC 135: Jogging/Running (0.25)

This is an aerobic-based course utilizing instruction and participation in running and jogging to enhance personal fitness and training knowledge.

ESAC 136: Fitness Walking (0.25)

This is an aerobic-based course utilizing instruction and participation in walking to enhance personal fitness and training knowledge.

ESAC 140: Weight Training (co-ed) (0.50)

Students learn the principles, techniques and safety aspects of weight-training and implement a personal training plan. Students participate in a wide range of assessments (strength, power, endurance, nutrition, flexibility, body composition, stress).

ESAC 141: Weight Training Men (0.25)

Students learn the principles of training, basic techniques, and safety procedures. Students develop and implement a personal training plan during the course.

ESAC 142: Weight Training Women (0.25)

Students learn the principles of training, basic techniques, and safety procedures. Students develop and implement a personal training plan during the course.

ESAC 150: Racquet Sports (0.50)

This course offers instruction in basic strokes, history, rules, etiquette, and terminology of racquet sports (tennis, racquetball, badminton, pickleball, table tennis). Students participate in a wide range of assessments designed to enhance physical fitness (strength, endurance, nutrition, flexibility, body composition, stress).

ESAC 151: Badminton (0.25)

This course offers instruction/review of fundamental skills, rules, and etiquette of badminton. Students focus on basic strategy in games playing.

ESAC 153: Racquetball (0.25)

This course offers instruction/review of fundamental skills and rules of racquetball. Students focus on basic strategy in games playing.

ESAC 157: Tennis (0.25)

This course offers instruction/review of basic strokes, history, rules, etiquette, and terminology of tennis. Students learn basic competition strategies in singles and doubles match play.

ESAC 158: Intermediate Tennis (0.25)

This course is for students who can already serve, score, play the net, and know basic singles and doubles strategy.

Prerequisite: ESAC 157, or permission of instructor.

ESAC 161: Self-Defense (0.25)

Students learn a variety of practical measures to repel a physical attack, basic throws, kicks, falls, submission holds, and choke releases.

ESAC 162: Clasical Hatha Yoga (0.25)

Students learn and apply yoga principles of physical fitness and emotional wellness through a blend of yoga postures, movements, relaxation, breathing techniques, and mindfulness.

170-190 Intercollegiate Athletics (0.25)

Students competing in intercollegiate athletics may use the season of participation in a varsity sport for 0.25 course credit in exercise science activity. Only one 0.25 course can be applied toward the two 0.25 course Studies in Physical Movement (SPM) graduation requirement. It can only be used once as one-half of the two-course SPM requirement. Fall: varsity football, soccer, cross-country, women's volleyball; spring: remainder of intercollegiate sports. Participants in club sports are not eligible for academic credit. Students must register for the course during the competitive season, not afterward.

Professional Program

ESTH 110: Nutrition and Wellness

This course explores the sources, chemical composition, and metabolic behavior of nutrients. Nutritional requirements for a balanced diet are examined as well as the consequences of excesses and deficiencies. Students use nutrition tools and guidelines to make sound food choices, learn how to read food labels, and consider factors affecting food consumption. Class activities increase students' awareness of a healthy diet, help students evaluate nutrition behaviors, and facilitate a nutritionally sound lifestyle. Offered annually. Counts toward biomedical studies concentration (for students through class of 2016).

ESTH 238: Introduction to Coaching (0.50)

This course introduces students to the areas of sport psychology, sport administration, sport physiology, and sport pedagogy and serves as a foundation to the series of courses required for coaching certification. Successful completion of the course may include certification in the American Sport Education Program (ASEP). Offered in alternate years. Counts toward educational studies and management studies concentrations.

ESTH 255: Prevention and Care of Athletic Injuries

Students study principles pertinent to prevention of injuries in sports and physical education; treatment and care of minor injuries. The course utilizes both lecture and laboratory. Offered annually. Counts toward biomedical studies concentration (for students through class of 2016).

ESTH 290: Sport Ethics in Society

Students examine the conceptual framework for ethical decision-making using sports as a prism to examine normative perspectives. Varied ethical perspectives are analyzed through the conflicts presented in sports-related questions. Course readings and lectures examine the theoretical constructs of ethical decision-making from Christian and non-Christian positions. Offered annually. Counts toward biomedical studies concentration (for students through class of 2016) and management studies and media studies concentrations.

Prerequisite: completion of BTS-T or permission of instructor.

ESTH 294: Academic Internship**ESTH 295: Internship and Reflection Seminar**

This seminar integrates the liberal arts with the experience of work and the search for a vocation or career. Course content will include both an off-campus internship and on-campus class sessions that connect academic theories/analyses of work with their particular internship experience. Students will also consider and articulate the value of the liberal arts for their pursuit of a creative, productive, and satisfying professional life.

ESTH 298: Independent Study**ESTH 335: Coaching Practicum (0.25)**

This course involves practice and game observation and a practicum in coaching a sport. Students are involved in practice planning and drill work, game preparation, and administration, as well as game rules and coaching strategies. This course applies toward the coaching sequence only. Offered annually. Counts toward management studies concentration.

Prerequisite: ESTH 238 and permission of instructor.

ESTH 373: Motor Learning

This course offers a basic study in motor skill acquisition and motor control. Topics include methods of assessment, evaluation and research in the areas of motor learning and control, the learning environment, and discussion of factors that influence the acquisition and performance of motor skills. Offered in alternate years.

Prerequisite: Psychology 125.

ESTH 374: Biomechanics

Students analyze mechanical principles in depth as they affect human motion. Topics include study of muscular and skeletal systems, skill analysis, and motion measurement techniques. The course includes a laboratory component. Counts toward biomedical studies (for students through class of 2016) and neuroscience concentrations. Offered annually.

Prerequisite: BIO 143 and junior standing.

ESTH 375: Physiology of Exercise

Students study in-depth the physiology of exercise, covering cardiovascular and muscular adaptations to exercise and factors affecting performance, including body composition, environmental influences, training implications across gender and age, and the assessment of fitness. The course includes a laboratory component. Offered annually. Counts toward neuroscience concentration and biomedical studies concentration (for students through class of 2016).

Prerequisite: junior standing and BIO 143 and BIO 243 or permission of instructor.

ESTH 376: Fitness Assessment and Exercise Prescription

This course presents the fundamental principles of exercise testing and prescription for both healthy and special needs individuals. Students explore techniques for assessing fitness and prescribing exercise using a variety of ergometers for improvement of health fitness parameters. Students also utilize case studies and laboratory experiences. Topics include health/medical histories, submaximal graded exercise testing, and assessment of strength, flexibility, pulmonary functions, and body composition. Offered annually.

Prerequisites: BIO 143, BIO 243 and ESTH 375.

ESTH 390: Exercise Science Seminar

Students may be co-registered for the capstone course and their final core courses in the major. Students conduct semester-long research on a topic and present their findings in the form of a research paper. Offered annually.

Prerequisite: senior standing.

ESTH 394: Academic Internship**ESTH 396: Directed Undergraduate Research**

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

ESTH 398: Independent Research

Faculty

Chair, 2015-2016 (Spring)**Cynthia Book** (on leave fall and Interim)

Associate Professor of Exercise Science, Head Volleyball Coach
exercise science; volleyball

Chair, 2015-2016 (Fall and Interim)**William Sean Goldsworthy**

Instructor in Exercise Science; Head Men's Hockey Coach
biomechanics; hockey

Shahram S. Ahrar

Instructor in Exercise Science, Head Wrestling Coach
wrestling; strength and conditioning

Kurt Anderson

Instructor in Exercise Science, Head Men's Soccer Coach
coaching; men's soccer

John A. Bazzachini

Instructor in Exercise Science, Head Women's Hockey Coach
women's hockey

Dennis R. Bengtson

Instructor in Exercise Science
yoga

Christine Daymont

Associate Professor of Exercise Science; Head Women's Cross Country and Track and Field Coach
physiology of exercise; women's cross country; track and field

Jeremy B. Driver

Instructor in Exercise Science, Head Women's Soccer Coach
women's soccer

Daniel Hagen

Instructor in Exercise Science; Head Athletic Trainer
certified athletic trainer

Robert Hauck

Instructor in Exercise Science; Head Men's and Women's Swim Coach
aquatics; men's and women's swimming

Daniel P. Kosmoski

Instructor in Exercise Science; Head Men's Basketball Coach

administration; men's basketball

Justin P. Lerfald

Instructor in Exercise Science, Assistant Football Coach
football; strength and conditioning

Kathleen Luckcraft

Head Women's Golf Coach

Philip N. Lundin

Instructor in Exercise Science; Head Men's Cross Country Coach; Head
Track and Field Coach
cross country; track and field

Matthew C. McDonald

Instructor in Exercise Science, Head Baseball Coach
athletics administration; baseball

Scott Nesbit

Instructor in Exercise Science; Head Men's and Women's Tennis Coach
tennis; fly fishing

Ruth B. Neuger

Instructor in Exercise Science, Head Softball Coach
softball

Glen W. Peterson

Instructor in Exercise Science, Head Men's Golf Coach
golf

Craig D. Stern

Instructor in Exercise Science; Head Football Coach
football; strength and conditioning

Judith Stromayer

Instructor in Exercise Science; Director of recreation
recreation; wellness

David A. Stromme

Instructor in Exercise Science, Head Women's Basketball Coach
basketball

Walter D. Weaver

Interim Head Volleyball Coach

Eric C. Yuen

Instructor in Exercise Science; Football Offensive Coordinator
football; strength and conditioning

Family Studies

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(Social Work and Family Studies)

The well-being of individuals, couples, and families is a national and global concern. Family studies is an integrative field that synthesizes knowledge from many liberal arts disciplines, particularly economics, political science, psychology, social work, and sociology.

Social Work and Family Studies offers a concentration in family studies.

Intended Learning Outcomes for the Concentration (<http://wp.stolaf.edu/curriculum-committee/family-studies-concentration-ilos>)

Recommendations for Graduate Study

The concentration in family studies is designed to enable students to learn about families in both theory and practice; it is a course of study that can enhance student learning in any major. This concentration is intended to help to prepare students entering careers with families including marriage and family therapy, education, and ministry, or to family practice in law, medicine, nursing, social work, or public policy. Students who intend to go directly to graduate school should also consider enrollment in a statistics course and a research methods course in social work, psychology, or sociology/anthropology.

Requirements

Recommended preparation: introductory courses in social sciences, biology, and statistics

Required department courses ¹

FAMST 232	Introduction to Family Studies	1.00
FAMST 242	Family Relationships	1.00
FAMST 391	Senior Seminar: Special Topics	1.00

Electives

Select two of the following electives: ² 2.00

FAMST 253	Human Sexuality	
HIST 272	Women in America	
NURS 312	Family Health	
PSYCH 223	Exploring India: Human Development in Cross-Cultural Context (abroad)	
PSYCH 241	Developmental Psychology	
PSYCH 350	Parenting and Child Development in Diverse Families	
PSYCH 390	Issues in Psychology (when taught as Intimate Relationships)	
SWRK 125	Racism and Sexism in American Family Life	
SWRK 221	Social Work and Social Welfare	
SOAN 248	Sociology of Dying, Death, and Bereavement	
SOAN 260	Marriage and the Family	
SPAN 250	Gateway to the Spanish-Speaking World	

Experiential component (see below)

Total Credits **5**

¹ These required courses provide a core of knowledge that is essential to thinking systematically about families as social systems and family as a social institution and its interactions within the larger social context.

² At least one elective must be outside the Department of Social Work and Family Studies. These courses allow students to tailor their further knowledge about families to fit a specific application area or to integrate with their chosen majors. Elective courses not on this list may be counted with prior approval of the program director.

Experiential component

This requirement is usually an academic, credit-bearing experience completed during the senior year (including the previous summer.) It is designed to ensure that concentrators participate in an experience that applies basic family knowledge (theories, frameworks, concepts) to real families in a setting beyond the classroom. It must be approved by a faculty member in the Department of Social Work and Family Studies **prior** to enrollment. The experience and concomitant learning is presented as a graded assignment for a public audience in the senior seminar FAMST 391. Through the experience, students demonstrate attainment of intended learning outcomes for family studies.

Guidelines for the experiential component:

- Includes a minimum of 40 hours devoted to direct experience with families (more than one);
- Can be domestic or international;
- Can be taken either graded or Pass/No Pass (P/N);
- Can be submitted for distinction in a major, if it meets that department's guidelines for distinction.
- Must be approved by a faculty member in the Department of Social Work and Family Studies prior to enrollment.

The experience *may* be:

- A project in a senior year course, or work with families in a social work practicum or nursing clinical; or
- An independent research project with family interaction (FAMST 396); or
- An internship with a family serving agency (quarter-, half-, or full-credit; FAMST 294).
- A summer experience prior to senior year that involves direct experience with families.

Courses

FAMST 232: Introduction to Family Studies

Students examine American families through the life cycle in relation to personal and professional life, with the major emphasis on communication and commitment in interpersonal relationships. Students study courtship, marriage, and adjustment to parenthood. They examine stressors that affect families such as family violence, divorce, grief and loss, and socioeconomic issues. This course takes an interdisciplinary approach; students have opportunity for a broad range of individualized study. Offered annually during the fall semester. Counts toward American studies major and family studies and management studies concentrations.

FAMST 242: Family Relationships

Students study the contemporary American family as it meets the challenge of a changing social world. The primary objective is to enlarge both personal and intellectual understanding of the complex issues facing families. Using the range of behavioral sciences concerned with family life, students study the interaction of individuals within families and families within society. Primary emphasis is on theories and practice of family communication. Offered annually in the spring semester. Counts toward American studies major, family studies and educational studies concentrations, and women's and gender studies major and concentration.

FAMST 253: Human Sexuality

This course explores the varied dimensions of human sexuality as they affect and are affected by past and present human relationships. Sexual problems and issues are examined for the development of a value framework and for the enrichment of family life. The course emphasizes critical thinking skills applied to current issues in human sexuality (e.g. gay marriage, race and gender issues, sexual violence). Students examine issues in contemporary research and ethics in sexuality. Offered each semester. Counts toward American studies major, family studies concentration, and women's and gender studies major and concentration.

FAMST 294: Academic Internship

FAMST 298: Independent Study

FAMST 391: Senior Seminar: Special Topics

This required capstone seminar focuses on the exploration of current research and the integration of key foundation disciplines in the study of families. Students explore special topics through assigned readings and lecture material.

Prerequisites: FAMST 232 and FAMST 242. Students can take FAMST 242 and FAMST 391 concurrently with permission of department chair or FAMST 391 instructor.

FAMST 394: Academic Internship

FAMST 396: Directed Undergraduate Research

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

FAMST 398: Independent Research

Faculty

Chair, 2015-2016

Mary S. Carlsen

Professor of Social Work and Family Studies
social policy; global social work; professional ethics; end of life care; family studies

Grace E. Cho

Associate Professor of Psychology
developmental psychology; child development; cultural psychology; socioemotional development; parent-child processes

Dana L. Gross

Professor of Psychology, Associate Dean of Interdisciplinary General Studies

developmental psychology; academic civic engagement; off-campus study

Erica Weekes Kanewischer

Visiting Assistant Professor of Social Work and Family Studies therapy

Anna K. Kuxhausen

Associate Professor of History
Russian history; women's history

Diane C. LeBlanc

Associate Professor of Interdisciplinary Studies and Director of the Writing Program
rhetoric and composition, creative writing and women's studies

Lisa L. Moore

Assistant Professor of Social Work and Family Studies
race and culture in families; emerging adulthood theory; social work education

Maria M. Oriña

Assistant Professor of Psychology
social psychology; intimate relationships, social influence and persuasion; social development

Ryan R. Sheppard

Assistant Professor of Sociology/Anthropology
family; gender; race/ethnicity; social movements; quantitative research

Susan E. Smalling

Assistant Professor of Social Work and Family Studies
anti-oppressive research and practice; indigenous populations; family and child welfare

Film Studies

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(Media and Film Studies)

Art, history, cultural studies, and technology come together in the interdisciplinary study of film: text meets sound and image, art meets science, economics meet aesthetics. Film studies addresses the inherently collaborative nature of a medium where directors, cinematographers, editors, actors, musicians, and set designers work together to create works of art. Films invite analysis and evaluation both as self-contained works of art, and as reflections of the historical and cultural circumstances in which they are created and consumed.

Overview of the Concentration

The film studies concentration equips students with basic skills of visual literacy (how to "read" the moving image), and the ability to understand the cultural, historical, and commercial contexts of films.

Intended Learning Outcomes for the Concentration (<http://wp.stolaf.edu/curriculum-committee/film-studies-concentration-ilos>)

Requirements

The film studies concentration consists of five courses, at least three at level II or III, including:

FILM 101	Introduction to Film Studies	1.00
Studies in the history, theory or cultural meaning of film		
	Two elective courses that focus on the history, theory, or cultural expression of film within the United States or in a global context. These courses examine the production, critical evaluation, cultural history, and reception of film. Students take two courses to develop fluency with the critical and theoretical methods of the discipline (see list below).	2.00
Practical film studies		
	One elective course that focuses on practical aspects of film creation or criticism. These courses emphasize modern film as professional practice, asking students to master at least one of the main creative or technical skill sets used in film-making (see list below).	1.00
Integrative film studies		
	One more elective drawn from the above categories, or an integrative film topics course approved by the program (see list below), or a contract course worked out in consultation with the program director and the instructor. This course challenges students to synthesize their previous study of film in ways consistent with their own needs and interests, emphasizing the interdisciplinary nature of film studies. Students must present to the program director a brief explanation of how their work in this course synthesizes previous interests.	1.00

Total Credits **5**

Note: no more than one course from another institution may count toward the concentration.

Courses that count toward the film studies concentration

The following courses are offered annually or biannually: Additional courses that count for film studies may be offered on a periodic or one-time basis. Students interested in having a course approved for film studies should consult the program director.

History, Theory, or Cultural Meaning of Film Courses

ENGL 275	Literature and Film	1.00
FILM 201	American Film History	1.00
FILM 310	Filmmakers/Film Theorists	1.00

GERM 249	German Cinema (in English)	1.00
NORW 130	Nordic Film Today	1.00
RUSSN 265	Introduction to Russian and Soviet Film (in English translation)	1.00

Practical Film Studies Courses

ART 104	Foundation New Media	1.00
ART 228	Animated Art	1.00
ART 229	Digital Filmmaking	1.00
DANCE 150	Movement, the Camera, and the Creative Process	1.00
ENGL 296	Screenwriting	1.00
THEAT 130	Introduction to Acting	1.00
THEAT 275	Writing for Performance	1.00

Integrative Film Studies Courses

ASIAN 156	Contemporary China Through Film (in English translation)	1.00
ASIAN 230	The Philosophy of Anime	1.00
FREN 250	Speaking (of) French	1.00
HIST 290	Reel America: U.S. History in Film	1.00
MEDIA 160	Mass Media	1.00
MEDIA 260	Media and Screen Cultures	1.00
PHIL 260	Kant's Moral Theory in Literature and Film	1.00
REL 121	Bible in Culture and Community (when the topic is "Bible as Screen Play")	1.00
WRIT 111	First-Year Writing (when the topic is "Writing about Film" or "Page, Stage, and Screen")	1.00

Courses

FILM 101: *Introduction to Film Studies*

This course provides an overview of film studies by focusing on three areas: history of film, production (the basic tools of film-making), and theory (the basic vocabulary of film analysis). Students develop visual literacy through engagement with the primary structures, methods, practitioners, history, ideas, and vocabularies of film studies. Counts toward media studies concentration.

FILM 201: *American Film History*

This course explores both classic and contemporary Hollywood cinema in its artistic, cultural, technological, and economic contexts. Students study films ranging from silent movie classics, screwball comedy, film noir, and the Hollywood musical through the work of Scorsese, Coppola, and Spielberg. In addition to assigned reading and writing, students are required to watch two films per week, one of them at a formal screening on Monday evenings. Offered periodically. Counts toward American studies major and media studies concentration.

FILM 215: *American Film Realism*

This course uses genre criticism and film theory to introduce students to the history of cinematic realism and to examine the works of contemporary American filmmakers who have returned to realism in an era dominated by special effects and computer generated images. Students learn about the historical antecedents of present-day realism, including neorealism, cinema vérité, and 1970s American independent film; they then explore the work of contemporary filmmakers such as David Greene, Sofia Coppola, and Kelly Reichardt. Offered periodically.

FILM 225: *Documentary Film: The Challenge of Representing Reality*

This course explores the relevance and influence of documentary films by closely examining their aesthetic concerns, ethical implications, and real-world impacts. The course offers a condensed historical overview along with an examination of recent works. It combines screenings, readings, and discussions with the goal of preparing students both to understand and to analyze documentary films. This course does not have a production component. Offered alternate years.

Prerequisite: FILM 101 or permission of the instructor.

FILM 240: *Film History*

This course provides a broad overview of the cinema from its beginnings to the present day, while introducing students to historically informed methods and arguments that have contributed to the shape and continuing development of film studies as a formal discipline. In addition to adopting a global perspective to explore the cinema's role as a powerful aesthetic, social, and cultural force, students examine key movements, conventions, practices, and periods that inform film history.

Prerequisite: FILM 101 or permission of instructor. Counts toward the film studies concentration. Offered during spring semester.

FILM 310: *Filmmakers/Film Theorists*

What is the relationship between film criticism and filmmaking? How is analysis a critical practice that informs the art and craft of filmmaking? In *Filmmakers/Film Theorists* we will consider these questions by focusing on film artists who also write film criticism or theory. Some case studies that may be explored include: the American, Soviet, and French avant-garde; the European New Waves; the Dogme '95 collective; and filmmakers Pier Paolo Pasolini, Agnes Varda, and Robert Bresson.

Prerequisite: FILM 101 or permission of instructor.

FILM 294: *Academic Internship*

FILM 298: *Independent Study*

FILM 394: *Academic Internship*

FILM 398: *Independent Research*

FILM 396: *Directed Undergraduate Research*

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

Faculty

Director, 2015-2016**William Sonnega**

Associate Professor of Theater
theater; media studies

Karen R. Achberger

Professor of German
German cinema; 20th century German and Austrian literature;
Ingeborg Bachmann; Green Germany; fin-de-siècle Vienna

Brian Bjorklund (on leave Interim and spring)

Professor of Theater
design and technical theater; scene painting

Kari Lie Dorer

Associate Professor of Norwegian
Norwegian language and culture; applied linguistics; Sami studies;
Nordic film.

Dona Freeman

Artist in Residence in Theater
stage acting; acting Shakespeare; stage direction; period styles of
acting

Carlos Gallego

Associate Professor of English
Chicano/a studies; 20th century American literature; comparative
ethnic studies; philosophy and critical theory; cultural studies

Steven C. Hahn

Professor of History
colonial America; Native American history; piracy

Karil J. Kucera (on leave)

Associate Professor of Art and Art History and Asian Studies
Asian art history; text/image; sacred sites

Judy Kutulas

Professor of History
20th century US history; US women's history; popular and material
culture

Justin W. Merritt

Associate Professor of Music
composition; theory; instrumentation; electronic music

Linda Y. Mokdad

Assistant Professor of English
film history; classical film theory; feminist film theory; art cinema;
Arab cinemas

Diana O. Neal

Associate Professor of Nursing
pediatric nursing; neonatal intensive care nursing; complementary
therapies

Bjorn Nordfjord

Visiting Associate Professor of English
American cinema; world cinema; crime fiction; adaptation and
narrative theory

Thomas W. Pope

Adjunct Assistant Professor of English
screenwriting

Rebecca S. Richards

Assistant Professor of English
rhetoric and composition; feminist/gender studies; media studies

Anthony W. Roberts (on leave spring)

Artist in Residence in Dance
modern dance; dance technology; Companydance

Matthew Rohn

Associate Professor of Art and Art History and Environmental Studies
19th and 20th century art; American culture; gender and multi-
cultural studies; social justice; visual ecocriticism

Mary E. Trull

Associate Professor of English
sixteenth- and seventeenth- century English literature

Karen Wilson

Professor of Theater
theater; ethics and theater; directing; voice/phonetics

Foreign Languages Across the Curriculum

Jeane Delaney, Holland 604
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In keeping with the college's commitment to integrative study and global perspective, the program in Foreign Languages Across the Curriculum (FLAC) offers students opportunities to combine their knowledge of a foreign language with their study of other fields in the liberal arts. By definition, FLAC courses combine at least two fields of knowledge: a language other than English and a discipline such as history, religion, or political science.

FLAC courses are specially designated courses that offer 0.25 credit foreign-language component. Each component meets an additional hour each week beyond the regular class time. In most components, students read and discuss supplementary texts in the designated foreign language. In some components, students read texts in the foreign language and discuss them primarily in English. In others, the "texts" are actually oral/aural sources (e.g., newscasts, dramatizations, films) in a foreign language, discussed in that language. FLAC courses are particularly appropriate for students who are preparing for, or returning from, study abroad, who appreciate literature and the power of language, who enjoy analyzing original texts, or who are considering graduate study that requires the use of foreign language in reading and research.

Requirements

To be eligible to participate in FLAC courses, students should have proficiency in a foreign language equivalent to at least the fourth semester (232 level or equivalent) of college language study. Students who successfully complete the foreign-language component in two FLAC courses (in the same language) will earn Applied Foreign Language Certification on their St. Olaf transcript.

Courses

FLAC courses span the curriculum. Since 1989, foreign-language components have been developed for courses in a variety of

disciplines (including art/Asian studies, history, Latin American studies, religion, political science, and music) and in a variety of languages (Chinese, French, German, Japanese, Latin, Norwegian, Russian, and Spanish). Not every FLAC course is available every year, and new courses are developed periodically. Students should consult the roster of FLAC options available each semester in the class and lab schedule (<http://www.stolaf.edu/classlab>).

Faculty

Director, 2015-2016

Jeane DeLaney

Associate Professor of History
Latin American history; Argentina and Brazil; Cuba

Karen R. Achberger

Professor of German
German cinema; 20th century German and Austrian literature; Ingeborg Bachmann; Green Germany; fin-de-siècle Vienna

Jolene M. Barjasteh

Associate Professor of Romance Languages - French
19th and 20th century French literature; autobiography

Gwendolyn Barnes-Karol

Professor of Romance Languages - Spanish
Peninsular literature and culture; contemporary Spain; orality literacy; second language acquisition

Christopher L. Chiappari

Associate Professor of Sociology/Anthropology
Guatemala; religion; immigration

Robert E. Entenmann

Professor of History and Asian Studies
Chinese and Japanese history; U.S.-East Asian relations; Vietnam; Asian-Americans

Louis K. Epstein

Assistant Professor of Music
music history

Timothy R. Howe

Associate Professor of History
ancient Greece and Rome; the Middle East; Alexander the Great; ancient archeology

Anna K. Kuxhausen

Associate Professor of History
Russian history; women's history

Kent M. McWilliams

Professor of Music
piano

Margaret Hayford O'Leary (on leave)

Professor of Norwegian
Norwegian language, literature, and society; Nordic crime fiction

Dolores Peters

Associate Professor of History
modern France; modern Europe; history of medicine

Hsiang-Lin Shih

Visiting Assistant Professor of Asian Studies

Chinese literature; classical and modern eras

Ka F. Wong

Assistant Professor of Asian Studies
language pedagogy; cultural studies; Asian American studies; visual culture

French

Jennifer Bothun, Tomson 331

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(Romance Languages)

French is the sixth most widely spoken language (after Mandarin Chinese, English, Hindi, Spanish, and Arabic) in the world, and the second most widely learned language, after English. More than 220 million people around the world — in North and South America, the Caribbean, Europe, Africa, the Middle East, the Pacific and Indian Oceans, and Indochina — speak French. French remains, with English, one of the two languages into which all United Nations documents must be translated. Thus, students considering careers in business, diplomacy, the church, or teaching are well advised to complete a major in French, sometimes along with another major.

By studying French and other Francophone cultures, civilizations, and literatures, students develop and enhance oral and written language skills, analytical thinking, and familiarity with diverse philosophies and perspectives, all of which are central to liberal arts education with a global perspective.

The French section of the Department of Romance Languages offers a variety of courses, on-campus and abroad, in French language, Francophone cultures/

civilizations, and literatures for beginning, intermediate, and advanced students, both majors and non-majors.

To expand students' exposure to French beyond the classroom, the French program hosts a weekly French conversation table and film series and sponsors an honor house (Maison française).

Overview of the French Major

In courses for the major, students gain understanding of Francophone literatures, civilizations, and contemporary cultures as they develop analytical and communication skills in the language.

Level II courses are divided into two sequences. In 250-level courses, students practice and refine their emerging language skills through textual analysis, writing, and discussion. In 270-level courses, students explore the diverse cultures and literatures of the Francophone world.

Level III courses build upon the interpretive skills and knowledge of the Francophone world acquired by students in 270-level courses. Level III courses examine a particular topic or genre as well as critical or theoretical issues associated with it through the analysis of representative works.

Intended Learning Outcomes of the Major (<http://wp.stolaf.edu/curriculum-committee/french-major-ilos>) Distinction

See Academic Honors (p. 36)

Special Programs

French faculty lead January Interim courses in Paris and Morocco. St. Olaf is affiliated closely with semester and year-long study programs in France (Rennes and Paris) and Sénégal (Dakar). Eligible students should contact the program advisor for current information. French program faculty also participate in the Foreign Languages Across the Curriculum Program (p. 135), collaborating with faculty in other departments to offer students the opportunity to use their foreign language skills in selected courses in other departments.

Requirements

Requirements for the Graduation Major

All French majors are urged to study in France or in another Francophone country. This is particularly important for French teaching majors.

Students who participate in an approved semester-long St. Olaf study abroad program normally receive credit for one French course toward the major and one credit for the required French/Francophone history course. Students who participate in an approved year-long St. Olaf study abroad program normally receive credit for two French courses toward the major and one credit for the required French/Francophone history course.

The graduation major consists of eight courses in French above FREN 232 plus a co-curricular requirement in French/Francophone history. Students must take:

Two 250-level courses	2.00
Two 270-level courses, at least one of which must be taken on-campus	2.00
Two 300-level courses taken on-campus	2.00
Two additional French language or literature courses of the student's choosing	2.00
Choose one French/Francophone history course: ¹	1.00
HIST 226 Modern France	
HIST 227 French Revolution and Napoleon.	

Total Credits **9**

¹ Or an approved French/Francophone history course taken abroad

Independent study or research may not be counted in lieu of any of the courses referred to above. Transfer credit must be approved in advance by the Department chair.

Students wanting to take a course toward the major via transfer credit from another institution should speak with the department chair in advance of registering the course.

Requirements for a French Major with K-12 Teaching Licensure

Students who participate in an approved semester-long St. Olaf study abroad program normally receive credit for one French course toward the major and one credit for the required French/Francophone history course. Students who participate in an approved year-long St. Olaf study abroad program normally receive credit for two French courses toward the major and one credit for the required French/Francophone history course.

Students must take: eight courses in French above FREN 232:

Eight courses in French above FREN 232	8.00
One approved applied linguistics course (may be taken abroad)	1.00
Choose one French/Francophone history course: ¹	1.00
HIST 226 Modern France	
HIST 227 French Revolution and Napoleon.	
EDUC 353 Teaching of World Languages, K-12	1.00

All other requirements for the K-12 teaching licensure program in French ²

- ¹ Or an approved French/Francophone history course taken abroad
- ² See Education (p. 100)

The eight courses in French above 232 must include:

One immersion course of the following:

FREN 235	French Language and Moroccan Culture in Fes (abroad)
FREN 250	Speaking (of) French
FREN 275	Interdisciplinary French Studies in Paris (abroad)

Other approved immersion course

Two 250-level courses		
Two 270-level courses		
Two 300-level courses		
EN/LI 250	English Language and Linguistics ¹	1.00

¹ Students not taking an approved course in applied linguistics abroad must take EN/LI 250 English Language and Linguistics

Students who participate in an approved year-long St. Olaf study abroad program normally receive credit for one course toward the major and one credit for the required French/Francophone history course. Students who participate in an approved year-long St. Olaf study abroad program normally receive credit for two French courses toward the major and one credit for the required French/Francophone history course.

Additionally, students must attain a level of Intermediate High, or above, on the OPIc (Oral Proficiency Interview Computerized).

Transfer credit must be approved in advance by the department chair.

Courses

FREN 111: *Beginning French I*

Students begin to learn French through listening, speaking, reading and writing about topics familiar to them. They study social and cultural notions inherent in the daily life of peoples in diverse Francophone communities and learn to think critically and make interdisciplinary connections and informed cross-cultural comparisons. Open to students with no prior background in French or placement.

FREN 112: *Beginning French II*

Students expand their developing language skills by continuing to listen, speak, read and write on topics familiar to them. They continue their study of social and cultural notions inherent in the daily life of peoples in diverse Francophone communities and learn to think critically and make interdisciplinary connections and informed cross-cultural comparisons. Offered each semester.

Prerequisite: FREN 111 or placement.

FREN 231: *Intermediate French I*

Through study, discussion and analysis of a wide variety of texts, students explore specific social and cultural topics relevant to French culture yesterday and today (e.g., stereotypes, the family, education, immigration) and develop and expand their ability to listen, speak, read and write in French while also learning specific listening and reading strategies. Explicit focus on cross-cultural comparison/contrast and analysis. Offered each semester.

Prerequisite: FREN 112 or placement.

FREN 232: *Intermediate French II*

Students explore questions of identity in the wider Francophone world through reading, discussing, and analyzing a wide variety of texts, including cultural documents, short biographical pieces, literary texts, and films. They consolidate their language skills and continue to develop their ability to analyze and communicate in French by engaging in interactive group activities, making oral presentations, and writing essays. They also work to expand their vocabulary and to review the French verb system and other key grammatical structures. Offered each semester.

Prerequisite: FREN 231 or placement.

FREN 235: *French Language and Moroccan Culture in Fes (abroad)*

Students study French language and Moroccan culture in the imperial city of Fes. An immersion experience that includes home stays with local French-speaking families, the course focuses on Moroccan culture past and present, emphasizing the multicultural aspects of Morocco and facilitating student interaction with the local population. Field trips to various sites in and around Fes, day-long visits to Meknès and Moulay Idriss, and a longer excursion to Marrakech and Casablanca. Review of second-year French grammar is integrated into the reading and discussion of texts pertaining to Morocco's history and culture and their relation to present-day Morocco. Taught in French. Offered during Interim. Open to first-year students. Counts toward middle eastern studies concentration.

Prerequisite: FREN 231 or placement in FREN 232.

FREN 250: *Speaking (of) French*

This course provides an on-campus immersion experience for students interested in improving their oral language proficiency. Students engage in small and large group discussion, give individual and group oral presentations, and review grammar and registers of language. They also explore the notions of communicative competence and oral proficiency in order to become more effective speakers. Taught in French. Offered during Interim. Counts toward film studies and management studies concentrations.

Prerequisite: FREN 232 or FREN 235, or equivalent.

FREN 251: *Writing French*

Students engage in intensive practice in various types of writing in French (e.g., summary, extended description, narration, and professional correspondence). Literary and non-literary texts provide topics and models. The course involves discussion, writing, and revision, and stresses advanced grammar review. Taught in French. Counts toward management studies concentration.

Prerequisite: FREN 232 or FREN 235, or equivalent.

FREN 253: *Introduction to Literary Analysis*

Students read a variety of French literary texts. The course focuses on aspects of literary analysis, terminology, methodology, and literary history. Students develop critical skills through discussion and analytical writing. Taught in French.

Prerequisite: FREN 232 or FREN 235, or equivalent.

FREN 271: *The Francophone World*

Students explore French-speaking regions of the world outside France through the close reading, discussion, and analysis of literary and non-literary texts as well as other cultural artifacts. Readings, discussions, viewings, and written and oral assignments are organized around the exploration of specific topics or themes. May be repeated if geographical region is different. Taught in French. Counts toward Africa and the Americas concentration when topic is Francophone Africa and counts towards management studies concentration.

Prerequisite: minimum of one 250-level course (two recommended).

FREN 272: *Contemporary France*

Students are introduced to contemporary French political, economic and social institutions and/or issues through close textual analysis of articles from the contemporary French press and other media (e.g., the internet, cinema). Students read, analyze, discuss and write in French on a wide variety of non-literary topics. Taught in French. Counts toward linguistic studies and management studies concentrations.

Prerequisite: minimum of one 250-level course (two recommended).

FREN 273: *Period Studies*

Students explore a particular period or century through examination of selected literary and non-literary works within their socio-historical and cultural contexts. Coursework includes discussion, analysis, and interpretation of representative works. Sample topics: "19th-Century French Literature," "La Belle Epoque," and "20th-Century French Literature." May be repeated if period is different. Taught in French.

Prerequisite: minimum of one 250-level course (two recommended).

FREN 275: Interdisciplinary French Studies in Paris (abroad)

Students delve into advanced language work and on-the-spot investigation of French culture, past and present, including theater, film, visual arts, the French court, and the medieval cathedral through background readings and visits to important monuments. Students read, discuss, see, and critique plays ranging from the classical to the contemporary. Taught in French. Offered during Interim. Counts toward management studies concentration.

Prerequisite: One French 250-level course (two recommended).

FREN 294: Academic Internship**FREN 298: Independent Study****FREN 372: Topics in Francophone Studies**

Students explore a specified topic or theme in language, in literature, or in culture/civilization, or in a combination of these, through close reading, discussion, analysis, and interpretation of selected literary and/or non-literary works. Sample topics include "Madness and the Romantic Dream," "Female Identity in Post-Colonial North Africa," and "Global Francophone Identities." May be repeated if topic is different. Taught in French.

Prerequisite: minimum of one 270-level course.

FREN 373: Genre Studies

Students study a particular genre or medium (e.g., novel, play, poetry, short story, film) from a variety of periods and authors, with particular emphasis on form. Coursework includes close reading, discussion, in-depth analysis and interpretation of works. Sample topics: "The Short Story," "Autobiography," and "The African Novel." May be repeated if genre is different. Taught in French.

Prerequisite: minimum of one 270-level course.

FREN 394: Academic Internship**FREN 396: Directed Undergraduate Research**

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

FREN 398: Independent Research**FREN 399: Seminar in Francophone Studies**

In an integrative seminar, students examine specific issues and conceptual notions central to the understanding of the French language and/or Francophone literatures and cultures. Coursework includes readings, critical analysis, research methods, student reports, and substantive projects. May be repeated if topic is different. Taught in French.

Prerequisite: minimum of one level III course.

Faculty

Chair, 2015-2016**Maggie A. Broner**

Associate Professor of Romance Languages - Spanish
Hispanic linguistics; culture; second language acquisition

Wendy W. Allen

Professor of Romance Languages - French
contemporary France; the Maghreb; second language acquisition;
intercultural education

Jolene M. Barjasteh

Associate Professor of Romance Languages - French
19th and 20th century French literature; autobiography

M. Amine Bekhechi

Assistant Professor of Romance Languages - French
20th and 21st century Francophone literature; Algerian novel;
immigration studies; Arabic

Mary A. Cisar (on leave)

Professor of Romance Languages - French
18th century French literature; Franco-Manitoban literature

Lise R. Hoy

Assistant Professor of Romance Languages - French
19th 20th century French literature; second language acquisition

Maria F. Vendetti

Assistant Professor of Romance Languages-French
20th and 21st century French Francophone literature; literature and
evidence during and after the Algerian War of Independence; literary
filmic representations of torture, trauma, and war

German

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Learning German can connect students with 120 million native speakers around the globe. As one of the official languages of Switzerland and Luxembourg, and the official language of Austria and Liechtenstein, as well as Germany, the world's second largest exporter, German is the language with the largest number of native speakers in the European Union. It is the native language of a significant portion of the population in northern Italy, eastern Belgium, the Netherlands, Denmark, eastern France, and parts of Poland, the Czech Republic, Russia, and Romania. It is the second-most commonly used scientific language and the most widely spoken language in Europe. In a radius of 1000 kilometers (625 miles), Germany lies at the center of a European population of 300 million people, taking a decisive role in the political, economic, and educational dynamics of the continent.

Studying German offers students access to a culture of scientists and innovators, philosophers and theologians, writers, artists, and composers. German is the language of Gutenberg and Hertz, Fahrenheit and Einstein, Marx, Nietzsche, and Freud, of Luther, Goethe, Kafka, Bach, Mozart, Beethoven, and Mahler.

The German Department offers courses on-campus and abroad in German language and culture, including literature, history, and film for both majors and non-majors. A pivotal component of German language study at St. Olaf is study abroad. In keeping with a German tradition dating back to medieval times, German universities today have opened their doors to students from around the world, sharing their research in science and technology, their specialized training in the fine arts, and their rich archival collections in the humanities. St. Olaf students may study for a semester or a full year at the University of Konstanz, the Humboldt University in Berlin, or the University of Flensburg.

Beyond the classroom, students may also participate in the weekly German conversation table (*Stammtisch*), film series, German choir, and events in *Deutsches Haus*, an honor house where St. Olaf students live together in a German community with an exchange student from Konstanz.

Overview of the Major

In courses for the major, students gain an understanding of German culture, literature, and civilization as they develop analytical and communication skills in the spoken and written language.

Students need not be German majors to take level II and III courses or to study abroad. After completing GERM 112 or the equivalent, they may spend a semester or a year studying in Germany. Courses taken in Germany may satisfy general education requirements as well as requirements for the German and/or other majors, with approval from the department chair. Three courses from a study abroad program may count toward the major.

Overview of the Concentration

The German studies concentration provides students the opportunity to explore the cultures of German-speaking countries from an interdisciplinary perspective. Students combine coursework in the German language with a selection of courses with appropriate cultural content in consultation with the program director. Students are encouraged to participate in study abroad programs in Germany or Austria. Two courses from a study abroad program may count toward the concentration. One course may be taken S/U.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/german-major-ilos>)

Intended Learning Outcomes for the Concentration (<http://wp.stolaf.edu/curriculum-committee/german-studies-concentration-ilos>)

Distinction

See Academic Honors (p. 36)

Special Programs Study Abroad

The German Department offers a variety of opportunities to study in Germany or Austria, both during interim and during the fall and spring semesters. Programs are available in both German and English. For more information see International and Domestic Off-Campus Studies (p. 267).

GERM 233 (January Interim abroad) may be taken to fulfill the foreign language requirement (FOL-G) and may be counted toward the major. An internship taken abroad at the 294 or 394 level may count as one of the three courses a student may bring back from a semester's study in Germany.

Courses in English for General Education Credit

German courses in English translation (GERM 147, GERM 246, GERM 249, GERM 263, GERM 266, and ID 249) carry general education credit and are open to majors and non-majors alike. Examining key aspects of German history and culture, they are taught in English and require no previous knowledge of German. Some are offered with a German Foreign Languages Across the C (p. 135) curriculum (<http://wp.stolaf.edu/flac>) component.

German House

German majors and students motivated to be part of a German living community may apply to live for a semester or a year in *Deutsches Haus*, a co-educational honor house. Each year a native German student is selected from the University of Konstanz to live in *Deutsches Haus* to speak German and organize cultural events with the other house residents.

Recommendations for Graduate Study

Students planning on graduate study in German should take the graduation major plus additional courses, such as HIST 224, to be planned with the student's academic advisor. In recent years, St. Olaf German majors have been accepted for graduate study at the Universities of Michigan, Minnesota, Massachusetts, Iowa, and Wisconsin.

Requirements

Requirements for the German Majors/Teaching Licensure Graduation Major

A student must complete nine courses beyond GERM 231, including at least one level III course. One with a focus on the culture of a German-speaking country may be taken in English. This course must be chosen in consultation with the chair and can be at any level. Three courses may be counted from study in Germany. One course may be taken S/U.

Requirements for a German major with K-12 Teaching License

A student must complete the German major, including a semester/year of study in Germany or the equivalent experience, plus EDUC 353 and other courses required for certification.

Requirements for the German Studies Concentration

The German studies concentration consists of a minimum of five courses with cultural content from one or more German-speaking countries:

1. Two courses must be in German at the level of 232 or above.
2. The other three courses may be taken in either the German or English language and may be chosen from offerings in the St. Olaf German department as well as other departments, including religion, philosophy, music, and history.

3. At least two courses must be taken from the St. Olaf German department.
4. At least two courses must be from outside the St. Olaf German department. At least one of these must be from a field outside the discipline of German language/literature (whether taken from another department at St. Olaf or abroad).
5. A maximum of two courses from study abroad programs in Germany or Austria may be counted toward the concentration.
6. The student's proposed concentration must be approved by the director of the German studies concentration.
7. One course may be taken S/U.

German Studies Courses

Courses taught in English

GERM 147	The Grimm Fairy Tales and Folklore (in English)	1.00
GERM 246	The Age of Goethe (in English)	1.00
GERM 249	German Cinema (in English)	1.00
GERM 263	Topics in German Arts (in English)	1.00
GERM 266	Urbanization in Germany (in English)	1.00

Examples of courses outside the department (with major focus on German cultural content)

HIST 218	Reformation Europe	1.00
HIST 224	Modern Germany	1.00
MUSIC 342	Music of the Baroque Era	1.00
MUSIC 343	Music Of The Classical And Romantic Eras	1.00
PHIL 260	Kant's Moral Theory in Literature and Film	1.00
PHIL 261	Freud and the Study of Human Behavior	1.00
REL 213	Lutheran Heritage	1.00
REL 214	Reformation Theology	1.00
REL 234	Luther and Aquinas: Protestant and Catholic Theology in Dialogue	1.00
REL 262	Catholic Rome, Lutheran Wittenberg (abroad)	1.00

Courses

Language Courses

GERM 111: *Beginning German I*

Students begin to learn German through listening, speaking, reading, and writing about situations familiar to them including their personal biographies, families, daily life, studies, travels, and hobbies. Regular writing assignments help students learn vocabulary, check spelling, and form thoughts with German sentence structure. Regular speaking activities aid in acquiring good pronunciation and listening skills. Offered annually in the fall semester.

GERM 112: *Beginning German II*

Students continue to develop basic language skills with emphasis on expanding vocabulary and on writing assignments that aid in the practical application of grammatical concepts. Communicating in German about familiar personal topics, students acquire vocabulary about sports, food, holidays, school, the environment, and life in German speaking cultures.

Prerequisite: GERM 111 or placement by test.

GERM 231: *Intermediate German I*

Students explore life in the German-speaking countries through reading, discussing, and retelling narrative texts. The course emphasizes vocabulary building, a thorough review of German grammar, and the composition of short narratives to develop writing skills for paragraph-length discourse. Taught in German with some grammar explanations in English.

Prerequisite: GERM 112 or placement by test.

GERM 232: *Intermediate German II*

Students continue to explore life in German-speaking countries, using cultural readings, films, and other authentic materials to develop vocabulary and composition skills. Drafting short reports enables students to practice writing skills for paragraph-length discourse. Selected grammar topics are reviewed as needed. Open to first-year students. Taught in German. May be counted toward the German major or German studies concentration.

Prerequisite: GERM 231 or placement.

GERM 233: *Language and Culture Studies in Germany (abroad)*

A total immersion experience and capstone course for students completing the language requirement. This course integrates listening, speaking, reading, writing, and cultural competence by exploring the recent history and contemporary aspects of major German cities, especially Berlin. Students self-select immersion situations, keep a journal of field experiences, and write short papers on topics from journal notes. Taught in German. May be counted toward the German major or German studies concentration. Offered periodically during Interim. Open to first-year students.

Prerequisite: GERM 231 or equivalent.

250-Level Courses

GERM 250: *Speaking German*

This course is designed to teach speaking strategies and bring students to an Intermediate-High level of oral proficiency through practice in everyday communication such as telling stories, giving reports, and organizing social events. The course focuses on higher-order functions such as paragraph-length narration, presenting opinions, small group discussion, and formal presentations, as well as interviews, debates, and regular group conversations with classroom guests and speakers. Taught in German. Counts toward German major, German studies concentration, and management studies concentration.

Prerequisite: GERM 232 or equivalent.

GERM 251: Understanding Narratives

Students examine narrative texts, such as short stories, novel excerpts, and other fictional works, including film, with respect to plot and characters, relationships and themes, narrative strategies and structures. Weekly writing assignments offer practice in narration, extended description, as well as expressing and supporting an opinion about the texts and the ways they engage their respective times. The course is designed to teach writing strategies and includes basic and advanced grammar review, as needed. The final project is a short paper written in German. Taught in German. May be counted toward German major or German studies concentration.

Prerequisite: GERM 232 or equivalent.

GERM 252: Exploring Non-Fiction

Students examine expository texts such as (auto)biographical writings, journalistic articles, German websites, and critical essays, with an eye to understanding the strategic organization of the text, the information presented, and the various layers of critical voices in a text. Coursework includes weekly writing assignments on the analysis of structure, style, argumentation, evidence, and perspective in a text. The course is designed to teach students writing strategies and the final project is a short paper written in German. Taught in German. Counts toward German major, German studies concentration, and management studies concentration.

Prerequisite: GERM 232 or equivalent.

270-Level Courses

GERM 270: German in the Professions

Students examine a variety of texts used in a particular professional or disciplinary field such as economics, the sciences, medicine, art, music, and theology. Coursework enhances listening and reading skills in specialized areas of the work world as well as writing and speaking proficiency in the workplace across the German professions. Recommended for students considering an internship in Germany. Taught in German. It includes strategies for writing letters, resumes, reports, and documented professional work in German. Counts toward German major, German studies concentration, and management studies concentration.

Prerequisite: GERM 251 or GERM 252.

GERM 271: Topics: Introduction to German Literature

Students encounter German literature and develop skills and strategies for reading and interpreting literary texts in their historical and cultural contexts. Interpreting the texts, students practice writing and oral communication individually and in small groups. The specific topic may vary and may be broadly or narrowly defined to include a survey, genre, theme, period, or the literature of one German-speaking country. Taught in German. May be counted toward German major or German studies concentration.

Prerequisite: GERM 251 or GERM 252.

GERM 272: Turning Points in German History

Students examine a major period of German history and its impact on the institutional, intellectual, and artistic heritage of Europe. This course involves close reading and analysis of primary sources as well as critical evaluations of the period and focus on history as an interpretive reconstruction of the past. Sample periods include: the Reformation, Weimar Classicism, the German revolution of 1848, post-1945 Germany, and post-unification. The course emphasizes strategies for writing papers in German. Taught in German. May be counted toward German major or German studies concentration. May be repeated if topic is different.

Prerequisite: GERM 251 or GERM 252.

GERM 273: German Media

This course is designed to teach media literacy in the German context with emphasis on ideological, cultural, aesthetic, and ethical perspectives. Students examine current issues, events, culture, politics, education, entertainment, advertising, and other non-literary topics as treated in contemporary German print and electronic media, including press, television, film, internet, and radio. Students compare and contrast presentations by different German media and by German versus U.S. media. The course emphasizes strategies for writing papers in German. Taught in German. Counts toward German major, German studies concentration, and management studies concentration.

Prerequisite: GERM 251 or GERM 252.

GERM 274: Minority Voices

Students examine the lives and works of writers and/or filmmakers representing a significant minority group rooted in two or more cultural traditions. Students explore how the lives of these authors have been impacted by their dual heritage, how their cultural hybridity manifests itself in their works, and to what extent their voices have affected mainstream German culture. Sample topics include: Jewish-German, Turkish-German, Afro-German, and contemporary immigrant writers and/or filmmakers. The course emphasizes strategies for writing papers in German. Taught in German. May be counted toward German major or German studies concentration. May be repeated if topic is different.

Prerequisite: GERM 251 or GERM 252.

GERM 294: Academic Internship (abroad)

Students spend four weeks during Interim or summer in an individually selected German or Austrian workplace. Opportunities include work in health care, communications, and manufacturing as well as non-profit organizations, libraries, businesses, laboratories, offices, and churches. Assignment of position varies with availability in host institutions. May be counted toward German major or German studies concentration.

Prerequisite: at least one 250-level course.

GERM 298: Independent Study

370-Level Courses

GERM 371: Topics in German Literature

Students explore the form, history and theory of a particular genre or medium, including film, the novella, drama, poetry and short story, or the works of a single author or period. Coursework includes close reading, discussion, analysis and interpretation of visual and/or written texts. Taught in German. May be counted toward German major or German studies concentration. May be repeated if topic is different.

Prerequisite: at least one 270-level course.

GERM 372: Topics in German Studies

Students explore an interdisciplinary topic in language, literature, history, or culture through close reading, discussion, analysis, and interpretation of selected works, including theoretical texts. Sample topics include: the Germans in exile, the German-American heritage, the German Holocaust, Germany in the European Union, and Germanic myths. Taught in German. May be counted toward German major or German studies concentration. Counts towards medieval studies major. May be repeated if topics are different.

Prerequisite: at least one 270-level course.

GERM 394: Academic Internship (abroad)

Students spend four weeks during Interim or summer in the German or Austrian workplace. Opportunities include working in health care, communications, and manufacturing as well as non-profit organizations, libraries, businesses, laboratories, offices, and churches. Assignment of position varies with availability of host institutions. May be counted toward German major or German studies concentration.

Prerequisite: at least one 270-level course.

GERM 396: Directed Undergraduate Research

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

GERM 398: Independent Research

May be counted toward German major or German studies concentration.

Courses in English Translation

GERM 147: The Grimm Fairy Tales and Folklore (in English)

This course provides an introduction to the study of folklore and presents a spectrum of approaches to the interpretation of fairy tales. Students read and discuss writings stemming from oral traditions such as the *Nibelungenlied*, and chapbooks including *Till Eulenspiegel*, and *Faust*; eighteenth-century fables created on models from antiquity; fairy tales collected by the Brothers Grimm; and *Kunstmärchen* (literary fairy tales by known writers). Students explore the literary aspects of the works and their historical contexts. Counts toward German studies concentration.

GERM 246: The Age of Goethe (in English)

Students examine the transformation of German political culture from feudal society to modern institutions of art, science, education and commerce. While the French Revolution (1789) is the historical axis on which this change turned, the life of Goethe (1749-1832) spans the period in which Germany made significant progress toward unity and democracy. Illustrative materials in digital and video form supplement the readings. May be counted toward German major or German studies concentration.

GERM 249: German Cinema (in English)

A survey of German films from *Caligari* (1919) to *The Counterfeiters* (2008), this course examines 20th-century German history through the lens of Germany's most renowned films. Students develop analytical and critical skills in "reading" films as cultural products and as cinematic works of art. The course focuses on the increasing social and political importance of mass media for understanding the past. Counts toward German major and film studies, German studies, and media studies concentrations.

GERM 263: Topics in German Arts (in English)

Students examine the artistic heritage of the German-speaking countries and develop the skill of interpreting and analyzing art works in their cultural context. The specific topic may vary and may be broadly or narrowly defined to include a specific art form, theme, period, artist, or the art of the German-speaking countries. Topics include: the arts in turn-of-the-century Vienna, the Bauhaus, Weimar cinema, and German Expressionism. Taught in English. Counts toward the German major or German studies concentration. May be repeated if topic is different. Offered annually.

GERM 266: Urbanization in Germany (in English)

Students examine the transformation of Germany from a system of cottage industries to factory production in urban environments. With the industrial revolution came migration to the cities, new transportation systems, and overpopulation. While the concentration of people in these urban centers brought about the development of arts, music, theater, schools, universities, and other cultural institutions, it also created social challenges for health, labor, welfare, and education. Counts toward the German major or German studies concentration. Offered annually.

ID 249: Mare Balticum (in English, abroad)

Starting with Hanseatic and Teutonic traditions of entrepreneurship from the 13th-century, this course focuses on the political and economic history of a region that has transitioned from tribalism to feudalism, then to mercantilism, capitalism, communism, and now EU-style capitalism. The course develops in an itinerant way -- city to city -- starting in Lübeck, Germany, then proceed eastward to the cities of Wismar, Rostock, Stralsund, Greifswald, Wolgast, Szczecin, Koszalin, Danzig, Malbork, Ketrzyn, Vilnius, Kaunas, the Russian enclave of Kaliningrad (formerly Königsberg in Germany's East Prussia), Klaipeda, Riga, Tartu, Tallinn, crossing by ship to Helsinki, Finland, and again by ship to Stockholm, Sweden. Students deliver several oral presentations, including a group project of a business plan for a hypothetical start-up. Offered during Interim.

Faculty

Chair, 2015-2016**Jolene M. Barjasteh**

Associate Professor of Romance Languages - French
19th and 20th century French literature; autobiography

Karen R. Achberger

Professor of German
German cinema; 20th century German and Austrian literature;
Ingeborg Bachmann; Green Germany; fin-de-siècle Vienna

Amanda Randall

Assistant Professor of German

LaVern J. Rippley

Professor of German
German Romanticism and German Americana; Grimm's fairy tales;
Germany in WWI and WWII

German Studies

See German (p. 139)

Great Conversation

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An integrated sequence of five courses taken over two years, the Great Conversation introduces students to the major epochs of Western tradition through direct encounters with significant works. Beginning with the ancient Greeks and Hebrews, the program traces the development of literary and artistic expression, philosophy, religious belief, and historical reflection through the centuries, extending into the modern world. Students respond to great works, challenging the ideas expressed in them and challenging their own ideas as well, thus joining the conversation of men and women through the ages about the perennial issues of human life.

The Great Conversation is open to students of all interests. This program appeals to those who like to read, discuss, and write about ideas; those who believe that learning about the past is profoundly relevant to understanding the present; those who want to examine the Western tradition in a unified way; and those who believe that an education ought to cultivate discriminating minds, inquisitive spirits, and moral sensitivity.

The faculty members who teach a Great Conversation cohort remain with the students through the courses in the standard sequence (Great Conversation 113-218), as fellow participants in the conversation. Students in the Great Conversation live in the same residence hall their first year and enjoy eating meals together, attending films and theater, and going on field trips throughout the program.

Intended Learning Outcomes for the Program (<http://wp.stolaf.edu/curriculum-committee/the-great-conversation-program-ilos>)

Admission to the Program

Students are invited to apply to the Great Conversation program after they are admitted to the college. Selection is based on an essay whose topic is announced in the application form. Each year the faculty of the Great Conversation choose 120 first-year students to participate in the program, dividing them into two cohorts, each with 60 students.

Course Equivalents for General Education Requirements

By successfully completing courses GCON 113-GCON 218 of the Great Conversation, a student fulfills the following general education requirements:

- Biblical and Theological Studies-Bible [BTS-B] (one course)
- First-Year Writing [FYW] (one course)
- Historical Studies in Western Culture [HWC] (two courses)
- Artistic Studies [ALS-A] (one course)
- Literary Studies [ALS-L] (one course)
- Courses with Writing [WRI] (three courses)
- Oral Communication [ORC] (one course)

Courses

GCON 113-GCON 218 are offered only to first-year students and sophomores enrolled in the Great Conversation. Great Conversation students must take these courses in sequence. Enrollment in subsequent courses is contingent upon successful completion of all prior courses in the sequence.

GCON 113: *The Tradition Beginning: The Greeks and the Hebrews*

Students contrast the world views of the ancient Greeks and Hebrews: Greek polytheism and the hero with the Hebrew notion of one God and the believer; Greek notions of civic community and earthly life with the Hebrew ideal of a religious covenant and historical destiny; Greek thoughts about beauty, war, peace, justice, politics, metaphysics, art, architecture, and drama with the prophetic stance toward the past and the future. Students read and discuss works by Homer, Sappho, Thucydides, Sophocles, Plato, Aristotle, the writers of the Hebrew scripture, and the artistry of the Parthenon. Offered annually in the fall semester. Counts toward ancient studies major.

GCON 115: *The Tradition Continuing: The Romans and the Christians*

Students explore the Greek and Hebrew legacies in Roman society and in the New Testament, discussing various attempts to find personal fulfillment in political life, in stoicism and Epicureanism, and in the teachings of Christ and St. Paul. Students read works by Cicero, Horace, Virgil, Epictetus, the writers of Christian scripture and study the artistry of Roman portraiture. Offered during Interim. Counts toward ancient studies major.

Prerequisite: GCON 113.

GCON 116: *The Tradition Redefined: The Medieval Synthesis*

This course pursues the expansion of Christianity throughout the Roman world and the synthesis of Judeo-Christian and Greco-Roman thought in the early Middle Ages. Students consider the development of a unified world view as expressed in religious devotions, philosophy, literature, and art and in monasticism and feudalism in Church and Empire. Students discuss works by Augustine, Benedict, Hildegard of Bingen, Aquinas, Dante, Chaucer, and Christine de Pisan, medieval drama, and the artistry of Chartres Cathedral. Offered annually in the spring semester. Counts toward medieval studies major.

Prerequisites: GCON 113 and GCON 115.

GCON 217: *The Tradition Renewed: New Forces of Secularization*

Students examine the Renaissance's return to classical values and the Reformation's return to early Christian attitudes which challenge the authority of the medieval synthesis. Students trace the development of new sources of authority including the new science with its influence on art, literature, politics, and philosophy. Discussions consider writers and artists such as Luther, Calvin, Michelangelo, Teresa of Avila, Caravaggio, Shakespeare, Descartes, Milton, Rembrandt, Aphra Behn, Locke, Bach, Rousseau, Voltaire, and Goethe. Offered annually in the fall semester.

Prerequisites: GCON 113, GCON 115, and GCON 116.

GCON 218: *The Tradition in Crisis: Dissenters and Defenders*

Revolutionary changes occurred in economics, politics, philosophy, aesthetics, and women's roles at the end of the 18th and the beginning of the 19th century. Students consider the development of modern social and natural sciences and examine various attempts to restate the Western tradition in the face of continuing intellectual and social transformations. Students discuss writers and artists such as Burke, Paine, David, Wollstonecraft, Shelley, Mill, Beethoven, Kierkegaard, Dostoyevsky, Darwin, Marx, Ibsen, Freud, Nietzsche, Woolf, Proust, Niebuhr, King, and Picasso. Offered annually in the spring semester.

Prerequisites: GCON 113, GCON 115, GCON 116, and GCON 217.

GCON 310: *Ethical Issues & Normative Perspectives: Great Conversation Continued*

This course examines ethical issues from perspectives that are contemporary expressions of or reactions to classic normative traditions covered in the two-year sequence of the Great Conversation program. Included among these are one or more contemporary representatives of the Christian theological tradition. Among the possible ethical issues considered are political morality, sexuality, gender, matters of life and death (war, euthanasia, abortion), economic justice, and environmental responsibility. Offered in alternate years.

Prerequisites: completion of GCON 218 and BTS-T, or permission of the instructor.

Faculty

Director, 2015-2016**J. Laurel Carrington**

Professor of History
medieval; Renaissance and Reformation history

Associate Director, 2015-2016**Douglas J. Casson**

Associate Professor of Political Science
political philosophy; constitutional law

Patricia Z. Beckman

Assistant Professor of Religion
Christian mysticism; history of Christianity; women and religions

Christopher M. Brunelle

Assistant Professor of Classics
Latin poetry; classical languages and literature

Gary C. Gisselman

Artist in Residence in Theater
directing; musical theater

Jeanine Grenberg

Professor of Philosophy
ethics; Kant; history of modern philosophy

Anne H. Groton

Professor of Classics
Greek and Roman drama; classical languages and literature

Steven C. Hahn

Professor of History
colonial America; Native American history; piracy

James S. Hanson

Associate Professor of Religion

New Testament

Bjorn Nordfjord

Visiting Associate Professor of English
American cinema; world cinema; crime fiction; adaptation and narrative theory

Anthony J. Rudd

Associate Professor of Philosophy
epistemology; philosophy of mind; Wittgenstein; Kierkegaard; existentialism

Mary E. Trull

Associate Professor of English
sixteenth- and seventeenth- century English literature

Charles A. Wilson

Professor of Religion
theology

Historical Perspectives

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In exploring the many facets of the human condition across time and space, the study of history invites students to encounter the past for its own sake and to understand ways in which the past bears upon the present. Historical perspectives on the past help students develop an appreciation for the variety of human experiences, and to recognize similarities and differences, continuities and discontinuities, between past and present. Finally, historical perspectives on the past require approaching it critically, applying the tools and practices of historians that students develop in the course of their study, including: the analysis of evidence; interpretation of events, issues, and experiences based on appropriate contextualization; and the development of reasoned arguments and explanations based on both primary sources and existing historical scholarship.

Overview of the Concentration

The concentration in historical perspectives is an opportunity for integrative learning. Students combine a core of history courses with coursework in at least one other discipline to broaden and enrich the understanding of an epoch, event, region, or theme of their choice. An historical perspectives concentration enables students to highlight and develop a coherent focus of interest across the arc of their entire program, to identify points of intersection in their coursework, and to reflect upon the distinctive and complementary contributions of interdisciplinary study. Recently completed concentrations have focused on the Reformation era in Europe, the development of national identities along the Franco-German border, and African-American studies. **Note: the historical perspectives concentration is in the process of being discontinued. Students graduating in 2016 are the only ones still eligible to complete this concentration.**

Requirements

Available only to students through the class of 2016.

The historical perspectives concentration has no courses of its own. Instead, it is a cluster of five courses that constitute a coherent focus on an epoch, event, region, or theme. At least two, but no more than

three, of the five must be history courses. At least one course must be from the student's major. At least one course must be at level III.

To propose a concentration in historical perspectives, students must:

1. Prepare a rationale that explains the internal coherence of the proposed concentration, including how each course contributes to the integrative learning experience.
2. Obtain approval of their selection of five courses from a faculty committee of three, one of whom must be a member of the History Department, who chairs the committee.

Proposals should be made in a timely fashion and before all of the course work has been completed. Students may initiate the approval process by contacting any member of the History Department.

History

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History explores the many facets of the human condition from the past to the present. History invites those who study it to develop an appreciation for the variety of human experiences. Demonstrating how the past shapes the present, the study of history also encourages an understanding of different world cultures, societies, and outlooks on their own terms. Students learn to analyze and to think critically about a broad range of issues and experiences. They also learn how to develop reasoned arguments and explanations from historical evidence.

Among St. Olaf departments, the History Department is distinctive in the variety of courses it offers for the college's interdisciplinary programs. These courses are described here, and they are also listed in such program descriptions as American studies, Asian studies, environmental studies, and women's and gender studies. In addition, history courses fulfill several different general education requirements, according to subject matter. The department is a major provider of HWC, MCG, MCD, and WRI courses. Some history courses count toward ALS-L, HBS, and ORC.

The habits of critical inquiry and the deep appreciation for the varieties of human experience across time and space that are developed in studying history provide the basis for a wide range of professional and personal vocations. History majors are prepared for graduate and professional programs in history, law, museum studies, public health, and various cultural or area studies, and for developing careers in such diverse fields as education, business, ministry, government, and journalism.

Overview of the Major

St. Olaf's history offerings are structured to help students achieve different learning goals at different levels. In level I seminars, students approach history as a way of learning, through the critical reading of primary sources on specific historical topics. In level I foundational surveys, they explore the broad historical development of the world's major societies and cultures. In level II surveys, students examine more specialized national, area, and topical developments. In level II major seminars, students develop their skills of analysis, interpretation, argumentation, and expression. Finally, level III seminars challenge students to recognize historical problems and

to formulate their own questions about major historical issues, and engage ongoing debates among historians.

History courses at level I do not have prerequisites. Level I seminars are open only to first-year students; level I foundational surveys are open to all students. History courses at level II generally do not have prerequisites either, since many of them count for general education credit. The major seminars at level II are especially designed for history majors, although other students may enroll as space permits. Level III courses generally require significant prior preparation; students with little or no background in the relevant area or period should consult with the instructor before registration.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/history-major-ilos>)

Distinction

See Academic Honors (p. 36)

Senior majors who seek a significant intellectual experience and who demonstrate high achievement in historical research and writing may apply for departmental distinction. Candidates must satisfy minimum grade point average requirements (3.30 overall, 3.50 in the major), prepare a paper under the direction of an advisor in the department, and submit their work for faculty review. Students declare their interest to the chair of the Distinction Committee by November 15 of their senior year. The formal review begins in mid-March.

Special Programs

The History Department supports several other programs:

1. The social studies education major (see Social Studies Education (p. 241)) is appropriate for those considering a career in teaching history. Students in this major are able to double-major in history with careful planning. Interested students should consult with a faculty advisor in the Education Department.
2. The Foreign Languages Across the Curriculum (FLAC) (<http://wp.stolaf.edu/flac>) program offers students opportunities to integrate their foreign-language skills with the study of history. Students in specially designated history classes can use their Greek, Latin, Spanish, French, German, Russian, or Chinese so that nothing is lost to them in translation!
3. History courses taken on St. Olaf off-campus programs can often be counted toward the major. Students who wish to count off-campus courses toward the major should seek approval from the department chair before beginning their programs. Some restrictions apply.
4. Historical internships with academic content may also be accepted for major credit.
5. The interdisciplinary historical perspectives concentration enables students to create a coherent group of five courses (from within and without the History Department) about a particular era, theme, or region of the world. See Historical Perspectives (p. 145) for additional information. Only students through the class of 2016 are eligible.

Recommendations for Graduate Study

Students planning on graduate study in history should take advantage of the flexibility of the history major to develop depth of knowledge in a particular field, topic, or approach in order to position themselves for more focused advanced study. Students might also consider developing a research project beyond the requirements of a level III seminar by completing HIST 394 Academic Internship, HIST 397 History Research Workshop or HIST 398 Independent Research, participating in the Undergraduate Research Program, or completing the Distinction process. Most graduate programs in history (including American and British history) require reading and/or speaking proficiency in one or two relevant languages beyond English. Participation in the optional FLAC sections attached to a number of history courses (see above) is an excellent way to demonstrate both language proficiency and the capacity to apply that proficiency to the analysis of historical evidence. Study abroad can also enhance preparation for graduate school. In recent years, history majors have been accepted for advanced historical study at Duke University, William and Mary, Yale University, and the Universities of Chicago, Maryland, Minnesota, North Carolina, Pennsylvania, Toronto, and Virginia.

Requirements

History majors are required to take nine courses.

One level II major seminar

Three courses at level III

No specific level I coursework is required for the major, but students may count up to three level I courses (but no more than two seminars) toward the major.

At least one level I or level II course in each of the three general areas

Europe

U.S.

The non-Western world (Africa, Asia, Latin America)

At least two courses dealing with pre-modern history¹

Students may apply one Advanced Placement course with an exam score of 5 toward the major

¹ See the departmental website or the History Department chair for the approved list of pre-modern courses. Other courses may meet this requirement if approved by the department chair.

Courses

Level I: History Seminars

Courses numbered HIST 101-HIST 189 are seminars open only to first-year students. Each focuses on a different topic, but all explore the fundamentals of historical thinking by emphasizing analysis of primary sources and critical assessment of historical interpretations. Seminars are offered each semester and during the Interim.

HIST 101: *Ancient Warfare*

This seminar examines the social and political role of warfare in ancient Greek and Roman history. Students investigate the concepts of war and peace by considering the role of the soldier within society, details of tactics and logistics, and the impact of warfare on both combatants and non-combatants alike. The seminar uses primary sources to examine these themes. Offered periodically. Counts toward ancient studies major.

HIST 111: *Viking and Medieval Scandinavia*

A survey of Nordic history from the time of the Viking expansion to the period of the Kalmar Union. Topics include Viking expansion and conquest; Nordic cultural and religious life; the coming of Christianity; the sagas and other literary sources; later medieval developments. Offered annually. Counts toward medieval studies major and Nordic studies concentration.

HIST 115: *Courtly Love in the Middle Ages*

"Courtly love" evokes images of knights and ladies vowing eternal devotion in elegant language. The development of courtly love in the early 12th century, and its consequences for people then and now, provide this seminar's focus. Using literature and historical scholarship, students explore the ideal of courtly love, its social function, its role in literature, the arts, and music, its relationship to Christianity and to the feudal system. Emphasis is on intersections between literature and intellectual and social history: How well do literary sources reflect actual social practice? How does literary practice shape experience to create works of art? Offered periodically. Counts toward medieval studies major.

HIST 117: *Elizabethan England*

Why has the era of Elizabeth I remained so fascinating? Why did England emerge by 1603 as the major Protestant state of Europe with visions of overseas empire, a strong national culture, and a flourishing literature? Students examine relations between the monarchy and parliament, warfare with Spain, religious disagreements, Scotland and Mary Stuart, and the social order. Readings include historical writing, primary sources, and literature, with attention to several film treatments. Offered periodically during Interim.

HIST 121: *The Making of Modern Russia*

This course explores the origins of the modern Russian empire. Using primary sources including chronicles, folktales, legal codes, letters, and religious icons, students consider Russia's development from a loose collection of princedoms into a powerful, multi-ethnic empire spanning 11 time zones. Topics include the impact of geography and climate, the Orthodox religion, Mongol rule, gender roles, the rise of autocracy, and social rebellion. Offered periodically. Counts toward women's and gender studies major and concentration.

HIST 122: *Europe and the Great War*

Focusing on social and cultural history, students use literature, film, and propaganda to examine total war and its impact on gender, state, and society. How did the 19th century prepare Europeans for war? How did different experiences in the trenches and on the home front contribute to gender anxieties? Was the war an agent of progress or midwife to the brutality of the 20th century? Offered periodically. Counts toward women's and gender studies major and concentration.

HIST 126: Conquest and Colonization

This seminar examines one of history's most dramatic episodes: the Spanish conquest and colonization of what is now Latin America. Through reading and discussion, students examine such topics as European and indigenous perceptions of the Conquest, the role of missionaries, the imperial enterprise, the response of native peoples to the imposition of Christianity, indigenous efforts to resist Spanish domination, the ecological/biological consequences of 1492, and subsequent debates over the morality of the conquest. Offered periodically. Counts toward Latin American studies major and concentration.

HIST 140: Pirates of the Caribbean

This course explores the rise and fall of English piracy in the Caribbean, from its origins during the reign of Elizabeth I to the emergence of the so-called "Golden Age" of piracy in the early 18th century. Students investigate the ways in which piracy advanced and then later threatened the imperial goals of the English state and examine the enduring appeal of pirates in the popular imagination. Offered annually.

HIST 151: Slavery in African History

This course introduces students to the historical forces leading to and scholarly debates about slavery in African history. Students examine the nature and development of domestic slavery to the 19th century as well as the slave trade systems across the Saharan Desert and the Atlantic Ocean. Students "do history" using primary sources to retrieve the African voices and agency in discussions of the slave trade and debate themes such as ethnicity, kinship, state formation, and colonialism. Offered annually. Counts toward Africa and the Americas concentration.

HIST 165: Slavery in the Americas

This seminar, using only eyewitness accounts, examines African slavery in the United States, the Caribbean, and Latin America. Typical readings include the narrative of Frederick Douglass, Harriet Jacobs' autobiography, and the writings of slave-holders like Mary Chesnut. Topics include the slave trade, the origins of African-American culture, women and slavery, and the origins of the Civil War. The course concludes with an examination of the process of emancipation. Offered periodically. Counts toward race and ethnic studies and American studies majors and race and ethnic studies and Africa and the Americas concentrations.

HIST 169: From Fjord to Frontier: Norwegian-American History in Literature

Norwegian folklore tells of a place east of the moon and west of the sun where dreams are realized. For hundreds of thousands of immigrants from Norway this fabled place was America. They called it, as does St. Olaf's own college hymn, *Fram, Fram*, "a home in the west." This course explores the stories of Norwegian America through its literature and other forms of popular writing created from the 19th through the 21st centuries. It considers, among other forms, novels, short stories, drama, children's literature, memoirs, letters, diaries, travel accounts, biographies, journalism, popular history, and film. Counts toward American studies major and Nordic studies concentration. Offered alternate years.

HIST 181: Civil Rights Revolution

Students examine the overthrow of American segregation through several decades of agitation for civil rights. This seminar focuses primarily on the South, though students also discuss northern race relations. Primary accounts from the era constitute the assigned readings. Among the topics covered are the segregated South, Martin Luther King and his critics, the Black Power movement, and the rise of white backlash politics. Offered periodically. Counts toward race and ethnic studies and American studies majors and race and ethnic studies and Africa and the Americas concentrations.

HIST 182: America Since 1945

This seminar examines American society since 1945. The main focus is social history. Topics include the impact of the Cold War, migration to the suburbs, post-industrial society, the culture of the 1950s, civil rights, the Vietnam War, the student movement, the sexual revolution, and Watergate. Sources include novels, essays, magazine stories, films, and documentaries. Offered annually. Counts toward American studies major, women's and gender studies major and concentration, and media studies concentration.

HIST 188: Topical Seminar

Selected topics in historical studies, depending on instructor.

HIST 189: Topical Seminar

Selected topics in historical studies, depending on instructor.

Foundational Surveys

HIST 190-HIST 191, HIST 194-HIST 195, HIST 198-HIST 199 are offered as foundational surveys in European, global, and American history. These courses are open to all students seeking broad historical introductions to Western and non-Western societies. Foundational surveys provide both extensive historical coverage and opportunities for integrative learning. They carry general education credit, as appropriate, in Historical Studies in Western Culture and in Multicultural Studies. They are particularly appropriate for majors seeking background in each world area.

HIST 190: Europe from the Ancients to the Renaissance

This course surveys Western history and culture from its origins in the Ancient Near East to the Italian Renaissance. Topics include the ancient world, the beginnings of Christianity, the emergence and disintegration of Rome as a unifying power, the Middle Ages, and the Renaissance. Through original texts and historical studies, students will explore relationships among religions, states, and societies and views of natural environments, family life, and gender roles. Offered annually. Counts toward ancient studies and medieval studies majors.

HIST 191: Europe from the Reformation to Modern Times

This course surveys European history and culture since the Reformation. Topics include the impact of Protestantism, the development of nation-states, the Enlightenment, revolutionary ideas and experiences, the Napoleonic era, imperialism, mass political movements, and global warfare. Through original texts, historical studies, and literature, students explore relations among religions, states and societies and understandings of liberty and reason, natural environments, family life, and gender roles. Offered annually. Counts toward women's and gender studies major and concentration.

HIST 194: Global Histories from Ancient Times to 1500

Students use original texts, historical studies, and literature to examine, comparatively and chronologically, the evolution of selected cultures and societies before 1500. They explore topics such as political, cultural, and economic exchange, religious practices, human interaction with the environment, forms of political authority, family life, and gender roles. Offered annually.

HIST 195: Global Histories from 1500 to the Present

This course takes a comparative and chronological approach to studying the diverse cultures of the modern world. Through original texts, historical studies, and literary sources, students examine such themes as the rise of American imperialism and its impact on indigenous peoples of the Americas, Asia, and Africa; the emergence of the nation-state and new ideologies; the spread of American influence in the world; human interaction with the environment; challenges to religion and traditional life-styles; and innovation in family and gender structures. Offered annually.

HIST 198: American History to 1865

This course examines the development of American culture and society from the Columbian encounter through the Civil War. Topics include the interaction of Europeans, Africans, and indigenous peoples in early America; the social development of the British colonies; the evolution of American slavery; the Revolution and the Constitution; industrialization, expansion, and reform in the 19th century; and the Civil War. Offered annually. Counts toward American studies major.

HIST 199: American History Since 1865

As they study the development of American institutions and society from the Civil War to the present, students examine economic, social, and political themes with a special emphasis on changing interpretations. Major topics are Reconstruction, urbanization, populism, progressivism, depression, New Deal, foreign relations, civil rights, social reform, equality for women, and other recent trends. Offered annually. Counts toward American studies major.

Level II: Period and National Histories of the Ancient World

HIST 201: Major Seminar: Ancient History

This course explores topics in ancient history, designed to emphasize active skills of critical reading, textual and contextual analysis, historiographical argument, and historical writing. Recent topics have included "Ancient Greece" and "Ancient Near East." Primarily for history majors; others by permission of instructor. Offered periodically. Counts toward ancient studies major.

HIST 202: Mediterranean Archaeology Field School (abroad)

This course introduces students to Mediterranean archaeological field techniques and methods such as survey, site identification, artifact processing and analysis, and site excavation. During a five-week summer session, students: visit museums in order to recognize artifacts and contextualize them in regional chronologies; practice and refine excavation and survey techniques; and critically examine how archaeological knowledge about the ancient Mediterranean is constructed and expressed. Counts toward ancient studies major.

HIST 203: Ancient: Greece

This course is a history of Western civilization's primary cultures, Ancient Greece from the Bronze Age through the "Golden Age" of classical Greece and the empire of Alexander the Great. Offered periodically. Counts toward ancient studies major.

HIST 204: Ancient: Rome

This course is a survey of Mediterranean civilization from the early history of Italy through the Roman Republic and Empire. Foreign Language Across the Curriculum course available in Latin. Offered annually. Counts toward ancient studies major.

HIST 205: Ancient: Near East

This course is a history of Western civilization's earliest cultures, the civilizations of Egypt and Mesopotamia, the Hebraic Kingdoms, and the great Empires of Assyria, Babylon, and Persia. Offered periodically. Counts toward ancient studies major.

Period, National and Thematic Histories of Europe

HIST 210: Major Seminar: European History

This course explores topics in European history, designed to emphasize active skills of critical reading, textual and contextual analysis, historiographical argument, and historical writing. Recent topics have included "Restoration Britain" and "France in World War II." Primarily for history majors; others by permission of instructor. Offered most years.

HIST 211: The Early Middle Ages

This course examines European history during the period from 300 to 1000. Topics include the culture of late antiquity, the foundation of Christian institutions, the age of migrations, the Byzantine Empire and its relationship with the West, the emergence of Islam, the Carolingian revival, the manorial system, and the development of feudalism, with attention given to women's roles in medieval society throughout the course. Offered alternate years. Counts toward medieval studies major.

HIST 212: The High and Late Middle Ages

This course covers European history in the period from 1000 to 1500. Topics include the medieval papacy, the Crusades and reconquest of Spain, towns and commercial life, the medieval monarchy, scholasticism in the setting of the universities, late medieval spirituality, and the crises of plague and warfare in the late Middle Ages, with attention given to women's roles in medieval society throughout the course. Offered alternate years. Counts toward medieval studies major.

Prerequisite: HIST 190 recommended.

HIST 217: Age of the Renaissance

Students examine intellectual, political, social, and spiritual currents, 1300 to 1550, particularly in the city of Florence, but also in broader Italian and European Renaissance contexts. Topics include humanism, the political life of the northern Italian city-states, changes in spirituality and in the life of the church, the status of women, and the development of political theory. Readings include Petrarch, Machiavelli, and Erasmus. Offered periodically.

HIST 218: Reformation Europe

Students study Protestant and Catholic religious movements, Luther and other reformers, political and social institutions, the Protestant family, intellectual traditions, and popular culture and beliefs in this interdisciplinary approach to Reformation Europe. Students also investigate the rise of nation-states, theological debates, the wars of religion, science and learning, printing and communication, and capitalism. Offered alternate years. Counts toward German studies concentration.

HIST 219: Reformation England

Students survey politics, religion, and society from the Reformation through the era of the Glorious Revolution. Using both contemporary authors and historical writings, students examine the reigns of Henry VIII and Elizabeth I, the introduction of Protestantism, the Anglican Church and its puritan critics, the conflict between the Stuart kings and parliament, the revolutions of the 17th century, and the establishment of liberty for conscience. Offered periodically.

HIST 220: Modern Britain

How did Britain emerge as the world's first "super-power"? Students examine British history from the Revolution of 1688 through the era of World War II. Topics include the aristocracy, the impact of the Industrial and French Revolutions, liberalism and capitalism, Victorian culture, the working class and political reform, the women's movement, the imperial achievement, the issue of Ireland, and the challenge of the world wars. Offered periodically. Counts toward management studies concentration.

HIST 222: Modern Scandinavia

This course offers a survey of modern Scandinavian history from the period of the Protestant Reformation to the present with special attention to recent developments. Foreign Language Across the Curriculum course available in Norwegian. Offered annually. Counts toward Norwegian major and management studies and Nordic studies concentrations.

HIST 224: Modern Germany

This course provides a survey of the history of Germany with emphasis on the period from 1700 to the present. Through primary sources, literature, and historical accounts, students examine Germany's development from a collection of independent states to a great power, focusing on the social, cultural, and political impact of national unification, rapid industrialization, world wars, and European union. Offered alternate years. Counts toward women's and gender studies major and German studies, management studies, and women's and gender studies concentrations.

HIST 226: Modern France

This course surveys the history of France since 1815 and considers, across the arc of five republics, two monarchies, two Napoleonic empires, and one authoritarian regime, what it means to be French. Organizing themes include the revolutionary tradition and the notion of republicanism, industrialization's impact on society, the transformation of France in response to two catastrophic world wars, and contemporary challenges such as austerity and immigration. Foreign Language Across the Curriculum course available in French. Offered alternate years. Counts toward French major and management studies concentration.

HIST 227: French Revolution and Napoleon.

Students examine seminal events, institutions, and doctrines of the Revolutionary and Napoleonic eras, with special attention to the 18th-century background to the Revolution, its impact on Europe in the 19th century, and its legacies in the modern world. Using primary and secondary sources, students explore the drama of the period and consider the variety of historical approaches to, and interpretations of, the Revolution. Offered periodically. Counts toward French major.

HIST 230: Imperial Russia

Russia's modern history from Peter the Great to the revolution of 1917 centers on the tsarist autocracy and popular movements to limit its power. Students assess Russia's economy, culture, and religion against the background of the country's westernization. Foreign Language Across the Curriculum course available in Russian. Offered alternate years. Counts toward Russian area studies major.

HIST 231: 20th-Century Russia

This course begins with the Communist revolution of 1917 and traces the growth of the Soviet Union under Lenin, Stalin, and their successors. Students analyze the "crisis" of the Soviet system in order to explain why the last of the European empires collapsed in 1991. Foreign Language Across the Curriculum course available in Russian. Offered alternate years. Counts toward Russian area studies and women's and gender studies majors; and management studies and women's and gender studies concentrations.

HIST 237: Women in Medieval Europe

Students explore the experiences of women in both religious and secular life from the period of the late Roman Empire through the 15th century. Topics include women's roles in the early church, changes in the status of women from the late Roman Empire through the Carolingian period, women's monasticism, marriage and the family in the feudal system, courtly love, and late medieval spirituality. Offered alternate years during Interim. Counts toward women's and gender studies major and concentration and medieval studies major.

HIST 239: Women and Gender in Modern Europe

Students analyze women's experience and notions of gender in Europe since 1700. Themes include the definition of domestic ideology from the Enlightenment through industrialization to the Victorian period, gendering citizenship in the nation-state, the impact of science and technology on women's lives and bodies, the development of feminism(s), and women and gender in socialist and fascist regimes. Offered periodically. Counts toward women's and gender studies major and concentration.

HIST 296: Medical Vocation in Historical Context

This course surveys the history of the medical professions in Europe and the U.S. from 1700 to the present, with attention to legacies from earlier periods. The unifying theme is "vocation," understood as a lived experience shaped by the values and expectations of practitioner, profession, and society, and manifested in various ways. Students examine scientific, cultural, institutional, ethical, and personal factors influencing the development of physicians and their practice in specific historical contexts. Offered periodically. Counts toward biomedical studies concentration (for students through class of 2016).

Area Courses on Africa, Asia, and Latin America

HIST 240: Major Seminar: Non-Western History

This course explores topics in non-Western history, designed to emphasize active skills of critical reading, textual and contextual analysis, historiographical argument, and historical writing. recent topics have included "American Empire: A Cultural History of US-Latin America Relations" and "Imperialism and Nationalism in Southeast Asia." Primarily for history majors; others by permission of instructor. Offered periodically.

HIST 242: Modern Latin America

An overview of the evolution of Latin American societies since 1750, this course examines the consequences of independence, 19th-century economic imperialism, and 20th-century transitions to more urbanized, industrialized ways of life. Students examine major Latin American nations and compare their revolutionary and counter-revolutionary trajectories toward the establishment of authoritarian states. Foreign Language Across the Curriculum course available in Spanish. Offered periodically. Counts toward Latin American studies major and concentration and management studies concentration.

HIST 243: 20th-Century Cuba

This course examines the history of modern Cuba, especially the 1959 revolution and its aftermath. Students study the transformation of Cuban political culture, the obstacles to economic and agrarian reform, education, the role of women, human rights, U.S. policies toward Cuba, and the future of Cuba after the breakup of the Soviet Union. The role of charismatic leadership in Latin America and the possibilities for revolutionary changes in the Americas are also examined. Offered periodically in Interim. Counts toward Latin American studies major and concentration.

HIST 244: Collective Memory in Revolutionary Cuba (abroad)

How do Cubans view their past, and how does this shape their understanding of the present? This course focuses on the 1959 Revolution and historical memory. Students explore through visits to museums, memorials, and monuments how the government has sought to influence the ways Cubans remember the revolution and the later turn toward socialism. Students also study present-day Cuba through visits to health clinics, cooperatives, and schools, as well as lectures from local experts. Offered in alternate years during Interim. Counts toward Latin American studies major and concentration.

HIST 245: Environmental History of Latin America

This course examines the environmental history of Latin America from ancient times to the present. Through readings and discussion, students explore topics such as pre-conquest indigenous agriculture, the environmental consequences of European colonization, Latin American understandings of nature, the Green Revolution, deforestation, questions of international environmental justice, and the growing links between the region's indigenous peoples and international environmental organizations. Offered annually. Counts toward environmental studies major (all emphases) and concentration and Latin American studies major and concentration.

HIST 250: Chinese Civilization

This course studies Chinese civilization from its beginnings to the end of the 19th century, providing an overview of traditional Chinese thought, culture, institutions, and society. Students examine the development of philosophy and religion, achievements in art and literature, and social and economic change. This course also considers foreign conquest dynasties, Chinese expansion into Inner Asia, and China's relations with the West. Foreign Language Across the Curriculum course available in Chinese for students at the third-year level in the language. Offered annually.

HIST 251: Modern China

This class examines reform and revolution at the end of the Qing dynasty; the creation and collapse of the first Republic; warlordism, the New Culture Movement, social and cultural change, and the rise of Chinese nationalism; Japanese invasion, civil war, and the Communist victory; the People's Republic since 1949; economic and social change, conflict with the Soviet Union, the Cultural Revolution, Maoism and Mao's legacy; and China's recent economic and political transformation. Foreign Language Across the Curriculum course available in Chinese for students at the third-year level in the language. Offered annually. Counts toward management studies concentration.

HIST 252: Japanese Civilization

A study of Japan from the origins of the Yamato state culture to the emergence of modern Japan, this course provides an overview of traditional Japanese thought, values, and culture. This course examines social, economic and political change, intellectual and religious history, and the development of Japanese arts and literature, as well as Japan's relations with China, Korea, and the West. Offered periodically.

HIST 253: Modern Japan

This survey of modern Japan from 1800 to the present examines the political transformation of the Meiji Restoration, the industrial revolution and social and cultural change, the rise and fall of party government, militarism and Japanese expansionism in World War II, the American occupation, and postwar social, political, economic, and cultural developments. Offered alternate years. Counts toward management studies concentration.

HIST 256: Slavery in West Africa: Ghana (abroad)

Students explore the history and culture of Ghana and examine how people recall slavery and the implications of a constructed concept of slavery. Through primary sources and visits to historic sites, students examine how Africans view slavery; why descendants of slavers and the enslaved rarely discuss slavery; how to transform slave artifacts into storehouses of memory, silences, and fragmentations in history; and how descendants of slaves respond to the burden of such knowledge. Offered during Interim. Counts toward Africa and the Americas and race and ethnic studies concentrations.

HIST 262: National Identity and Ethnicity in China (abroad)

This course examines ethnicity and the development of national identity in China through the evolution of the Qing empire into a modern nation state, the development of Chinese national identity in modern times, and the relationship between majority culture and minority ethnicities. Students examine the Han, Manchus, Tibetan, and Hmong/Miao as case studies, including comparisons with Hmong in the United States. Offered periodically during Interim.

HIST 291: Introduction to African History

The course explores how people view Africa and the contested discourse on the meaning of "Africa" with special emphasis on sub-Saharan Africa. Through lectures, discussion, and analysis of primary sources, students examine Africa's past in terms of material and social change; how the ordinary and the privileged made their world; economic and religious revolutions; responses to colonial encroachment and rule; and independence. No prior study of Africa necessary. Offered annually. Counts toward Africa and the Americas concentration.

HIST 292: Muslim Societies in Sub-Saharan Africa

This seminar introduces students to the nature and development of Muslim societies in sub-Saharan Africa, from the earliest times to the present. Students also explore questions of authenticity and "historical truth" as they examine current debates on themes such as patterns of Islamization, "African Islam," and Islam in Africa. Other themes include the invention of Muslim identities, expansion of Sufism, women in Islam, Islamic education, Islam and colonialism as well as revivalism in Islam. Counts toward Africa and the Americas concentration. Offered annually.

Period and Topical Courses in American History

HIST 270: Major Seminar: American History

This course explores topics in American history, designed to emphasize active skills of critical reading, textual and contextual analysis, historiographical argument, and historical writing. Recent topics have included "Franklin's America," "Women and Slavery," "American Family in Historical Perspective," and "Work in America." Primarily for history majors; others by permission of instructor. Offered most years. Counts toward American studies major.

HIST 272: Women in America

This course surveys women's experience in American life from the colonial period to the present. Students examine the changing economic, social, and legal status of women, society's attitudes toward women, and the growth of feminism. Offered periodically. Counts toward American studies major, women's and gender studies major and concentration, and family studies concentration.

HIST 275: Environmental History

By examining the interaction of people and environment on the North American continent from the 15th century to the present, this course shows how history "takes place" in ecological contexts that change over time. Students compare Native American and Euro-American religious beliefs, social values, economic aspirations, and technological developments and examine their consequences for the flora, fauna, and peoples of the continent. Counts toward American studies major, environmental studies major (all emphases) and concentration, and management studies concentration.

HIST 277: African-American History

In this study of African-Americans in U. S. society from African origins to the present, students explore the African heritage, the experience of slavery, segregation, and the rise of the Civil Rights movement of the 1960s. The course pays particular attention to the issue of black nationalism as a force in American life. Offered periodically. Counts toward American studies and race and ethnic studies majors and race and ethnic studies and Africa and the Americas concentrations.

HIST 282: Topics in Native American History

Spanning at least twelve thousand years and involving more than five hundred indigenous nations the history of Native America is complex and diverse. This course focuses on significant themes, time periods, or geographical regions, with emphasis on the Native peoples within the modern-day continental United States. Examples include "The Trail of Tears," "The West Before Lewis and Clark," and "Pontiac's America." Offered periodically. Counts toward American studies and race and ethnic studies majors and race and ethnic studies concentration.

HIST 288: America in the Civil War and Reconstruction Era

In studying the impact of the Civil War era on American society and politics, students focus on slavery, emancipation, and race relations. They also address the impact of industrialization on northern society, encompassing immigration and nativism, the westward movement, and the dispossession of Native Americans. The course situates the dramatic political and military events of the era in the wider evolution of American life. Offered annually. Counts toward American studies and race and ethnic studies majors and race and ethnic studies and Africa and the Americas concentrations.

HIST 290: Reel America: U.S. History in Film

Students examine the limitations and the enormous potential of film in depicting and interpreting past events in U.S. history. They analyze films using a variety of theoretical models and explore the ways feature films and documentaries have explored themes like race, conquest, war, and politics in American history. Writing assignments enable students to demonstrate their analytical skills. Counts toward American studies major and media and film studies concentrations.

General

HIST 294: Academic Internship**HIST 298: Independent Study****HIST 299: Topics in History**

This course offers selected surveys in historical studies. Topics depend on instructor. Recent topics have included "Women in Early America," "U.S.-Latin American Relations," and "Doing Public History." May be repeated if topic is different. Offered periodically.

Level III: Seminars

Please note that Level III seminars presume significant prior knowledge of the subject. Previous experience with the material is required.

European History

HIST 302: Greek Civilization

Students study the emergence and development of Greek civilization from the early Bronze Age through the Hellenistic period, concentrating on such topics as the Homeric Age, Greek colonization of the Mediterranean basin, Athens' evolution from democratic city-state to imperialist power, the Golden Age of Athens, social and intellectual trends and Alexander. May be repeated if topic is different. Offered periodically. Counts toward ancient studies major.

Prerequisite: HIST 203 or permission of instructor.

HIST 303: Roman Civilization

This seminar covers the emergence and development of Roman civilization from the founding of Rome to the end of the Western Empire. Students explore such topics as the Greek and Etruscan legacy, evolution from republic to autocracy, the Augustan Age, Pax Romana, social and intellectual trends, the triumph of Christianity and Rome's final transformation. May be repeated if topic is different. Offered periodically. Counts toward ancient studies major.

Prerequisite: HIST 190 or HIST 204 or permission of instructor.

HIST 310: Seminar: Medieval Europe

This seminar covers various topics in the history of medieval Europe, depending upon the instructor. The most recently offered topic: "Medieval Italy, 1050-1350." May be repeated if topic is different. Offered periodically. Counts toward medieval studies major.

HIST 315: Seminar: Early Modern Europe

This seminar covers various topics in early modern European history, depending upon the instructor. The most recently offered topic: "Reformation and Revolution in England." May be repeated if topic is different. Offered periodically.

HIST 320: Seminar: Modern Europe

This seminar covers various topics in modern European history, depending upon the instructor. Recent topics have included "Gender and the Enlightenment," "The Holocaust and History," "Race, Gender, and Medicine," and "Nation and Empire in Russian History." May be repeated if topic is different. Offered annually. Prerequisites for certain offerings.

Non-Western History**HIST 340: Latin America Seminar**

This seminar covers varying topics in Latin American history, depending upon the instructor. May be repeated if topic is different. Offered periodically. Counts toward Latin American studies major and concentration.

HIST 345: East Asia Seminar

This seminar covers varying topics in East Asian history. Recent topics have included "World War II in East Asia and the Pacific" and "Nationalism and Communism in Southeast Asia." May be repeated if topic is different. Offered periodically.

Prerequisite: history or Asian studies major or permission of the instructor.

American History**HIST 370: American Seminar**

This seminar covers varying topics in American history, depending upon the instructor. Recent topics have included "Lincoln and his America," "The American Revolution," and "19th-Century American Political Culture." May be repeated if topic is different. Offered most years. Counts toward American studies major.

HIST 375: Problems of Contemporary America

This course examines American life, politics, and foreign policy from the Cold War to the present. Using a variety of readings, students explore some of the contradictions of modernity and the transformation of America into a post-industrial society. Offered periodically. Counts toward American studies major.

Prerequisite: HIST 199 recommended.

General**HIST 394: Academic Internship****HIST 396: Directed Undergraduate Research**

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

HIST 397: History Research Workshop

Rather than focus on a region or period of time, we will look at how historians from many different fields explore and understand "everyday life." What do historians have to say about eating, work, rumors, fear, night, noise, bingo, and more? What sources do they use for this research? What significance do we find in these histories of everyday life? Much of this study is defined by changes in social and cultural history, with an emphasis on local and micro-histories. Students will produce a substantial research paper, based on primary sources and focused on a theme or problem related to histories of everyday life. Seniors are welcome. Juniors especially are encouraged to consider this course, especially those considering academic internships, participation in the summer undergraduate research program, or distinction. Offered periodically.

HIST 398: Independent Research**Faculty****Chair, 2015-2016****Steven C. Hahn**

Professor of History
colonial America; Native American history; piracy

J. Laurel Carrington

Professor of History
medieval; Renaissance and Reformation history

Gary De Krey (on leave)

Professor of History
Reformation and early modern Europe; Tudor and Stuart England

Jeanne DeLaney

Associate Professor of History
Latin American history; Argentina and Brazil; Cuba

Robert E. Entenmann

Professor of History and Asian Studies
Chinese and Japanese history; U.S.-East Asian relations; Vietnam; Asian-Americans

Michael W. Fitzgerald

Professor of History
African-American history; Civil War and Reconstruction; Southern America

Eric J. Fure-Slocum

Associate Professor of History
20th century US history; labor and urban history

Timothy R. Howe

Associate Professor of History
ancient Greece and Rome; the Middle East; Alexander the Great; ancient archeology

Abdulai Iddrisu (on leave)

Associate Professor of History
African history; Islam in Africa

Judy Kutulas

Professor of History
20th century US history; US women's history; popular and material culture

Anna K. Kuxhausen

Associate Professor of History

Russian history; women's history

Brendan LaRocque

Visiting Assistant Professor of History
South Asia; Islamic history; modern India, Pakistan

Kevin Mummey

Visiting Assistant Professor of History
medieval Europe; Spain

Todd W. Nichol

Professor of History
Scandinavian history; Norwegian-American history

Dolores Peters

Associate Professor of History
modern France; modern Europe; history of medicine

Edward P. Pompeian

Visiting Assistant Professor of History
Latin American relations; early US History; US foreign policy

Integrative Studies

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In the Center for Integrative Studies (CIS), established in 1999, "integrative studies" refers to learning that intentionally combines diverse methods, experiences, learning styles, subject matters, and on- or off-campus resources. The college has a long-standing commitment to integrative studies, evident in its many successful interdisciplinary majors and concentrations, in the history of the Paracollege program (1969-2000), and in the faculty's ability to combine diverse approaches to course subjects. The CIS's principal activity is to support students who plan and carry out individual, integrative majors and to help students identify and pursue opportunities for integrative learning on- and off-campus. In all these activities, the goal of the CIS is to enhance the coherence of students' academic careers by encouraging them to make meaningful connections among the many parts of their educational experience and by helping them build bridges between the college and other communities.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/individual-major-ilos>)

The Individual Major

The CIS is the academic home for students pursuing self-designed, integrative majors. Students propose a sequence of courses, seminars, independent studies, or experiential learning as the means of pursuing an individual major. Proposals must include:

1. A description of the proposed area of study
2. A list of 11-12 courses and other learning experiences, with an explanation of how each contributes to the major
3. An initial proposal for a senior integrative project
4. A summary of the student's preparation to carry out the proposed major.

Each proposal must have the support of a faculty academic advisor. The coherence, depth, and feasibility of each proposal are evaluated in a faculty review convened by the CIS, after which the proposal is forwarded to a committee that gives final approval. At the end of the senior year, the student's work in the major is presented to a CIS faculty certification committee for review. Proposals for individual majors may be submitted any time during the sophomore year and the first part of the junior year.

Recent individual majors include: Architecture and Scenic Design; Human Resource Psychology; Intercultural Medical Practice; Social and Community Development; Religion and the Visual Arts; Growing Up in America: A Systems Thinking Approach; Social Marketing and the Environment; Criminalistics; Writing for Performance; Philosophy of Religion; Photographic Theory; Organizational Communication; Digital Art and Animation; Neuroscience; Circuits and Behavior; Public Health Policy and Management; Public Health in the Developing World; Performance Technology and Design; African Cultures and Colonialism; Sports and Activities Administration

The Web Portfolio

Students with individual majors create and maintain a public web portfolio. A web portfolio preserves important learning experiences and academic work. Its web-based structure allows students to make explicit links within their own work and to the work of other students or other sites of public discussion. The web portfolio is presented to the faculty certification committee with the senior project at the end of the major.

For specific requirements for the individual major or for information about other activities of the Center for Integrative Studies, please contact the director or program coordinator.

Distinction

See Academic Honors (p. 36)

Information about the criteria and application process for awards of distinction in the individual major is available on the CIS website (<http://wp.stolaf.edu/cis>).

Requirements

Requirements for an Individual Major:

Proposals must include:

1. A description of the proposed area of study
2. A list of 11-12 courses and other learning experiences, with an explanation of how each contributes to the major
3. An initial proposal for a senior integrative project
4. A summary of the student's preparation to carry out the proposed major.

Courses

Integrative Senior Project

All senior integrative projects include work during both semesters of the senior year. Students determine the topic and scope of their project in consultation with their advisor at the beginning of the fall semester. For the fall term students choose a level III course or other experience closely related to the topics and activities of the major

and senior project, or, in consultation with their faculty advisor, may enroll in IS 391 Senior Project I, an independent course graded on a P/N basis. During the spring term, students must enroll in IS 392 Senior Project II, which involves the completion and public presentation of the senior project. A brief description of the student's major and senior project appears on the official transcript.

Students may also register independent study (IS 298 Independent Study), independent research (IS 398 Independent Research), or internships (IS 294 Academic Internship, IS 394 Academic Internship) through the CIS, if the supervising faculty member advises that as the appropriate course designation.

IS 294: Academic Internship

IS 298: Independent Study

IS 391: Senior Project I

Students with individual majors register for their senior integrative projects in each semester of the senior year. The first semester, generally used for research and other preparation in consultation with the student's adviser, receives a P/N evaluation; the second semester, and final presentation of the project to the faculty certification committee, receives a grade. A brief description of the student's major and senior project appear on the transcript.

IS 392: Senior Project II

Students with individual majors register for their senior integrative projects in each semester of the senior year. The first semester, generally used for research and other preparation in consultation with the student's adviser, receives a P/N evaluation; the second semester, and final presentation of the project to the faculty certification committee, receives a grade. A brief description of the student's major and senior project appear on the transcript.

IS 394: Academic Internship

IS 398: Independent Research

Faculty

Director, 2015-2016

Dana L. Gross

Professor of Psychology, Associate Dean of Interdisciplinary General Studies
developmental psychology; academic civic engagement; off-campus study

Cynthia Book (on leave fall and Interim)

Associate Professor of Exercise Science, Head Volleyball Coach
exercise science; volleyball

Mary S. Carlsen

Professor of Social Work and Family Studies
social policy; global social work; professional ethics; end of life care; family studies

Douglas J. Casson

Associate Professor of Political Science
political philosophy; constitutional law

Irve W. Dell

Professor of Art and Art History
sculpture; performance; installation; public art

Gary C. Gisselman

Artist in Residence in Theater

directing; musical theater

Joan Hepburn

Associate Professor of English
African American literature; drama; race and ethnic literature; western African drama in English

Ashley R. Hodgson

Assistant Professor of Economics
health care economics; behavioral economics; microeconomic theory; public policy; industrial organization

Judy Kutulas

Professor of History
20th century US history; US women's history; popular and material culture

L. DeAne Lagerquist (on leave)

Professor of Religion
church history; American religion; Christianity in India; Lutheranism

Robert W. McClure

Associate Professor of Education
social studies; curriculum and instruction

Gary M. Muir

Associate Professor of Psychology
behavioral neuroscience; cognitive neuroscience; neurobiology of spatial navigation; neurobiology of learning and memory

Sian E. Muir

Entrepreneur in Residence
marketing; entrepreneurship; strategy; arts management

Anthony W. Roberts (on leave spring)

Artist in Residence in Dance
modern dance; dance technology; Companydance

William Sonnega

Associate Professor of Theater
theater; media studies

Thomas A. Williamson

Associate Professor of Sociology/Anthropology
Southeast Asia; theory; globalization; medical anthropology

Interdisciplinary Studies

Associate Dean for Interdisciplinary and General Studies
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grossd@stolaf.edu

Interdisciplinary courses use the resources of several disciplines to investigate topics that cut across departmental lines. These courses raise awareness about the distinctive methodologies and conceptual frameworks of different disciplines and their strengths and possible biases in describing, explaining, and evaluating reality.

Courses

ID 110: Interprofessional Education: Exploration in Healthcare

Students are exposed to healthcare careers while they examine the science of health and wellness in relation to self-care, stress-management, sleep, rest, and nutrition. Students learn about physiological biochemical responses to stress, grief, and loss as well as the mechanisms of coping. Students use medical terminology in therapeutic communication and explore values and ethics for collaborative interprofessional practice. An overview of the healthcare system, holistic care, and evidence-based practice is provided. Counts toward nursing and exercise science majors. Offered during interim.

ID 150: Explorations in Science

This interdisciplinary, topics-based course explores contemporary issues in science with emphasis on developing students' understanding of scientific and quantitative approaches to problem solving. Specific topics, ranging from environmental chemistry and public health to biomechanics and genetics, vary from year to year. Students attend nine hours of lectures or small group discussion sections, two to three hours of quantitative workshops, and four hours of laboratory per week. Does not count toward any major. The course is taught with WRIT 109. Offered annually during the summer.

Prerequisite: acceptance into the Summer Bridge Program.

ID 202: Human-Spatial Interaction

Organized around three current issues, this is an interdisciplinary course examining human-spatial interaction within Africa, Asia and the Middle East. The topics of study include, for example, global warming, potable water issues, and the Palestinian dilemma. The course is deliberative in nature with a focus on the development of critical thinking skills. Taught during summer session I.

ID 210: Pathopharmacology

This course explores pharmacodynamics and pharmacokinetics, integrating principles of pathophysiology through examining drug classifications in relation to disease processes and symptom management. Evaluation of efficacy, potential complications, and special considerations for medication administration are emphasized. Monitoring of physical signs and symptoms, diagnostic evaluation, and complications of drug therapy are reviewed. Counts toward the nursing major. Offered annually in the spring semester.

Prerequisite: concurrent registration in (or previous completion of) BIO 243.

ID 230: Communicating Science and Mathematics (0.25)

Oral communication is an essential part of science and mathematics. Students work closely with a faculty member to learn and practice important aspects of communicating technical information to both expert and non-expert audiences. Enrollment by permission of instructor only. P/N only. Offered each semester.

Prerequisite: previous participation in summer communication series.

ID 234: Human Geography of the Middle East

This course provides an examination and application of the key content, skills, and perspectives of human geography. The lens of the geographer focuses on the spatial distribution of phenomena over the surface of the earth, asking the questions "where?" and "why there?". The practices and skills of geography are used to investigate a variety of issues in the Middle East, including environmental problems, the culture and management of sacred places, and the reasons for war and the need for peace. Counts toward environmental studies major (social science emphasis) and middle eastern studies concentration.

ID 235: Introduction to Modern Middle Eastern Studies

This course introduces students to the intellectual dimensions of cultures and traditions of the modern Middle East, focusing on the period from the late 18th century to the present. Students gain familiarity with significant moments, movements, voices, and trends in society, politics, architecture, and literature, and their interdependence. The course also acquaints students with intellectual debates and conflicts in and about the Middle East, and enables them to better think through those debates for themselves. Counts toward middle eastern studies concentration.

ID 237: McNair Research Writing Across the Disciplines

This course prepares McNair Scholars for the rigors of academic writing. Because the enrolled students represent a variety of disciplines, this course serves as a general introduction to writing in research; it is not meant to replace discipline-specific research methods or writing courses. Students read scholarly literature in their disciplines, write a literature review, draft various sections of a research paper, and prepare for a formal poster presentation. Offered every summer.

ID 238: Religion and Politics in Jordan (abroad)

Students explore how religion impacts political thought and social-political activism in contemporary Jordan amidst changes sweeping the region. Topics include the interpretation of democracy, rights, and secularism; the statements and influence of religious leaders; the development of religiously coded legal initiatives and political parties; and the experiences of everyday Jordanians including youth, women, and Christian minorities. Counts toward Middle Eastern studies concentration. Offered alternate Interims.

ID 245: Integrated Science/Society: Interdisciplinary Approach Contemporary Iss

This course explores the intersection of science, scientific knowledge, and contemporary social problems. Through sustained inquiry into a specific issue or topic, it shows students the strengths and potential overlap of different research methods and perspectives from the social and natural sciences. Depending on the topic, students may also investigate the impact of the legal and political context on such work, and the complexities of representing research to the larger public. Offered periodically. May be repeated if topic is different.

Prerequisite: junior or senior standing; a limited number of sophomores will be allowed to enroll.

ID 249: Mare Balticum (in English, abroad)

Starting with Hanseatic and Teutonic traditions of entrepreneurship from the 13th-century, this course focuses on the political and economic history of a region that has transitioned from tribalism to feudalism, then to mercantilism, capitalism, communism, and now EU-style capitalism. The course develops in an itinerant way -- city to city -- starting in Lübeck, Germany, then proceed eastward to the cities of Wismar, Rostock, Stralsund, Greifswald, Wolgast, Szczecin, Koszalin, Danzig, Malbork, Ketrzyn, Vilnius, Kaunas, the Russian enclave of Kaliningrad (formerly Königsberg in Germany's East Prussia), Klaipeda, Riga, Tartu, Tallinn, crossing by ship to Helsinki, Finland, and again by ship to Stockholm, Sweden. Students deliver several oral presentations, including a group project of a business plan for a hypothetical start-up. Offered during Interim.

ID 250: Research Opportunity in Science for Sophomores

This course provides a guided summer research opportunity in science for rising sophomores. The course focuses on a research topic(s) to be determined by the instructor. Students learn how to ask and evaluate scientific question(s) with emphasis on quantitative approaches; read from and research the scientific literature; collect and analyze data; and summarize and present their results in writing and orally.

Prerequisite: completion of Summer Bridge program or permission of instructor.

ID 255: The Physician in Clinical and Hospital Health Care (off campus)

Students will explore health care in a clinical and hospital setting through association with a physician in one of the clinics that are a part of the metro area Fairview Health System or the Family Practice Medical Center of Willmar, Minnesota. Students will follow the physician, who serves as their primary mentor, or other designated physicians through their daily activities in pertinent clinical and hospital settings. Students will observe the delivery of health care in primary and specialty areas and in practices dealing with all age groups. Emergency health care and physician support areas are other aspects of medicine to which students will be exposed. Students will keep a journal detailing their observations and their interpretation of and reaction to these observations and will write a research paper on an aspect of current medical care and practice. Selection is based on a review of all applicants (preference given to junior or senior pre-medical students with demonstrated strong academic achievement). P/N grading. Offered annually during Interim. Counts toward biomedical studies concentration (for students through class of 2016).

ID 256: Issues in Global Health

This course examines multicultural health concepts and health care systems from biological, social, psychological and practical points of view. Students examine critical global health issues, including globalization, emerging infectious diseases, women's health and economic development, food and nutrition, trends in global environmental health, chronic disease, cultural considerations, and health policy and advocacy. Students explore the course material through readings, films, case studies, debates, and expert guest speakers. Offered periodically during Interim.

Prerequisites: sophomore standing or above, and completion of at least one of the following courses: any level I biology course, ECON 121, ENVST 137, PSCI 117, PSCI 121, PSYCH 125, SOAN 121, SOAN 128.

ID 257: Arts and Literature of Australia and New Zealand (abroad)

This course examines how history and place have shaped artistic expression in unique subcultures of Australia and New Zealand, focusing on literature, drama, dance, and visual arts. Students meet with working artists, attend live performances, and connect literature and art to the built environment and geographical locales on Australia's East Coast and in New Zealand. Assignments integrate research on cultural contexts and analysis of art forms. Offered alternate Interims. Counts toward theater and English majors.

ID 258: Theater in London (abroad)

A full immersion in the art of theater, students will attend approximately 22 performances at London and Stratford theaters. The course will include the reading of play texts, dramatic criticism, group discussions and backstage tours. England, a theatrical center of the English-speaking world, enables students to experience a wide variety of theatrical performances ranging from traditional to modern. Excursions to Stratford-upon-Avon, Stonehenge, Canterbury and Oxford offer additional cultural perspectives. Offered annually during Interim. Counts toward English major.

ID 259: HiPerCiC: Collaborative Web Applications

Computer science (CS) students team with students in non-CS fields in order to create custom web-based software that serves the research needs of particular professors in those non-CS fields of application. Students in a field of application provide disciplinary content, context, and feedback throughout project development, while pursuing relevant independent work. CS students develop software collaboratively and rapidly using the HiPerCiC (High-Performance Computing in Context) framework, while learning current web programming principles and technologies. Counts toward computer science major.

Prerequisite: CSCI 251 or permission of instructor.

ID 294: Academic Internship**ID 295: Internship and Reflection Seminar**

This seminar integrates the liberal arts with the experience of work and the search for a vocation or career. Course content will include both an off-campus internship and on-campus class sessions that connect academic theories/analyses of work with their particular internship experience. Students will also consider and articulate the value of the liberal arts for their pursuit of a creative, productive, and satisfying professional life.

ID 298: Independent Study**ID 394: Academic Internship****ID 396: Directed Undergraduate Research**

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

ID 398: Independent Research

Faculty

Chair, 2015-2016**Dana L. Gross**

Professor of Psychology, Associate Dean of Interdisciplinary General Studies
developmental psychology; academic civic engagement; off-campus study

Richard A. Brown

Professor of Mathematics, Statistics, and Computer Science
computer science; parallel/distributed systems

Kevin M. Crisp

Associate Professor of Biology
electrophysiology; computational neuroscience; medical devices

Shelly D. Dickinson

Associate Professor of Psychology
behavioral neuroscience; addiction; conditioning and learning;
psychopharmacology

Diane C. LeBlanc

Associate Professor of Interdisciplinary Studies and Director of the
Writing Program
rhetoric and composition, creative writing and women's studies

Robert W. McClure

Associate Professor of Education
social studies; curriculum and instruction

Gregory W. Muth

Associate Professor of Chemistry
biochemistry

Wesley Pearson

Professor of Chemistry
Organic chemistry, reaction mechanisms and stereochemistry

Diana Postlethwaite

Professor of English
nineteenth-century British literature; the novel

LaVern J. Rippley

Professor of German
German Romanticism and German Americana; Grimm's fairy tales;
Germany in WWI and WWII

Jamie A. Schillinger

Associate Professor of Religion
Christian thought and ethics; Islamic thought and ethics

Steve Soderlind

Professor of Economics
urban and regional economics; welfare economics and social choice

Thomas A. Williamson

Associate Professor of Sociology/Anthropology
Southeast Asia; theory; globalization; medical anthropology

Karen Wilson

Professor of Theater
theater; ethics and theater; directing; voice/phonetics

Japanese

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(Asian Studies)

Learning Japanese introduces you to a dynamic nation of 120 million people at the hub of technological innovation, trade, and diplomatic relations in the world's fastest-growing market: the Pacific Rim. It introduces you to a modern country that has maintained a distinct cultural identity; to a society that still emphasizes the individual's responsibilities to family and group; and to an economy with distinctive solutions to problems of productivity, management, and

motivation in the work place. It introduces you to the earliest non-Western nation to become a modern world power.

St. Olaf teaches four full years of Japanese language and sends language students to three different campuses in Japan. Study programs in Japan are available at Waseda University in Tokyo through the ACM, Nagoya University in Nagoya, and Hokusei Gakuen University in Sapporo.

Courses

For information about the Japan studies concentration and the Asian studies major, see Asian Studies (p. 56).

JAPAN 111: *Beginning Japanese I*

This course is an introduction to speaking, reading, and writing Japanese; writing includes the learning of all syllabic letters (Hiragana and Katakana) and basic Kanji (Chinese characters). Class meets four times weekly. Individual language laboratory visits are also required. Offered annually in the fall semester.

JAPAN 112: *Beginning Japanese II*

This course is an introduction to speaking, reading, and writing Japanese; writing includes the learning of all syllabic letters (Hiragana and Katakana) and basic Kanji (Chinese characters). Class meets four times weekly. Individual language laboratory visits are also required. Offered annually in the spring semester.

Prerequisite: JAPAN 111 or equivalent.

JAPAN 231: *Intermediate Japanese I*

Students continue to develop the listening, speaking, reading and writing skills that enable them to deal not only with topics of daily life, but also cultural themes and authentic materials. Class meets four times weekly. Offered annually in the fall semester.

Prerequisite: JAPAN 112 or its equivalent.

JAPAN 232: *Intermediate Japanese II*

Students continue to develop the listening, speaking, reading and writing skills that enable them to deal not only with topics of daily life, but also cultural themes and authentic materials. Class meets four times weekly. Offered annually in the spring semester. Counts toward management studies concentration.

Prerequisite: JAPAN 231 or its equivalent.

JAPAN 294: *Academic Internship***JAPAN 298: *Independent Study*****JAPAN 301: *Advanced Japanese I***

This third-year-level course aims to increase the knowledge of Japanese people, language, and society by comparing with students' own cultures in their target language. Various authentic "texts" (images, video clips, written texts, etc.) support student learning. Counts toward management studies concentration.

Prerequisite: JAPAN 232 or equivalent.

JAPAN 302: *Advanced Japanese II*

This course builds on Japanese 301 and aims to increase the knowledge of Japanese people, language, and society by comparing with students' own cultures in their target language. Authentic "texts" (images, video clips, written texts, etc.) support student learning. Counts toward management studies concentration.

Prerequisite: JAPAN 301 or its equivalent.

JAPAN 320: Special Topics in Japanese

In this fourth-year-level Japanese course, students explore a specified topic or theme in language, in various text/media (literature, newspaper, manga, and films), in culture/civilization, or in a combination of these, through close examination of texts (written or visual), discussion, analysis, and interpretation of selected materials. Sample topics include "Best Sellers and Film Adaptations" and "Haiku and the Concept of Nature." May be repeated if topic is different. Taught in Japanese.

Prerequisite: JAPAN 302 or equivalent.

JAPAN 394: Academic Internship**JAPAN 398: Independent Research**

Faculty

Hiroe Akimoto

Instructor in Asian Studies
language instruction

Caleb Boteilho

Instructor in Asian Studies
Japanese language and linguistics

Rika Ito (on leave)

Associate Professor of Asian Studies
language change and variation; sociolinguistics; language and gender; Japanese

Kendra Strand

Visiting Assistant Professor of Asian Studies
Japanese language and literature

Latin American Studies

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Latin American studies offers an interdisciplinary structure for the systematic study of Latin America, an area that encompasses countries in North, Central, and South America as well as the Caribbean, whose distinct geography and cultures are unified by elements of a common heritage. Profound geographic variations, differing economic resources, and the intermingling of multiple racial, ethnic, and cultural groups have yielded complex and diverse societies. Increasing socioeconomic contacts among states and societies in the Americas and the growing presence of Latinos in the United States underscore the need for U.S. citizens to deepen their understanding of the region.

Overview of the Major and Concentration

The Latin American studies program offers courses, a Latin American studies major and a Latin American studies concentration with an interdisciplinary and cross-cultural approach that contributes to the investigation of political, economic, ethnic, gender, religious, and cultural issues in Latin America. The support of perspectives and methodologies of several disciplines inspires students to seek a deeper understanding of Latin America and its complex relationships with the United States, and, for those majoring in Latin American

studies, with Spain. In addition, students find opportunities for reflecting on their own culture and society.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/latin-american-studies-major-ilos>)

Intended Learning Outcomes for the Concentration (<http://wp.stolaf.edu/curriculum-committee/latin-american-studies-concentration-ilos>)

Special Programs

Latin American studies majors and concentrators are encouraged to take advantage of the many off-campus programs available to them. Foreign study opportunities in the Spanish-speaking world currently offered to St. Olaf students include: periodic Interims in Cuba (HIST 244 Collective Memory in Revolutionary Cuba (abroad)), and Spain (SPAN 270 Spain's Cultural and Linguistic Legacy (abroad)); the CIEE program in Seville, Spain; the Augsburg program in Central America (Guatemala, Costa Rica, and Nicaragua); ACM programs in Costa Rica; HECUA programs in Ecuador; and IES and CIEE programs in Buenos Aires, Argentina, and Valparaíso, Chile. Students must secure prior approval for foreign study from the Latin American studies director. Latin American studies faculty members participate in the Foreign Languages Across the Curriculum program, which offers students the opportunity to use their foreign language skills in selected courses. (See Foreign Languages Across the Curriculum (p. 135) under Academic Programs in this catalog.)

Requirements

Requirements for the Latin American Studies Major

The requirements for the completion of a Latin American studies major consist of nine courses.

Foundational course

HIST 242 or PSCI 264	Modern Latin America Latin American Politics	1.00
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Required courses in Spanish

SPAN 250	Gateway to the Spanish-Speaking World	1.00
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Select one of the following: ¹ 1.00

SPAN 270	Spain's Cultural and Linguistic Legacy (abroad)	
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SPAN 271	Cultural Heritage of Spain	
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SPAN 274	Contemporary Issues in the Spanish-Speaking World (with a focus on Spain)	
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Select one of the following: ¹ 1.00

SPAN 272	Cultural Heritage of Latin America	
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SPAN 274 Contemporary Issues in the Spanish-Speaking World (with a focus on Latin America)

Electives

Select four courses from among history, economics, education, English, anthropology, sociology, political science, religion, and art, with no more than two courses in any one discipline (including the discipline of the foundational course) 4.00

Interdisciplinary seminar

LAMST 333 Contemporary Latin American Issues 1.00

Total Credits 9

¹ Or appropriate substitute courses for any of the 270-level required Spanish courses approved by the director of Latin American studies

- Students may count one independent research course towards the major
- Students may count up to three study-abroad courses taken in Latin America or Spain.
- With the approval of the Latin American studies director, students may have any course with substantial Latin American content counted toward their major.
- A maximum of three courses that focus on Latinos in the United States may count toward the major.
- Either SOAN 264 or RACE 121 may be included in the major, but not both .

Students should contact the Latin American studies director as early as possible to plan a major.

Requirements for the Latin American Studies Concentration

Students majoring in any discipline except Latin American studies can pursue a Latin American studies concentration, which enables them to enhance their understanding of Latin American countries and the interconnectedness of Latin America and the United States. It differs from the Latin American studies major in that it does not require course work in Spanish.

The requirements for the completion of the Latin American studies concentration consist of a minimum of five approved courses.

Foundational course**Electives**

HIST 242 Modern Latin America 1.00
or PSCI 264 Latin American Politics

Select three electives from among history, economics, education, English, anthropology, sociology, political science, religion, and art, with no more than two courses in any one discipline (including the discipline of the foundational course) 3.00

Interdisciplinary seminar

LAMST 333 Contemporary Latin American Issues 1.00

Total Credits 5

- A maximum of two study-abroad courses taken in Latin America or Spain may be counted.
- A maximum of two courses that focus on Latinos in the United States may count toward the concentration.
- Either SOAN 264 or RACE 121 may be included in the concentration, but not both.

Courses

Latin American Studies Courses

LAMST 294: Academic Internship**LAMST 298: Independent Study****LAMST 333: Contemporary Latin American Issues**

This seminar focuses on the implications of studying Latin America, or the way in which different conceptualizations of this region have helped to shape Latin America as an object of study. Possible topics for approaching this question include the history of Latin American studies in the United States and the relation between scholarship on Latin America and U.S. policy in the region; Latin American responses to U.S. representations of the region; the production of images of *lo indigena* according to Western expectations; and indigenous cultures and globalization. FLAC option available. Offered in alternate years.

LAMST 394: Academic Internship**LAMST 396: Directed Undergraduate Research**

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

LAMST 398: Independent Research

Required Spanish Courses

See Spanish (p. 250)

Elective Courses

RACE 121 Introduction to Race and Ethnic Studies OR SOAN 264 Race and Class in American Culture

ECON 243 Economic Development

ENGL 251 Major Chicano/a Authors

HIST 126 Conquest and Colonization

HIST 240 Major Seminar: Non-Western History (with approval of the director of Latin American Studies)

HIST 242 Modern Latin America

HIST 243 20th-Century Cuba

HIST 244 Collective Memory in Revolutionary Cuba (abroad)

HIST 245 Environmental History of Latin America

PSCI 252 Politics and Development (with approval of the director of Latin American Studies)

PSCI 257 U.S. - Latin American Relations

PSCI 264 Latin American Politics

PSCI 367 Seminar in Latin American Politics

SOAN 237 Forging a Latin American Culture

SOAN 264 Race and Class in American Culture OR RACE 121
Introduction to Race and Ethnic Studies

Faculty

Director, 2015-2016

Jeane DeLaney

Associate Professor of History
Latin American history; Argentina and Brazil; Cuba

Gwendolyn Barnes-Karol

Professor of Romance Languages - Spanish
Peninsular literature and culture; contemporary Spain; orality literacy;
second language acquisition

Seth I. Binder

Assistant Professor of Economics and Environmental Studies
environmental and natural resource economics and policy;
development economics; applied microeconomics; environmental
economics

Maggie A. Broner

Associate Professor of Romance Languages - Spanish
Hispanic linguistics; culture; second language acquisition

Sylvia G. Carullo

Professor of Romance Languages - Spanish
Spanish-American literature; colonial 20th century Spanish-American
literature; Afro-Hispanic literature; Hispanic-American literature; art
and literature-female portraits in Spanish-American literature

Christopher L. Chiappari

Associate Professor of Sociology/Anthropology
Guatemala; religion; immigration

Kristina Medina-Vilariño

Assistant Professor of Romance Languages-Spanish
Caribbean Studies; 20th and 21st century Latin American studies;
contemporary Latino studies; race and ethnic studies

Leon Narvaez

Professor of Romance Languages - Spanish
Hispanic culture, language and literature; migration and other
interdisciplinary studies

Jonathan P. O'Conner

Assistant Professor of Romance Languages-Spanish
Peninsular early modern/golden age literature and cultures; cultural
and intellectual histories; humanism; colonial Latin America

Nancy Paddleford

Professor of Music
piano; piano pedagogy

Kathleen L. Shea (on leave)

Professor of Biology and Environmental Studies, Curator of Natural
Lands

plant ecology and evolution; restoration ecology; agroecology

Ariel T. Strichartz (on leave)

Associate Professor of Romance Languages - Spanish
contemporary Latin American theatre and narrative; Argentine
theatre; literary food studies; memory studies

Kristina E. Thalhammer

Professor of Political Science
comparative politics; Latin American politics; political tolerance;
human rights

Alberto Villate-Isaza (on leave)

Associate Professor of Romance Languages - Spanish
Latin American colonial literature and historiography; social and
political theory of the Baroque; discourses of Latin American national
identity; 19th and early 20th-century Latin American literature

Linguistic Studies

Darla Frandrup, Regents Science 236

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Because language is so fundamental to everything that we do, an understanding of linguistics is part of a well-rounded liberal arts education. In addition, the study of linguistics prepares students for careers and advanced work in fields such as anthropology, business, communications, computer science, education, English as a second language (ESL), foreign languages, journalism, neuroscience, speech and hearing sciences, philosophy, psychology, and other fields requiring analytical, communication, and research skills. Studying linguistics enhances your understanding of how language is organized and how it functions. The linguistic studies program offers a concentration that encompasses a wide variety of disciplines and perspectives on language. With a concentration in linguistic studies, you have the opportunity to explore the interdisciplinary nature of the study of language and linguistics as well as interact with and learn from others with similar interests.

Overview of the Concentration

Linguistic studies encompasses all areas related to the scientific study of the nature, structure, and function of language. Linguistic studies treats language both as a fundamental human faculty and as a changing social institution. The field of linguistics includes the relationship between language and logic, the underlying structures of the brain, social implications of language, language acquisition (including bilingualism and second-language acquisition), psychology of language, philosophy of language, dialects and dialectology, language and literature, the history and development of specific language families, human-machine interaction, artificial intelligence, and global communication and understanding.

Intended Learning Outcomes for the Concentration (<http://wp.stolaf.edu/curriculum-committee/linguistic-studies-concentration-ilos>)

Special Programs

In addition to taking courses, students can gain experience in the field and pursue special areas of interest in several ways. Full-time internships may be arranged during Interim. Internship possibilities include working in bilingual education, language immersion, or ESL programs in schools; assisting in language research laboratories; and exploring the world of publishing. Internships are valuable for confirming one's academic interest in linguistic studies, learning new skills, and gaining paraprofessional field experience.

Independent study and research projects, usually completed during the junior or senior year, allow students to explore topics in greater depth than is possible in a regular course. In recent years, topics have included the study of American sign language, Spanish language immersion programs at the elementary school level, and the translation of psychological tests.

Students may also pursue their study of linguistics through off-campus coursework in conjunction with St. Olaf's off-campus and international studies programs in locations as diverse as England, France, Germany, Norway, the People's Republic of China, Russia, Scotland, Spain, and Tanzania.

Requirements

The linguistic studies concentration consists of a minimum of five courses:

EN/LI 250	English Language and Linguistics	1.00
Three approved departmental offerings at any level (with the requirement that students take no more than two of these three courses within the same department)		3.00
One approved level III seminar or approved advanced study experience		1.00
Total Credits		5

Students wishing to receive credit toward the concentration through independent study, independent research, or internships should consult with the director of linguistic studies

Courses

Required Course

EN/LI 250: *English Language and Linguistics*

Students learn about and analyze the English language, beginning with the building blocks of language: morphology, syntax, semantics, and phonetics/phonology. Students also explore the ways humans acquire language, social and geographical influences on English, and major changes during the history of the English language. The course serves as an introduction to the linguistics concentration, and fulfills the linguistics requirement of the Communication Arts and Literature license.

Prerequisite: FYW.

Other Approved Courses

ASIAN 126 Japanese Language in Society

ASIAN 200 Topics in Asian Studies (only when topic is Introduction to East Asian Language Teaching and Learning)

ASIAN 240 Talking in Japan and the U.S.: Language, Identity, and Beyond

ASIAN 300 Topics in Asian Studies (only when topic is East Asian Languages and Linguistics)

CSCI 121 Principles of Computer Science or CSCI 125 Computer Science for Scientists and Mathematicians or CSCI 251 Software Design and Implementation (at most, one of these)

CSCI 276 Programming Languages

CSCI 333 Theory of Computation

EDUC 245 Teaching and Learning English Grammar (0.50)

EDUC 246 English Language Learners: Issues in Education

EDUC 321 Teaching of Reading, 5-12 (0.50)

EDUC 345 Teaching of Communication Arts/Literature, 5-12

EDUC 347 Teaching ESL, K-12

EDUC 348 Assessment of ESL, K-12

EDUC 353 Teaching of World Languages, K-12

FREN 272 Contemporary France

GREEK 231 Intermediate Greek

GREEK 253 New Testament Greek

GREEK 375 Homer and Greek Epic

LATIN 231 Intermediate Latin

LATIN 235 Medieval Latin

NORW 244 The Sámi: Traditions in Transition

PHIL 240 Formal Logic

PSYCH 222 Psychology of Hearing

PSYCH 237 Cognitive Psychology

PSYCH 339 Cognitive Neuroscience

PSYCH 341 Infant Behavior and Development

PSYCH 396 Directed Undergraduate Research (when topic is Research in Auditory Cognition)

SOAN 234 Native North American Cultures and Religions

SOAN 242 Contemporary Native American Issues

SOAN 249 Indigenous Peoples

SPAN 270 Spain's Cultural and Linguistic Legacy (abroad) (when taught by Maggie Broner)

SPAN 274 Contemporary Issues in the Spanish-Speaking World (when taught by Maggie Broner)

SPAN 276 Spanish as a First and Second Language

SPAN 311 Language in Society

THEAT 200 Training the Speaking Voice

Other courses may be approved in consultation with the director of linguistic studies.

Faculty

Director, 2015-2016

Jeremy L. Loebach

Assistant Professor of Psychology
cognitive neuroscience; speech and hearing sciences;
psycholinguistics

Wendy W. Allen

Professor of Romance Languages - French
contemporary France; the Maghreb; second language acquisition;
intercultural education

Maggie A. Broner

Associate Professor of Romance Languages - Spanish
Hispanic linguistics; culture; second language acquisition

Richard A. Brown

Professor of Mathematics, Statistics, and Computer Science
computer science; parallel/distributed systems

Christopher M. Brunelle

Assistant Professor of Classics
Latin poetry; classical languages and literature

Heather Campbell

Associate Professor of Education
ESL; reading; special education; Director of Assessment

Kris A. Cropsey

Instructor in Romance Languages - Spanish
Hispanic linguistics; sociolinguistics; second language acquisition;
teacher education

Kari Lie Dorer

Associate Professor of Norwegian
Norwegian language and culture; applied linguistics; Sami studies;
Nordic film.

Dana L. Gross

Professor of Psychology, Associate Dean of Interdisciplinary General
Studies
developmental psychology; academic civic engagement; off-campus
study

Anne H. Groton

Professor of Classics
Greek and Roman drama; classical languages and literature

Rika Ito (on leave)

Associate Professor of Asian Studies

language change and variation; sociolinguistics; language and gender;
Japanese

Elizabeth A. Leer

Associate Professor of Education
English education; reading; curriculum and instruction

Julie M. Legler

Professor of Mathematics, Statistics, and Computer Science
biostatistics

Karen E.S. Marsalek

Associate Professor of English
medieval and early modern literature, especially drama; history of the
English language

James M. May

Professor of Classics
Greek and Roman rhetoric; classical languages and literature; Latin
education

Steve T. Reece

Professor of Classics
Greek and Roman epic; classical languages and literature

Marc Robinson

Associate Professor of Russian Language and Area Studies
Russian language; Russian film and literature; Russian theater

Gregory A. Walter

Associate Professor of Religion
theology

Lisa A. Whitlatch

Visiting Assistant Professor of Classics
ancient animals; classical languages and literature

Karen Wilson

Professor of Theater
theater; ethics and theater; directing; voice/phonetics

Ka F. Wong

Assistant Professor of Asian Studies
language pedagogy; cultural studies; Asian American studies; visual
culture

Ying Zhou

Assistant Professor of Asian Studies
second language acquisition and language pedagogy

Management Studies

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The study of management prepares students to meet the challenges of an ever-changing, global marketplace by providing an interdisciplinary approach to developing skills and knowledge in ethical decision making, effective communication, problem solving, teamwork, and leadership. Management studies connects theory and practice to prepare students for careers in domestic and

international business, not-for-profit and governmental organizations, and entrepreneurial ventures.

Overview of the Concentration

Management studies is a multidisciplinary program offering a contract concentration in management studies that can be earned in conjunction with any B.A. academic major. Individual contracting encourages students to consider personal goals as they design a program of courses in management studies, economics, and other disciplines. For example, a student who hopes to start a business can elect to take MGMT 256 Entrepreneurship and apply for an entrepreneurial grant to pursue a business idea. The Management Studies Program also supports the management and finance areas of emphasis within the economics major (see Department of Economics (p. 95)).

Intended Learning Outcomes for the Concentration (<http://wp.stolaf.edu/curriculum-committee/management-studies-concentration-ilos>)

Requirements

The management studies concentration is arranged by individual contract. The concentration includes

1. a five-course program of study
2. experiential learning
3. an electronic integrative folder.

Course Requirements

Students meet with a member of the management studies faculty to develop a five-course program of study that includes three core and two elective courses. Core courses for the management studies concentration include ECON 121, MGMT 225 and MGMT 251. Electives include an additional management studies course and an approved course from another department on campus (<http://wp.stolaf.edu/management-studies/files/2012/11/MS-Electives-4-15.pdf>) or a study abroad program. Students must earn a grade of C or better in all five courses.

Core Courses

ECON 121	Principles of Economics	1.00
MGMT 225	Principles of Accounting	1.00
MGMT 251	Management	1.00

Plus one of the Management Studies Electives Below

MGMT 229	Arts Management	1.00
MGMT 237	Managerial Accounting	1.00
MGMT 250	Marketing	1.00
MGMT 252	Legal Aspects of Business	1.00
MGMT 256	Entrepreneurship	1.00
MGMT 257	Entrepreneurship and New Venture Formulation	1.00
MGMT 281	Corporate Finance	1.00
MGMT 383	Management Policy and Strategy	1.00

Plus one approved course within your own major (see above link)

Experiential Learning

This requirement is satisfied by completing two approved experiences in which the student applies management or financial principles to real world problems. One of the activities must be an academic internship or an approved work experience. The other activity can be a volunteer, leadership, entrepreneurial, or related work experience. The Piper Center for Vocation and Career (<http://wp.stolaf.edu/pipercenter>) and other organizations help students with this requirement.

The Electronic Integrative Folder

The electronic integrative folder introduces students to the career planning process, helping them to identify career options and access opportunities. The folder includes the results of self-assessment and career exploration activities, a description of future goals, and an academic and experiential action plan, as well as projects, papers, and other work that demonstrate specific skill development. The integrative folder is presented using Moodle and a website. By interconnecting important pieces in a digital folder, students can demonstrate the interrelatedness of their varied learning experiences.

Courses

MGMT 225: *Principles of Accounting*

This course focuses on four basic financial statements: the income statement, statement of retained earnings, balance sheet, and statement of cash flows. Students learn how business events are recorded and represented on the financial statements and how to use the information to make sound economic judgments. Cases and current articles supplement traditional textbook readings and problems. This is a core course in the management studies concentration. Offered each semester.

MGMT 229: *Arts Management*

This course provides an overview of the key issues that face arts administrators. Topics addressed include strategic planning, budgeting, fund raising, audience development, and human resource management as each relates to the unique setting of the arts. Case analysis and guest speakers provide opportunities to explore application of key concepts. Offered annually. Counts toward media studies concentration.

MGMT 231: *Personal Finance*

This practical course provides information needed for informed decision making in major areas of personal finance, including budgeting, basic tax planning, insurance, investments, major purchases and retirement planning. Offered during Interim. Does not count toward the finance or management area of emphasis.

MGMT 232: *Health Care Management*

Health care is our nation's largest industry and arguably the most complex. Health care organizations are constantly challenged by shifts in governmental policies and programs, changes in technology, new ethical considerations, and changing health insurance practices. The course focuses on principles of organizational theory and management as they can be applied to this unique setting. Instruction features lectures, case studies, guest lecturers, and field trips. Offered periodically during Interim.

Prerequisite: ECON 121 or equivalent, or consent of instructor.

MGMT 237: Managerial Accounting

This course emphasizes the use of financial and operating information to make internal management decisions. Topics include cost measurement and allocation, budgeting and control, performance evaluation, relevant costs for decision-making and capital budgeting decisions. Students are introduced to the modern production environment. Excel spreadsheets are used for many homework assignments. Offered each semester.

Prerequisite: MGMT 225.

MGMT 250: Marketing

This course introduces the key elements of marketing principles. Topics include evaluating market opportunities; buyer behavior; market segmentation, targeting, and positioning; market strategy and planning; development of marketing mix; and marketing organization and control. Students are challenged to apply the principles learned in class to current and real world marketing issues. The course includes readings, case study analysis, in-class exercises and group projects. Offered each semester. Counts toward media studies concentration.

Prerequisite: one of Economics 110-121 or permission of instructor.

MGMT 251: Management

This course familiarizes the student with the major management functions of planning, organizing, leading, and controlling. The study of management theory is linked with application exercises. Students begin to develop the management skills necessary in any organization, whether it be a for-profit or not-for-profit venture, a small business, or a large corporation. This course is required for all students pursuing a management studies concentration. Offered each semester.

Prerequisite: one of Economics 110-121 or permission of instructor.

MGMT 252: Legal Aspects of Business

This course investigates the legal framework in which business enterprise is conducted, including personal rights and duties, contracts, sales, agency, negotiable personal rights and duties, negotiable instruments, bailments, personal property and corporate obligations, and equities. Offered annually in the spring semester.

Prerequisite: one of Economics 110-121 or permission of instructor.

MGMT 256: Entrepreneurship

This course introduces students to the principles and importance of entrepreneurship, covering both the theory and practical aspects of the subject. Students acquire a greater understanding of the entrepreneurial process: a process of opportunity recognition, resource marshaling, and team building driven by communication, creativity, and leadership. Discussions focus on the relationship of liberal arts disciplines to the entrepreneur, the role of entrepreneur in society and history, the risks and rewards of entrepreneurship, and the elements of the entrepreneurial behavior. Study concentrates on the entrepreneurial process from idea creation to ultimate business or other organizational activity. A leadership theme permeates these discussions. A variety of instructional techniques are used including group projects, guest presenters, and practicing entrepreneurs attending the class. Offered annually.

MGMT 257: Entrepreneurship and New Venture Formulation

This course teaches students how to develop a business or not-for-profit venture concept into a business plan. Students choose whether to develop a real business plan for a local entrepreneur or pursue an idea of their choice. Students work in teams to identify a market need, design a strategy, and determine feasibility of the proposed venture. Ethical practice permeates these discussions. Weekly assignments develop the necessary speaking skills that prepare students for the final plan presentation. Local entrepreneurs and fellow students critique the final plan and offer suggestions. Offered during Interim. Does not count toward the finance or management area of emphasis.

MGMT 281: Corporate Finance

This course is an introduction to financial decision-making in a business environment. Topics include asset acquisition, issuance of stock vs. debt, dividend policy, planning and analysis, and working capital policy. Case discussions, combined with lectures and readings, enable students to apply finance principles in actual business situations. Computer spreadsheets are used. Offered annually.

Prerequisite: MGMT 225.

MGMT 294: Academic Internship**MGMT 298: Independent Study****MGMT 380: Investments**

This introduction to making personal investment decisions provides a foundation for students seeking a career in the investment field. Although stocks are the primary focus, bonds, options, futures and mutual funds are also introduced. Topics include risk and return, security analysis, valuation theory, stock investment systems, and portfolio management. Students analyze historical data using a computer database and spreadsheet. Offered annually.

Prerequisites: MGMT 281 and a statistics course, or permission of instructor.

MGMT 383: Management Policy and Strategy

This is a capstone course for students with a management studies concentration or management area of emphasis in the economics major. Students have the opportunity to further develop their planning and decision-making skills through focused study of the management literature and case analysis exercises. Emphasis is given to identifying, analyzing, and solving organizational problems, which are strategic in nature and cut across all functional areas of the organization. Offered annually in the spring semester.

Prerequisite: MGMT 250 or MGMT 251 and senior status or permission of the instructor.

MGMT 394: Academic Internship**MGMT 396: Directed Undergraduate Research**

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

MGMT 398: Independent Research**MGMT 399: Seminar****Approved Elective Courses**

AMCON 202 Pursuits of Happiness, 1920-Present

ART 228 Animated Art

- ART 246 New York Art Interim (off-campus)
- ASIAN 240 Talking in Japan and the U.S.: Language, Identity, and Beyond
- AS/SA 239 Modern Southeast Asia
- BI/ES 228 Environmental Health
- CHEM 382 Instrumental Analysis
- CHIN 232 Intermediate Chinese II
- CHIN 301 Third-Year Chinese I
- CHIN 302 Third-Year Chinese II
- CHIN 320 Special Topics in Chinese
- CSCI 241 Hardware Design
- CSCI 251 Software Design and Implementation
- CSCI 263 Ethical Issues in Software Design
- CSCI 273 Operating Systems
- CSCI 276 Programming Languages
- CSCI 284 Mobile Computing Applications
- ENGL 289 Journalistic Writing
- ENGL 291 Intermediate Creative Nonfiction Writing
- ENGL 373 Advanced Creative Nonfiction Writing Workshop
- ENVST 232 Environmental Policy and Regulation
- ES/PS 276 Environmental Politics
- ESTH 238 Introduction to Coaching (0.50)
- ESTH 290 Sport Ethics in Society
- ESTH 335 Coaching Practicum (0.25)
- FAMST 232 Introduction to Family Studies
- FREN 250 Speaking (of) French
- FREN 251 Writing French
- FREN 271 The Francophone World
- FREN 272 Contemporary France
- FREN 275 Interdisciplinary French Studies in Paris (abroad)
- GERM 250 Speaking German
- GERM 252 Exploring Non-Fiction
- GERM 270 German in the Professions
- GERM 273 German Media
- HIST 220 Modern Britain
- HIST 222 Modern Scandinavia
- HIST 224 Modern Germany
- HIST 226 Modern France
- HIST 231 20th-Century Russia
- HIST 242 Modern Latin America
- HIST 251 Modern China
- HIST 253 Modern Japan
- HIST 275 Environmental History
- HIST 370 American Seminar (with the topic: Work in the US since 1920)
- JAPAN 232 Intermediate Japanese II
- JAPAN 301 Advanced Japanese I
- JAPAN 302 Advanced Japanese II
- MATH 220 Elementary Linear Algebra
- MATH 230 Differential Equations I
- MATH 232 Discrete Mathematics
- MATH 262 Probability Theory
- MATH 266 Operations Research
- MEDIA 260 Media and Screen Cultures
- MUSIC 354 Advanced Conducting (0.50) (plus prerequisite)
- MUSIC 364 Vocal Pedagogy (0.25)
- NORW 253 Advanced Conversation and Composition
- NURS 397 Nursing Leadership
- PHIL 252 Ethics and the Good Life
- PHIL 257 Environmental Ethics
- PSCI 220 Analyzing Politics and Policies
- PSCI 246 Introduction to Public Policy
- PSCI 252 Politics and Development
- PSCI 257 U.S. - Latin American Relations
- PSCI 258 World Politics
- PSCI 264 Latin American Politics
- PSCI 278 Ambition and the Vocation of Leadership
- PSCI 282 Russian and Eurasian Politics
- PSYCH 236 Conditioning and Learning
- PSYCH 249 Social Psychology
- PSYCH 250 Industrial/Organizational Psychology

PSYCH 342 Positive Psychology: The Science of Optimal Human Experience

PSYCH 375 Clinical and Counseling Psychology

RUSSN 232 Intermediate Russian II

RUSSN 251 Conversation and Composition

RUSSN 254 Russian Culture and Civilization

RUSSN 372 The Russian Press

SOAN 236 The Arab World

SOAN 237 Forging a Latin American Culture

SOAN 260 Marriage and the Family

SOAN 261 Gender in Cross-Cultural Perspective

SOAN 262 Global Interdependence

SOAN 264 Race and Class in American Culture

SOAN 371 Foundations of Social Science Research: Quantitative Methods

SOAN 373 Ethnographic Research Methods

SPAN 250 Gateway to the Spanish-Speaking World

STAT 212 Statistics for the Sciences

STAT 272 Statistical Modeling

SWRK 246 Human Behavior in the Social Environment

SWRK 258 Social Policy

SWRK 274 Research Methods in Social Work

SWRK 381 Social Worker as Professional

THEAT 232 Stage Direction

THEAT 338 Intermediate Stage Direction

THEAT 380 Top: Who Owns the Arts: Censorship, Sponsorship, and Artistic Freedom

Faculty

Director, 2015-2016

Sian E. Muir

Entrepreneur in Residence
marketing; entrepreneurship; strategy; arts management

Richard Goedde (on leave)

Associate Professor of Economics
finance; management

Richard M. Hirsch

Instructor in Economics
managerial and financial accounting; entrepreneurship; personal finance

David R. Koenig

Instructor in Economics

investments

John M. Ophaug

Adjunct Assistant Professor of Economics
business law

Mathematical Biology

Patty Martinez, Regents Math 307

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Overview of the Concentration

Advances in the mathematical sciences — mathematics, statistics, and computer science — have brought new perspectives to biological research. By answering questions that cannot be addressed using other means, the mathematical sciences can provide indispensable tools for biological research. The result is the interdisciplinary field of mathematical biology, which involves developing analytical and computational predictive models of biological systems.

The concentration at St. Olaf is intended to train students in mathematical biology, allowing them to understand the development and applications of these models. With the large number of subfields in mathematical biology today, the concentration allows students to pursue a path that best suits their interest (e.g., mathematical modeling or bioinformatics).

Students completing the concentration will be equipped with the skills necessary to enter the fast-growing field of mathematical biology or pursue graduate work in the field.

Intended Learning Outcomes for the Concentration (<http://wp.stolaf.edu/curriculum-committee/mathematical-biology-concentration-ilos>)

Distinction

See Academic Honors (p. 36)

Requirements

The mathematical biology concentration consists of five courses, an integrative project, and participation in a Math Biology Symposium. A student may petition to count a course other than the pre-approved electives towards his or her concentration if the student can show and the director concurs that the course includes an integrative component related to mathematical and/or computational biology.

Mathematical Biology Core Course

This course presents the essential modeling techniques of formulation, implementation, validation, and analysis and applies these tools to a wide variety of biological systems and disciplines.

MATH 236	Mathematics of Biology	1.00
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Mathematics/Computer Science/Statistics Electives

Two electives are required in MSCS that focus on modeling, computational, or statistical techniques.

Select two of the following: 2.00

CSCI 125	Computer Science for Scientists and Mathematicians
or CSCI 251	Software Design and Implementation
CSCI 315	Bioinformatics
MATH 230	Differential Equations I
MATH 242	Modern Computational Mathematics
MATH 330	Differential Equations II
STAT 212	Statistics for the Sciences
or STAT 214	Honors Statistics for the Sciences
or STAT 272	Statistical Modeling
STAT 302	Biostatistics: Design and Analysis

Biology Electives

Select two of the following: 2.00

BIO 233	Intermediate Genetics
BIO 247	Animal Physiology
BIO 261	Ecological Principles
BIO 315	Principles of Bioinformatics
BIO 371	Field Ecology
BIO 383	Evolutionary Biology
BI/ES 350	Biogeochemistry: Theory and Application
NEURO 239	Cellular and Molecular Neuroscience

Integrative Project

Students are required to work on an independent project that integrates mathematics, computer science, and/or statistics with biology.

Senior Math Biology Symposium

Seniors present their independent project in the form of a poster in a Mathematical Biology Symposium held at St. Olaf in the spring.

Total Credits 5

Integrative Project

The project must be approved by the director in order for the student to finish the concentration. There are many ways in which the project can be completed. For example, the level III biology electives in the concentration all include final projects that allow a student to work on an integrative project for the concentration. Other experiences that could fulfill this requirement include a research project such as a summer Research Experience for Undergraduates (REU); a project in the expanded Center for Interdisciplinary Research (eCIR); working with faculty to develop a module for a course; an independent research or independent study with a faculty member; or working with a faculty member to develop a computational lab that could be incorporated into an existing course.

Senior Math Biology Symposium

The symposium is open to the public and provides students the opportunity to explain mathematical and biological concepts to a broad audience. In addition, the symposium is an event that brings

together all the students in the concentration, thus strengthening the mathematical biology community here at St. Olaf.

Mathematics

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(Mathematics, Statistics, and Computer Science)

Mathematics, as the study of patterns and order, is a creative art, a language, and a science. The practice of mathematics combines the aesthetic appeal of creating patterns of ideas with the utilitarian appeal of applications of these same ideas. Long seen as the language of physical science, mathematics is also used increasingly to model phenomena in the biological and social sciences. Mathematical literacy is indispensable in today's society. As members of the Department of Mathematics, Statistics, and Computer Science (MSCS), mathematics faculty strive to help students understand natural connections among these related but distinct disciplines.

Mathematics at St. Olaf is interesting, exciting, accessible, and an appropriate area of study for all students. Each year, seven to ten percent of graduating seniors complete mathematics majors. The department offers courses representing various mathematical perspectives: theoretical and applied, discrete and continuous, algebraic and geometric, and more. Our faculty also teach courses in statistics, computer science, and mathematics education.

A concentration in statistics and a major in computer science are also available. Courses in these areas are taught by faculty from the Department of Mathematics, Statistics, and Computer Science. For further information on these, consult the separate listings under Statistics (p. 254) and Computer Science (p. 86).

Overview of the Major

Students arrange a major in mathematics by developing an Individualized Mathematics Proposal (IMaP). An IMaP outlines a complete, coherent program of study consistent with the goals of the individual student. The courses included in a student's IMaP are determined after consultation with an MSCS faculty member and approved by the department chair. About ten courses are normally required.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/mathematics-major-ilos>)

Special Programs and Opportunities

Mathematical experiences inside and outside the classroom are important parts of an IMaP. Following are some of the many possibilities. For more information consult the mathematics website (<http://wp.stolaf.edu/math>) or a faculty member.

- Research: An invigorating way to explore mathematics, research opportunities exist both on- and off-campus.
- Experiential learning: MATH 390 Mathematics Practicum, internships, independent studies, and other courses provide

valuable opportunities to apply mathematical knowledge beyond the classroom.

- **Mathematical biology concentration:** Mathematics students who are interested in biology may want to consider a concentration in this exciting field.
- **Study abroad:** The IMaP's flexibility allows some study abroad programs to fit into a student's mathematics major. Students interested in a program focused on upper-level mathematics should consider the Budapest Semesters in Mathematics.
- **Problem solving and competitions:** The department organizes problem-solving activities and sponsors student participation in regional and national competitions. St. Olaf also periodically hosts its own mathematics competition, the Carlson Contests.
- **Pi Mu Epsilon and Mathematical Association of America:** The department has active student chapters of these national organizations.

Distinction

See Academic Honors (p. 36)

Information about distinction, awarded for distinguished work that goes beyond the minimum requirements for the major, is available in the MSCS department and on the mathematics website (<http://wp.stolaf.edu/math>).

Recommendations for Graduate Study

Students planning graduate work in the mathematical sciences should pursue opportunities that add both depth and breadth to their majors. Courses across a broad range of the curriculum will help students prepare for the Graduate Record Exam subject test in mathematics. Fifty percent of the GRE subject test covers topics from single and multivariable calculus, and differential equations; 25% of the test covers material from linear and abstract algebra, and elementary number theory; and 25% of the test includes topics from real analysis, topology, combinatorics, complex analysis, probability, statistics, and other areas. Taking many level III courses will help students prepare for graduate study. Real Analysis II, Abstract Algebra II, Topology, Combinatorics, and Complex Analysis are especially recommended for students going into "pure" mathematics; Differential Equations II, Complex Analysis, Real Analysis II, and Applied Mathematics Seminars are especially recommended for students going into applied mathematics. Research experiences (on- or off-campus) and independent studies will also help students assess and explore their interest in further mathematical study. Students considering graduate school should consult early with a mathematics faculty member about planning an appropriate IMaP.

Requirements

Students arrange a major in mathematics by developing an Individualized Mathematics Proposal (IMaP). An IMaP outlines a complete, coherent program of study consistent with the goals of the individual student. The courses included in a student's IMaP are determined after consultation with an MSCS faculty member and approved by the department chair.

A path through the major as described by a student's IMaP normally includes:

Calculus (two semesters) 2.00

Linear algebra (one semester)	1.00
At least seven intermediate or advanced mathematics courses:	
Select two of the following transition courses:	2.00
MATH 242	Modern Computational Mathematics
MATH 244	Real Analysis I
MATH 252	Abstract Algebra I
Select an intermediate course from at least three of the following different mathematical perspectives:	3.00
Computation/modeling	
Continuous/analytic	
Discrete/combinatorial	
Axiomatic/algebraic	
Select at least two level III courses, at least one of which must be part of a designated level II-level III sequence	2.00
Total Credits	10

An IMaP may include up to two related courses from statistics or computer science; a current listing of such courses is available on the mathematics web page (<http://wp.stolaf.edu/math>). A student may also find a course outside of MSCS that contributes significantly to a mathematical path of study and may petition to have the course included in his or her IMaP.

The mathematics web page (<http://wp.stolaf.edu/math>) offers lists of courses that satisfy each perspective, lists of sequences, and other useful information. Students are encouraged to consult early with a mathematics faculty member about planning an appropriate IMaP.

Recommendations for Mathematics Teaching Licensure

Mathematics majors who intend to teach grades 5-12 mathematics must meet all of the normal requirements for the major while including specific courses required for State of Minnesota licensure. Their IMaPs must include:

Basic requirements for all majors		
MATH 232	Discrete Mathematics	1.00
MATH 244	Real Analysis I	1.00
MATH 252	Abstract Algebra I	1.00
MATH 262	Probability Theory	1.00
MATH 356	Geometry	1.00
Course in statistics		1.00
EDUC 350	Teaching of Mathematics, 5-12	1.00
Several Education courses ¹		

¹ As listed in the Education (<http://wp.stolaf.edu/education>) description

Students should consult the mathematics licensure advisor for advice on planning mathematics and education course sequences.

Courses

MATH 109: Preparation for Calculus

This course is designed for students who need additional preparation before taking calculus. The course emphasizes functions, including polynomial, exponential, logarithmic, and trigonometric. Enrollment requires permission of the Mathematics Placement Director.

MATH 117: Gateways to Mathematics

This course explores the nature of mathematics and its role in contemporary society. The content and format of the course vary depending on the instructor's interests. In particular, the course may focus on one or two mathematical topics in depth or survey a wider range of topics. Recent topics have included mathematics of voting, probability, game theory, finance, and connections between mathematics and the arts. Offered annually.

Prerequisites: high school algebra and geometry.

MATH 119: Calculus I with Review

This course combines a full semester of differential calculus with reviews of algebra and pre-calculus topics for students who did not complete a pre-calculus course in high school, or are otherwise not prepared to enroll in Mathematics 120. Review of algebraic techniques and the language of functions are integrated with topics from the calculus of functions of a single real variable, including trigonometric, exponential, and logarithmic functions. Topics are explored graphically, symbolically, and numerically. Class meets four times per week, including one laboratory meeting. Counts toward mathematics major. Offered during fall semester.

Prerequisite: mathematics placement recommendation.

MATH 120: Calculus I

This course introduces differential and integral calculus of functions of a single real variable, including trigonometric, exponential, and logarithmic functions. Derivatives, integrals, and differential equations are explored graphically, symbolically, and numerically. Applications of these topics are emphasized throughout the course. Offered each semester.

Prerequisite: mathematics placement recommendation.

MATH 126: Calculus II

This course covers methods and applications of integration, geometric and Taylor series, and introduces partial derivatives and double integrals. Credit may be earned for either MATH 126 or MATH 128, but not both. Offered each semester.

Prerequisite: MATH 119 or MATH 120 or equivalent, or mathematics placement recommendation.

MATH 128: Honors Calculus II

This course covers the material in MATH 126 in greater depth and breadth. Credit may be earned for either MATH 126 or MATH 128, but not both. Offered annually in the fall semester.

Prerequisite: 4 or 5 on AP Calculus AB exam or permission of the Mathematics Placement Director.

MATH 200: Topics in Mathematics (0.25)

Students explore special topics in mathematics. Topics may vary from year to year. Counts toward mathematics major. Offered periodically.

Prerequisite: permission of instructor.

MATH 201: Topics in Mathematics (0.50)

Students explore special topics in mathematics. Topics may vary from year to year. Counts toward mathematics major. Offered periodically.

Prerequisite: permission of instructor.

MATH 218: Geometry and Decorative Art in Morocco (abroad)

Islamic art is decorative and based on geometry. Students study this art, its origins, and its significance, along with cultural topics related to Moroccan life, in the imperial city of Fes. Field work includes identification and analysis of distinct geometrical patterns found on buildings, monuments, and artifacts. Students also use geometry to create their own art. Mosaic designs are still created in Fes, a center for Islamic geometric patterns. Students stay with Moroccan families while in Fes. Field trips visit sites in and around Fes, with day-long visits to Meknès, Moulay Idriss, and Volubis, and a longer excursion to Marrakech and Casablanca. Offered periodically during Interim.

MATH 220: Elementary Linear Algebra

This course beautifully illustrates the nature of mathematics as a blend of technique, theory, abstraction, and applications. The important problem of solving systems of linear equations leads to the study of matrix algebra, determinants, vector spaces, bases and dimension, linear transformations, and eigenvalues. Offered each semester and periodically during Interim. Counts toward management studies concentration.

Prerequisite: MATH 119 or MATH 120.

MATH 226: Multivariable Calculus

This course extends important ideas of single-variable calculus (derivatives, integrals, graphs, approximation, optimization, fundamental theorems, etc.) to higher-dimensional settings. These extensions make calculus tools far more powerful in modeling the (multi-dimensional) real world. Topics include partial derivatives, multiple integrals, transformations, Jacobians, line and surface integrals, and the fundamental theorems of Green, Stokes, and Gauss. Offered each semester.

Prerequisites: MATH 126 or MATH 128, and MATH 220.

MATH 230: Differential Equations I

This course introduces differential equations and analytical, numerical, and graphical techniques for the analysis of their solutions. First- and second-order differential equations and linear systems are studied. Applications are selected from areas such as biology, chemistry, economics, ecology, and physics. Laplace transforms or nonlinear systems may be covered as time permits. Students use computers extensively to calculate and visualize results. Offered each semester. Counts toward neuroscience, management studies, and mathematical biology concentrations.

Prerequisite: MATH 126 or MATH 128 and MATH 220.

MATH 232: Discrete Mathematics

Using problem solving techniques, students study topics from non-continuous mathematics, including basic counting principles, mathematical induction, recursion, efficiency of algorithms, and graph theory. Offered in alternate years. Students may not take this course after MATH 244, MATH 252, or MATH 282 without permission of instructor. Counts toward management studies concentration.

Prerequisite: MATH 119 or MATH 120 or CSCI 121 or CSCI 125 or permission of instructor.

MATH 235: Structures in Higher Mathematics

This course introduces students to key concepts and forms of proof found in theory courses (e.g., MATH 244 and MATH 252). Topics include basic logic and set theory, mathematical induction, primes, congruences, and infinite sets. Students learn to read, write, and understand mathematical proofs. Offered periodically during Interim.

Prerequisites: MATH 220 or permission of instructor.

MATH 236: Mathematics of Biology

This course introduces students to the essential modeling techniques of formulation, implementation, validation, and analysis. Students engage in these areas by combining experiment, mathematical theory, statistics, and computation to better understand a wide variety of biological systems. Offered annually in the spring semester. Counts toward neuroscience and mathematical biology concentrations.

Prerequisite: MATH 126 or MATH 128, and MATH 220.

MATH 239: Number Theory - Budapest (abroad)

This course introduces the study of patterns and relationships satisfied by natural numbers. Topics include divisibility, modular arithmetic, prime numbers, congruences, primitive roots, and quadratic residues. The course is offered in Budapest, Hungary, a world center for mathematics research. The course includes several hours of Hungarian language instruction and lectures by Hungarian mathematicians and scholars. Offered annually during Interim.

Prerequisite: MATH 220 or permission of instructor.

MATH 242: Modern Computational Mathematics

Modern mathematics is characterized by the interaction of theoretical and computational techniques. In this course, students study topics from pure and applied mathematics with the aid of computation. Symbolic, graphical, and numerical computational techniques are introduced. Students develop computational skills sufficient to investigate mathematical questions independently. No previous programming experience is required. Offered annually. Counts toward mathematical biology concentration.

Prerequisite: MATH 220.

MATH 244: Real Analysis I

Students encounter the theory of calculus and develop tools for communicating mathematical ideas with technical accuracy and sophistication. The goal is mastery of the concepts (e.g., limit, continuity, derivatives, and integrals) necessary to verify such important results as the Fundamental Theorem of Calculus, the Mean Value Theorem, and the Bolzano-Weierstrass Theorem. Emphasis is on theory and on developing the ability to write proofs. Offered each semester. Counts toward computer science major.

Prerequisite: MATH 126 or MATH 128, and MATH 220. Permission of instructor required for first-year students.

MATH 252: Abstract Algebra I

Algebra is concerned with sets of objects and operations that satisfy a few basic properties. Using the properties we study axiomatic systems such as groups, rings, and fields, covering topics such as homomorphisms, cosets, quotient structures, polynomial rings, and finite fields. Emphasis is on theory and on developing the ability to write proofs. Offered each semester. Counts toward computer science major.

Prerequisite: MATH 220. Permission of instructor required for first-year students.

MATH 262: Probability Theory

This course introduces the mathematics of randomness. Topics include probabilities on discrete and continuous sample spaces, conditional probability and Bayes' Theorem, random variables, expectation and variance, distributions (including binomial, Poisson, geometric, normal, exponential, and gamma) and the Central Limit Theorem. Students use computers to explore these topics. Offered each semester. Counts toward management studies concentration.

Prerequisite: MATH 126 or MATH 128.

MATH 266: Operations Research

Students are introduced to modeling and mathematical optimization techniques (e.g., linear programming, network flows, discrete optimization, constrained and unconstrained nonlinear programming, queuing theory). Students use computers to explore these topics, but prior computer experience is not assumed. Offered annually. Counts toward management studies concentration.

Prerequisites: MATH 126 or MATH 128, and MATH 220; MATH 226 and/or MATH 262 recommended.

MATH 282: Topics in Mathematics

Students work intensively on a special topic in mathematics or its applications. Topics vary from year to year. May be repeated if topic is different. Offered periodically.

MATH 294: Academic Internship**MATH 298: Independent Study****MATH 330: Differential Equations II**

This course covers partial differential equations from an applied perspective and emphasizes simple models involving phenomena such as wave motion and diffusion. Topics and techniques such as separation of variables, boundary value problems, Fourier series, and orthogonal functions are developed carefully. Mathematical computing is used freely. Offered in alternate years. Counts toward neuroscience and mathematical biology concentrations.

Prerequisite: MATH 230.

MATH 340: Complex Analysis

Complex analysis treats the calculus of complex-valued functions of a complex variable. Familiar words and ideas from ordinary calculus (limit, derivative, integral, maximum and minimum, infinite series) reappear in the complex setting. Topics include complex mappings, derivatives, and integrals; applications focus especially on the physical sciences. Offered annually.

Prerequisite: MATH 220, and MATH 226 or MATH 244.

MATH 344: Real Analysis II

The main topics of this course are measure theory on the real line, the Lebesgue integral and its relation to the Riemann integral, and convergence theorems for the Lebesgue integral. Applications to probability and harmonic analysis may be included. Offered in alternate years.

Prerequisite: MATH 244.

MATH 348: Topology

This course is an introduction to topological spaces and their structures mainly from the point-set perspective. Standard topics include separation axioms, compactness, and connectedness. Other topics from geometric and algebraic viewpoints may be included. Offered in alternate years.

Prerequisite: MATH 244.

MATH 352: Abstract Algebra II

This course is a continuation of the study of the theory of groups, rings, and fields. Topics include group actions, Sylow theory, and Galois theory. Other topics may include representation theory, module theory, and others. Offered in alternate years.

Prerequisite: MATH 252.

MATH 356: Geometry

Properties of axiomatic systems are illustrated with finite geometries and applied in a synthetic examination of Euclid's original postulates, well-known Euclidean theorems, and non-Euclidean geometries. Euclidean, similarity, and affine transformations are studied analytically. These transformations are generalized to obtain results in hyperbolic geometry and used to generate fractals in an exploration of fractal geometry. Dynamic geometry software and hands-on labs are used to explore both the transformations and properties of these geometries. Offered annually during Interim.

Prerequisite: MATH 220, and MATH 244 or MATH 252.

MATH 364: Combinatorics

This course covers basic enumeration, including generating functions, recursion, and the inclusion-exclusion principle. Basic combinatorial objects such as set partitions, permutations, integer partitions, and posets are discussed. Making conjectures and proving theorems combinatorially are emphasized. Students also explore topics in graph theory, matrix theory, and representation theory. Offered in alternate years.

Prerequisite: MATH 252; some previous exposure to counting methods (e.g., counting permutations and combinations) is helpful but not required.

MATH 382: Topics in Mathematics

Students work intensively on a special topic in mathematics. Topics vary from year to year. May be repeated if topic is different. Offered annually.

MATH 384: Topics in Applied Mathematics

Students work intensively on a special topic in applied mathematics. Topics vary from year to year. May be repeated if topic is different. Offered periodically.

MATH 390: Mathematics Practicum

Students work in groups on substantial problems posed by, and of current interest to, area businesses and government agencies. The student groups decide on promising approaches to their problem and carry out the necessary investigations with minimal faculty involvement. Each group reports the results of its investigations with a paper and an hour-long presentation to the sponsoring organization. Offered annually during Interim.

Prerequisite: Permission of instructor.

MATH 394: Academic Internship**MATH 396: Directed Undergraduate Research**

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

MATH 398: Independent Research**Related Courses****CSCI 315: Bioinformatics**

Students study computational problems arising from the need to store, access, transform, and utilize DNA-related data. Topics from computer science include: exhaustive search; algorithms (including dynamic programming, divide-and-conquer, graph and greedy algorithms) for fragment reassembly, sequence alignment, phylogenetic trees; combinatorial pattern matching; clustering and trees; and hidden Markov models. Offered alternate years. Counts toward neuroscience, biomolecular studies, and mathematical biology concentrations and mathematics major.

Prerequisites: CSCI 253, or one of CSCI 121 or CSCI 125, and one of BIO 125 or MATH 220, or permission of instructor.

CSCI 333: Theory of Computation

Students learn about formal languages, automata, and other topics concerned with the theoretical basis and limitations of computation. The course covers automata theory including regular languages and context-free languages, computability theory, complexity theory including classes P and NP, and cryptographic algorithms. Offered alternate years. Counts toward neuroscience and linguistic studies concentrations.

Prerequisite: a proof writing course (such as MATH 244 or MATH 252) or permission of instructor.

MSCS 389: Math, Statistics, and Computer Science Research Methods (0.50)

Students focus on writing scientific papers, preparing scientific posters, and giving presentations in the context of a specific, year-long, interdisciplinary research project. In addition, this weekly seminar series builds collaborative research skills such as working in teams, performing reviews of math, statistics, and computer science literature, consulting effectively, and communicating proficiently. Exposure to post-graduate opportunities in math, statistics, and computer science disciplines is also provided. Open to students accepted into the Center for Interdisciplinary Research.

STAT 212: Statistics for the Sciences

A first course in statistical methods for scientists, this course addresses issues for proposing/designing an experiment, as well as exploratory and inferential techniques for analyzing and modeling scientific data. Topics include probability models, exploratory graphics, descriptive techniques, statistical designs, hypothesis testing, confidence intervals, and simple/multiple regression. Offered each semester. Enrollment limited for seniors. STAT 110, STAT 212, and ECON 263 all provide an introduction to statistics and students should not take more than one; they all can serve as a prerequisite for further courses. Counts toward environmental studies major (natural science and social science emphases), exercise science major, and management studies and mathematical biology concentrations; and biomedical studies concentration (for students through class of 2016).

STAT 214: Honors Statistics for the Sciences

This course engages students with the material in STAT 212 in greater depth and breadth. Topics such as bootstrapping and multiple regression will be introduced in addition to core material from STAT 212. No previous experiences with statistics is assumed; this course provides an introduction to statistics, but it can also be taken by students coming from STAT 110, ECON 263, or AP Statistics who would like a transition into the statistics concentration. Counts toward environmental studies major (social science emphasis), exercise science major, and mathematical biology concentration.

Prerequisites: MATH 119 or MATH 120 or equivalent, or CSCI 125, or some previous statistics (e.g., AP Statistics or STAT 110 or ECON 263).

STAT 272: Statistical Modeling

This course takes a case-study approach to the fitting and assessment of statistical models with application to real data. Specific topics include multiple regression, model diagnostics, and logistic regression. The approach focuses on problem-solving tools, interpretation, mathematical models underlying analysis methods, and written statistical reports. Offered each semester. Counts toward environmental studies major (natural science and social science emphases) and management studies, mathematical biology, and neuroscience concentrations.

Prerequisite: STAT 110, STAT 212, or STAT 214, or ECON 263, or equivalent preparation, or permission of instructor.

STAT 316: Advanced Statistical Modeling

This course extends and generalizes methods introduced in STAT 272 by introducing generalized linear models (GLMs) and correlated data methods. GLMs cover logistic and Poisson regression, and more. Correlated data methods include longitudinal data analysis and multi level models. Applications are drawn from across the disciplines. Offered annually in the spring semester. Counts toward neuroscience concentration.

Prerequisite: STAT 272.

STAT 322: Statistical Theory

This course is an investigation of modern statistical theory along with classical mathematical statistics topics such as properties of estimators, likelihood ratio tests, and distribution theory. Additional topics include Bayesian analysis, bootstrapping, Markov Chain Monte Carlo, and other computationally intensive methods. Offered annually in the fall semester. Counts toward neuroscience concentration.

Prerequisite: STAT 272 and MATH 262.

Faculty

Chair, 2015-2016**Paul Zorn**

Professor of Mathematics, Statistics, and Computer Science
complex analysis; mathematical exposition

Richard J. Allen

Professor of Mathematics, Statistics, and Computer Science
logic programming; intelligent tutoring systems; computer science; Islamic geometric patterns; bioinformatics

Joseph J. Benson

Visiting Assistant Professor of Mathematics, Statistics, and Computer Science
differential geometry; differential equations; lie groups; symmetries; moving frames

Adam H. Berliner (on leave)

Associate Professor of Mathematics, Statistics, and Computer Science

combinatorial matrix theory; linear algebra; graph theory

Jessica R.B. Bestrashniy

Visiting Assistant Professor of Mathematics, Statistics, and Computer Science
statistics; epidemiology; statistical genetics

Jill Dietz (on leave)

Professor of Mathematics, Statistics, and Computer Science
algebraic topology; group theory

Kosmas J. Diveris

Assistant Professor of Mathematics, Statistics, and Computer Science
commutative algebra; homological algebra

Kristina C. Garrett

Associate Professor of Mathematics, Statistics and Computer Science
enumerative and algebraic combinatorics; partition theory; q-series

Kathryn Ziegler Graham

Associate Professor of Mathematics, Statistics, and Computer Science
biostatistics

Bruce Hanson

Professor of Mathematics, Statistics, and Computer Science
real analysis; complex analysis

Paul Humke

Professor of Mathematics, Statistics, and Computer Science
real analysis; dynamical systems

Ryota Matsuura

Assistant Professor of Mathematics, Statistics, and Computer Science
mathematics education; algebraic number theory

Steven McKelvey

Professor of Mathematics, Statistics, and Computer Science, Registrar and Assistant Vice President for Academic Affairs
operations research; wildlife modeling

Marju Purin

Assistant Professor of Mathematics
homological algebra; representation theory

Matthew P. Richey

Professor of Mathematics, Statistics, and Computer Science
applied and computational mathematics

Paul J. Roback

Professor of Mathematics, Statistics, and Computer Science
statistics

Thomas E. Rogers

Instructor in Mathematics, Statistics, and Computer Science

Hwayeon Ryu

Visiting Assistant Professor of Mathematics, Statistics, and Computer Science
mathematical biology; applied mathematics

Kay E. Smith

Associate Professor of Mathematics, Statistics, and Computer Science
logic; discrete mathematics

Matthew Wright

Visiting Assistant Professor of Mathematics, Statistics, and Computer Science

Mathematics, Statistics, and Computer Science

Patty Martinez, Regents Math 307

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The Department of Mathematics, Statistics, and Computer Science offers programs in all three disciplines, including majors in mathematics and computer science and a concentration in statistics. For more information on each program, see the separate listings under Computer Science (p. 86), Mathematics (p. 168), and Statistics (p. 254).

Faculty

Chair, 2015-2016**Paul Zorn**

Professor of Mathematics, Statistics, and Computer Science
complex analysis; mathematical exposition

Richard J. Allen

Professor of Mathematics, Statistics, and Computer Science
logic programming; intelligent tutoring systems; computer science; Islamic geometric patterns; bioinformatics

Joseph J. Benson

Visiting Assistant Professor of Mathematics, Statistics, and Computer Science
differential geometry; differential equations; lie groups; symmetries; moving frames

Adam H. Berliner (on leave)

Associate Professor of Mathematics, Statistics, and Computer Science
combinatorial matrix theory; linear algebra; graph theory

Jessica R.B. Bestrashniy

Visiting Assistant Professor of Mathematics, Statistics, and Computer Science
statistics; epidemiology; statistical genetics

Richard A. Brown

Professor of Mathematics, Statistics, and Computer Science
computer science; parallel/distributed systems

Jill Dietz (on leave)

Professor of Mathematics, Statistics, and Computer Science
algebraic topology; group theory

Kosmas J. Diveris

Assistant Professor of Mathematics, Statistics, and Computer Science
commutative algebra; homological algebra

Kristina C. Garrett

Associate Professor of Mathematics, Statistics and Computer Science
enumerative and algebraic combinatorics; partition theory; q-series

Kathryn Ziegler Graham

Associate Professor of Mathematics, Statistics, and Computer Science

biostatistics

Olaf A. Hall-Holt

Associate Professor of Mathematics, Statistics, and Computer Science
computational geometry; computer vision/graphics

Bruce Hanson

Professor of Mathematics, Statistics, and Computer Science
real analysis; complex analysis

Paul Humke

Professor of Mathematics, Statistics, and Computer Science
real analysis; dynamical systems

Sharon J. Lane-Getaz

Associate Professor of Mathematics, Statistics, and Computer Science
statistics

Julie M. Legler

Professor of Mathematics, Statistics, and Computer Science
biostatistics

Ryota Matsuura

Assistant Professor of Mathematics, Statistics, and Computer Science
mathematics education; algebraic number theory

Steven McKelvey

Professor of Mathematics, Statistics, and Computer Science, Registrar and Assistant Vice President for Academic Affairs
operations research; wildlife modeling

Marju Purin

Assistant Professor of Mathematics
homological algebra; representation theory

Matthew P. Richey

Professor of Mathematics, Statistics, and Computer Science
applied and computational mathematics

Paul J. Roback

Professor of Mathematics, Statistics, and Computer Science
statistics

Thomas E. Rogers

Instructor in Mathematics, Statistics, and Computer Science

Hwayeon Ryu

Visiting Assistant Professor of Mathematics, Statistics, and Computer Science
mathematical biology; applied mathematics

Kay E. Smith

Associate Professor of Mathematics, Statistics, and Computer Science
logic; discrete mathematics

Media Studies

Deb Clark, Tomson 283

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(Media and Film Studies)

The primary purpose of media studies is to promote media literacy and encourage students to become informed and engaged digital

citizens whose media use reflects not just market forces but the development of a civil society. Students pursuing an interdisciplinary concentration in media studies in a liberal arts context take courses that survey the history of the mass media, the dominant theories and practices that shape media representation, and the effects of the mass media on individuals and groups. Media studies courses are taught from a variety of disciplinary perspectives and are united by the assumption that informed media users are better able to exercise ethical judgment in determining which media are best for themselves, their families, communities, and society in general.

Intended Learning Outcomes for the Concentration (<http://wp.stolaf.edu/curriculum-committee/media-studies-concentration>)

Requirements

With the approval of the program director, students assemble individualized programs of study involving a total of five courses. A concentration consists of a common introductory course, MEDIA 160, plus three approved courses drawn from departments and programs across the curriculum, an academic internship in a media-related field, and a digital portfolio. The purpose of the digital portfolio is to compile a variety of materials related to a media studies education in an integrative and useful way. The portfolio has proven valuable for students applying for jobs and other professional opportunities.

Requirements and plans for individual portfolios are discussed at a mandatory meeting for all junior and senior media studies concentrators, in the fall semester. Graduating concentrators submit their completed portfolios to the program director by April 15 of their senior year.

Media Internship

Students pursuing the media studies concentration enroll in and complete a *credit-bearing*, academic internship in a media-related field, e.g., film, television, video, radio, Internet, newspaper, magazine, book publishing, journalism, public relations, marketing, advertising, or graphic design. The internship may be undertaken at any time during a program of study. To secure academic credit for a summer internship, students must register for summer session II by June 1. Students are responsible for securing the internship placement and for consulting with the program director and director of academic internships in the Piper Center for Vocation and Career (<http://wp.stolaf.edu/pipercenter>) for additional information and guidance.

Courses

MEDIA 160: Mass Media

This introductory-level course is part of a two-course sequence that encourages students to assess and shape their personal relationship to mass media. Its premise is that we are all, to some extent, uninformed and uncritical consumers of media products and services rather than conscientious and socially-minded users of them. In this spirit, the course provides a comprehensive historical overview of the various print and electronic media that have shaped, and continue to shape, our lives. By examining the issues that have influenced the development of the mass media, the course considers ideological, cultural, aesthetic and ethical perspectives. Counts toward American studies major and film studies concentration.

MEDIA 220: Cybercultures: From the Personal to the Political

Artists and scholars hail cyberspace as a frontier for exploration, but where is cyberspace? This course examines cyberspace, its cultural artifacts as evidence of a new transnational society, and how participation in cyberspace shapes personal identities and political affiliations. Regardless of their relationship to the digital world--be it social networking, gaming, or texting--in this course students create and analyze new media texts and examine their personal cybercultural interactions to understand the larger impact of new media technologies. Offered periodically.

MEDIA 260: Media and Screen Cultures

This course focuses on screen-based media, from television to movies, video games to the internet, from theoretical and critical perspectives. Primary emphasis is on the diverse ways screen media production, distribution, and consumption inform contemporary issues in the public sphere. In particular, the course examines media discourses on identity, agency, and privacy, and how media representations of race, class, and gender presently exist as both products and producers of contemporary cultures.

Prerequisite: MEDIA 160 or permission of instructor.

MEDIA 294: Academic Internship

MEDIA 295: Internship and Reflection Seminar

This seminar integrates the liberal arts with the experience of work and the search for a vocation or career. Course content will include both an off-campus internship and on-campus class sessions that connect academic theories/analyses of work with their particular internship experience. Students will also consider and articulate the value of the liberal arts for their pursuit of a creative, productive, and satisfying professional life.

MEDIA 298: Independent Study

MEDIA 360: Topics in Media

This course provides a capstone to the concentration. Taught as a seminar, it investigates critical and specialized issues in media from multiple and often competing perspectives. Topics change regularly and address a wide range of media-related concerns. Sample topics include Media and the Environment, Media and Religion, Media and Globalization. Offered annually in the spring semester.

Prerequisite: MEDIA 160 or permission of instructor.

MEDIA 394: Academic Internship

MEDIA 396: Directed Undergraduate Research

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

MEDIA 398: Independent Research

Approved Courses

The following courses are offered annually or biannually: Additional courses that count for media studies may be offered on a periodic or one-time basis. Students interested in having a course approved for media studies should consult the program director.

AMST 100 American Culture: Interdisciplinary Perspectives

ART 205 Photography

ART 228 Animated Art
 ART 229 Digital Filmmaking
 ART 236 Graphic Design
 ART 256 A History of Photography
 AR/AS 270 Visual Culture of Modern China
 ASIAN 156 Contemporary China Through Film (in English translation)
 ASIAN 230 The Philosophy of Anime
 DANCE 150 Movement, the Camera, and the Creative Process
 ENGL 275 Literature and Film
 ENGL 280 Topics in Genre
 ENGL 285 Digital Rhetorics and New Media Literacies
 ENGL 289 Journalistic Writing
 ENGL 291 Intermediate Creative Nonfiction Writing
 ENGL 296 Screenwriting
 ESTH 290 Sport Ethics in Society
 FILM 101 Introduction to Film Studies
 FILM 201 American Film History
 GERM 249 German Cinema (in English)
 HIST 182 America Since 1945
 HIST 290 Reel America: U.S. History in Film
 MGMT 229 Arts Management
 MGMT 250 Marketing
 MUSIC 225 Music in the Electronic Medium
 PHYS 252 Musical Acoustics
 PSCI 211 Media and Politics
 THEAT 275 Writing for Performance

The following courses are approved when they have media-related content:

AMCON 202 Pursuits of Happiness, 1920-Present
 AMST 301 Seminar in American Studies
 ART 246 New York Art Interim (off-campus)
 ART 253 Art Since 1945
 ENGL 266 Romanticism and Rock Music
 FREN 250 Speaking (of) French
 FREN 272 Contemporary France
 HIST 375 Problems of Contemporary America

REL 121 Bible in Culture and Community: "The Bible as Screen Play" and "Jesus at the Movies"

RUSSN 254 Russian Culture and Civilization

RUSSN 265 Introduction to Russian and Soviet Film (in English translation)

RUSSN 372 The Russian Press

SOAN 264 Race and Class in American Culture

WRIT 111 First-Year Writing: "Writing about Film" and "Page, Stage, and Screen"

Faculty

Director, 2015-2016

William Sonnega

Associate Professor of Theater
 theater; media studies

Karen R. Achberger

Professor of German

German cinema; 20th century German and Austrian literature; Ingeborg Bachmann; Green Germany; fin-de-siècle Vienna

Carlos Gallego

Associate Professor of English

Chicano/a studies; 20th century American literature; comparative ethnic studies; philosophy and critical theory; cultural studies

Karil J. Kucera (on leave)

Associate Professor of Art and Art History and Asian Studies
 Asian art history; text/image; sacred sites

Judy Kutulas

Professor of History

20th century US history; US women's history; popular and material culture

Justin W. Merritt

Associate Professor of Music

composition; theory; instrumentation; electronic music

Linda Y. Mokdad

Assistant Professor of English

film history; classical film theory; feminist film theory; art cinema; Arab cinemas

Sian E. Muir

Entrepreneur in Residence

marketing; entrepreneurship; strategy; arts management

Diana O. Neal

Associate Professor of Nursing

pediatric nursing; neonatal intensive care nursing; complementary therapies

Margaret Ojala

Professor of Art and Art History

photography

Rebecca S. Richards

Assistant Professor of English

rhetoric and composition; feminist/gender studies; media studies

Anthony W. Roberts (on leave spring)
Artist in Residence in Dance
modern dance; dance technology; Companydance

Mary E. Trull
Associate Professor of English
sixteenth- and seventeenth- century English literature

Karen Wilson
Professor of Theater
theater; ethics and theater; directing; voice/phonetics

Media and Film Studies

The Media and Film Studies program offers concentrations in Film Studies and in Media Studies. For more information on each program, see the separate listings under Film Studies (p. 133) and Media Studies (p. 174).

Medieval Studies

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Founded by the Department of Classics in 1971, medieval studies is one of St. Olaf's oldest interdisciplinary programs. In scope it spans the more than ten centuries between the fall of the Roman Empire and the flowering of the Renaissance. Combining art, history, language, literature, philosophy, religion, and theater, it encourages students to take a broad look at medieval European culture, examining it from multiple perspectives.

The medieval studies program has no courses of its own; instead it relies on courses offered by individual departments. Students who major in medieval studies choose electives from the various departmental courses that deal primarily or entirely with the Middle Ages. Many of these courses also satisfy general education requirements. The required courses in Latin can simultaneously fulfill the college's foreign language requirement.

It is common for St. Olaf students to combine a medieval studies major with a B.A. major like art history, English, history, music, philosophy, or religion. Even mathematics or natural science majors often complete a second major in medieval studies. The major provides a useful background in the humanities for students interested in virtually any career.

Overview of the Major

The objectives of the major are competence in Latin at the intermediate level, familiarity with medieval European civilizations, and in-depth knowledge of one subject area within the major.

Any student interested in a medieval studies major should draw up a contract with the program's director. The contract may be changed at any time up to second semester of the senior year.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/medieval-studies-major-ilos>)

Distinction

See Academic Honors (p. 36)

To attain distinction in medieval studies, a student must demonstrate talent with Latin, skill in conducting research on a medieval topic, and broad knowledge of medieval European civilization. Specific guidelines are available from the director of medieval studies. Medieval studies majors who wish to pursue distinction should notify the director of the program no later than January 1 of their senior year.

Requirements

Every student majoring in medieval studies must complete the following:

Fourth semester (or higher) of Latin	1.00
One medieval history course	1.00
One medieval literature course	1.00
Four electives chosen from various departments	4.00
One independent research	1.00

Total Credits **8**

Courses

The following courses have been approved for the major (seminars and topics courses are acceptable only when they focus on the medieval world):

ART 263 Medieval Art

ART 273 Religion, Royalty & Romantics: The Gothic and Gothic Revival

ART 275 Topics in Art History

ENGL 220 Topics in Literary History

ENGL 223 Old and Middle English Literature: The Weird and the Wonderful

ENGL 246 Women's Literature

ENGL 262 Topics: Literature and History

ENGL 330 Advanced Studies in Literary Eras: British

ENGL 391 Major British Authors

ENGL 395 Chaucer from an Ethical Perspective

ENGL 399 The Major Seminar

GCON 116 The Tradition Redefined: The Medieval Synthesis

HIST 111 Viking and Medieval Scandinavia

HIST 115 Courtly Love in the Middle Ages

HIST 188 Topical Seminar

HIST 190 Europe from the Ancients to the Renaissance

HIST 210 Major Seminar: European History
 HIST 211 The Early Middle Ages
 HIST 212 The High and Late Middle Ages
 HIST 310 Seminar: Medieval Europe
 LATIN 235 Medieval Latin (or any other Latin course beyond 231)
 MUSIC 345 Advanced Study in Music History
 NORW 399 Seminar
 PHIL 374 Seminar in the History of Philosophy
 REL 234 Luther and Aquinas: Protestant and Catholic Theology in Dialogue
 REL 246 Islam -- Religion and Community
 REL 302 History of Christian Thought I
 REL 303 History of Christian Thought II
 REL 392 Studies in Religion Seminar
 REL 399 Thematic Seminar
 THEAT 270 History of Theater up to 1700
 CLASS 298 Independent Study
 CLASS 398 Independent Research

Interim courses such as:
 ART 255 Italian Art in Context (abroad)
 ART 271 Gothic Art
 HIST 237 Women in Medieval Europe
 REL 262 Catholic Rome, Lutheran Wittenberg (abroad)

and other courses offered occasionally or only once (including courses at Carleton College) may also be used as electives.
 See the director for information on courses offered in a particular year.

Faculty

Director, 2015-16

Anne H. Groton

Professor of Classics

Greek and Roman drama; classical languages and literature

Middle Eastern Studies

Jennifer Schultz, Old Main 130

507-786-3080

schultzj@stolaf.edu

wp.stolaf.edu/middle-east (<http://wp.stolaf.edu/middle-east>)

The Middle Eastern studies concentration introduces students to the study of the diverse, culturally rich, and increasingly complex part of the world that currently includes the Arab world, Iran, Israel, and Turkey, recognizing the interconnectedness of peoples and cultures and locating their significance in wider global contexts. The

concentration facilitates the interdisciplinary study of the Middle East, encouraging students to combine courses in Arabic, art, economics, history, political science, religion, and sociology/anthropology, among other disciplines.

Overview of the Concentration

The concentration in Middle Eastern studies provides students with the opportunity to study the ways in which members of Middle Eastern cultures have understood and interpreted the world, as well as the way in which others have interpreted the Middle East. As students explore the experiences, values, intellectual and artistic achievements, and economic, religious, political, and sociological systems and structures that influence Middle Eastern cultures, they gain a fuller understanding of the significance of the Middle East in its own right as well as in relation to the rest of the world.

Intended Learning Outcomes for the Concentration (<http://wp.stolaf.edu/curriculum-committee/middle-eastern-studies-concentration-ilos>)

Special Programs

Students are encouraged to take advantage of the many opportunities to study in the Middle East through St. Olaf international and off-campus programs (<http://wp.stolaf.edu/international/9059-2>), including: Global Semester, Mediterranean Semester, the ACM Semester in Middle Eastern and Arabic Language Studies in Amman (Jordan), Semester at Bogazici University (Istanbul, Turkey), or Semester at American University in Cairo (Egypt).

Requirements

The Middle Eastern studies concentration requires a minimum of five courses. Courses must deal in a significant and disciplined manner with one or more aspects of Middle Eastern culture or history. At least one course must be taken on campus. Typically, courses taken on the Mediterranean Semester and one course on Global Semester count toward the concentration. Many courses offered by relevant departments at the American University of Cairo and Bogazici University, among other semester abroad destinations, count toward the concentration.

Courses taken abroad should be certified by the director of the Middle Eastern studies concentration as fulfilling the appropriate course requirements.

Courses

The following courses, offered on- and off-campus during the 2015-16 school year, count towards the Middle Eastern studies concentration:

Fall 2015

ALSO 100 Alternate Language Study Option : Beginning Arabic I

ALSO 200 Alternative Language Study Option: Intermediate Arabic I

ENGL 209 Arab American Literature and Film

ID 234 Human Geography of the Middle East

HIST 188 Topical Seminar: Jihad and Crusades

HIST 210 Major Seminar: European History: The Crusades

REL 248 Judaism

Interim 2016

FREN 235 French Language and Moroccan Culture in Fes (abroad)

Spring 2016

ALSO 101 Alternative Language Study Option: Beginning Arabic II

ALSO 201 Alternative Language Study Option: Intermediate Arabic II

FREN 373 Genre Studies The Algerian Novel

ID 235 Introduction to Modern Middle Eastern Studies

Faculty

Director, 2015-2016

Jamie A. Schillinger

Associate Professor of Religion

Christian thought and ethics; Islamic thought and ethics

Ibtesam al-Atiyat (on leave)

Associate Professor of Sociology/Anthropology

Arab society; gender; social movements; Islamic movements

Wendy W. Allen

Professor of Romance Languages - French

contemporary France; the Maghreb; second language acquisition;

intercultural education

Richard J. Allen

Professor of Mathematics, Statistics, and Computer Science

logic programming; intelligent tutoring systems; computer science;

Islamic geometric patterns; bioinformatics

M. Amine Bekhechi

Assistant Professor of Romance Languages - French

20th and 21st century Francophone literature; Algerian novel;

immigration studies; Arabic

Mara H. Benjamin

Associate Professor of Religion

Jewish studies

J. Patrick Dale

Associate Professor of Political Science

comparative politics; European politics and economics; central

European thought

Abdulai Iddrisu (on leave)

Associate Professor of History

African history; Islam in Africa

Robert W. McClure

Associate Professor of Education

social studies; curriculum and instruction

Maria F. Vendetti

Assistant Professor of Romance Languages-French

20th and 21st century French Francophone literature; literature and testimony during and after the Algerian War of Independence; literary filmic representations of torture, trauma, and war

Music

Cheryl Bristol, Hall of Music 245

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Inspired by the conviction that music is a divine gift, the St. Olaf College Music Department devotes itself to the cultivation of this gift in the lives of its students and in the broader community. We dedicate ourselves to creating an educational experience that unites the artistic standards of a professional program with the intellectual rigors and academic breadth of the liberal arts in an environment of free, creative, and critical inquiry. Through music we affirm the college's mission to foster the development of the whole person in mind, body, and spirit.

The Music Department offers extensive opportunities to explore, practice, and celebrate the musician's art with an ongoing commitment to a distinctive ensemble program, excellent individualized instruction, and a comprehensive undergraduate music curriculum. We honor St. Olaf's rich heritage spanning more than a century of international artistry and scholarship and will continue to cultivate a spirit of exploration and innovation, seeking and celebrating the transcendent and transforming power of music.

Degrees Offered

The Music Department offers Bachelor of Arts (B.A.) and Bachelor of Music (B.M.) degrees, which are accredited by the National Association of Schools of Music. St. Olaf students may also pursue the Bachelor of Arts/Bachelor of Music double-degree option.

Bachelor of Arts Degree in Music

This is a liberal arts degree, with approximately one-third of the course work in music. The B.A. music major may lead to a wide range of career options in music and related fields such as performance, broadcasting, multimedia, arts administration, advertising, education, arts journalism, music librarianship, or music therapy. Students may choose a general music major or may elect an emphasis in history-literature or theory-composition, or they may opt for a course of study that leads to the Minnesota teaching licensure (p. 100).

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/music-major-ba-ilos>)

Bachelor of Music Degree

This is a professional music degree with approximately two-thirds of the course work in music. Students may elect one of five majors:

Bachelor of Music in Performance

Graduates often continue with work in performance, preparing for careers as performers and teachers. This major also serves as good preparation for graduate studies in fields like music therapy. Piano and organ performance majors may also pursue an emphasis in collaborative keyboard performance.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/performance-major-bm-ilos>)

Bachelor of Music in Church Music

Graduates generally continue their studies in graduate school or move directly into parishes as church musicians. Careers in

conducting, college teaching, or the ministry are also served by this major.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/church-music-major-bm-ilos>)

Bachelor of Music in Theory-Composition

Graduates generally continue their studies in graduate school, eventually moving towards careers in film music and other media, teaching, or conducting.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/theory-composition-major-bm-ilos>)

Bachelor of Music in Music Education

This professional degree prepares graduates for a career in teaching immediately after graduation. Graduate study is an option as well.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/music-education-major-bm-ilos>)

Bachelor of Music with Elective Studies

Substantively integrated with professional music studies, students propose and complete an individualized program of study in a second discipline. Admission to this individualized degree program is by a competitive proposal process. Graduates pursue professional careers in music with substantive connections to an additional arts area, business, science, language and culture, or other sphere of expertise.

Bachelor of Arts/Bachelor of Music Double-Degree Program

This program engages students in professional study in music and study in the liberal arts, leading to both the Bachelor of Music and Bachelor of Arts degrees. Students pursuing the double-degree option may choose from five Bachelor of Music graduation majors (church music, elective studies, music education, performance, or theory-composition) and any of the Bachelor of Arts graduation majors except music. Students must meet the application requirements for both the Bachelor of Arts and Bachelor of Music degree programs. This program typically takes five years to complete. Students pursuing this option should consult their advisor as early as possible. See worksheet for more information. (http://wp.stolaf.edu/music/files/2013/06/SA_DoubleDegree13.pdf)

Admission to the Music Major

Students generally apply for entrance into the music major before enrolling but may also apply during the first year of studies at St. Olaf. A complete application for any music major (B.A. or B.M.) requires an audition on the principal instrument/voice, and screenings to test basic music knowledge and skills. Current St. Olaf students should contact the Music Admissions Coordinator or Music Department office by October 1 of their first year for more information. More information for prospective majors. (<http://wp.stolaf.edu/musicadm>)

Admissions to Teacher Education Programs

Entrance applications for B.A. music with teaching credential or B.M. music education programs are most often processed in the second semester of the sophomore year. Interested students must be already-admitted music majors and are classified as B.A. general music majors until accepted into a teacher education degree

program. More information. (<http://wp.stolaf.edu/music/music-education>)

Continuance

All students in B.M. and teacher education programs are reviewed for continuance. B.M. performance, church music, theory-composition, and elective studies students are generally reviewed at the end of the third semester in the program. Teacher education students are generally reviewed in the fall semester of their junior year. A continuance review includes a juried recital performance, a review of music and overall academic progress, and a possible interview/conference. A student not approved for continuance in any program is no longer in that program. More information (<http://wp.stolaf.edu/music/music-major-entrance-and-continuance-information>).

Keyboard Proficiency

All music majors must demonstrate keyboard proficiency at a level specified for the major/instrument, and it is recommended that students complete proficiency by the end of the sophomore year. Students may demonstrate proficiency through successful completion of piano classes, or by examination. More information (<http://wp.stolaf.edu/music/keyboard-proficiency-requirements>)

Music Ensembles

All full-time students are eligible to audition for membership in any of these musical ensembles. Participation in these ensembles fulfills ensemble graduation requirements for music majors.

Vocal Ensembles

St. Olaf Choir (<http://wp.stolaf.edu/stolaf-choir>), Chapel Choir (<http://wp.stolaf.edu/chapel>), St. Olaf Cantorei (<http://wp.stolaf.edu/cantorei>), Early Music Singers (<http://wp.stolaf.edu/ems>), Manitou Singers (<http://wp.stolaf.edu/manitou>), Viking Chorus (<http://wp.stolaf.edu/viking>)

Instrumental Ensembles

St. Olaf Band (<http://wp.stolaf.edu/stolaf-band>), Norseman Band (<http://wp.stolaf.edu/norseman>), St. Olaf Orchestra (<http://wp.stolaf.edu/stolaf-orch>), St. Olaf Philharmonia (<http://wp.stolaf.edu/philharmonia>), Collegium Musicum (<http://wp.stolaf.edu/collegium>), Jazz Ensembles (<http://wp.stolaf.edu/jazz>), Handbell Choirs (<http://wp.stolaf.edu/handbell>)

Additional opportunities for ensemble performance (<http://wp.stolaf.edu/musicadm/files/2013/08/musicorgs1011.pdf>) include Collegiate Chorale, Clarinet Choir, Flute Choir, Horn Club, Percussion Ensemble, Trombone Choir, and Tuba-Euphonium Ensemble. Participation in these ensembles does not fulfill graduation requirements for music majors.

Distinction

The Music Department does not offer departmental distinction.

Requirements

S/U Policy: No required course in the major can be taken S/U.

Music majors who study off-campus may petition the vice-chair of the department for approval of a maximum of two (2) courses, plus

performance studies. Independent study or research may count as one of these courses.

BA General Music Major

Worksheet (http://wp.stolaf.edu/music/files/2013/06/SA_BAGeneral13.pdf)

Admission to the Music Major

See Music Admissions and Scholarship Information (<http://wp.stolaf.edu/musicadm>)

- application (<http://wp.stolaf.edu/music/files/2013/06/BAMusApplic20061.pdf>)
- principal-instrument/voice audition repertoire (<http://wp.stolaf.edu/music/appendix-a-ba-entrance-repertoire>)
- music knowledge and keyboard skills screening

Degree Requirements

General Education

Comprehensive Graduation Requirements (General Education)¹

Core Music Courses

MUSIC 112	Theory and Aural Skills I	1
MUSIC 114	Theory and Aural Skills II	1
MUSIC 212	Theory and Aural Skills III	1
MUSIC 214	Theory and Aural Skills IV	1
MUSIC 241	History and Literature of Music I	1
MUSIC 242	History And Literature of Music II	1

Select one of the following: 1

MUSIC 341	Music of the Renaissance Era	
MUSIC 342	Music of the Baroque Era	
MUSIC 343	Music Of The Classical And Romantic Eras	
MUSIC 344	Music of the 20th and 21st Centuries	
MUSIC 345	Advanced Study in Music History	

Additional Music Courses

Select one of the following: 1

MUSIC 222	Counterpoint	
MUSIC 223	Composition I	
MUSIC 237	World Music	
MUSIC 313	Analysis of Tonal Music	
MUSIC 314	Analysis of Post-Tonal Music	

or an additional:

MUSIC 341	Music of the Renaissance Era	
MUSIC 342	Music of the Baroque Era	
MUSIC 343	Music Of The Classical And Romantic Eras	
MUSIC 344	Music of the 20th and 21st Centuries	
MUSIC 345	Advanced Study in Music History	

Performance Studies

6 semesters (0.25 each); 4 in the same instrument/voice. Vocalists may count MUSIC 164 as the first semester of voice study. 1.5

Keyboard Proficiency²

Level II³

Performance (principal instrument/voice)⁴

2 solo performances on official student recitals; one must be in junior or senior year.

Official Ensemble Participation

4 semesters

Concert Attendance⁵

Documented attendance at 60 concerts.

Total Credits 9.5

¹ See the Bachelor of Arts General Education Requirements (p. 6)

² See Keyboard Proficiency Requirements (<http://wp.stolaf.edu/music/keyboard-proficiency-requirements>)

³ See Keyboard Proficiency Level II (<http://wp.stolaf.edu/music/files/2013/06/ProficiencyL2.pdf>)

⁴ See Performance Requirements for Music Majors (<http://wp.stolaf.edu/music/performance-requirements-for-music-majors/>)

⁵ See music handbook (<http://wp.stolaf.edu/music/recital-attendance-requirements>). (<http://wp.stolaf.edu/music/recital-attendance-requirements>)

BA with Theory-Composition Emphasis

Worksheet (http://wp.stolaf.edu/music/files/2013/06/SA_BATheoryComp13.pdf)

Admission to the Music Major

See Music Admissions and Scholarship Information (<http://wp.stolaf.edu/musicadm>)

- application (<http://wp.stolaf.edu/music/files/2013/06/BAMusApplic20061.pdf>)
- principal-instrument/voice audition repertoire (<http://wp.stolaf.edu/music/appendix-a-ba-entrance-repertoire>)
- music knowledge and keyboard skills screening

Additional Admissions Requirements

- complete application (<http://wp.stolaf.edu/music/files/2013/06/BATheoryCompAppl20061.pdf>)
- consult and register with theory-composition faculty by end of junior year, preferably earlier

Degree Requirements

General Education

Comprehensive Graduation Requirements (General Education)¹

Core Music Courses

MUSIC 112	Theory and Aural Skills I	1
MUSIC 114	Theory and Aural Skills II	1
MUSIC 212	Theory and Aural Skills III	1
MUSIC 214	Theory and Aural Skills IV	1
MUSIC 241	History and Literature of Music I	1

MUSIC 242	History And Literature of Music II	1
Select one of the following:		1
MUSIC 341	Music of the Renaissance Era	
MUSIC 342	Music of the Baroque Era	
MUSIC 343	Music Of The Classical And Romantic Eras	
MUSIC 344	Music of the 20th and 21st Centuries	
MUSIC 345	Advanced Study in Music History	

Additional Music Courses

MUSIC 221	Orchestration (0.50)	0.5
MUSIC 223	Composition I	1
MUSIC 225	Music in the Electronic Medium	1

Select two of the following: 2

MUSIC 222	Counterpoint	
MUSIC 313	Analysis of Tonal Music	
MUSIC 314	Analysis of Post-Tonal Music	
MUSIC 324	Composition II (may be repeated)	
MUSIC 325	Composition III	

Performance Studies

6 semesters; 4 in the same instrument/voice. Vocalists may count MUSIC 164 as the first semester of voice study.

Keyboard Proficiency²Level II³**Performance (principal instrument/voice)**⁴

2 solo performances on official student recitals; one must be in junior or senior year.

Official Ensemble Participation

4 semesters

Concert Attendance⁵

Documented attendance at 60 concerts.

Total Credits 11.5¹ See the Bachelor of Arts General Education Requirements (p. 6)² See Keyboard Proficiency Requirements (<http://wp.stolaf.edu/music/keyboard-proficiency-requirements>)³ See Keyboard Proficiency Level II (<http://wp.stolaf.edu/music/files/2013/06/ProficiencyL2.pdf>)⁴ See Performance Requirements for Music Majors (<http://wp.stolaf.edu/music/performance-requirements-for-music-majors/.html>)⁵ See music handbook (<http://wp.stolaf.edu/music/recital-attendance-requirements>).**BA with History Literature Emphasis**

Worksheet (http://wp.stolaf.edu/music/files/2013/06/SA_BAHistLit13.pdf)

Admission to the Music Major

See Music Admissions and Scholarship Information (<http://wp.stolaf.edu/musicadm>)

- application (<http://wp.stolaf.edu/music/files/2013/06/BAMusApplic20061.pdf>)
- principal-instrument/voice audition repertoire (<http://wp.stolaf.edu/music/appendix-a-ba-entrance-repertoire>)
- music knowledge and keyboard skills screening

Additional Admissions Requirements

- complete application (<http://wp.stolaf.edu/music/files/2013/06/BAHistLitApplic20061.pdf>)
- consult and register with a music history faculty member by end of junior year, preferably earlier

Degree Requirements**General Education**Comprehensive Graduation Requirements (General Education)¹**Core Music Courses**

MUSIC 112	Theory and Aural Skills I	1
MUSIC 114	Theory and Aural Skills II	1
MUSIC 212	Theory and Aural Skills III	1
MUSIC 214	Theory and Aural Skills IV	1
MUSIC 241	History and Literature of Music I	1
MUSIC 242	History And Literature of Music II	1

Select one of the following: 1

MUSIC 341	Music of the Renaissance Era	
MUSIC 342	Music of the Baroque Era	
MUSIC 343	Music Of The Classical And Romantic Eras	
MUSIC 344	Music of the 20th and 21st Centuries	
MUSIC 345	Advanced Study in Music History	

Additional Music Courses

Select three of the following: 3

MUSIC 237	World Music	
or an additional:		
MUSIC 341	Music of the Renaissance Era	
MUSIC 342	Music of the Baroque Era	
MUSIC 343	Music Of The Classical And Romantic Eras	
MUSIC 344	Music of the 20th and 21st Centuries	
MUSIC 345	Advanced Study in Music History	

Select one of the following: 1

MUSIC 222	Counterpoint	
MUSIC 313	Analysis of Tonal Music	
MUSIC 314	Analysis of Post-Tonal Music	

Performance Studies

6 semesters; 4 in the same instrument/voice.
Vocalists may count MUSIC 164 as the first semester of voice study.

Additional non-course requirements

Senior Writing Portfolio: 3 Level III music papers, one revised with faculty supervision.

Keyboard Proficiency²

Level II³

Performance (principal instrument/voice)⁴

2 solo performances on official student recitals; one must be in junior or senior year.

Official Ensemble Participation

4 semesters

Concert Attendance⁵

Documented attendance at 60 concerts.

Total Credits **11**

¹ See the Bachelor of Arts General Education Requirements (p. 6).

² See Keyboard Proficiency Requirements (<http://wp.stolaf.edu/music/keyboard-proficiency-requirements/>.html)

³ See Keyboard Proficiency Level II (<http://wp.stolaf.edu/music/files/2013/06/ProficiencyL2.pdf>)

⁴ See Performance Requirements for Music Majors (<http://wp.stolaf.edu/music/performance-requirements-for-music-majors/>.html)

⁵ See music handbook (<http://wp.stolaf.edu/music/recital-attendance-requirements>). (<http://wp.stolaf.edu/music/recital-attendance-requirements>)

BA with Teaching Credential

Please see Overview of St. Olaf's Teacher Education Program (p. 100) and General Requirements and Procedures (p. 101)

Worksheets: vocal (http://wp.stolaf.edu/music/files/2013/06/SA_BAVocalEd13.pdf), instrumental (http://wp.stolaf.edu/music/files/2013/06/SA_BAInstEd131.pdf)

Admission to the Music Major

See Music Admissions and Scholarship Information (<http://wp.stolaf.edu/musicadm>)

- application (<http://wp.stolaf.edu/music/files/2014/08/BAMusEdApplication1.pdf>)
- principal-instrument/voice audition repertoire (<http://wp.stolaf.edu/music/appendix-a-ba-entrance-repertoire>)
- music knowledge and keyboard skills screening

Additional Entrance Requirements

See Entrance and Continuance Information (<http://wp.stolaf.edu/music/music-major-entrance-and-continuance-information>)

In sophomore year, spring semester:

- complete application (due October 15, March 15): BA Music with Teaching Credential (<http://wp.stolaf.edu/music/files/2013/06/BAMusApplic20061.pdf>)
- full academic review
- recital performance on principal instrument/voice

Program Continuance

See Entrance and Continuance Information (<http://wp.stolaf.edu/music/music-major-entrance-and-continuance-information>)

- generally in junior year, second semester
- juried recital performance, academic review, possible interview/conference
- *students not approved for continuance are no longer in the Teacher Education Program*

Degree Requirements

General Education

Comprehensive graduation requirements for all BA degrees¹

Core Music Courses

MUSIC 112	Theory and Aural Skills I	1
MUSIC 114	Theory and Aural Skills II	1
MUSIC 212	Theory and Aural Skills III	1
MUSIC 214	Theory and Aural Skills IV	1
MUSIC 241	History and Literature of Music I	1
MUSIC 242	History And Literature of Music II	1

Select one of the following: 1

MUSIC 341 Music of the Renaissance Era

MUSIC 342 Music of the Baroque Era

MUSIC 343 Music Of The Classical And Romantic Eras

MUSIC 344 Music of the 20th and 21st Centuries

MUSIC 345 Advanced Study in Music History

Additional Music Courses

MUSIC 237	World Music	1
MUSIC 251	Conducting (0.50)	0.5
MUSIC 365	The Child and Adolescent Voice (0.25)	0.25

Additional Music Course by Specialization

See the additional music courses for vocal and instrumental

Education Courses

EDUC 231	Drugs and Alcohol (0 Cr)	0
EDUC 290	Educational Psychology	1
EDUC 291	Standards and Technology (0 Cr)	0
EDUC 330	Principles of Education, K-12	1
EDUC 372	Counseling and Communication in Schools (0.50)	0.5
EDUC 374	Reading in the Content Area (0.50)	0.5
EDUC 375	Differentiated Instruction for Exceptional Learners (0.50)	0.50
EDUC 355	Teaching of Music in the Elementary School	1

EDUC 356	Teaching of Music in the Middle and High School (0.50)	0.5
EDUC 358	Teaching of Vocal Music in the Secondary School (0.50) (Vocal)	0.5
EDUC 359	Teaching of Instrumental Music (0.50) (Instrumental)	0.5

Professional Semester Education Courses

EDUC 381	Senior Seminar (0.50)	0.5
EDUC 382	Human Relations (0 Cr)	0
EDUC 385	Issues in Education (0.50)	0.5
EDUC 389	Student Teaching (3.0)	3

Other Courses

0.25 credit course	Dance Technique	0.25
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Any full (or fractional equivalent) course in Art, Dance, or Theater. MUSIC 267, MUSIC 269 can satisfy this requirement.

Performance Studies: Principal

Every semester prior to and including the semester of application for entrance into the BA teaching program, .25 each; every semester thereafter, prior to the professional semester, .50 each	6
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Vocal: licensure area must be voice; primary instrument may be piano

Instrumental: principal may be any brass, percussion, string, or woodwind instrument, or piano

Performance Studies: Secondary

Vocal: 2 semesters

Vocal exception: piano primaries - 4 semesters of voice

Instrumental: 2 semesters. MUSIC 164 may count as the first semester of secondary voice study.

Instrumental exception: piano primaries - 4 semesters of brass, percussion, string or woodwind study

Keyboard Proficiency²

Level IV³

Guitar Proficiency

EDUC 356	Teaching of Music in the Middle and High School (0.50)	0.5
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Performance (principal instrument/voice)⁴

2 solo performances on licensure instrument in official student recitals; one must be in junior or senior year

2 small ensemble performances on licensure instrument⁴

Official Ensemble Participation

Every semester once admitted to Teacher Education Program

Ensemble must be in band/orchestra for instrumental ed students; must be choir for vocal ed students

In addition: instrumental students must participate in a choral ensemble for at least one semester

Concert Attendance⁵

Documented attendance at 60 concerts.

S/U Policy

No required course in the major can be taken S/U

Total Credits **25.5**

¹ See the Bachelor of Arts General Education Requirements (p. 6).

² See Keyboard Proficient Requirements (<http://wp.stolaf.edu/music/keyboard-proficiency-requirements>)

³ See Keyboard Proficiency Level IV (<http://wp.stolaf.edu/music/files/2013/06/ProficiencyL4.pdf>)

⁴ See Performance Requirements for Music Majors (<http://wp.stolaf.edu/music/performance-requirements-for-music-majors>)

⁵ See music handbook (<http://wp.stolaf.edu/music/recital-attendance-requirements>)

Additional Music Courses for Vocal

MUSIC 252	Choral Conducting (0.50)	0.5
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Select one of the following options:

Option A:

MUSIC 220	Instrumentation for Vocalists (0.25)
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Option B:

MUSIC 166	Brass Techniques (0.25)
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MUSIC 167	Percussion Techniques (0.25)
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MUSIC 168	String Techniques (0.25)
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MUSIC 169	Woodwind Techniques (0.25)
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MUSIC 287	Choral Literature I (0.50)	0.5
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MUSIC 364	Vocal Pedagogy (0.25)	0.25
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Total Credits **1.25**

Additional Music Courses for Instrumental

MUSIC 253	Instrumental Conducting (0.50)	0.5
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MUSIC 221	Orchestration (0.50)	0.5
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MUSIC 166	Brass Techniques (0.25)	0.25
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MUSIC 167	Percussion Techniques (0.25)	0.25
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MUSIC 168	String Techniques (0.25)	0.25
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MUSIC 169	Woodwind Techniques (0.25)	0.25
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MUSIC 164	Voice Class (0.25) (or 1 semester of vocal performance study)	0.25
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Total Credits **2.25**

**Bachelor of Music Degree
BM in Performance**

Worksheet (http://wp.stolaf.edu/music/files/2013/06/SA_BMPerf13.pdf)

Admission to the Music Major

See Music Admissions and Scholarship Information (<http://wp.stolaf.edu/musicadm>)

- application (<http://wp.stolaf.edu/music/files/2013/06/BMMusicAllApplication20082.pdf>)
- principal-instrument/voice audition repertoire (<http://wp.stolaf.edu/music/appendix-b-bm-entrance-repertoire>)
- music knowledge and keyboard skills screening

Additional Entrance Requirements

See Music Major Entrance and Continuance Information (<http://wp.stolaf.edu/music/music-major-entrance-and-continuance-information>)

- academic/music review, possible interview/conference

Program Continuance

See Music Major Entrance and Continuance Information (<http://wp.stolaf.edu/music/music-major-entrance-and-continuance-information>)

- generally during third semester in the program
- *students not approved for continuance are no longer in the BM Performance program*

Degree Requirements

General Education

Comprehensive graduation requirements for all BM degrees ¹

Core Music Courses

MUSIC 112	Theory and Aural Skills I	1
MUSIC 114	Theory and Aural Skills II	1
MUSIC 212	Theory and Aural Skills III	1
MUSIC 214	Theory and Aural Skills IV	1
MUSIC 237	World Music	1
MUSIC 241	History and Literature of Music I	1
MUSIC 242	History And Literature of Music II	1
MUSIC 251	Conducting (0.50)	0.5
Select one of the following:		1
MUSIC 341	Music of the Renaissance Era	
MUSIC 342	Music of the Baroque Era	
MUSIC 343	Music Of The Classical And Romantic Eras	
MUSIC 344	Music of the 20th and 21st Centuries	
MUSIC 345	Advanced Study in Music History	

Additional Music Courses

Select one of the following:		3
MUSIC 222	Counterpoint	
MUSIC 223	Composition I	
MUSIC 313	Analysis of Tonal Music	
MUSIC 314	Analysis of Post-Tonal Music	
or an additional:		
MUSIC 341	Music of the Renaissance Era (if not taken for the core)	
MUSIC 342	Music of the Baroque Era (if not taken for the core)	
MUSIC 343	Music Of The Classical And Romantic Eras (if not taken for the core)	
MUSIC 344	Music of the 20th and 21st Centuries (if not taken for the core)	

MUSIC 345	Advanced Study in Music History (if not taken for the core)	
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Additional Music Courses by Principal Instrument

See additional courses for voice; string; piano; winds, brass, percussion; and other 3

Performance Studies: Principal

Full credit lessons every semester once admitted to the program (minimum of 6)

Performance Studies: Secondary

4 semesters on 1 instrument. Up to 2 semesters of secondary voice may be taken in voice class (MUSIC 164). Up to 4 semesters of secondary piano may be taken in piano classes (MUSIC 161, MUSIC 162, MUSIC 261, MUSIC 262).

Keyboard Proficiency ²

Level IV ³

Performance (principal instrument/voice) ⁴

2 solo performances on official student recitals

30 minute Junior recital (or, by petition only: 3 additional solo performances on official student recitals)

60-minute Senior recital

Official Ensemble Participation

Every semester once admitted to BM performance

Concert Attendance ⁵

Documented attendance at 60 concerts.

S/U Policy

No required course in the major can be taken S/U

Total Credits **14.5**

- ¹ See the Bachelor of Music General Education Requirements (p. 10).
- ² See Keyboard Proficiency Requirements (<http://wp.stolaf.edu/music/keyboard-proficiency-requirements>)
- ³ See Keyboard Proficiency Level IV (<http://wp.stolaf.edu/music/files/2013/06/ProficiencyL4.pdf>)
- ⁴ See Performance Requirements for Music Majors (<http://wp.stolaf.edu/music/performance-requirements-for-music-majors>)
- ⁵ See music handbook (<http://wp.stolaf.edu/music/recital-attendance-requirements>)

Additional Music Courses for Voice

MUSIC 263	Lyric Diction I (0.25)	0.25
MUSIC 264	Lyric Diction II (0.25)	0.25
MUSIC 281	Vocal Solo Literature I (0.25)	0.25
MUSIC 282	Vocal Solo Literature II (0.25)	0.25
MUSIC 364	Vocal Pedagogy (0.25)	0.25
Music electives: 1.75 courses		1.75

Total Credits **3**

Additional Music Courses for String

MUSIC 368	String Literature and Pedagogy (0.50)	0.5
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MUSIC 275	Instrumental Chamber Music (0.25) (2 semesters)	0.5
Music electives: 2.0 courses		2
Total Credits		3

Additional Music Courses for Piano

MUSIC 283	Piano Literature (0.50)	0.5
MUSIC 361	Piano Pedagogy (0.50)	0.5
Music electives: 2.0 courses		2
Total Credits		3

Additional Music Courses for Winds, Brass, Percussion

MUSIC 298	Independent Study (Pedagogy and Literature)	1
MUSIC 275	Instrumental Chamber Music (0.25) (2 semesters)	0.5
Music electives: 1.5 courses		1.5
Total Credits		3

Additional Music Courses for Other Instruments

Music electives: 3.0 courses		3
Total Credits		3

BM in Performance, Collaborative Keyboard Performance Emphasis (organ, piano only)

Worksheet (http://wp.stolaf.edu/music/files/2013/06/SA_BMCollPerf13.pdf)

Admission to the Music Major

See Music Admissions and Scholarship Information (<http://wp.stolaf.edu/musicadm>)

- application (<http://wp.stolaf.edu/music/files/2013/06/BMMusicAllApplication20082.pdf>)
- principal-instrument/voice audition repertoire (<http://wp.stolaf.edu/music/appendix-b-bm-entrance-repertoire>)
- music knowledge and keyboard skills screening

Additional Entrance Requirements

See Music Major Entrance and Continuance Information (<http://wp.stolaf.edu/music/music-major-entrance-and-continuance-information>)

- consult with keyboard faculty member

Program Continuance

See Music Major Entrance and Continuance Information (<http://wp.stolaf.edu/music/music-major-entrance-and-continuance-information>)

- generally during third semester in the program
- *students not approved for continuance are no longer in the BM Performance program*

Degree Requirements**General Education**

Comprehensive graduation requirements for all BM degrees¹

Core Music Courses

MUSIC 112	Theory and Aural Skills I	1
MUSIC 114	Theory and Aural Skills II	1
MUSIC 212	Theory and Aural Skills III	1
MUSIC 214	Theory and Aural Skills IV	1
MUSIC 237	World Music	1
MUSIC 241	History and Literature of Music I	1
MUSIC 242	History And Literature of Music II	1
MUSIC 251	Conducting (0.50)	0.5
Select one of the following:		1
MUSIC 341	Music of the Renaissance Era	
MUSIC 342	Music of the Baroque Era	
MUSIC 343	Music Of The Classical And Romantic Eras	
MUSIC 344	Music of the 20th and 21st Centuries	
MUSIC 345	Advanced Study in Music History	

Additional Music Courses

Collaborative Keyboard:

MUSIC 281	Vocal Solo Literature I (0.25)	0.25
MUSIC 282	Vocal Solo Literature II (0.25)	0.25
MUSIC 275	Instrumental Chamber Music (0.25) (2 semesters)	0.5

1 full credit collaborative keyboard performance study

1 full course (or fractional equivalent) of the following:

MUSIC 252	Choral Conducting (0.50)	
MUSIC 253	Instrumental Conducting (0.50)	
MUSIC 263	Lyric Diction I (0.25)	
MUSIC 264	Lyric Diction II (0.25)	
MUSIC 267	Advanced Acting For The Lyric Stage	
MUSIC 268	Opera Creation Residency in the Schools: Civic Engagement	
MUSIC 269	Opera Workshop	
MUSIC 354	Advanced Conducting (0.50)	
MUSIC 275	Instrumental Chamber Music (0.25) (additional semesters)	

Additional collaborative keyboard performance study

Performance Studies: Principal

1 semester collaborative keyboard performance studies (in addition to the 6 minimum semesters full credit solo lessons)

Performance Studies: Secondary

4 semesters on 1 instrument. Up to 2 semesters of secondary voice may be taken in voice class (MUSIC 164).

Keyboard Proficiency²

Level IV³

Performance (principal instrument/voice)⁴

2 solo performances on official student recitals

30-minute Junior recital (or, by petition only: 3 additional solo performances on official student recitals)

60-minute Senior recital

2 collaborative performances on official student recitals, one must be in junior or senior year

Official Ensemble Participation

Every semester once admitted to BM performance

Concert Attendance⁵

Documented attendance at 60 concerts.

S/U Policy

No required course in the major can be taken S/U

Total Credits **11.5**

- ¹ See the Bachelor of Music General Education Requirements (p. 10).
- ² See Keyboard Proficiency Requirements (<http://wp.stolaf.edu/music/keyboard-proficiency-requirements>)
- ³ See Keyboard Proficiency Level IV (<http://wp.stolaf.edu/music/files/2013/06/ProficiencyL4.pdf>)
- ⁴ See Performance Requirements for Music Majors (<http://wp.stolaf.edu/music/performance-requirements-for-music-majors>)
- ⁵ See music handbook (<http://wp.stolaf.edu/music/recital-attendance-requirements>). (<http://wp.stolaf.edu/music/recital-attendance-requirements>)

Bachelor of Music in Church Music BM in Church Music, Choral Emphasis

Admission to the Music Major

See Music Admissions and Scholarship Information (<http://wp.stolaf.edu/musicadm>)

- application (<http://wp.stolaf.edu/music/files/2014/08/BMMusicApplication2008.pdf>)
- principal-instrument/voice audition repertoire
- music knowledge and keyboard skills screening

Special Entrance Requirements

See Music Major Entrance and Continuance Information (<http://wp.stolaf.edu/music/music-major-entrance-and-continuance-information>)

Students must already be enrolled at the college and may apply for entrance in first year, spring semester.

Entrance requirements:

- complete application (due October 15, March 15)
- vocal audition in a student recital
- academic/music review, possible interview/conference

Program Continuance

See Music Major Entrance and Continuance Information (<http://wp.stolaf.edu/music/music-major-entrance-and-continuance-information>)

- generally during Junior year, fall semester

- students not approved for continuance are no longer in the BM Church Music program

Degree Requirements

General Education

Comprehensive graduation requirements for all BM degrees¹

Core Music Courses

MUSIC 112	Theory and Aural Skills I	1
MUSIC 114	Theory and Aural Skills II	1
MUSIC 212	Theory and Aural Skills III	1
MUSIC 214	Theory and Aural Skills IV	1
MUSIC 237	World Music	1
MUSIC 241	History and Literature of Music I	1

MUSIC 242	History And Literature of Music II	1
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MUSIC 251	Conducting (0.50)	0.5
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Select one of the following: 1

MUSIC 341 Music of the Renaissance Era

MUSIC 342 Music of the Baroque Era

MUSIC 343 Music Of The Classical And Romantic Eras

MUSIC 344 Music of the 20th and 21st Centuries

MUSIC 345 Advanced Study in Music History

Additional Music Courses

MUSIC 252	Choral Conducting (0.50)	0.5
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MUSIC 253 & MUSIC 354	Instrumental Conducting (0.50) and Advanced Conducting (0.50)	1
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Music Performance 330 Conducting

MUSIC 263	Lyric Diction I (0.25)	0.25
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MUSIC 264	Lyric Diction II (0.25)	0.25
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MUSIC 364	Vocal Pedagogy (0.25)	0.25
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MUSIC 365	The Child and Adolescent Voice (0.25)	0.25
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MUSIC 287	Choral Literature I (0.50)	0.5
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MUSIC 288	Choral Literature II (0.50)	0.5
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MUSIC 235	Music in Christian Worship	1
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MUSIC 391	Church Music Practicum I (0.25)	0.25
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MUSIC 392	Church Music Practicum II (0.25)	0.25
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MUSIC 220	Instrumentation for Vocalists (0.25)	0.25
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Select two of the following:

MUSIC 222 Counterpoint

MUSIC 223 Composition I

MUSIC 313 Analysis of Tonal Music

MUSIC 314 Analysis of Post-Tonal Music

or an additional:

MUSIC 341 Music of the Renaissance Era (if not taken for core)

MUSIC 342	Music of the Baroque Era (if not taken for core)	
MUSIC 343	Music Of The Classical And Romantic Eras (if not taken for core)	
MUSIC 344	Music of the 20th and 21st Centuries (if not taken for core)	
MUSIC 345	Advanced Study in Music History (if not taken for core)	

Additional Non-Music Courses

EDUC 355	Teaching of Music in the Elementary School	1
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Performance Studies: Principal

Voice lessons (0.50) every semester once admitted to the program (minimum 6)	3
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Performance Studies: Secondary

Keyboard study (0.25) every semester once admitted to the program (minimum 6). The first 4 semesters may be piano classes (MUSIC 161, MUSIC 162, MUSIC 261, MUSIC 262).	
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Keyboard Proficiency²

Level IV ³	
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Performance (principal instrument/voice)⁴

2 solo performances on official student recitals	
30-minute voice recital in Junior or Senior year	
Music Performance 330 Conducting (capstone senior project)	

Official Ensemble Participation

Every semester once admitted to BM Church Music	
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Concert Attendance⁵

Documented attendance at 60 concerts.	
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S/U Policy

No required course in the major can be taken S/U	
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Total Credits	17.75
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¹ See the Bachelor of Music General Education Requirements (p. 10).

² See Keyboard Proficiency Requirements (<http://wp.stolaf.edu/music/keyboard-proficiency-requirements>)

³ See Keyboard Proficiency Level IV (<http://wp.stolaf.edu/music/files/2013/06/ProficiencyL4.pdf>)

⁴ See Performance Requirements for Music Majors (<http://wp.stolaf.edu/music/performance-requirements-for-music-majors/.html>)

⁵ See music handbook (<http://wp.stolaf.edu/music/recital-attendance-requirements>).

BM in Church Music, Organ Emphasis

Admission to the Music Major

See Music Admissions and Scholarship Information (<http://wp.stolaf.edu/musicadm>)

- application (<http://wp.stolaf.edu/music/files/2014/08/BMMusicApplication2008.pdf>)
- principal-instrument/voice audition repertoire

- music knowledge and keyboard skills screening

Special Entrance Requirements

See Music Major Entrance and Continuance Information (<http://wp.stolaf.edu/music/music-major-entrance-and-continuance-information>)

Students may apply/audition and enroll at the time of matriculation, or they may apply during their first year to enter program.

Students already enrolled at St. Olaf:

- complete application (due October 15, March 15)
- organ audition in a student recital
- academic/music review, possible interview/conference

Program Continuance

See See Music Major Entrance and Continuance Information (<http://wp.stolaf.edu/music/music-major-entrance-and-continuance-information>)

- generally during third semester in the program
- *students not approved for continuance are no longer in the BM Church Music program*

Degree Requirements

General Education

Comprehensive graduation requirements for all BM degrees¹

Core Music Courses

MUSIC 112	Theory and Aural Skills I	1
MUSIC 114	Theory and Aural Skills II	1
MUSIC 212	Theory and Aural Skills III	1
MUSIC 214	Theory and Aural Skills IV	1
MUSIC 237	World Music	1
MUSIC 241	History and Literature of Music I	1
MUSIC 242	History And Literature of Music II	1
MUSIC 251	Conducting (0.50)	0.5

Select one of the following: 1

MUSIC 341	Music of the Renaissance Era	
MUSIC 342	Music of the Baroque Era	
MUSIC 343	Music Of The Classical And Romantic Eras	
MUSIC 344	Music of the 20th and 21st Centuries	
MUSIC 345	Advanced Study in Music History	

Additional Music Courses

MUSIC 252	Choral Conducting (0.50)	0.5
MUSIC 253	Instrumental Conducting (0.50)	0.5
or MUSIC 354	Advanced Conducting (0.50)	
MUSIC 364	Vocal Pedagogy (0.25)	0.25
MUSIC 365	The Child and Adolescent Voice (0.25)	0.25
MUSIC 288	Choral Literature II (0.50)	0.5
MUSIC 235	Music in Christian Worship	1

MUSIC 391	Church Music Practicum I (0.25)	0.25
MUSIC 392	Church Music Practicum II (0.25)	0.25
MUSIC 220	Instrumentation for Vocalists (0.25)	0.25

Select one of the following: 1

MUSIC 222	Counterpoint	
MUSIC 223	Composition I	
MUSIC 313	Analysis of Tonal Music	
MUSIC 314	Analysis of Post-Tonal Music	

or an additional:

MUSIC 341	Music of the Renaissance Era (if not taken for core)	
MUSIC 342	Music of the Baroque Era (if not taken for core)	
MUSIC 343	Music Of The Classical And Romantic Eras (if not taken for core)	
MUSIC 344	Music of the 20th and 21st Centuries (if not taken for core)	
MUSIC 345	Advanced Study in Music History (if not taken for core)	

Performance Studies: Principal

Organ lessons (1.0) every semester once admitted to the program (minimum 6) 6

Performance Studies: Secondary

4 semesters of voice. The first semester may be voice class (MUSIC 164)

Keyboard Proficiency²

Level IV³

Performance (principal instrument/voice)⁴

2 solo performances on official student recitals

30-minute Junior recital (or, by petition only: 3 additional solo performances on official student recitals)

60-minute Senior recital

Official Ensemble Participation

Every semester once admitted to BM Church Music

Concert Attendance⁵

Documented attendance at 60 concerts.

S/U Policy

No required course in the major can be taken S/U

Total Credits 19.25

¹ See the Bachelor of Music General Education Requirements (p. 10).

² See Keyboard Proficiency Requirements (<http://wp.stolaf.edu/music/keyboard-proficiency-requirements>)

³ See Keyboard Proficiency Level IV (<http://wp.stolaf.edu/music/files/2013/06/ProficiencyL4.pdf>)

⁴ See Performance Requirements for Music Majors (<http://wp.stolaf.edu/music/performance-requirements-for-music-majors/>)

⁵ See music handbook (<http://wp.stolaf.edu/music/recital-attendance-requirements>).

BM in Theory-Composition

Worksheet (http://wp.stolaf.edu/music/files/2013/06/SA_BMTheoryComp13.pdf)

Admission to the Music Major

See Music Admissions and Scholarship Information (<http://wp.stolaf.edu/musicadm>)

- application (<http://wp.stolaf.edu/music/files/2013/06/BMMusicAllApplication20082.pdf>)
- principal-instrument/voice audition repertoire (<http://wp.stolaf.edu/music/appendix-b-bm-entrance-repertoire>)
- music knowledge and keyboard skills screening

Additional Entrance Requirements

See Entrance and Continuance Information (<http://wp.stolaf.edu/music/music-major-entrance-and-continuance-information>)

- apply (<http://wp.stolaf.edu/music/files/2013/06/BMMusicAllApplication20082.pdf>) during first or second year of study at St. Olaf, and after completion of one composition course
- composition portfolio, interview with composition faculty

Program Continuance

See Entrance and Continuance Information (<http://wp.stolaf.edu/music/music-major-entrance-and-continuance-information>)

- generally during third semester in the program
- *students not approved for continuance are no longer in the BM Theory-Composition program*

Degree Requirements

General Education

Comprehensive graduation requirements for all BM degrees¹

Core courses

MUSIC 112	Theory and Aural Skills I	1
MUSIC 114	Theory and Aural Skills II	1
MUSIC 212	Theory and Aural Skills III	1
MUSIC 214	Theory and Aural Skills IV	1
MUSIC 237	World Music	1
MUSIC 241	History and Literature of Music I	1
MUSIC 242	History And Literature of Music II	1
MUSIC 251	Conducting (0.50)	0.5

Select one of:

MUSIC 341	Music of the Renaissance Era	
MUSIC 342	Music of the Baroque Era	
MUSIC 343	Music Of The Classical And Romantic Eras	
MUSIC 345	Advanced Study in Music History	

Additional courses:

MUSIC 166	Brass Techniques (0.25)	0.25
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MUSIC 167	Percussion Techniques (0.25)	0.25
MUSIC 168	String Techniques (0.25)	0.25
MUSIC 169	Woodwind Techniques (0.25)	0.25
MUSIC 221	Orchestration (0.50)	0.5
MUSIC 222	Counterpoint	1
MUSIC 223	Composition I	1
MUSIC 225	Music in the Electronic Medium	1
MUSIC 313	Analysis of Tonal Music	1
MUSIC 314	Analysis of Post-Tonal Music	1
MUSIC 324	Composition II	1
MUSIC 325	Composition III (or a second semester of 324)	1
Music Performance 326 Theory-Composition Lesson (two semesters required)		0.5
MUSIC 252	Choral Conducting (0.50)	0.5
MUSIC 253	Instrumental Conducting (0.50)	0.5
MUSIC 344	Music of the 20th and 21st Centuries	1
Additional Non-Music Course		
PHYS 252	Musical Acoustics	1
Performance Studies		
At least 6 semesters (0.25 each); 4 in the same instrument/voice		1.5
Keyboard Proficiency ²		
Level IV ³		
Performance (principal instrument/voice) ⁴		
2 solo performances on official student recitals; one must be junior or senior year		
Original works in recital: one full recital or several performances comprising a comparable body of work		
Consult and plan with composition faculty no later than fall semester, senior year		
In semester of or semester before original works performance(s), students must be enrolled in MUSIC 324, MUSIC 325, or MUSPF 326		
Official Ensemble Participation		
Every semester once admitted to BM Theory-Composition major		
Concert Attendance ⁵		
Documented attendance at 60 concerts		
S/U Policy		
No required course in the major can be taken S/U		
Total Credits		21

¹ See the Bachelor of Music General Education Requirements (p. 10).

² See Keyboard Proficiency Requirements (<http://wp.stolaf.edu/music/keyboard-proficiency-requirements>)

³ See Keyboard Proficiency Level IV (<http://wp.stolaf.edu/music/files/2013/06/ProficiencyL4.pdf>)

⁴ See Performance Requirements for Music Majors (<http://wp.stolaf.edu/music/performance-requirements-for-music-majors/>)

⁵ See music handbook (<http://wp.stolaf.edu/music/recital-attendance-requirements>).

BM in Music Education

Please see Overview of St. Olaf's Teacher Education Program (p. 100) and General Requirements and Procedures (p. 101)

Worksheets: vocal (http://wp.stolaf.edu/music/files/2013/06/SA_BMVocalEd13.pdf), instrumental (http://wp.stolaf.edu/music/files/2013/06/SA_BMInstEd13.pdf)

Admission to the Music Major

See Music Admissions and Scholarship Information (<http://wp.stolaf.edu/musicadm>)

- application (<http://wp.stolaf.edu/music/files/2013/06/BAMusEdApplication1.pdf>)
- principal-instrument/voice audition repertoire (<http://wp.stolaf.edu/music/appendix-a-ba-entrance-repertoire>)
- music knowledge and keyboard skills screening

Additional Entrance Requirements

See Entrance and Continuance Information (<http://wp.stolaf.edu/music/music-major-entrance-and-continuance-information>)

In sophomore year, spring semester:

- complete application (due October 15, March 15): BM Music Education (<http://wp.stolaf.edu/music/files/2013/06/BMEDApplication20061.pdf>)
- full academic review
- recital performance on principal instrument/voice

Program Continuance

See See Entrance and Continuance Information (<http://wp.stolaf.edu/music/music-major-entrance-and-continuance-information>)

- generally in junior year, second semester
- juried recital performance, academic review, possible interview/conference
- *students not approved for continuance are no longer in the Teacher Education Program*

Degree Requirements

General Education

Comprehensive graduation requirements for all BM degrees¹

Core Music Courses

MUSIC 112	Theory and Aural Skills I	1
MUSIC 114	Theory and Aural Skills II	1
MUSIC 212	Theory and Aural Skills III	1
MUSIC 214	Theory and Aural Skills IV	1
MUSIC 241	History and Literature of Music I	1
MUSIC 242	History And Literature of Music II	1
Select one of the following:		1
MUSIC 341	Music of the Renaissance Era	
MUSIC 342	Music of the Baroque Era	

MUSIC 343	Music Of The Classical And Romantic Eras	
MUSIC 344	Music of the 20th and 21st Centuries	
MUSIC 345	Advanced Study in Music History	

Additional Music Courses

MUSIC 237	World Music	1
MUSIC 251	Conducting (0.50)	0.5
MUSIC 365	The Child and Adolescent Voice (0.25)	0.25

Select one of the following: 1

MUSIC 222	Counterpoint	
MUSIC 223	Composition I	
MUSIC 313	Analysis of Tonal Music	
MUSIC 314	Analysis of Post-Tonal Music	

or an additional:

MUSIC 341	Music of the Renaissance Era	
MUSIC 342	Music of the Baroque Era	
MUSIC 343	Music Of The Classical And Romantic Eras	
MUSIC 344	Music of the 20th and 21st Centuries	
MUSIC 345	Advanced Study in Music History	

Additional Music Course by Specialization

See the additional music courses for vocal and instrumental

Education Courses

EDUC 231	Drugs and Alcohol (0 Cr)	0
EDUC 290	Educational Psychology	1
EDUC 291	Standards and Technology (0 Cr)	0
EDUC 330	Principles of Education, K-12	1
EDUC 372	Counseling and Communication in Schools (0.50)	0.5
EDUC 374	Reading in the Content Area (0.50)	0.5
EDUC 375	Differentiated Instruction for Exceptional Learners (0.50)	0.50
EDUC 355	Teaching of Music in the Elementary School	1
EDUC 356	Teaching of Music in the Middle and High School (0.50)	0.5
EDUC 358	Teaching of Vocal Music in the Secondary School (0.50) (Vocal)	0.5
EDUC 359	Teaching of Instrumental Music (0.50) (Instrumental)	0.5

Professional Semester Education Courses

EDUC 381	Senior Seminar (0.50)	0.5
EDUC 382	Human Relations (0 Cr)	0
EDUC 385	Issues in Education (0.50)	0.5
EDUC 389	Student Teaching (3.0)	3

Other Courses

0.25 credit course Dance Technique 0.25

Any full (or fractional equivalent) course in Art, Dance, or Theater. MUSIC 267, MUSIC 269 can satisfy this requirement.

Performance Studies: Principal

Every semester prior to and including the semester of application for entrance into the BM Music Education program, .25 each; every semester thereafter, prior to the professional semester, .50 each

Vocal: licensure area must be voice; primary instrument may be piano

Instrumental: licensure area must be a standard orchestra or band instrument; primary instrument may be piano

Instrumental: principal may be any brass, percussion, string, or woodwind instrument, or piano

Performance Studies: Secondary

Vocal: 2 semesters

Vocal exception: piano primaries - 4 semesters of voice

Instrumental: 2 semesters. MUSIC 164 may count as the first semester of secondary voice study.

Instrumental exception: piano primaries - 4 semesters of brass, percussion, string or woodwind study

Keyboard Proficiency²

Level IV³

Guitar Proficiency

EDUC 356	Teaching of Music in the Middle and High School (0.50)	0.5
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Performance (principal instrument/voice)⁴

2 solo performances on licensure instrument in official student recitals; one must be in junior or senior year

30-minute senior recital on principal instrument/voice

2 small ensemble performances on licensure instrument⁴

Official Ensemble Participation

Every semester once admitted to Teacher Education Program

Ensemble must be in band/orchestra for instrumental ed students; must be choir for vocal ed students

In addition: instrumental students must participate in a choral ensemble for at least one semester

Concert Attendance⁵

Documented attendance at 60 concerts.

S/U Policy

No required course in the major can be taken S/U

Total Credits 20.5

¹ See the Bachelor of Music General Education Requirements (p. 10).

- ² See Keyboard Proficiency Requirements (<http://wp.stolaf.edu/music/keyboard-proficiency-requirements>)
- ³ See Proficiency Level IV (<http://wp.stolaf.edu/music/files/2013/06/ProficiencyL4.pdf>)
- ⁴ See Performance Requirements for Music Majors (<http://wp.stolaf.edu/music/performance-requirements-for-music-majors>)
- ⁵ See music handbook (<http://wp.stolaf.edu/music/performance-requirements-for-music-majors>).

Additional Music Courses for Vocal

MUSIC 252	Choral Conducting (0.50)	0.5
MUSIC 253	Instrumental Conducting (0.50)	0.5
or MUSIC 354	Advanced Conducting (0.50)	

Select one of the following options:

Option A:		
MUSIC 220	Instrumentation for Vocalists (0.25)	
Option B		
MUSIC 166	Brass Techniques (0.25)	
MUSIC 167	Percussion Techniques (0.25)	
MUSIC 168	String Techniques (0.25)	
MUSIC 169	Woodwind Techniques (0.25)	
MUSIC 287	Choral Literature I (0.50)	0.5
MUSIC 364	Vocal Pedagogy (0.25)	0.25

Additional Music Courses for Instrumental

MUSIC 253	Instrumental Conducting (0.50)	0.5
MUSIC 252	Choral Conducting (0.50)	0.5
or MUSIC 354	Advanced Conducting (0.50)	
MUSIC 221	Orchestration (0.50)	0.5
MUSIC 166	Brass Techniques (0.25)	0.25
MUSIC 167	Percussion Techniques (0.25)	0.25
MUSIC 168	String Techniques (0.25)	0.25
MUSIC 169	Woodwind Techniques (0.25)	0.25
MUSIC 164	Voice Class (0.25) (or one semester of vocal performance study)	0.25

BM with Elective Studies

Worksheet (http://wp.stolaf.edu/music/files/2013/06/SA_BMElective131.pdf)

Admission to the Music Major

See Music Admissions and Scholarship Information (<http://wp.stolaf.edu/musicadm>)

- application (http://wp.stolaf.edu/music/files/2013/06/App_BM_Elective1.pdf)
- principal-instrument/voice audition repertoire (<http://wp.stolaf.edu/music/appendix-b-bm-entrance-repertoire>)
- music knowledge and keyboard skills screening

Additional Entrance Requirements

Music Major Entrance and Continuance Information (<http://wp.stolaf.edu/music/music-major-entrance-and-continuance-information>)

- applicants must be already-enrolled music majors (BA or BM) and may apply as early as first year, spring semester; application packets available in the music office (CHM 101) (due October 15, March 15)
- identify music and elective studies advisors
- application portfolio, including explanation of intended integration between music and the area of elective studies, list of proposed elective courses and other learning experiences, draft proposal for synthesis project
- performance audition
- academic review, interview

Program Continuance

Music Major Entrance and Continuance Information (<http://wp.stolaf.edu/music/music-major-entrance-and-continuance-information>)

- at the end of third semester in the program, not later than Junior year, spring semester
- *students not approved for continuance are no longer in the BM Elective Studies program*

Degree Requirements

General Education

Comprehensive graduation requirements for all BM degrees ¹

Core Music Courses

MUSIC 112	Theory and Aural Skills I	1
MUSIC 114	Theory and Aural Skills II	1
MUSIC 212	Theory and Aural Skills III	1
MUSIC 214	Theory and Aural Skills IV	1
MUSIC 237	World Music	1
MUSIC 241	History and Literature of Music I	1
MUSIC 242	History And Literature of Music II	1
MUSIC 251	Conducting (0.50)	0.5

Select one of the following:

MUSIC 341	Music of the Renaissance Era	1
MUSIC 342	Music of the Baroque Era	
MUSIC 343	Music Of The Classical And Romantic Eras	
MUSIC 344	Music of the 20th and 21st Centuries	
MUSIC 345	Advanced Study in Music History	

Additional Music Courses

Select two of the following:

MUSIC 222	Counterpoint	2
MUSIC 223	Composition I	
MUSIC 313	Analysis of Tonal Music	
MUSIC 314	Analysis of Post-Tonal Music	

or an additional:

MUSIC 341	Music of the Renaissance Era
MUSIC 342	Music of the Baroque Era
MUSIC 343	Music Of The Classical And Romantic Eras
MUSIC 344	Music of the 20th and 21st Centuries
MUSIC 345	Advanced Study in Music History

Select three courses in music electives (or fractional equivalent)

Additional Courses from Other Departments

MUSIC 298	Independent Study (Synthesis Project)	1
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5-6 courses in the area of Elective Studies

Performance Studies: Principal

Every semester one admitted to the program (minimum of 6 semesters, at least 4 of which must be at the 0.5 credit level)

Keyboard Proficiency²

Level IV³

Performance (principal instrument/voice)⁴

2 solo performances on principal instrument in official student recitals; one must be in junior or senior year

Official Ensemble Participation

Every semester once admitted

Concert Attendance⁵

Documented attendance at 60 concerts.

S/U Policy

No required course in the major can be taken S/U

Total Credits **11.5**

¹ See the Bachelor of Music General Education Requirements (p. 10).

² See Keyboard Proficiency Requirements (<http://wp.stolaf.edu/music/keyboard-proficiency-requirements/>.html)

³ See Proficiency Level IV (<http://wp.stolaf.edu/music/files/2013/06/ProficiencyL4.pdf>)

⁴ See Performance Requirements for Music Majors (<http://wp.stolaf.edu/music/performance-requirements-for-music-majors/>.html)

⁵ See music handbook (<http://wp.stolaf.edu/music/performance-requirements-for-music-majors/>).

Courses

Music Performance Studies

Music performance studies provide a direct opportunity to think and speak the language of music. Lessons integrate aspects of music's cultural and historical contexts, its theoretical properties, and the physical and psychological facets of performance. Music performance studies earn ALS-A credit. A full credit (4 semesters at the 0.25 credit level) of study on a single instrument or voice is required to meet the ALS-A comprehensive graduation requirement. All music performance

studies courses are repeatable up to a total of eight times (ten times if a student is pursuing the double-degree option (p. 13)).

Variable credit private lessons are available in bassoon, clarinet, collaborative piano, composition, cornet, euphonium, flute, English horn, French horn, Hardanger fiddle, harp, harpsichord, oboe, organ, percussion, piano, jazz piano, saxophone, string bass, trombone, trumpet, tuba, viola, violin, violoncello, and voice. Lessons are catalogued as level I and level II Music Performance Studies (MUSPF) courses, and course numbers are referenced in the St. Olaf class and lab schedule.

Music performance studies are offered at three credit levels:

- 0.25 credit: weekly half-hour lessons, daily minimum one-hour practice expectation
- 0.50 credit: weekly one-hour lessons, daily minimum two-hour practice expectation
- 1.00 credit: weekly one-hour lessons, daily minimum three-hour practice expectation

Registration for all applied music lessons is processed through the Music Office (HOM 245). Elective private study for non-music majors (0.25 credit) is available on a space-available basis to students demonstrating sufficient skill level gained through prior study.

All students in the Bachelor of Music program receive a lesson scholarship for principal instrument/voice study. Beginning in the sophomore year, Bachelor of Arts music majors also receive a lesson scholarship for principal instrument/voice study.

For all elective and secondary-instrument/voice performance studies, students are assessed a fee of \$475 per 0.25 credit. Fees will be refunded only if a student drops the course by the 6th day of classes each semester. No refund is given thereafter.

Enrolled students are expected to participate in studio classes, attend music department-approved events, and fulfill performance-related requirements as detailed by individual instructors. An individual performance jury is required each semester.

To perform solo on any official recital, students must be concurrently enrolled in lessons on the performing instrument/voice.

Music Courses

MUSIC 112: Theory and Aural Skills I

First-semester music majors begin formal musicianship studies. Students perform basic melodies and rhythms at sight, and notate dictations of basic rhythms, melodies and harmonic progressions. Students also analyze and compose Western tonal music employing the rubrics of rhythm and meter, pitch, intervals, scales, tertian chords, inversions, harmonic progression, and SATB voice leading. Offered annually in the fall semester.

Prerequisite: concurrent registration in MUSIC 161 (or placement into a higher level of keyboard proficiency).

MUSIC 114: Theory and Aural Skills II

Second-semester music majors continue formal musicianship studies. Students perform rhythms and melodies at sight. Students also analyze and compose Western tonal music that employs non-dominant seventh chords, applied chords, sequences, modulations, and small forms. These topics are closely integrated into melodic and harmonic dictations. Offered annually in the spring semester.

Prerequisite: MUSIC 112. Concurrent registration in MUSIC 162 (or placement into a higher level of keyboard proficiency).

MUSIC 130: The Music Spectrum

Designed for students with little or no background in music, this hands-on course presents the fundamental materials of music through creative keyboard experiences, music listening, music reading, and aural and visual analysis. Students gain a basic introduction to the piano and to music notation and music theory. Offered during Interim.

MUSIC 131: The Art of Music

Primarily for non-music majors, this course presents the fundamental materials of music and exposes students to the development of styles, ideals, practices, and technologies that provide context for listening with understanding. Through a study of landmark works from the 17th to the 20th century, students develop and practice listening techniques that sharpen critical perception and open the door to a fuller enjoyment of the musical arts. The ability to read musical scores is helpful but not required. Activity fee. Generally offered annually.

MUSIC 132: Orchestral Music

Students gain an overview of the history and development of orchestral music by looking at style, instrumentation, and musical vocabulary in a substantial selection of landmark works. Students attend four professional orchestral concerts and/or rehearsals in Minneapolis/St. Paul. The ability to read musical scores is helpful but not required. Activity fee. Offered during Interim.

MUSIC 134: Rock Music: Style and Context

This course explores the history and evolution of rock music from rhythm and blues through the present. In addition to covering stylistic trends and significant artists, emphasis is placed on the analysis of rock styles and on the social contexts in which rock music has been and continues to be performed and received. No formal training in music is necessary. Offered during summer.

MUSIC 135: From Mahler to Madonna: 20th Century Music

This course explores the relationship between concert music and popular music of the 20th century. Students learn the basic elements of music and critical listening skills, apply those skills to a variety of music from concert and popular styles, and analyze the relationship between the styles. Students use a variety of activities, including group work and individual presentations, to achieve these goals. Generally offered annually.

MUSIC 161: Piano Class I (0.25)

For music majors with little or no prior keyboard experience, this course introduces basic keyboard patterns and technical foundations, applied music theory, harmonization and transposition, and playing by ear. Development of sight playing skill is a central focus. Class sessions include reading, ensemble playing, performance, skill development and drill, and structured improvisation. Offered annually in the fall semester.

Prerequisite: concurrent registration in MUSIC 112.

MUSIC 162: Piano Class II (0.25)

In this continuation of MUSIC 161, students further develop their reading fluency and technical skill, and work with more advanced harmonic idioms. Class activities include harmonization and transposition, score reading, performance, by-ear playing, and improvisation. A grade of B- or higher satisfies Piano Proficiency Level 2 requirements. Offered annually in the spring semester.

Prerequisite: MUSIC 161, completion of Piano Proficiency Level 1, or audition placement. Concurrent registration in MUSIC 114.

MUSIC 163: Liberating Performers: Beyond the Alexander Technique (0.25)

This course explores physiological approaches to well-being in performing artists. Students examine how their own physiological systems are organized in activity; learn how to overcome tension and anxiety when performing and to teach others how to do so; and develop optimum coordination and wellness as musicians. Offered annually in the spring semester.

MUSIC 164: Voice Class (0.25)

Through group instruction, students encounter the fundamentals of singing and an introduction to song literature. In-class performance is required. May be repeated once. Offered each semester.

MUSIC 166: Brass Techniques (0.25)

Students learn basic performance practice on core instruments in each instrument family. Additional topics include: common performance issues and their possible solution; Best Practices in teaching and learning core instruments of the family; and technology for teaching, learning, or composing for instruments as appropriate. Offered annually in the spring semester.

Prerequisite: permission of instructor required for students not majoring in theory/composition or music education.

MUSIC 167: Percussion Techniques (0.25)

Students learn basic performance practice on core instruments in each instrument family. Additional topics include: common performance issues and their possible solution; Best Practices in teaching and learning core instruments of the family; and technology for teaching, learning, or composing for instruments as appropriate. Offered annually in the spring semester.

Prerequisite: permission of instructor required for students not majoring in theory/composition or music education.

MUSIC 168: String Techniques (0.25)

Students learn basic performance practice on core instruments in each instrument family. Additional topics include: common performance issues and their possible solution; Best Practices in teaching and learning core instruments of the family; and technology for teaching, learning, or composing for instruments as appropriate. Offered annually in the fall semester.

Prerequisite: permission of instructor required for students not majoring in theory/composition or music education.

MUSIC 169: Woodwind Techniques (0.25)

Students learn basic performance practice on core instruments in each instrument family. Additional topics include: common performance issues and their possible solution; Best Practices in teaching and learning core instruments of the family; and technology for teaching, learning, or composing for instruments as appropriate. Offered annually in the fall semester.

Prerequisite: permission of instructor required for students not majoring in theory/composition or music education.

MUSIC 212: Theory and Aural Skills III

Third-semester music majors continue formal musicianship studies. Students perform advanced rhythms and increasingly chromatic melodies at sight. Students analyze and compose Western tonal music that employs modal mixture, Neapolitan chords, augmented-sixth chords, and remote modulations, all of which are closely integrated into melodic and harmonic dictations. Students analyze the principle movement-length forms. Offered annually in the fall semester.

Prerequisite: MUSIC 114.

MUSIC 214: Theory and Aural Skills IV

Fourth-semester music majors continue formal musicianship studies. Students analyze and compose Western art music in styles from 1875 to the present, including late-nineteenth-century chromaticism, serialism and set theory, impressionism and neoclassicism, and blues and jazz styles. Performance and dictation studies follow these topics closely, including an introduction to jazz improvisation. Offered annually in the spring semester.

Prerequisite: MUSIC 212.

MUSIC 220: Instrumentation for Vocalists (0.25)

Intended for vocal music education and choral church music students, this course introduces fundamental characteristics of orchestra and band instruments, including ranges and transpositions. Students study and learn to use basic approaches to scoring, orchestration, and arranging. Offered fall semester 2016-17 and alternate years.

Prerequisite: MUSIC 214.

MUSIC 221: Orchestration (0.50)

Intended for all theory/composition and instrumental music education students, this course introduces the practical fundamentals of orchestration. Students learn about instrument ranges, nomenclature, proper notation, characteristics of orchestral and band instruments, transposition, and scoring for various instrumental combinations including full orchestra, concert band, and marching band. Offered fall semester 2015-16 and alternate years.

Prerequisite: MUSIC 114 and sophomore standing; MUSIC 166, MUSIC 167, MUSIC 168, MUSIC 169, or equivalent experience recommended.

MUSIC 222: Counterpoint

To deepen awareness and understanding of performance music, and to gain tools to produce textural interest in composition, students study the contrapuntal techniques of composers from the Renaissance, Baroque, and Modern periods including Palestrina, Bach, and Barber. Offered fall semester 2015-16 and alternate years.

Prerequisite: MUSIC 214.

MUSIC 223: Composition I

Students are introduced to a number of compositional techniques and apply them in creating original works of music and hearing them performed. Participants listen to important 20th- and 21st-century compositions, and discuss current trends in music, the changing role of the composer in society, and practical composition issues. Offered each semester.

Prerequisite: MUSIC 114, or permission of instructor.

MUSIC 225: Music in the Electronic Medium

This course is a hands-on study of the science, aesthetics, history and current practices of electronic music. Creative projects include work with MIDI synthesizers and sequencers, as well as digital sampling and software synthesis. Offered during Interim 2016-2017 and alternate years. Counts toward media studies concentration.

Prerequisite: sophomore standing or above.

MUSIC 229: Jazz Improvisation (0.50)

Students learn to create improvised solos based on standard jazz practice from different historical eras. To internalize the styles of jazz masters from different time periods, participants transcribe recorded jazz solos by ear and perform them in class. Students gain appreciation of and experience with different harmonic and scalar conceptions through performing and analyzing selected jazz solos. Open to instrumentalists and vocalists. Offered each spring semester.

MUSIC 235: Music in Christian Worship

Students study the musical history of hymnody and its relationship to the history of the church. In addition, this course explores the Biblical Psalms and their use in worship of the church and includes references to their musical settings in Gregorian chant, Anglican chant, responsorial settings, and choral music. Offered during Interim 2015-16 and alternate years.

MUSIC 237: World Music

An introduction to the diversity of musics on Earth. Topics include performance practice, methods for analysis and comparison of various musics, and interdisciplinary approaches to studying the powerful influence of music in human life. Offered annually in the fall semester. Counts toward race and ethnic studies major and concentration and educational studies concentration.

MUSIC 241: History and Literature of Music I

Students encounter the history and development of Western European music from the Middle Ages to ca. 1750 and study the genres and styles of music from monophonic chant to concerted music of the Baroque. Offered annually in the fall semester.

Prerequisite: MUSIC 114.

MUSIC 242: History And Literature of Music II

Continuing the study begun in MUSIC 241, students encounter the history and development of Western European music from ca. 1750 to the present and study the major forms, styles and representative literature of the Classic and Romantic eras and the 20th and 21st centuries. Offered annually in the spring semester.

Prerequisite: MUSIC 114.

MUSIC 251: Conducting (0.50)

Students learn basic conducting gestures (with and without baton) through exercises in meter patterns, preparatory beats and cut-offs, cueing, dynamics, fermata, articulations, phrasing, left hand independence, and face/eye usage. Offered annually in the spring semester.

Prerequisite: MUSIC 114 or permission of instructor.

MUSIC 252: Choral Conducting (0.50)

Students learn conducting techniques for choral literature including research-based rehearsal techniques, vocal preparation, score study, and video self-evaluation of gesture and rehearsal. Course work also includes observation of conductors on campus and in the community. Offered annually in the fall semester.

Prerequisite: MUSIC 251.

MUSIC 253: Instrumental Conducting (0.50)

Students learn conducting techniques for instrumental literature, including rehearsal techniques, score preparation, and reading full score. Repertoire includes characteristic examples from standard band and orchestra literature. Students gain practical experience in conducting an instrumental ensemble. Course work includes observation of conducting faculty. Offered annually in the spring semester.

Prerequisite: MUSIC 251.

MUSIC 261: Piano Class III (0.25)

This advanced piano class for music majors only emphasizes sight playing, score reading, harmonization and transposition, advanced harmonic idioms, improvisation, ensemble playing, and performance preparation. A grade of B- or higher satisfies Piano Proficiency Level 3 requirements. Offered annually in the fall semester.

Prerequisite: MUSIC 162, completion of Piano Proficiency Level 2, or audition placement; concurrent registration in MUSIC 212 recommended.

MUSIC 262: Piano Class IV (0.25)

This continuation of 261 emphasizes sight playing, score reading, harmonization and transposition, more advanced improvisation and harmonic usage, performance preparation, and leadership from the keyboard. A grade of B- or higher satisfies Piano Proficiency Level 4 requirements. Offered annually in the spring semester.

Prerequisite: MUSIC 261, completion of Piano Proficiency 3, or audition placement; concurrent registration in MUSIC 214 recommended.

MUSIC 263: Lyric Diction I (0.25)

Students study and practice principles for singing in English and Italian with good pronunciation, enunciation, and expression. Course content includes phonetic analysis using the International Phonetic Alphabet and identifying and exercising the phonemic features of English and Italian through class performances and listening assignments. Offered fall semester 2016-2017 and alternate years.

Prerequisite: two semesters of voice lessons.

MUSIC 264: Lyric Diction II (0.25)

Students study and practice principles for singing in French and German with good pronunciation, enunciation, and expression. Course content includes phonetic analysis using the International Phonetic Alphabet and identifying and exercising the phonemic features of French and German through class performances and listening assignments. Offered spring semester 2016-2017 and alternate years.

Prerequisite: MUSIC 263 and two semesters of voice lessons.

MUSIC 267: Advanced Acting For The Lyric Stage

This studio course focuses on advanced techniques of acting and singing for the musical stage with emphasis on opera. Students explore voice, movement, improvisation, and characterization at an advanced level. Participants receive coaching in musical and dramatic style through solo and small ensemble literature and prepare scenes for class performance. The course culminates with public performances of a fully staged and costumed lyric theater work. May be repeated once. A production fee will be charged to all students participating in the production. Offered annually in the fall semester.

Prerequisites: two semesters of voice study or permission of instructor.

MUSIC 268: Opera Creation Residency in the Schools: Civic Engagement

This course is designed for students interested in civic engagement in the arts and arts fusion projects. Participants mentor students from a local elementary school in an Opera Creation Residency as the elementary students compose and perform their own original works. The course culminates in staged public performances. Enrollment is subject to a fall interview/audition. Open to all students. May be repeated once. A class fee may be required. Offered Interim 2016-2017 and alternate years.

MUSIC 269: Opera Workshop

Participants prepare for performance of a one-act opera or opera scenes. Students receive coaching and performance experience through individual and group singing/acting exercises. The course culminates with staged and costumed public performances. Open to all students. May be repeated once. A class fee may be required. Offered Interim 2015-2016 and alternate years.

MUSIC 275: Instrumental Chamber Music (0.25)

Through regular rehearsals and coaching sessions, new or already-formed chamber groups prepare and perform selected literature, learn about related repertoire, and cultivate observation, communication, and leadership skills. Typical ensembles include string quartets, brass or woodwind quintets, piano trios, saxophone quartets, etc. May be repeated. Offered each semester.

Prerequisite: permission of instructor.

MUSIC 281: Vocal Solo Literature I (0.25)

Students survey the solo art song repertoire of Germany, Italy, and Spain. The course highlights the significant features and development of the art song, and provides context, approaches, and resources for studying this literature. Course work includes in-class performance. Offered fall semester 2015-16 and alternate years.

Prerequisites: MUSIC 214, MUSIC 241, MUSIC 242, or permission of instructor; MUSIC 263 and MUSIC 264 preferred.

MUSIC 282: Vocal Solo Literature II (0.25)

Students survey the solo art song repertoire of France, England, the United States, and the Nordic countries. This course highlights the significant features and development of the art song, and provides context, approaches, and resources for studying this literature. Coursework includes in-class performance. Offered spring semester 2015-16 and alternate years.

Prerequisites: MUSIC 214, MUSIC 241, MUSIC 242, or permission of instructor; MUSIC 263 and MUSIC 264 preferred.

MUSIC 283: Piano Literature (0.50)

Beginning with the 17th century, students trace the evolution of literature for piano through the major works of such diverse composers as Bach, Boulez, Couperin, and Cage. Course content includes lectures, readings, listening, analysis, performance, and written assignments. Special attention is paid to performance practice traditions and historical context. Offered spring semester 2015-16 and alternate years.

Prerequisites: MUSIC 214, MUSIC 241, and MUSIC 242, or permission of instructor.

MUSIC 287: Choral Literature I (0.50)

This course is a study of the smaller forms of choral music from the Renaissance to the present with an emphasis on music suitable for junior and senior high school and church choirs. Students study scores and recordings and discuss representative style features and characteristics, interpretation, and conducting problems. Offered annually in the spring semester.

Prerequisites: MUSIC 214, MUSIC 241, and MUSIC 242 and junior standing.

MUSIC 288: Choral Literature II (0.50)

This course is a study of the larger forms of choral music from the Baroque to the present. Students study scores and recordings and discuss representative style features and characteristics, interpretation, and conducting problems. Offered spring semester 2015-16 and alternate years.

Prerequisite: MUSIC 214, MUSIC 241, and MUSIC 242 and junior standing.

MUSIC 294: Academic Internship**MUSIC 298: Independent Study****MUSIC 313: Analysis of Tonal Music**

Analysis is a course of discovery, using advanced tools of music theory to examine the ways in which great works of music are put together. Students examine principles of form and style and, using a range of analytical techniques, come to a deeper understanding of tonal music. The course focuses on Classical and Romantic literature, with some work in 20th-century tonality. Offered spring semester 2016-2017 and alternate years.

Prerequisite: MUSIC 214.

MUSIC 314: Analysis of Post-Tonal Music

An analytical study of the wide range of musical styles found in the 20th- and 21st-centuries, this course provides an opportunity to study important modern works and to come to a deeper understanding of their structure and meaning. Students study atonal music theory in depth and examine some of the new approaches to tonality in our time. Offered spring semester 2015-16 and alternate years.

Prerequisite: MUSIC 214.

MUSIC 324: Composition II

Students develop more advanced technique in writing for instruments and voice through individual study in creative composition, focusing on smaller ensembles. May be repeated. Offered each semester.

Prerequisite: MUSIC 223.

MUSIC 325: Composition III

This course continues the study in creative composition begun in MUSIC 223 and MUSIC 324 and includes writing for large ensembles. May be repeated. Offered each semester.

Prerequisites: MUSIC 221, MUSIC 223, MUSIC 324, and permission of instructor.

MUSIC 341: Music of the Renaissance Era

An in-depth study of music literature and styles, ca. 1430-1600, with a focus on the role of music in the cultural, political, and ecclesiastical life of the time. Students investigate sacred music from Du Fay to Palestrina and Byrd, secular genres in France, Germany, Italy, and Spain, and the beginnings of independent instrumental music. In addition to lectures and discussion, students engage in listening, score analysis, and significant research and writing. Offered spring semester 2015-16 and alternate years.

Prerequisites: MUSIC 241 and MUSIC 242.

MUSIC 342: Music of the Baroque Era

An in-depth study of music literature and styles, ca. 1600-1750. Students survey music for vocal chamber ensemble, choirs, and solo and concerted instrumental genres as conceived for church, theater, and chamber settings. Through readings, listening, lectures, discussion, score study, research, and writing, students learn about developments in sacred, instrumental, and dramatic music from Caccini and Monteverdi to Bach and Handel. Offered spring semester 2016-17 and alternate years. Counts toward German studies concentration.

Prerequisites: MUSIC 241 and MUSIC 242.

MUSIC 343: Music Of The Classical And Romantic Eras

Intensive study of musical literature between 1750 and 1900. The course begins with the development of the Viennese Classical School (Haydn, Mozart, Beethoven) and continues with European trends in Romantic opera, Lieder, symphony and chamber music (from Rossini through R. Strauss). Offered fall semester 2015-16 and alternate years. Counts toward German studies concentration.

Prerequisites: MUSIC 241 and MUSIC 242.

MUSIC 344: Music of the 20th and 21st Centuries

Intensive study of musical masterworks from ca.1890 to the present, focusing on formal and stylistic trends as well as the political, philosophical and economic contexts of Western art and popular music from French impressionism through American hip hop. Course work includes bibliographic instruction, lecture/discussion, and an analytic research paper. Offered fall semester 2016-2017 and alternate years.

Prerequisites: MUSIC 241 and MUSIC 242.

MUSIC 345: Advanced Study in Music History

Students encounter in-depth studies in a specific topic or area of music history. The content and nature of this course are determined by the instructor and the music department. Sample topics include American music, studies in classical music, opera, and folk and pop influences in art music. May be repeated if topic is different. Offered each semester.

Prerequisites: MUSIC 241 and MUSIC 242.

MUSIC 354: Advanced Conducting (0.50)

Working with a live instrumental or choral ensemble, students learn and conduct complete movements and/or entire works and encounter a variety of advanced baton techniques. Course activities develop skills in reading, preparing, interpreting and memorizing scores, with further focus on rehearsal procedures, performance practice, and concert programming. Participants are required to observe a variety of rehearsals on- and off-campus. Offered annually in the fall semester. Counts toward management studies concentration.

Prerequisites: MUSIC 252 or MUSIC 253.

MUSIC 361: Piano Pedagogy (0.50)

An introduction to principles, methods and resources for effective and creative music teaching through the piano. Students observe demonstration teaching at various levels and in individual and group settings, engage in peer teaching, analyze and perform teaching literature, and discuss topics such as technical development, learning stages and styles, and studio management. Offered spring semester 2016-17 and alternate years.

MUSIC 364: Vocal Pedagogy (0.25)

This course introduces a systematic pedagogical approach to the study of voice production for use in the studio or classroom. Students examine basic voice physiology, the healthy use and care of the voice, voice problems, and appropriate vocal literature. Offered annually in the fall semester. Counts toward management studies concentration.

Prerequisite: three semesters of voice lessons, one of which may be voice class; or permission of instructor.

MUSIC 365: The Child and Adolescent Voice (0.25)

This course introduces the principles of vocal pedagogy applied to the child and adolescent voice with an emphasis on understanding the developing voice and establishing good vocal habits with appropriate techniques and literature. Offered annually in the fall semester.

Prerequisites: MUSIC 251, completion of one semester of voice or voice class and junior standing, or permission of instructor.

MUSIC 368: String Literature and Pedagogy (0.50)

Students examine scores and listen to a broad range of string etudes, solos, sonatas, concertos, and orchestral excerpts with attention to notable performers of the past and present. Through required readings, listening assignments, video viewing, discussion, and hands-on teaching, students engage with practical issues of teaching, repertoire selection for beginning and intermediate players, performance and basic studio management. Offered 2016-17 and alternate years.

Prerequisites: MUSIC 214, MUSIC 241, and MUSIC 242 or permission of instructor.

MUSIC 391: Church Music Practicum I (0.25)

Students study the role of music in worship with an emphasis on strategies for developing music groups, including handbells and Orff instruments, in worship and church education. Offered fall semester 2016-17 and alternate years.

Prerequisite: MUSIC 214 or permission of instructor.

MUSIC 392: Church Music Practicum II (0.25)

This course continues the studies begun in 391. Students consider recruitment and music administration, and composing and arranging music for worship. Offered spring semester 2016-2017 and alternate years.

Prerequisite: MUSIC 391.

MUSIC 394: Academic Internship**MUSIC 396: Directed Undergraduate Research**

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

MUSIC 398: Independent Research

Faculty

Chair, 2015-2016**Alison Feldt**

Associate Professor of Music
voice

Vice-Chair, 2015-2016**Kent M. McWilliams**

Professor of Music
piano

Steven Amundson

Professor of Music
orchestra; conducting; theory

Kathryn E. Ananda-Owens

Professor of Music
piano; piano literature

Francesca J. Anderegg

Assistant Professor of Music
violin; viola; chamber music

Scott D. Anderson

Assistant Professor of Music
clarinet; chamber music

Anton Armstrong

Professor of Music
choir; conducting; voice; pedagogy for young voices

Christopher G. Atzinger

Associate Professor of Music
piano

Linda M. Berger

Professor of Music
vocal and instrumental music education

James E. Bobb

Assistant Professor of Music
organ; church music; choir; chapel cantor

Timothy J. Bradley

Instructor in Music
French horn

Sarah C. Burk

Instructor in Music
jazz piano

David M. Carter

Professor of Music
cello; chamber music; string techniques; string literature/pedagogy;
music appreciation

David R. Castro

Associate Professor of Music
music theory; counterpoint; advanced analysis

Kurt N. Claussen

Instructor in Music
saxophone; chamber music

Anna Clift

Instructor in Music
cello

Dan Dressen

Professor of Music, Associate Provost
voice, diction

Margaret L. Eaves-Smith

Associate Professor Emerita of Music
voice

Julie A. Elhard

Instructor in Music
instrumental early music ensemble

Tracey M. Engleman

Assistant Professor of Music
voice; vocal pedagogy; vocal literature

Louis K. Epstein

Assistant Professor of Music
music history

Charles K. Gray

Professor of Music
violin; viola; string literature/pedagogy; chamber music

David Hagedorn

Artist in Residence in Music
jazz bands; percussion; percussion methods; world music

Robin J. Helgen

Instructor in Music

Philip C. Hey

Instructor in Music
drum set

Therees Hibbard

Visiting Associate Professor of Music
choir; voice; voice class

Paul J. Hill

Instructor in Music
percussion

Martin Hodel

Associate Professor of Music
trumpet; orchestra; chamber music

Mark A. Kelley

Instructor in Music
bassoon

Dale H. Kruse

Instructor in Music
voice; lyric theater

Dana L. Maeda

Instructor in Music
oboe; woodwind techniques; chamber music

Timothy Mahr

Professor of Music
Band; conducting; composition; instrumental music education

Jill Mahr

Instructor in Music
handbell ensembles

Constance K. Martin

Instructor in Music
string bass

Harriet C. McCleary

Assistant Professor of Music
voice

James McKeel

Professor of Music
voice; lyric theater

Justin W. Merritt

Associate Professor of Music
composition; theory; instrumentation; electronic music

Mary Anna Mooy

Visiting Assistant Professor of Music
voice; lyric diction; lyric theater

Reinaldo M. Moya

Visiting Assistant Professor of Music

theory; music history

Elinor Niemisto

Instructor in Music
harp

Paul Niemisto

Associate Professor of Music
band; low brass; brass techniques

Paul Ousley

Instructor in Music
string bass

Nancy Paddleford

Professor of Music
piano; piano pedagogy

Catherine Ramirez

Assistant Professor of Music
flute; theory; chamber music

Catherine R. Rodland

Artist in Residence in Music
organ; theory

Miriam Scholz-Carlson

Instructor in Music
string techniques; Alexander Technique

Wallace Ray Shows

Instructor in Music
violin; viola

Robert C. Smith

Associate Professor of Music
voice; vocal literature

Mark A. Stover

Instructor in Music

Karen K. Wilkerson

Instructor in Music
voice

Herbert E. Winslow

Instructor in Music
French horn

Larry J. Zimmerman

Instructor in Music
trombone; low brass

Neuroscience

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Neuroscience is the study of nervous systems: organized collections of neurons, such as brains, that sense the environment, process and store information and generate physiological and behavioral responses in animals, including humans. An interdisciplinary field, neuroscience integrates diverse academic perspectives (such as biology, psychology, chemistry, computer science, and philosophy)

and employs numerous levels of inquiry (from the molecular to the cognitive). Modern neuroscience research ranges from basic science questions examining how nerve cells generate signals to clinical research exploring treatments for Alzheimer's disease.

Overview of the Concentration

Neuroscience is a multidisciplinary program that provides students access to the field by linking curricula, faculty, and students in a contract concentration that requires foundations in at least two natural sciences and stretches to connect with courses in the arts, humanities, and social sciences. It provides students with a broad introductory exposure to the field of neuroscience by requiring students to integrate material from several disciplines to answer questions about the brain, behavior, and consciousness. Students must first consult with the director of the neuroscience concentration by the end of the sophomore year and develop a contract. The contract may be altered by mutual consent at any time.

Intended Learning Outcomes for the Concentration (<http://wp.stolaf.edu/curriculum-committee/neuroscience-concentration-ilos>)

Recommendations for Graduate Study

Graduate programs in neuroscience vary widely in their admission requirements, so students intending to attend graduate school in neuroscience are advised to determine the requirements of the specific programs they are considering. In general, however, a number of neuroscience graduate programs recommend chemistry (through biochemistry), genetics, and statistics; many cognitive neuroscience programs emphasize coursework in psychology.

Requirements

Core courses (taken in either order):

PSYCH 238	Biopsychology	1.00
PSYCH 238 introduces students to the fundamental principles underlying the relationship between the brain and behavior, with an emphasis on the systems and cognitive levels.		
NEURO 239	Cellular and Molecular Neuroscience	1.00
NEURO 239 focuses on the physiology and development of neurons and neural circuits across the animal kingdom.		
One level II foundation elective (see list in courses tab) ¹		1.00
One level III advanced science elective (see list in courses tab) ¹		1.00
One interdisciplinary elective from neuroscience related offerings outside the natural sciences (see list in courses tab)		1.00
Capstone seminar (see list in courses tab)		1.00

Total Credits **6**

¹ The foundation elective and the advanced science elective must be from different departments.

Courses

NEURO 239: *Cellular and Molecular Neuroscience*

Neuroscience is one of the fastest-growing fields in the sciences, with research interests ranging from molecular genetics to whole animal behavior. Topics include membrane biophysics, synaptic transmission and plasticity, intracellular signaling, sensory transduction, motor control systems, and development. Offered annually in the spring semester. Counts toward biology and exercise science majors and mathematical biology concentration.

Prerequisite: BIO 143 or CH/BI 227 or BIO 227 or PSYCH 238.

NEURO 294: *Academic Internship*

NEURO 298: *Independent Study*

NEURO 394: *Academic Internship*

NEURO 396: *Directed Undergraduate Research*

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

NEURO 398: *Independent Research*

Approved Courses:

Level II Foundation Elective Courses (1 required)

BIO 227 Cell Biology

BIO 233 Intermediate Genetics

BIO 243 Human Anatomy and Physiology: Organs and Organ Systems

BIO 247 Animal Physiology

BIO 248 Invertebrate Biology

PSYCH 225 Psychophysiology

PSYCH 235 Sensation and Perception

PSYCH 236 Conditioning and Learning

PSYCH 237 Cognitive Psychology

Another appropriate biology or psychology course with permission of the program director.

Level III Advance Science Elective Courses (1 required)

BIO 341 Advanced Cell Biology

BIO 364 Molecular Biology

BIO 372 Developmental Biology

BIO 386 Animal Behavior*

CHEM 379 Biochemistry I*

PHYS 390 Selected Topics

PSYCH 336 Neuroscience of Addiction*

PSYCH 338 Neurobiology of Psychopathology*

PSYCH 339 Cognitive Neuroscience*

PSYCH 395 Advanced Research in Behavioral Neuroscience

Directed Undergraduate Research (BIO 396, PSYCH 396, or NEURO 396) on a neuroscience topic with permission of the program director.

Independent Research (BIO 398, PSYCH 398, or NEURO 398) on a neuroscience topic with permission of the program director.

Another appropriate advanced science course with advanced laboratory experience with permission of the program director.

*Note: These four courses do not have labs. A ten-week summer-research experience can substitute for advanced lab experience. Or students taking Chemistry 379 can take the corresponding lab course CHEM 373.

Interdisciplinary Elective Courses (1 required)

Note that a short, 1-2 page reflective piece relating this course to your neuroscience studies must be submitted to the program director in order to receive credit for this course toward your concentration.

CSCI 253 Algorithms and Data Structures

CSCI 315 Bioinformatics

CSCI 333 Theory of Computation

DANCE 201 The Body Movable (0.50)*

DANCE 212 Articulate Body (0.50)*

DANCE 301 Advanced Body Movable (.50)*

ESTH 374 Biomechanics

ESTH 375 Physiology of Exercise

MATH 230 Differential Equations I

MATH 236 Mathematics of Biology

MATH 330 Differential Equations II

PHIL 231 Philosophy of Mind

PHIL 244 Philosophy of Science

PHIL 250 Biomedical Ethics

PHIL 251 Science, Ethics, and Religion

STAT 272 Statistical Modeling

STAT 316 Advanced Statistical Modeling

STAT 322 Statistical Theory

Another appropriate interdisciplinary course with permission of the program director.

*Note: Two 0.5 credit dance classes must be taken to count for the interdisciplinary elective.

Capstone Seminar (required)

Designated seminary in biology (e.g., BIO 385 The Neuron)

Designated seminar in psychology (e.g., PSYCH 336 Neuroscience of Addiction, PSYCH 338 Neurobiology of Psychopathology, or PSYCH 339 Cognitive Neuroscience)

Other designated seminars in chemistry or biology or psychology.

Note that PSYCH 336 or PSYCH 338 or PSYCH 339 cannot count for both a level III and a capstone seminar.

Faculty

Director, 2015-2016

Gary M. Muir

Associate Professor of Psychology
behavioral neuroscience; cognitive neuroscience; neurobiology of spatial navigation; neurobiology of learning and memory

Kevin M. Crisp

Associate Professor of Biology
electrophysiology; computational neuroscience; medical devices

James A. Demas

Assistant Professor of Biology and Physics
neuronal biophysics; sensory circuits; retinal neurophysiology

Shelly D. Dickinson

Associate Professor of Psychology
behavioral neuroscience; addiction; conditioning and learning; psychopharmacology

Jeremy L. Loebach

Assistant Professor of Psychology
cognitive neuroscience; speech and hearing sciences; psycholinguistics

Jessica R. Simon

Assistant Professor of Psychology
aging; adult development; cognition; memory and learning

Anne Walter

Professor of Biology
comparative animal and cell physiology; membrane physiology and biophysics; comparative enzymology; applying biology in international settings

Nordic Studies

Jennifer Bothun, Tomson 331

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bothun@stolaf.edu

wp.stolaf.edu/nordic-studies (<http://wp.stolaf.edu/nordic-studies>)

The Nordic studies program enables students who enter St. Olaf with advanced competence in Norwegian (or another Nordic language) or those who wish a more interdisciplinary approach than that offered

by the Norwegian major an opportunity to pursue their interest in Nordic language, culture, and society.

Overview of the Concentration

The Nordic studies concentration at St. Olaf College is designed to meet the needs of students who wish a more interdisciplinary study of the Nordic cultures than that offered through the Norwegian major. The Nordic studies concentration is an interdisciplinary study of the language, literature, history, and culture of the Nordic countries. It is a self-designed combination of courses, approved by the Director of Nordic Studies, who is also the chair of the Norwegian Department.

Intended Learning Outcomes for the Concentration (<http://wp.stolaf.edu/curriculum-committee/nordic-studies-concentration-ilos>)

Special Programs

The Norwegian Department sponsors many speakers and activities relevant to the Nordic studies concentration such as the annual Christmas service and Seventeenth of May celebration and provides students with the opportunity to live in a language house with a native speaker assistant. The Norwegian-American Historical Association, a rich source of information on Norwegian immigration, is housed in Rølvaag Memorial Library. Many students choose to study in a Nordic country on a variety of programs such as the Oslo International Summer School (p. 274) and the St. Olaf-sponsored programs in Norway (p. 274) and Denmark (p. 274). Norwegian professors also participate in the Foreign Language Across the Curriculum (FLAC) (p. 135) program, collaborating with disciplinary professors to offer students the opportunity to use their foreign language skills in selected courses in other departments.

Requirements

The Nordic studies concentration consists of five courses. At least two of the five courses must have a focus on at least one Nordic country other than Norway.

One Norwegian language course beyond FOL-N:

NORW 232	Intermediate Norwegian II (or above) ¹	1.00
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Select one or two other courses from Norwegian department offerings selected from the following: 1.00-2.00

NORW 130	Nordic Film Today	
NORW 140	Norway: Continuity and Change	
NORW 224	Topics in Contemporary Nordic Literature: A Window on Society	
NORW 244	The Sámi: Traditions in Transition	
NORW 253	Advanced Conversation and Composition	
NORW 282	Ibsen	
NORW 371	Norwegian Literature from Vikings to the 21st Century	

NORW 372 Norwegian Literature from 1890 to the Present

Others, as approved by the director		
Two or three courses from other departments, such as:		2.00-3.00
HIST 222	Modern Scandinavia	
PHIL 233	Kierkegaard and Existentialism	
Other courses with significant content relating to the Nordic countries		
Up to three courses from study abroad programs such as DIS, HECUA: The New Norway, and university direct-enroll programs may be counted toward the Nordic studies concentration		3.00
One course may be taken S/U.		

¹ Or advanced intermediate knowledge of a different Nordic language

To become a Nordic studies concentrator, contact the Director of Nordic Studies and inform the registrar by filling out the form at the Office of the Registrar and Academic Advising.

Courses

Examples of Courses from Outside the Norwegian Department

HIST 111 Viking and Medieval Scandinavia

HIST 169 From Fjord to Frontier: Norwegian-American History in Literature

HIST 222 Modern Scandinavia

Music Performance: Hardanger Fiddle Lessons

PHIL 233 Kierkegaard and Existentialism

PSCI 283 European Social Democracy

PSCI 382 Seminar: The Geopolitics of Eurasian Energy

REL 213 Lutheran Heritage (if paper deals with Scandinavian Lutherans)

Faculty

Director, 2015-2016

Kari Lie Dorer

Associate Professor of Norwegian
Norwegian language and culture; applied linguistics; Sami studies; Nordic film.

J. Patrick Dale

Associate Professor of Political Science
comparative politics; European politics and economics; central European thought

Dean N. Krouk (on leave)

Assistant Professor of Norwegian

Todd W. Nichol

Professor of History
Scandinavian history; Norwegian-American history

Bjorn Nordfjord

Visiting Associate Professor of English
American cinema; world cinema; crime fiction; adaptation and narrative theory

Margaret Hayford O'Leary (on leave)

Professor of Norwegian
Norwegian language, literature, and society; Nordic crime fiction

Steve Soderlind

Professor of Economics
urban and regional economics; welfare economics and social choice

Norwegian

Jennifer Bothun, Tomson 331
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wp.stolaf.edu/norwegian (<http://wp.stolaf.edu/norwegian>)

Students at St. Olaf have the opportunity to study a unique subject — Norwegian. St. Olaf is one of a few colleges and universities where students can use Norwegian to complete their foreign language requirement — and beyond the requirement can study in depth the language, literature, culture, and history of Norway. In addition to graduating with a major in Norwegian, St. Olaf students have many opportunities to study and travel in Norway.

The study of Norwegian opens the door to another culture and another way of viewing the world. Students develop skills in communication, research, analytical thinking, and writing that are essential to a liberal education and are useful in a wide range of careers. They learn about Norway's role in technology, environmental awareness, social equality, and international peace initiatives. Some of the world's best literature awaits discovery by students of Norwegian: works by authors like Ibsen, Hamsun, and Undset, as well as by writers who have not been translated into English. Norwegian also enables many students to explore their cultural heritage and encourages contact with relatives and friends in Norway.

Overview of the Major

The Norwegian major allows students to gain competence in the Norwegian language and an understanding of Norwegian society through a combination of courses in the language, literature, history, and culture of Norway. Norwegian majors are encouraged to use their language skills for learning in other disciplines and to experience the culture firsthand through study in Norway.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/norwegian-major-ilos>)

Distinction

See Academic Honors (p. 36)

Distinction in Norwegian should reflect a special interest in some aspect of Norwegian language and culture. A distinction paper or project may spring out of coursework, but must go beyond and must incorporate some public activity, whether that be print publication, website development, oral presentation, or other public performance.

Special Programs

The Norwegian Department sponsors many speakers and activities such as the annual Christmas service and Seventeenth of May celebration and provides students with the opportunity to live in a language house with a native speaker assistant. The Norwegian-American Historical Association, a rich source of information on Norwegian immigration, is housed in Rølvaag Memorial Library. Many students choose to study in Norway on a variety of programs such as the Oslo International Summer School (p. 274) and the St. Olaf-sponsored programs in Norway (p. 274). Norwegian professors also participate in the Foreign Language Across the Curriculum (FLAC) (p. 135) program, collaborating with disciplinary professors to offer students the opportunity to use their foreign language skills in selected courses in other departments.

Requirements

NORW 111	Beginning Norwegian I	1.00
NORW 112	Beginning Norwegian II	1.00
NORW 231	Intermediate Norwegian I	1.00
NORW 232	Intermediate Norwegian II	1.00
NORW 253	Advanced Conversation and Composition	1.00
NORW 371	Norwegian Literature from Vikings to the 21st Century	1.00
NORW 372	Norwegian Literature from 1890 to the Present	1.00
	One course with history/cultural component ¹	1.00
	One additional upper-level course chosen in consultation with the chair	1.00
A maximum of three courses may count from study in Norway.		
One course may be taken S/U.		

Total Credits **9**

¹ NORW 130, NORW 140, NORW 244, HIST 222, or other approved course

Courses

Language Courses

NORW 111: *Beginning Norwegian I*

Proficiency in a second language opens the door to another culture and another way of viewing the world. This course starts students on the road to achieving such a proficiency. Students begin learning to speak, understand, read, and write Norwegian and learn about Norwegian culture through the language. Offered annually in the fall semester.

NORW 112: *Beginning Norwegian II*

Students continue developing proficiency in spoken and written Norwegian, increasing their vocabulary, improving grammatical accuracy, and gaining experience reading and listening to authentic materials. Offered annually in the spring semester.

Prerequisite: NORW 111 or equivalent.

NORW 231: Intermediate Norwegian I

Students improve proficiency in listening, speaking, reading, and writing, with an emphasis on communication as well as improved grammatical accuracy. Reading and discussion of authentic literary and cultural texts allow students to expand their vocabulary and knowledge of the Norwegian way of life. Offered annually in the fall semester.

Prerequisite: NORW 112 or equivalent.

NORW 232: Intermediate Norwegian II

This course is a continuation of the approach of NORW 231, in which authentic cultural and literary texts provide the basis for writing and discussion on topics such as health, work, Norwegian history, society, politics, environmental issues, and minorities in Norway. Materials include a contemporary novel. Offered annually in the spring semester.

Prerequisite: NORW 231 or equivalent.

NORW 253: Advanced Conversation and Composition

Students gain insight into Norwegian identity and culture, expand vocabulary, and improve fluency and grammatical accuracy by reading a variety of texts and writing essays. Speaking assignments help students understand readings and become more effective speakers. Offered annually in the fall semester. Counts toward management studies concentration.

Prerequisite: NORW 232 or equivalent.

NORW 371: Norwegian Literature from Vikings to the 21st Century

This course is a historical survey of Norwegian literary and cultural history from the medieval period to contemporary times. Students read a selection of short texts and a play by Henrik Ibsen. They gain knowledge of the most important periods of Norwegian literature and develop skills of close reading and critical reflection. The course emphasizes the understanding of individual texts in the light of their historical period, while also addressing how Norwegian literature has been used in modern constructions of cultural identity and how it has influenced and reflected larger societal developments.

Prerequisite: NORW 253 or equivalent.

NORW 372: Norwegian Literature from 1890 to the Present

A study of Norwegian literature from 1890 to the present, this chronological overview places contemporary Norwegian literature in the context of historical, cultural, and linguistic change and relates Norwegian literature to international trends. Lectures, essays, and class discussion are in Norwegian. Offered annually in the spring semester.

Prerequisite: NORW 253 or equivalent.

Scandinavian Literature and Culture (in English Translation)

NORW 130: Nordic Film Today

This film course introduces students to contemporary Nordic film. Readings/screenings present a broad spectrum of contemporary issues, along with current critique and theoretical approaches. Topics include: history, culture and society, translation, gender/sexuality, national identity, urbanization, minority issues, etc. Students attain an understanding of these cultural trends and the technical terminology to watch, read, think, talk, and write critically and intelligently about films as text. Taught in English. Offered periodically. Counts toward film studies concentration.

NORW 140: Norway: Continuity and Change

Contemporary Norway is much more than lutefisk, lefse, Hardanger fiddles, rosemaling, and elaborate costumes. This course examines modern Norwegian society, imperfections and all, against the backdrop of tradition, looking at such issues as Norway's role in peace negotiations, its position as an outsider in Europe, and its evolving relationship with the United States. Taught in English. Offered periodically.

NORW 224: Topics in Contemporary Nordic Literature: A Window on Society

Recently there has been an explosion in Nordic literature translated into English, providing unprecedented access to contemporary literary texts produced in Norway, Sweden, Denmark, Finland, and Iceland. In this course students read and analyze contemporary Nordic literary texts and examine those societies through a literary perspective. Sample topics: "Murder Nordic Style: Contemporary Crime Fiction" and "Gender and Nordic Society." Taught in English. Offered periodically.

NORW 244: The Sámi: Traditions in Transition

This interdisciplinary course explores the Sámi, an indigenous people living mainly in the northern parts of Norway, Sweden, Finland, and Russia. Students first place the Sámi in a historical-cultural context by examining the Sámi's social and economic systems, religion, customs, and values. The major portion of the course examines the Sámi primarily from within: the Sámi will present themselves through their literature, film, music, and art. Taught in English. Offered periodically. Counts toward linguistic studies concentration.

NORW 246: Edvard Munch and Nordic Literature

The Norwegian artist Edvard Munch not only painted one of the world's most famous paintings ("The Scream"), he also produced a remarkable body of psychological and expressionist artworks from the 1880s to the 1930s. This course uses Munch's art as a window onto Nordic literature in a period of transition from naturalism to modernism. Students explore the work of writers with significant connections to Munch, investigating the interplay between art and literature in fin-de-siècle Scandinavia. Counts toward Norwegian major and Nordic studies concentration. Offered periodically.

NORW 282: Ibsen

Students analyze the plays of Henrik Ibsen in English translation using a variety of critical approaches. Students investigate ethical issues and themes in Ibsen's plays by examining the plays through the lens of ethics, using readings in ethical theory to better understand both the ethical issues and the plays themselves. Students also study Ibsen's dramatic technique and the historical and literary context of his work. Taught in English. Offered annually. Counts toward women's and gender studies major and concentration.

Prerequisite: BTS-T or permission of instructor.

NORW 294: Academic Internship**NORW 298: Independent Study****NORW 394: Academic Internship****NORW 396: Directed Undergraduate Research**

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

NORW 398: Independent Research**NORW 399: Seminar**

May be repeated if topics are different.

Related Course

HIST 222: Modern Scandinavia

This course offers a survey of modern Scandinavian history from the period of the Protestant Reformation to the present with special attention to recent developments. Foreign Language Across the Curriculum course available in Norwegian. Offered annually. Counts toward Norwegian major and management studies and Nordic studies concentrations.

Faculty

Chair, 2015-2016**Kari Lie Dorer**

Associate Professor of Norwegian
Norwegian language and culture; applied linguistics; Sami studies; Nordic film.

Torild Homstad

Visiting Assistant Professor of Norwegian
Norwegian language and literature; children's literature.

Kyle A. Korynta

Visiting Assistant Professor of Norwegian

Dean N. Krouk (on leave)

Assistant Professor of Norwegian

Bjorn Nordfjord

Visiting Associate Professor of English
American cinema; world cinema; crime fiction; adaptation and narrative theory

Margaret Hayford O'Leary (on leave)

Professor of Norwegian
Norwegian language, literature, and society; Nordic crime fiction

Christine Haerter Piñero

Instructor in Norwegian
Norwegian language

Solveig P. Zempel

Professor Emerita of Norwegian
Norwegian literature and language

Nursing

Suzanne Kiehne, Holland 332
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Nursing, the largest of the health professions, is founded on a commitment of service to others and focuses on the health and well being of society. Nursing practice involves four areas: promoting health and wellness, preventing illness, restoring health, and care of the dying.

The nursing program at St. Olaf College, offers students the opportunity to enjoy a St. Olaf education, earn a bachelor of arts degree with a major in nursing, enroll in nursing courses with

students outside the major, and have clinical learning experiences in a wide variety of local and Twin Cities medical and health care centers, long-term care facilities, community agencies, home health, and other facilities. By combining the values of the individual and a liberal arts background with the acquisition of professional knowledge and nursing skills, the nursing program integrates development of the whole person, a commitment to life-long learning, and service to others with a holistic approach to the practice of professional nursing.

In the fall of 2015, the baccalaureate degree in nursing program at St. Olaf College will host an onsite evaluation as part of the process to seek accreditation by the Commission on Collegiate Nursing Education and has been granted continuing approval by the Minnesota Board of Nursing.

Upon graduation, students are eligible to apply for initial licensure by examination for registered nurses offered by the National Council of State Boards of Nursing and, upon licensure, they can apply for certification as a public health nurse in Minnesota.

Overview of the Major

The nursing program, through an innovative design that integrates theory with practice and partners educators with professionals in practice, prepares graduates to provide and coordinate nursing care for individuals, families, and communities within standards of professional practice. Students learn to think critically, communicate effectively, and implement holistic nursing care within the developmental, physical, psychological, sociocultural, and spiritual context of patient situations.

Graduates are qualified to work in hospitals, public health agencies, transitional and longterm care facilities, homes, hospice, healthcare organizations, and clinics, to provide high quality nursing care to individuals, families, communities, and populations and to direct the nursing care given by others. They have the background for graduate study in nursing programs, which can prepare them for advanced nursing practice, teaching, administration, and research.

Accreditation and Approval

Information regarding the national accreditation status of the program can be obtained from the:

Commission on Collegiate Nursing Education (CCNE)
One Dupont Circle NW, Suite 530
Washington, DC 20036-1120
(202) 887-6791

Information regarding state approval of the program is available from the:

Minnesota Board of Nursing
2829 University Ave., Suite 500
Minneapolis, MN 55414
(612) 317-3000

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/nursing-major-ilos>)

Distinction

See Academic Honors (p. 36)

The Department of Nursing seeks to recognize senior students who distinguish themselves through an independent project that goes

beyond the requirements of the major. Candidates are evaluated for the extent to which they: synthesize and integrate knowledge from the basic sciences and the liberal arts in nursing care; apply cognitive, interpersonal, and psychomotor skills to the nursing care of patients through the nursing process; demonstrate accountability for the quality of their own nursing interventions and independence in decision making; exhibit leadership skills in relation with patients, peers, nursing, and other health team members and in functions relating to professional nursing; participate in extra-curricular activities; and develop a creative project with relevance to nursing.

Students with a grade point average of 3.5 or above in the nursing courses completed at the point of application are eligible to be candidates for departmental distinction. Guidelines for distinction are available from the Nursing Department office.

Special Programs

Study Abroad

Nursing students at St. Olaf can participate in the study/service or semester abroad programs listed in the International and Off-Campus Studies section of the catalog. However, participants in off-campus programs will need to plan carefully and additional time may be necessary to complete all requirements for the nursing major. The nursing advisor or the department chair will assist in planning for these experiences.

Second Majors

Undergraduates may choose to earn a double major at St. Olaf, in nursing and another discipline. Additional time may be necessary for this choice, as well as advising by faculty representing both disciplines. Students who have already earned a St. Olaf degree are eligible to earn a second major in nursing. Students should consult with the department chair to determine prerequisite courses needed prior to beginning the nursing courses. Special tuition charges are possible.

Requirements

Admission and Progression

Students are encouraged to express an interest in the nursing major upon application for admission to St. Olaf College. Enrollment in the program is limited and admission is competitive; therefore, early consultation with the department chair is recommended. Interested students are assigned nursing faculty as academic advisors.

Students must apply for admission to the nursing major during the fall of the sophomore year. Application information is available from the department chair or website. Admission criteria include cumulative grade point average, grades in prerequisite courses, essay, interview, and student status. *Students needing accommodations for the essay or interview and who have a documented disability for which accommodations have been provided by the Academic Support Center (ASC), need to contact Suzanne Kiehne, the AAA for the Department of Nursing. Accommodations will only be provided after a letter from the ASC is submitted to the Department of Nursing chair and with sufficient lead-time to arrange accommodations prior to the scheduled essay or interview.* Students will be notified of their conditional acceptance into the major by a letter from the nursing department chair during the January Interim of the sophomore year. Nursing courses begin in the spring of the sophomore year.

Conditional acceptance into the nursing major will become final if students meet the following criteria at the end of the sophomore year: a minimum cumulative GPA of 2.85 and successful completion of all nursing prerequisite courses with a GPA of 2.70. Prerequisites must be taken for a letter grade. Only one prerequisite course may be below C-, and this course (or an alternate course approved by the Nursing Department chair) may be repeated once. A minimum grade of C- must be achieved in the repeated or substituted course. If a grade of C- is not achieved in the repeated or substituted course, the student may not continue in the major. If two or more prerequisite courses are below C-, the student may not continue in the major.

Students not accepted may choose to be placed on a waiting list and will be notified of their rank on that list. If openings occur, admission will be offered to waiting list students by rank, highest rank first. Students on the waiting list may also reapply for admission to the nursing program the following year. They will be considered in the next pool of applicants but will not be guaranteed admission because they apply a second time.

In the event that a student is denied admission to the program by the department of nursing, and is subsequently unsuccessful in appealing the decision within the department, the student may appeal to the Academic Dean, who will ask for a written statement from both the student and the department prior to rendering a decision. The Dean's decision will be final.

In addition to the college health requirements, nursing students must also provide documentation of: physical examination, immunization to Hepatitis B, measles, mumps, varicella, rubella, influenza, and negative two-step Tuberculosis Skin Test (TST)/Mantoux or negative Blood Assay for Mycobacterium (BAMT)/TB serum test or negative chest x-ray (only with a positive TST) after June 1 of both the junior and senior years in the major.

Continuous certification in CPR must be maintained throughout the major. Students should complete a CPR course prior to beginning nursing courses that provides certification for the final two-year period they are enrolled in the major (typically junior and senior years). Students should select either the Basic Life Support for Health Providers course offered by the American Heart Association or the CPR/AED for Professional Rescuers and Healthcare Providers course offered by the American Red Cross.

In order to be qualified to provide direct patient services, students must undergo an annual criminal background study conducted by the Minnesota Department of Human Services (MDHS). If a student is disqualified by the MDHS, he or she will be unable to provide direct patient care and he or she will be dismissed from the nursing program.

Students beginning the nursing program must also be a certified nursing assistant (CNA). Students will need to provide documentation of Minnesota Department of Health (MDH) Nursing Assistant registration after successful completion of a Certified Nursing Assistant/Nursing Assistant Registered program prior to beginning the nursing program. Students must meet all college requirements for graduation, as well as complete eight prerequisite courses.

Prerequisite Courses (to be completed before beginning upper-division nursing courses)

BIO 143	Human Anatomy and Physiology: Cells and Tissues	1.00
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BIO 231	Microbiology	1.00
BIO 243	Human Anatomy and Physiology: Organs and Organ Systems	1.00
ID 110	Interprofessional Education: Exploration in Healthcare	1.00
ID 210	Pathopharmacology	1.00
PSYCH 125	Principles of Psychology	1.00
PSYCH 241	Developmental Psychology	1.00
Select one of the following:		1.00
SOAN 121	Introduction to Sociology	
SOAN 128	Introduction to Cultural Anthropology	
SOAN 260	Marriage and the Family	
SOAN 264	Race and Class in American Culture	
Requirements for Graduation		
NURS 211	Holistic Health Assessment and Health Promotion	1.00
NURS 311	Foundations of Professional Nursing	1.00
NURS 312	Family Health	1.00
NURS 313	Gerontological Nursing	1.00
NURS 314	Lifespan Medical-Surgical Nursing I	1.00
NURS 386	Perinatal Health (through fall 2015)	1.00
NURS 388	Community Health (through fall 2015)	1.00
NURS 392	Mental Health (through spring 2016)	1.00
NURS 397	Nursing Leadership (through spring 2016)	1.00
One course in ethics (students should consult with their advisor to determine what courses meet this requirement for nursing from general education EIN courses)		1.00

The following courses will be submitted as proposals by the Nursing Department and considered by the Curriculum Committee in the fall semester.

- NURS 315 Lifespan Medical-Surgical Nursing II
- NURS 316 Public Health Nursing
- NURS 317 Behavioral Health
- NURS 318 Nursing Leadership
- NURS 319 Complex Patient Care
- NURS 399 Senior Nursing Seminar

Courses

Nursing courses that count toward the major are upper-division (sophomore, junior, and senior years). Courses progress from non-acute to acute nursing, from simple to complex situations, and include care of the individual, the family, and the community. Each nursing course that counts toward the major provides the student with 39 class periods, or the equivalent, of instruction. One class period equals 55 minutes at St. Olaf. Three hours of classroom

laboratory or clinical laboratory is the equivalent of one class period. Clinical experiences are provided in each semester of the nursing major in a variety of rural and urban settings. Clinical experiences may occur on any shift or day of the week as negotiated by agencies and the program. Students must provide their own transportation to clinical experiences. Nursing faculty design and evaluate all classroom and laboratory experiences; in some courses registered nurses working as adjunct instructors assist faculty to guide student learning in the classroom or clinical laboratories. A fee is assessed each semester for program expenses.

NURS 140: Health and Social Inequality: Rural and Urban Perspectives (off campus)

Health begins where we live, work and play. Students are immersed in public, private, and community-based organizations in Northfield (rural) and Minneapolis-St. Paul (urban) to gain an understanding of the social determinants of health (environmental conditions, resources and supports) and the relationship to individual health outcomes through service learning. A special emphasis is placed on the impact of socioeconomic status, geographic location, and disability on health disparities.

Prerequisites: one course in sociology/anthropology, women's and gender studies, social work, family studies, economics, political science, environmental studies, or nursing. Offered during Interim.

NURS 211: Holistic Health Assessment and Health Promotion

This course focuses on holistic health assessment, health promotion, and disease prevention across the lifespan. Students obtain health histories, identify risk factors, and develop health assessment skills in physiologic, psychosocial, developmental, and spiritual dimensions. Identification of data from a holistic perspective and analysis of findings through critical thinking are emphasized. Active learning experiences are utilized to apply knowledge and informatics during health assessment. Counts toward the nursing major. Offered fall 2015 and each spring thereafter.

Prerequisites: open to junior nursing majors only in the fall of 2015 and to sophomore nursing majors in the spring of 2016 and each spring thereafter. Concurrent registration with NURS 311, NURS 312, and NURS 313 in the fall of 2015. Concurrent registration with ID 210 in the spring of 2016 and each spring thereafter.

NURS 294: Academic Internship

Does not count toward the major. Students may choose a 1.00, 0.50, or 0.25 credit option.

NURS 298: Independent Study

Does not count toward the major.

NURS 311: Foundations of Professional Nursing

This course introduces the philosophical and scientific foundations of professional nursing. Students examine historical foundations of the nursing profession and scientific processes and frameworks underlying nursing theory and practice. Exploration of concepts in the nursing discipline builds knowledge and understanding essential to the provision of holistic patient care across the lifespan. Emphasis is on development of professionalism, use of critical thinking, and evidence-based practice. Counts toward the nursing major. Offered annually in the fall semester.

Prerequisite: open to junior nursing majors only. Previous or concurrent registration with NURS 211. Concurrent registration with NURS 312 and NURS 313.

NURS 312: Family Health

Students focus on the nursing care of childbearing and childrearing families in the context of family-centered care. Family theory will be utilized as the framework for nursing assessment and care of families in various situations across the lifespan. Clinical experiences are provided with childbearing and childrearing families. Counts toward the nursing major. Offered annually in the fall semester.

Prerequisite: open to junior nursing majors only. Previous or concurrent registration with NURS 211. Concurrent registration with NURS 311 and NURS 313.

NURS 313: Gerontological Nursing

Students examine social, psychological and biological aspects of aging within the context of holistic nursing. Application of knowledge and skills using gerontological principles for prevalent health problems experienced by older adults is emphasized. The course incorporates instruction and feedback for developing oral communication through the practice of interpersonal communication skills. Clinical experiences focus on elder care in a variety of community settings. Counts toward the nursing major. Offered annually in the fall semester.

Prerequisite: open to junior nursing majors only. Previous or concurrent registration with NURS 211. Concurrent registration with NURS 311 and NURS 312.

NURS 314: Lifespan Medical-Surgical Nursing I

This course focuses on the etiology, clinical manifestations, and management of holistic nursing care for ill patients of various ages. Major concept areas explore the dynamics of common acute and chronic abnormalities observed in specific populations. Students utilize diverse roles of the nurse integrating knowledge from pharmacology and health assessment to manage the care of a patient in the clinical setting. Counts toward the nursing major. Offered annually in the spring semester.

Prerequisite: NURS 311, NURS 312, and NURS 313.

NURS 386: Perinatal Health

This course explores the childbearing process in healthy and high-risk families. Clinical experiences are provided with families during pregnancy, labor and delivery, and following birth. Clinical settings include hospital birth centers, clinics, simulation, and home care agencies. Students develop the role of educator by working with parents to integrate and care for a new member of the family system. Offered annually in the fall semester. Counts toward women's and gender studies major and concentration.

Prerequisite: NURS 336.

NURS 388: Community Health

This course emphasizes the health of communities and populations. Topics include population-based health issues such as environmental health, epidemiology and communicable diseases. Students assess and screen individuals and families within communities, address identified needs and educate populations across the lifespan, collaborate with other health care professionals, make referrals, and participate in health promotion clinics. Clinical experiences occur in rural public health agencies, community-based programs, and simulation. Offered annually in the fall semester.

Prerequisite: NURS 336.

NURS 390: Research Methods in Nursing

This course provides tools for understanding how research in nursing is conceptualized, designed, carried out, interpreted, and disseminated. Use of library/internet resources, ethical guidelines, and skills of scientific writing are emphasized. Students work independently and in groups to critique research, conduct literature reviews, and prepare research posters/papers for presentation. Counts toward the nursing major as an elective. Offered spring 2016 and annually in the fall semester thereafter.

Prerequisite: open to upper-class nursing majors and only to sophomore nursing majors with permission of the instructor.

NURS 392: Mental Health

Students explore issues related to the care of individuals suffering from acute and chronic psychiatric disorders. The course includes topics such as major mental illnesses, substance abuse, depression, and anxiety disorders. Students develop the roles of counselor and collaborator by working with an interdisciplinary team in providing care to patients in psychiatric settings. Clinical experiences and simulation emphasize the use of therapeutic communication, psychiatric assessment, and interpersonal relationship skills. Offered annually in the spring semester.

Prerequisite: NURS 388.

NURS 394: Academic Internship

Does not count toward the major. Students may choose a 1.00, 0.50, or 0.25 credit option.

NURS 396: Directed Undergraduate Research

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

NURS 397: Nursing Leadership

This course explores the theories of leadership, management, and organizations and the process of managing personnel and work. Concepts of change, conflict negotiation, and preparation for professional practice are examined. Professional communication is emphasized through writing and conducting a teaching conference for personnel. The roles of leader, manager, and coordinator are emphasized. Clinical experiences and simulation focus on providing nursing care to groups of adults with complex health problems. Offered annually in the spring semester. Counts toward management studies concentration.

Prerequisite: NURS 336.

NURS 398: Independent Research

Does not count toward the major.

Faculty

Chair, 2015-2016**Diana O. Neal**

Associate Professor of Nursing
neonatal intensive care; pediatric nursing; complementary therapies and healing practices; research in nursing education; debriefing in simulation

Rita S. Glazebrook

Professor Emerita of Nursing
maternity nursing; leadership

Susan L. Huehn

Instructor in Nursing
behavioral health; maternal-child nursing; relationship-based care;
interprofessional relationships and interprofessional simulation

Mary Beth Kuehn (on leave fall and Interim)

Assistant Professor of Nursing
public health nursing; health and social inequity; leadership

Sandra A. Morissette

Instructor in Nursing
gerontology; adult medical-surgical nursing; informatics;
pathopharmacology; simulation

Tammy J.P. Neiman

Instructor in Nursing
community health nursing; adult medical-surgical nursing; palliative
and end-of-life care; interprofessional healthcare teams; simulation

Philosophy

Sue Newland, Holland 502
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The aim of the Philosophy Department is to engage students in disciplined and imaginative thinking about philosophical issues. Philosophical questions fall primarily into four groups: questions about the nature of reality (metaphysics), about reasoning and inference (logic), about knowledge (epistemology), and about values and society, including moral values (ethics) and aesthetic values. These questions, which arise naturally in the course of a liberal education, are not only fascinating in their own right, they also touch on issues central to understanding and improving human life in our own society and in the world. Because they involve complex and controversial issues, there are no easy answers. Yet it matters greatly which answers are accepted, and it is therefore important to engage in discussion with others who face these questions and to seek to learn from the philosophers of the past and present.

Engaging in philosophy develops skills in careful and fair-minded interpretation, creative but rigorous argumentation, and perceptive, wise evaluation of complex issues. These valuable abilities are applicable to any subject matter and in any human context and are useful for negotiating the ambiguities of today's career paths.

Students can find philosophy courses that satisfy each of the six categories of core general education requirements. Also, a significant number of the courses that satisfy the EIN requirement are taught by philosophers. On the department's website, the department provides for each term a prospectus that describes the special focus for each course and section.

Overview of the Major

A major in philosophy is highly recommended not only for those who wish to pursue graduate study in philosophy but also as preparation for other careers that require the ability to think in a creative and disciplined manner about questions that are new or whose method of solution is debated, including careers in law, theology, business, management, medicine, journalism, politics, and education.

Philosophy majors are encouraged to participate in the student-run Philosophy Forum, to attend special lectures and events sponsored by

the department, to explore study abroad programs, and to participate in departmental social events.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/philosophy-major-ilos>)

Distinction

See Academic Honors (p. 36)

Departmental distinction in philosophy is awarded by a vote of the department to those graduating students whose discourse, both oral and written, exhibits such philosophical virtues as clarity, coherence, and sensitivity to the full range of relevant considerations, fair-mindedness, rigor, and creativity. Candidates submit a portfolio of papers by April 15 to the department chair. Additional information about applying for distinction is available on the department's website.

Special Resources

The Howard and Edna Hong Kierkegaard Library at St. Olaf is an internationally acclaimed center for the study of Søren Kierkegaard, the 19th-century Danish philosopher who is widely recognized as the father of existentialism. Every year, researchers from around the world come to the library to participate in its visiting fellows program. It is an invaluable resource for students, too. A number of philosophy students have worked in the library, and seniors and recent undergraduates have participated in the library's fellowship program for young scholars. The library also sponsors *The Reed*, an undergraduate journal of existential thought.

The Eunice Belgum Memorial Lectures are delivered annually by leading philosophers from around the world. Recent lecturers include Julia Annas, Barbara Herman, Elliot Sober, Thomas Carson, Rachel Cohon, Lynne Baker, and Dan Robinson. Eleonore Stump was the lecturer for 2014-15.

Requirements

A major in philosophy may be attained by completing the requirements for either a regular major or a contract major. Most philosophy courses simultaneously count toward the major and toward one or more general education requirements. Because the philosophy major can be tailored to the needs and goals of individual students, all philosophy majors are encouraged to work closely with an advisor in the philosophy department.

Regular Major

Nine courses in philosophy, including:³ 9.00

PHIL 235	Ancient Greek Philosophy
PHIL 236	History of Modern Philosophy
PHIL 240	Formal Logic
Three Level III seminar courses ^{1,2}	

¹ Level III seminar courses may not be taken S/U

² **Policy Concerning PHIL 398 Independent Research (IR)** (Adopted 2/12/08)

In special circumstances, an IR course may be substituted for a level III seminar. The circumstances are as follows:

1. the IR must have a special relevance to the student's program of study in the major or contract major, serving as a capstone experience;
2. by November 1 of the senior year, the student must present a petition to the chair of the philosophy department before registering for spring courses. The petition should include a rationale explaining the special relevance of the project to his or her major. The chair has full authority to grant or decline the petition;
3. no more than one IR course, which must be taken graded, can be used to fulfill the requirement; the other level III course(s) must be seminar courses.

³ Students who complete the Great Conversation receive credit for one elective philosophy course toward the major.

These specifications seek to first assure a major's grasp of the history and methods of philosophy and then to provide practice in advanced philosophical inquiry.

Contract Major

A contract major involves a contract drawn up between the student and the Department of Philosophy. The contract combines the following:

Seven courses in philosophy, including:	7.00
PHIL 235 Ancient Greek Philosophy	
PHIL 236 History of Modern Philosophy	
Two level III seminar courses in philosophy ^{1,2}	
PHIL 240 Formal Logic (or a non-credit-bearing logic project)	
Three level II or III courses in another department chosen to complement the work in philosophy	3.00
Total Credits	10

¹ The two level III seminar courses in philosophy may not be taken S/U

² **Policy Concerning PHIL 398 Independent Research (IR)** (Adopted 2/12/08)

In special circumstances, an IR course may be substituted for a level III seminar. The circumstances are as follows:

1. the IR must have a special relevance to the student's program of study in the major or contract major, serving as a capstone experience;
2. by November 1 of the senior year, the student must present a petition to the chair of the philosophy department before registering for spring courses. The petition should include a rationale explaining the special relevance of the project to his or her major. The chair has full authority to grant or decline the petition;
3. no more than one IR course, which must be taken graded, can be used to fulfill the requirement; the other level III course(s) must be seminar courses.

Categories

These requirements give students a great deal of leeway to pursue their own interests. Those who wish to develop a balanced understanding of philosophy should take a number of courses in each of the following categories:

History of Philosophy

PHIL 118 The Making of the Modern Mind

PHIL 233 Kierkegaard and Existentialism

PHIL 235 Ancient Greek Philosophy

PHIL 236 History of Modern Philosophy

PHIL 374 Seminar in the History of Philosophy

AS/PH 251 Asian Philosophy

Metaphysics and Epistemology

PHIL 231 Philosophy of Mind

PHIL 240 Formal Logic

PHIL 241 Philosophical Theology

PHIL 244 Philosophy of Science

PHIL 371 Seminar in Epistemology

PHIL 372 Seminar in Metaphysics

Ethics and Value Theory

PHIL 119 Moral Psychology

PHIL 120 Philosophy in Literature

PHIL 147 Death and the Meaning of Life

PHIL 243 Aesthetics

PHIL 245 Philosophy and Feminism

PHIL 250 Biomedical Ethics

PHIL 252 Ethics and the Good Life

PHIL 254 Law, Politics, and Morality

PHIL 257 Environmental Ethics

PHIL 261 Freud and the Study of Human Behavior

PHIL 373 Seminar in Ethics and Theory of Value

Categories for PHIL 375 Seminar in Advanced Topical Studies and PHIL 399 Senior Seminar vary year by year. It is also possible to specialize in one of these areas, but students are strongly encouraged to take at least one, and preferably two, courses in each of the areas outside their specialization.

Students who complete the Great Conversation receive credit for one elective philosophy course toward the major.

Courses

PHIL 118: *The Making of the Modern Mind*

This course examines historically significant conceptions of reality and knowledge focusing on philosophy's contributions to Western culture. Major philosophers from ancient, medieval, and modern Western philosophy are introduced and assessed for their contributions to our understanding of the universe, human nature, and values. Some sections offer a survey of Western philosophy; others stress intensive study of central figures and works. Consult departmental prospectus for details. Open to first-year students and sophomores only. Offered each semester.

PHIL 119: Moral Psychology

This seminar provides an introduction to philosophy that compares psychological and philosophical approaches to moral behavior and character. The course examines the nature of those states of mind that are thought to constitute moral (or evil) character and produce moral (or evil) actions, relationships, and societies. States considered may include humility, self-respect, beneficence, compassion, caring, anger, forgiveness, courage, and truthfulness. Open to first-year students and sophomores only. Offered annually.

PHIL 120: Philosophy in Literature

Literature provides rich resources for thinking through central philosophical questions, including the metaphysics and ethics of freedom; the problem of evil; the role of character in choice and action; the nature of morality; rebellion and human solidarity; God's existence and relation to the world; and the nature of truth. Designed primarily for first-year students, this course explores philosophical ideas in literary works of several different genres by studying plot, character, point-of-view, imagery, and symbolism. Offered during Interim.

PHIL 127: Zen and the Art of Judo

Judo is an Olympic sport and martial art widely known for its dynamic throws, slick submissions, and grueling conditioning. However, the founder of judo also intended it to be a system of moral education rooted in the philosophical traditions of Japan. In this course students learn the physical aspects of judo through intensive practice and the philosophical aspects of judo through studying Zen Buddhism and the writings of judo's founder, Jigoro Kano. Offered during Interim. Counts toward Asian studies major and concentration.

PHIL 147: Death and the Meaning of Life

This course introduces philosophical ideas and methods through reading, discussing, and writing about basic questions that arise when we reflect on the human condition. What is meant by "meaning" when one asks whether (a person's) life has meaning? How do our beliefs about human nature, religion and morality affect how we ask or answer the question? How does our mortality affect our living? Classical and contemporary writings -- philosophical and autobiographical -- are used. Offered during Interim.

PHIL 231: Philosophy of Mind

Is there anything about the human mind that cannot in principle be understood scientifically? Are we just complex physical machines? This course looks at recent attempts to answer such questions. Students examine the philosophical foundations of various approaches to the study of the mind and consider the possible moral and social implications of these approaches with respect to questions of free will, personal identity, and our responsibility for our actions. Offered annually. Counts toward neuroscience concentration.

PHIL 233: Kierkegaard and Existentialism

An introduction to Kierkegaard's work and to existentialism, this course emphasizes the aesthetic, ethical, and religious "stages on life's way." Existential questions concerning the meaning of human existence, passion and faith, freedom and choice, despair, and the absurd are examined. Offered annually. Counts toward Nordic studies concentration.

PHIL 235: Ancient Greek Philosophy

This course surveys the origins and development of ancient Greek philosophy from the Presocratics in the 6th century BCE through Plato and Aristotle in the 4th century BCE. Students read and analyze primary texts in translation in order to examine the historical foundations of philosophical issues in cosmogony, natural philosophy, metaphysics, epistemology, logic, psychology, and ethics. As time permits, the course may include writings from one or more of the Hellenistic schools of Epicureans, Stoics, and Skeptics. Offered annually. Counts toward ancient studies major.

Prerequisite: one course in philosophy or permission of instructor.

PHIL 236: History of Modern Philosophy

This course examines the development of Western philosophy in the 17th and 18th centuries. Students explore the historical foundations of central issues in metaphysics and epistemology in the works of such thinkers as Descartes, Pascal, Hobbes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Topics may include conceptions of God, freedom, knowledge and skepticism, the nature of ideas, and the foundations of modern science. Offered annually.

Prerequisite: one course in philosophy or permission of instructor.

PHIL 240: Formal Logic

Formal systems of logic attempt to make principles of good reasoning explicit. This course introduces two such systems of logic: propositional and predicate calculus. Students learn to use formal techniques to analyze arguments and explore philosophical issues related to meta-theory, including consistency and completeness, the paradoxes of material implication, ontological commitment, and the interpretation of quantifiers. Offered annually. Counts toward linguistic studies concentration.

PHIL 241: Philosophical Theology

This course is a philosophical inquiry into the core commitments of Christian theism in the context of other world religions and naturalism. Central themes include beliefs about the existence and nature of God, the doctrines of the trinity and incarnation, redemption and ritual, human free will and responsibility, revelation and reason, religious experience, the problem of evil, different views of life after death, miracles and historical inquiry, and religious pluralism. Offered annually.

Prerequisite: BTS-B.

PHIL 243: Aesthetics

A philosophical inquiry into beauty and art. Students investigate the relationship between beauty, goodness, and truth, and examine different accounts of art, its value, meaning, and the standards by which it should be judged. Themes include the nature of creativity, censorship, and the significance -- cultural, moral, and religious -- of art. Counts toward art history major. Offered annually.

PHIL 244: Philosophy of Science

Using examples from the natural sciences, this course examines fundamental concepts of science, including scientific method, the nature of scientific theories and hypotheses, objectivity in data collection and analysis, the use of technology in making observations, confirmation versus falsification, and explanation versus prediction. To illustrate why non-scientists need to understand scientific practice the course also considers controversies such as global warming and intelligent design. Offered annually. Counts toward neuroscience concentration.

PHIL 245: *Philosophy and Feminism*

Students examine feminist critiques of aspects of contemporary culture that shape women's lives, such as conventional morality, science, education, art, medicine, law, religion, and marriage. Students critically examine philosophical views that underlie these institutions, including views of human nature, gender, rationality, knowledge, morality, justice, and the value of autonomy. Alternative feminist views that promote feminist aims are explored and evaluated. Offered periodically. Counts toward women's and gender studies major and concentration.

PHIL 246: *Space and Time*

An exploration of problems about the nature of space and time that are of common interest to philosophers and scientists: Do space and time have boundaries? Are space and time independent of minds and bodies? How are space and time conceived in classical vs. relativistic physics? What is the geometry of space? Is time travel possible? What is God's relation to space and time? Offered during Interim.

PHIL 247: *Selected Topics in Philosophy*

Discussion of philosophical topics of general interest and concern. Topics vary from year to year, and include an introduction to theory of knowledge, philosophy of language, medieval philosophy, American philosophy, and twentieth-century Continental philosophy. Offered periodically.

PHIL 250: *Biomedical Ethics*

This course clarifies central concepts and distinctions developed in the literature of moral philosophy and applications of those concepts and distinctions to concrete moral problems that arise in the practice of medicine. Issues may include euthanasia, abortion, medical paternalism, allocation of scarce medical resources, culturally sensitive medical care, pandemics, and conflicts of loyalty in managed care. Readings are drawn from both philosophical and medical discussions. Offered annually. Counts toward biomedical studies concentration (for students through class of 2016) and neuroscience concentrations.

Prerequisite: completion of BTS-T or permission of instructor.

PHIL 251: *Science, Ethics, and Religion*

Modern science raises important challenges for ethics and religion. Some are theoretical: can evolutionary and cognitive science be fully accommodated by religious persons and moral realists? Are the arguments for God's existence helped or hurt by modern science? Scientific developments also give rise to practical challenges for ethics. Should we radically enhance human nature? Does neuroscience show that we can't be morally responsible? Should we worry about global catastrophes? Students explore these or related questions. Offered annually. Counts toward neuroscience concentration.

Prerequisite: completion of BTS-T or permission of instructor.

AS/PH 251: *Asian Philosophy*

This course surveys the influential philosophical traditions of India and China. Students explore the major traditions including Hinduism, Buddhism, Jainism, Confucianism, and Taoism and consider other traditions with which they have interacted. Where appropriate, comparisons are drawn to Western philosophical traditions. Offered periodically.

PHIL 252: *Ethics and the Good Life*

This course examines the main Western ethical theories and their application to contemporary moral concerns. Theoretical issues may include rights, duties, virtue, hedonism, egoism, the relation between ethics and theology, the fact-value distinction, relativism, and pluralism. Students discuss current topics such as global economic justice, euthanasia, the death penalty, animal rights, censorship, racism, privacy rights versus public safety, reproductive ethics, and environmental ethics. Offered annually. Counts toward biomedical studies concentration (for students through class of 2016) and management studies concentration.

Prerequisite: completion of BTS-T or permission of instructor.

PHIL 253: *Democracy: Rule of the Ignorant?*

It is a platitude that democracy is a triumph of liberal civilization. Yet critics have charged that democratic citizens are ignorant and ill equipped to understand complex policy issues. This course explores the moral justifications for democracy in light of major objections and investigates whether there is something genuinely virtuous about the kind of society it sustains. Students discuss sources in political philosophy, economics, and political science. Offered periodically.

Prerequisite: BTS-T or permission of instructor.

PHIL 254: *Law, Politics, and Morality*

This course considers the relationships between moral principles, law, and the practice of governments. Topics may include the "Just War" debate, censorship, property rights and distributive justice, natural law, political liberalism and its critics, whether governments should act in accordance with specific moral principles or remain neutral, the tensions between individual rights and the good of the community, and the role of religion in public life. Offered annually.

Prerequisite: completion of BTS-T or permission of instructor.

PHIL 255: *Race and Social Justice*

This course analyzes issues concerning race and social justice from the perspective of normative ethical frameworks and various theories of value. Students investigate, interpret, and critique both intellectual foundations and reasons for endorsement of the various approaches to study in grace and social justice. Students pay critical attention to how the black intellectual tradition understands the meanings and moral implications of such ideas. Offered periodically during Interim. Counts toward race and ethnic studies major and concentration.

Prerequisite: BTS-T or permission of instructor.

PHIL 257: *Environmental Ethics*

Valuing nature raises significant philosophical and ethical issues. This course considers the nature of animal life, the character and control of pollution, the conflict between preservationism and conservationism, corporate and governmental responsibility for the eco-crisis, the use of economic categories to assess wilderness areas and endangered species, the conflict between eco-holism and individualism, and the philosophy of wilderness management. Offered annually. Counts toward environmental studies major (all emphases) and concentration and management studies concentration.

Prerequisite: completion of BTS-T or permission of instructor.

PHIL 259: Global Health Ethics

This seminar seeks a culturally respectful ethical framework for developing health policies for the increasingly interdependent world, a world of widening disparities in wealth and health. In relation to issues of health, how might relationships between individuals, institutions, and nations be structured to reduce injustice and improve prospects for well-being, peace, and security? How might different cultural, political, and industrial conditions around the world affect western conceptions of bioethics? Offered periodically. Counts toward philosophy major and biomedical studies concentration (for students through class of 2016).

Prerequisite: BTS-T or permission of instructor.

PHIL 260: Kant's Moral Theory in Literature and Film

Students study the moral theory of Immanuel Kant by reading his texts and understanding the expression of their ideas in literature and film. They also clarify Kant's moral theory through comparison of his theory to other moral theories, especially utilitarianism and virtue theory. The overall purpose of the course is to help students to understand and apply moral theories generally, and Kant's theory in particular, to moral situations. Offered periodically. Counts toward film studies and German studies concentrations.

Prerequisite: completion of BTS-T or permission of instructor.

PHIL 261: Freud and the Study of Human Behavior

Students examine Freud's thesis that our thoughts and actions spring from the darkness of our unconscious. Because Freud based his theory on a small sample of case studies, the course scrutinizes this qualitative data and discusses the role of case studies in the study of human behavior. Students evaluate the criteria for a scientific theory of human behavior and consider whether Freud's theory meets them. Offered during Interim. Counts toward German studies concentration.

PHIL 278: Moral Theory

An advanced introduction to moral philosophy emphasizing normative theories, the foundations of morality (metaethics), and moral reasoning. Normative theories (e.g. virtue ethics, deontological ethics, theological ethics, and utilitarianism) explore the nature of the good and the difference between right and wrong. Metaethics concerns the origins and objectivity of moral judgments, studying moral relativism, moral subjectivism, divine command theory, and ideal observer theories. Students explore moral reasoning in theory and practice using contemporary moral issues as examples. Offered periodically.

Prerequisites: one course in philosophy and completion of BTS-T or permission of instructor.

PH/RE 278: The Ethics of War

This course is a philosophical and theological reflection on the moral evaluation of war. Can war ever be morally justified? If so, what are the criteria for determining a war's just initiation, just conduct and just termination? Topics considered include a range of normative perspectives in their religious and secular expressions, for example, principled and pragmatic pacifism, just war tradition, realism, crusader ethics, utilitarianism, Kantianism, communitarianism, natural-law theory, feminism.

Prerequisite: completion of BTS-T or permission of instructor.

PHIL 294: Academic Internship**PHIL 298: Independent Study****PHIL 371: Seminar in Epistemology**

Students explore contemporary approaches to classical issues in theory of knowledge which include the nature and limits of knowledge; theories of justification; conceptions of truth; relativism and skepticism; and the standards of knowledge in the sciences, mathematics, history, ethics and religion. Specific issues discussed vary year to year. May be repeated if topic is different. Offered in alternate years.

Prerequisites: two courses in philosophy, one of which must be either PHIL 235 or PHIL 236 or permission of the department chair.

PHIL 372: Seminar in Metaphysics

Students investigate contemporary approaches to classical issues in metaphysics, which include the mind-body problem; personal identity and immortality; space and time; causality; and realism, anti-realism, and truth. Specific issues discussed vary from year to year. May be repeated if topic is different. Offered in alternate years.

Prerequisites: two courses in philosophy, one of which must be either PHIL 235 or PHIL 236 or permission of the department chair.

PHIL 373: Seminar in Ethics and Theory of Value

Students examine contemporary approaches to classical issues in ethics and theory of value: the nature of moral judgments; theories of moral obligation and value; the concept of moral responsibility; and the relation of morality to science, religion, and law. May be repeated if topic is different.

Prerequisites: two courses in philosophy, one of which must be either PHIL 235 or PHIL 236 or permission of the department chair; completion of BTS-T or permission of instructor.

PHIL 374: Seminar in the History of Philosophy

Students consider a selected figure or movement from the history of philosophy. May be repeated if topic is different. May count toward ancient studies and medieval studies majors.

Prerequisites: two courses in philosophy, one of which must be either PHIL 235 or PHIL 236 or permission of the department chair.

PHIL 375: Seminar in Advanced Topical Studies

Students participate in intensive discussion of a philosophical topic selected from areas such as philosophy of religion, philosophy of science, philosophy of language, philosophy of logic, aesthetics, social and political philosophy, and feminism, with emphasis on contemporary approaches. May be repeated if topic is different.

Prerequisite: two courses in philosophy, one of which must be either PHIL 235 or PHIL 236 or permission of the department chair.

PHIL 394: Academic Internship**PHIL 396: Directed Undergraduate Research**

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

PHIL 398: Independent Research

Prerequisite: one level III course in philosophy.

PHIL 399: Senior Seminar

Intended as a capstone course for the major, the seminar studies a selected topic, figure, or movement in philosophy, with emphasis on independent research and student presentations. Consult department's prospectus for details. May be repeated if topic is different. Offered annually.

Prerequisite: upper-level philosophy major or consent of instructor.

Related Interdisciplinary Courses

WRIT 111 First-Year Writing

First-year writing courses are sometimes taught by philosophers. Consult the WRIT 111 First-Year Writing prospectus for details.

GCON 310: Ethical Issues & Normative Perspectives: Great Conversation Continued

This course examines ethical issues from perspectives that are contemporary expressions of or reactions to classic normative traditions covered in the two-year sequence of the Great Conversation program. Included among these are one or more contemporary representatives of the Christian theological tradition. Among the possible ethical issues considered are political morality, sexuality, gender, matters of life and death (war, euthanasia, abortion), economic justice, and environmental responsibility. Offered in alternate years.

Prerequisites: completion of GCON 218 and BTS-T, or permission of the instructor.

Faculty**Chair, 2015-2016****Charles Taliaferro**

Professor of Philosophy
philosophy of religion; ethics; philosophy of mind, aesthetics

Arthur J. Cunningham

Assistant Professor of Philosophy
philosophy of physics; philosophy of science; science and religion

Michael A. Fuerstein

Assistant Professor of Philosophy
social and political philosophy; social epistemology; American pragmatism

Karen L. Gervais

Adjunct Professor of Philosophy
bioethics; philosophy of law; social and political philosophy; feminist philosophy; public health ethics

Jeanine Grenberg

Professor of Philosophy
ethics; Kant; history of modern philosophy

Gordon D. Marino

Professor of Philosophy
Kierkegaard; Freud; ethics; history of philosophy; philosophy of religion

Jason T. Marsh

Assistant Professor of Philosophy
bioethics; ethical theory and applied ethics; religion and cognitive science

Danny Munoz-Hutchinson

Assistant Professor of Philosophy

ancient philosophy; philosophy in late antiquity; philosophy of mind; zen Buddhism

Anthony J. Rudd

Associate Professor of Philosophy
epistemology; philosophy of mind; Wittgenstein; Kierkegaard; existentialism

Edmund N. Santurri

Professor of Religion and Philosophy
ethics; philosophical theology

Corliss G. Swain

Professor of Philosophy, Associate Dean of Humanities
Hume; philosophy of mind; metaphysics; feminism; history of modern philosophy

Physics

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Physics is the study of how and why things work — from the minute world of the atomic nucleus to the universe itself — within the context of a few fundamental laws. The goal of the physics curriculum is to acquaint students with basic natural phenomena and with the quantitative methods of experimentation and theoretical analysis through which we come to understand them. It provides an excellent preparation for students planning a technical career in physics, engineering, astronomy, or related interdisciplinary programs (biophysics, geophysics, materials science, chemical physics, etc.). In addition, physics supports the background training of biologists, chemists, environmental scientists, and computer scientists. Undertaking a liberal arts physics program enables students to become technically literate scientists who have a broad understanding of the world and can communicate well.

Overview of the Major

For most students the physics major begins in the fall of their first year with the calculus-based introductory sequence, PHYS 130 Analytical Physics I, PHYS 131 Analytical Physics II, and PHYS 232 Analytical Physics III. These three courses cover mechanics, electricity and magnetism, wave phenomena, relativity, and quantum mechanics. This is followed in the sophomore spring semester with PHYS 244 Modern Physics and PHYS 245 Modern Physics Laboratory (0.25). The junior and senior years features more advanced studies in Classical Mechanics (PHYS 374), Maxwell's Equations (PHYS 375), and Advanced Laboratory (PHYS 385 and PHYS 386, 0.25 each). Two elective course credits complete the requirements for the major; students choose from a variety of elective options depending on their career goals. A progressive sequence of courses in mathematics supports the coursework above. Laboratory experimentation and computer-based simulations or analysis are important parts of the curriculum throughout the major. Students are encouraged to participate in research with faculty members and in off-campus research or internship programs, most often in the summer.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/physics-major-ilos>)

Distinction

See Academic Honors (p. 36)

Students who demonstrate excellence in physics coursework and who complete and report on an additional outside project will be considered for distinction in physics. The project may take the form of a public presentation on research work or a topic of current interest in physics or written work such as a published paper or a paper submitted for PHYS 398 Independent Research. Other activities may be eligible; check with the department chair. In seeking to honor outstanding coursework in the major, faculty members do not rely solely on grades earned, but also consider factors such as improvement and dedication. Faculty members nominate candidates who have met the additional project criterion and a majority vote is taken. Students who elect the S/U grading option for a level II or level III physics course will not be eligible for distinction in physics.

Special Programs

To obtain certification as a teacher of physical science, a physics major must take the appropriate education courses and some additional science courses. The Education Department chair should be consulted for details of the available options. The requirement for a physics elective is waived.

The computer science major (<http://wp.stolaf.edu/cs>) can be designed to emphasize computer hardware by inclusion of PHYS 246 Electronics.

Students interested in the engineering profession may choose from two primary options. A cooperative five-year program with either Washington University or the University of Minnesota provides a B.A. degree from St. Olaf and a B.S. in engineering from the university. Many students prefer instead to complete a St. Olaf degree and then enter a master's degree program at an engineering school of their choice. Such a route typically takes 1.5-2 years beyond the B.A.

In recent summers, approximately 12 research positions have been available on-campus for students interested in working with physics faculty on current research projects. These projects are supported by both external and internal funds and provide a stipend for student physics participants. See the college's Collaborative Undergraduate Research and Inquiry (<http://wp.stolaf.edu/curi>) web page for descriptions of recent projects.

Students also may register during the year for PHYS 398 Independent Research or apply to the Oak Ridge Science Semester Program (http://stolaf.studioabroad.com/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=10100). International programs that can include course work in physics are the British university programs at Aberdeen, Lancaster, and the University of East Anglia.

Recommendations for Graduate Study

Students planning on graduate work in physics, engineering, materials science or related areas should choose appropriate electives in the

major and consider additional coursework in mathematics, computer science, or other sciences, depending on the field of interest. Summer research experience is strongly recommended. Students pursuing engineering are encouraged to complete internships in their areas of interest.

To prepare for graduate study in physics, students are advised to take Quantum Mechanics (PHYS 376) and Statistical Physics (PHYS 379) and to consider additional physics electives or math courses such as complex analysis, abstract algebra, probability, statistics, numerical analysis, and real analysis.

Requirements

Prospective physics majors should enroll in PHYS 130 Analytical Physics I in the fall semester of their first year, along with calculus or other math course recommended by placement in Mathematics. It is possible to complete the physics major with a sophomore year start in PHYS 130; interested students should consult with the department chair or other physics faculty member. Students with AP, IB, PSEO, or significant college-level experience in physics may seek advanced placement - to start in a course beyond PHYS 130 - by consulting with the department chair.

PHYS 130	Analytical Physics I	1.00
PHYS 131	Analytical Physics II	1.00
PHYS 232	Analytical Physics III	1.00
PHYS 244 & PHYS 245	Modern Physics and Modern Physics Laboratory (0.25)	1.25
PHYS 374	Classical Mechanics	1.00
PHYS 375	Maxwell's Equations	1.00
PHYS 385	Advanced Physics Laboratory (0.25)	0.25
PHYS 386	Advanced Physics Laboratory (0.25)	0.25
	One physics elective numbered above 120 (this is waived for students obtaining teacher certification.)	1.00
	One additional physics elective at the 300 level	1.00
Total Credits		8.75

In some cases it is possible to use the PHYS 124-PHYS 125 sequence to transfer into the major; see the chair.

Remember to check the prerequisites for all courses. Mathematics prerequisites may include calculus, linear algebra, differential equations, partial differential equations, or multivariable calculus.

Students planning to apply for graduate study in physics are advised to take Quantum Mechanics (PHYS 376) and Statistical Physics (PHYS 379) and to consider additional physics electives or math courses such as complex analysis, abstract algebra, probability, statistics, numerical analysis, and real analysis.

Courses

Students planning to take a single physics course should consider PHYS 112, PHYS 124, PHYS 154, or PHYS 252. The two-semester sequence, PHYS 124-PHYS 125, makes some use of calculus and is appropriate for students needing physics to support work in another major (especially biology or chemistry).

PHYS 112: Introductory Astronomy

A basic introduction to astronomy, this course concentrates on how we know what we know. Students explore questions such as "How do we measure the distance to a star?" and "How do we know the universe is expanding?" In addition to studying the solar system, stars, black holes, galaxies, and the history of the universe, students engage in observation using the department's telescopes. Offered annually.

Prerequisite: proficiency in algebra and geometry.

PHYS 124: Principles of Physics I

This two-semester in-depth course addresses topics in classical and modern physics using algebra, geometry, and some calculus. The course is well suited for students of biology or chemistry or for those desiring a thorough introduction beyond the high school level. Physics 124 takes up the Newtonian mechanics of point particles (motion, mass, force, torque, energy, momentum, and gravitation), Einstein's reexamination of space time (relativity), and nuclear physics. One laboratory per week. Offered annually in the fall semester.

Prerequisite: MATH 119 or MATH 120 or equivalent.

PHYS 125: Principles of Physics II

This two-semester in-depth course addresses topics in classical and modern physics using algebra, geometry, and some calculus. The course is well-suited for students of biology or chemistry or for those desiring a thorough introduction beyond the high-school level. Physics 125 explores the character of electric and magnetic forces and fields, then takes up the extended description of matter (vibrations, waves - sound and light). Finally, both particle and wave descriptions are shown to be necessary for discussing quantum mechanics and its application to atomic physics. One laboratory meeting per week. Offered annually in the spring semester.

Prerequisites: MATH 119 or MATH 120 or equivalent and PHYS 124.

PHYS 130: Analytical Physics I

This three-semester calculus-based sequence leads the student through the basic principles that account for the processes involved in baseballs, car engines, electrical power distribution systems, stereos, and black holes. It is the starting point for a major in physics and is also appropriate for majors in fields such as chemistry or mathematics who desire more mathematical depth than would be used in the two-semester PHYS 124 - PHYS 125 sequence. Physics 130 is a study of Newtonian mechanics --- motion, forces, energy, gravity, and rotation. There is one 2.5 -hour laboratory meeting per week. Offered annually in the fall semester. Counts toward computer science major.

Prerequisite: concurrent registration in (or previous completion of) MATH 119 or MATH 120 or equivalent.

PHYS 131: Analytical Physics II

Physics 131, the second course in the three-semester calculus-based sequence, treats electricity, magnetism, and electromagnetic waves. There is one 2.5 hour laboratory meeting per week. Offered annually in the spring semester.

Prerequisites: PHYS 130 and concurrent registration in (or previous completion of) MATH 126 or MATH 128.

PHYS 154: Origins of Nuclear Weapons

In 1945, humanity's relationship to science was forever changed by the atomic bombings of Hiroshima and Nagasaki. This course examines the scientific developments that led to these first atomic weapons, from the discovery of the nucleus to the manipulation of fission processes for the explosive release of nuclear energy. It also considers present-day weapons and nuclear power plants and discusses scientific developments in the human contexts that influenced them.

Prerequisite: high school algebra.

PHYS 232: Analytical Physics III

Physics 232, the third course in the three-semester calculus-based sequence, explores special relativity, waves and oscillations, and the quantum mechanics of light and matter. There is one 2.5 hour laboratory meeting per week. Offered annually in the fall semester.

Prerequisites: PHYS 131 or permission of instructor, and concurrent registration in (or previous completion of) MATH 220.

PHYS 244: Modern Physics

Quantum mechanics has changed the conceptual framework for our understanding of atoms and molecules, both as free particles and in condensed states of matter. It also guides our understanding of the nucleus and elementary particles. This course examines these discoveries and several applications they produced. Offered annually in the spring semester.

Prerequisites: PHYS 232 and concurrent registration (or previous completion of) MATH 230; concurrent registration in PHYS 245 is required.

PHYS 245: Modern Physics Laboratory (0.25)

This course, meeting once a week, uses both historical experiments and open-ended investigations with modern instrumentation to examine in detail the important developments covered in PHYS 244. Offered annually in the spring semester.

PHYS 246: Electronics

Modern scientific work relies heavily on electronic circuitry and computation. This course examines the fundamentals of analog and digital electronics, explores the applications of discrete and integrated circuits, and introduces the broad topic of computer control of experiments. Students develop hands-on skills in circuit building, computer interfacing, and programming in LabView®. Students attend one laboratory period each week. Offered alternate years. Counts toward computer science major.

Prerequisite: PHYS 125 or PHYS 131.

PHYS 252: Musical Acoustics

This course offers an introduction to the physics of sound waves, the biological, physical and psychological origins of sound perception, and the synthesis of sounds and sound production in different instruments. Students explore these topics, as well as sound recording and reproduction systems, through lectures, discussions, laboratory experiments, and student presentations. Offered during Interim. Counts toward media studies concentration.

Prerequisite: proficiency in algebra and geometry. Musical experience is helpful but not required.

PHYS 294: Academic Internship**PHYS 298: Independent Study****PHYS 360: Engineering Design Practicum**

This course gives students the opportunity to work on real world physics and engineering problems. Companies, non-profits, and other organizations provide projects relevant and important to the organizations' goals. Students work in teams to approach these projects from an engineering design perspective that emphasizes hands-on work, prototyping, and organizational skills. Offered annually during Interim.

Prerequisite: PHYS 244 or permission of the instructor.

PHYS 362: Materials Engineering and Nanoscience

This course introduces students to the vibrant, interdisciplinary, and growing fields of materials engineering and nanoscale science. Students focus primarily on the relationship between the structure and physical properties of materials, on length scales ranging from millimeters to nanometers. Students research articles from the peer-review literature that highlight the latest developments in the field. Students also discuss the technological and societal impacts of different materials and their applications. Students in this course are normally registered for PHYS 386 as well, in order to complete the requirements for the physics major. Offered annually in the fall semester.

Prerequisite: PHYS 374 or PHYS 375.

PHYS 374: Classical Mechanics

This course is an analytical and computational study of Newtonian mechanics, including the harmonic oscillator, central force motion, non-linear oscillators, chaos, and an introduction to the Lagrangian formulation. Students use computers extensively. Offered annually in the fall semester.

Prerequisites: PHYS 232 and MATH 230.

PHYS 375: Maxwell's Equations

This course utilizes integral and vector calculus in a thorough and analytic examination of classical electromagnetic theory and the physical laws on which it is based. Topics include electric and magnetic fields, macroscopic interaction of electromagnetism with matter, and the propagation of electromagnetic waves in various media. Students in this course are normally registered for PHYS 385 as well, in order to complete the requirements for the physics major. Offered annually in the spring semester.

Prerequisites: PHYS 232, MATH 230, and either MATH 226 or MATH 330 or similar course upon approval of the department chair.

PHYS 376: Quantum Mechanics

Students investigate Quantum Theory, in which a particle's behavior is described through a statistically-interpreted wave function rather than through the concepts of Newtonian mechanics. Topics include an examination of the conceptual framework of Quantum Mechanics, solution of the Schrodinger Equation for systems such as the harmonic oscillator and the hydrogen atom, and approximation methods for treating more complex systems and the interaction of radiation with matter. Students in this course are normally registered for PHYS 386 as well, in order to complete the requirements for the physics major. Offered annually in the fall semester.

Prerequisites: PHYS 244, PHYS 374, and either MATH 226 or MATH 330 or similar course upon approval of the department chair.

PHYS 379: Statistical Physics

How do macroscopic variables (e.g. energy, pressure) develop through the collision or interaction of microscopic objects? Why is the spread of disease in an orchard similar to a piece of iron becoming magnetized? Students study classical and quantum gases, followed by magnets and phase transitions (Ising Model, percolation, renormalization) and employ both analytical and computer methods (Monte-Carlo sampling, simulations, molecular dynamics). Offered alternate years.

Prerequisite: PHYS 244.

PHYS 385: Advanced Physics Laboratory (0.25)

Experiments in the areas of mechanics, electricity and magnetism, and materials science. Emphasis is on the development of good laboratory techniques, analytical skills, and the ability to work independently. Each 0.25-course registration averages one afternoon of work each week. Offered annually in the spring semester.

PHYS 386: Advanced Physics Laboratory (0.25)

Experiments explore various aspects of quantum physics. Emphasis is on the development of good laboratory techniques, analytical skills, and the ability to work independently. Each 0.25-course registration averages one afternoon of work each week. Offered annually in the fall semester.

PHYS 390: Selected Topics

In-depth study of particular topics in physics in a full-semester format. Topics are based on student interest and available staff. Recently taught courses include solid state physics, cosmology, stellar evolution, and general relativity.

PHYS 392: Short Topics in Physics (0.50)

In-depth study of particular topics done in a half-semester format. Topics are based on student interest and available staff. Generally offered as a pair of half-courses in one semester but students may enroll in only one. Recently topics include general relativity and cosmology.

Prerequisite: PHYS 244 and MATH 230.

PHYS 394: Academic Internship**PHYS 396: Directed Undergraduate Research**

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

PHYS 398: Independent Research**PHYS 399: Senior Seminar (0.25)**

Seniors and faculty members study topics of current interest. Discussions are based on journal articles, other readings, library research, and presentations by faculty, participants, or visitors. P/N only. Available on request. May be repeated if topic is different.

Prerequisites: PHYS 374, PHYS 375, and PHYS 376.

Faculty

Chair, 2015-2016**Brian Borovsky**

Associate Professor of Physics
surface science; friction and contact mechanics; micro/nanoscale applied physics

Prabal Adhikari

Visiting Assistant Professor of Physics
large Nc QCD; QCD in a magnetic field

Todd A. Coleman

Visiting Assistant Professor of Physics
elementary particle physics

James A. Demas

Assistant Professor of Biology and Physics
neuronal biophysics; sensory circuits; retinal neurophysiology

Jason J. Engbrecht (on leave)

Associate Professor of Physics
positron and antimatter physics; robotics

Robert Jacobel

Professor Emeritus of Physics and Environmental Studies
geophysics; ice and climate interactions

Amy Kolan

Professor of Physics
mathematical physics; statistical mechanics

Amy E. Larsen

Visiting Assistant Professor of Physics
condensed matter physics

David Nitz

Professor of Physics
quantum mechanics; atomic physics

Jay D. Tasson

Visiting Assistant Professor of Physics
theoretical physics; gravitation; fundamental symmetries

Matthew D. Wiebold

Assistant Professor of Physics
plasma physics; electromagnetics

Political Science

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Political science is the systematic study of government, politics, and public policies in the United States and around the world. Students in political science courses learn to frame thoughtful questions, consider diverse perspectives, marshal convincing evidence, and communicate with clarity and conviction about the major issues of public life.

Many political science courses at St. Olaf satisfy general education requirements (see below). The Political Science Department shares faculty and courses with American studies, Asian studies, environmental studies, Latin American studies, Russian studies, and women's and gender studies. It also cooperates with the Education Department in its social studies education major.

The study of political science is often combined with majors in English, economics, history, philosophy, world languages, or any of a number of interdisciplinary majors and concentrations. Many political science students go on to complete graduate and professional degrees, not only in political science but also in law, education, public

policy, international affairs, management and administration, or communications. Our graduates become policy analysts, teachers, legislators, advocates, attorneys, business owners, consultants, public relations managers, ambassadors, administrators, researchers, and journalists. The study of political science enriches students' experience of the liberal arts and prepares them to engage in public life as responsible citizens and reflective leaders.

Overview of the Major

The political science major provides broad exposure to the discipline and develops skills in critical thinking, systematic inquiry, and effective writing and speaking. Students majoring in political science complete courses in four areas: American politics and public policy, comparative politics, international relations, and political theory. Political science majors also encounter and apply a variety of approaches to studying political behavior and public policy, with particular emphasis on social scientific inquiry. Advanced seminars and independent study courses provide opportunities for specialized study and advanced research. Off-campus courses, internships, and other experiential learning experiences engage students with the realities of public life.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/political-science-major-ilos>)

General Education

The Political Science Department offers courses that satisfy general education requirements in Human Behavior and Society (HBS), Historical Studies in Western Culture (HWC), Multicultural Studies (MCD, MCG), and Ethical Issues and Normative Perspectives (EIN). In addition, all level III courses are designated Courses with Writing (WRI).

Distinction

See Academic Honors (p. 36)

See Political Science Department website (<http://wp.stolaf.edu/poli-sci>) for details.

Special Programs

Political science students may choose from a rich assortment of domestic and international off-campus study opportunities, some during Interim and others lasting a semester or more. See the International and Off-Campus Studies (p. 267) section of this catalog. They can also arrange for credited internships in a wide variety of settings, from law offices and campaign organizations to the national or state legislature. Further information on internships, Interim off-campus course offerings, and other special programs such as the Washington Semester and international programs with political science credit, is available in the department or from the Office of International and Off-Campus Studies (<http://wp.stolaf.edu/international>).

Requirements

Students majoring in political science must complete a minimum of nine courses in the discipline, including no more than three level I courses, one course introducing research methods (PSCI 220

Analyzing Politics and Policies), and no fewer than two level III courses.

Majors must include at least one course from each of the four subfields: American politics and public policy, comparative politics, international relations, and political theory. Level III courses do not count for subfield distribution.

American Politics and Public Policy

PSCI 111	American Politics	1.00
PSCI 204	The New Hampshire Primary and U.S. Presidential Politics	1.00
PSCI 211	Media and Politics	1.00
PSCI 244	Race and American Politics	1.00
PSCI 246	Introduction to Public Policy	1.00
PSCI 255	Political Parties and Elections	1.00
PSCI 272	American Constitutional Law: Power	1.00
PSCI 311	Seminar in American Politics	1.00
ES/PS 276	Environmental Politics	1.00

Comparative Politics

PSCI 112	Comparative Politics	1.00
PSCI 115	Global Democracy	1.00
PSCI 117	Politics and Human Rights	1.00
PSCI 252	Politics and Development	1.00
PSCI 264	Latin American Politics	1.00
PSCI 282	Russian and Eurasian Politics	1.00
PSCI 283	European Social Democracy	1.00
PSCI 350	Seminar: Immigration and Citizenship	1.00
PSCI 367	Seminar in Latin American Politics	1.00
PSCI 370	Seminar: Courageous Resistance to Injustice	1.00
PSCI 382	Seminar: The Geopolitics of Eurasian Energy	1.00
PSCI 385	Seminar: Becoming European: Central Europe's Entry into the European U	1
AS/PS 245	Asian Regionalism	1.00
AS/PS 250	Politics in Asia	1.00

International Relations

PSCI 115	Global Democracy	1.00
PSCI 119	The Problem of War	1.00
PSCI 121	International Relations	1.00
PSCI 257	U.S. - Latin American Relations	1.00
PSCI 258	World Politics	1.00
PSCI 285	International Law	1.00
PSCI 321	Seminar in International Relations	1.00
ES/PS 201	Topics in Global Environmental Politics	1.00

Political Theory

PSCI 113	Introduction to Political Theory	1.00
PSCI 119	The Problem of War	1.00

PSCI 232	American Political Thought	1.00
PSCI 259	History of Classical Political Thought	1.00
PSCI 260	History of Modern Political Thought	1.00
PSCI 262	Critics of the State	1.00
PSCI 278	Ambition and the Vocation of Leadership	1.00
PSCI 284	Ethics of Citizenship in Times of War and Terrorism	1.00
PSCI 384	Seminar in Political Theory	1.00
ES/PS 225	Environmental Political Theory	1.00

The subfield designation of PSCI 299 Topics in Political Science, PSCI 298 Independent Study, PSCI 398 Independent Research, PSCI 399 Seminar, Interim courses, or other courses not listed above depends on the content of the course in a given semester; students should consult with a faculty member in political science and with the department academic administrative assistant to determine the appropriate subfield for one of these courses. All level III courses are offered as seminars with two prerequisites: PSCI 220 and one other course in the relevant subfield.

Students may designate a selected statistics course OR one additional semester of a world language beyond the level of proficiency required for general education (French, German, or Spanish numbered above 232 or Chinese, Greek, Latin, Japanese, Norwegian, or Russian numbered above 231) as one of their nine courses in the political science major. Additional study in statistics and/or a world language is especially recommended for students considering graduate study.

Political science majors are also encouraged to seek out opportunities for experiential or applied study through internships, off-campus study, on-campus courses with an experiential component, or independent projects under faculty supervision. Up to two off-campus courses instructed by non-St. Olaf faculty may be included in the major. An internship for academic credit may also count toward the major, although internships cannot be used to satisfy subfield requirements. Additional suggestions and guidelines for including off-campus work and experiential study in the political science major are available in the department; students are encouraged to consult with their advisor in making their plans.

Courses

PSCI 111: American Politics

The promise of American politics is the equal freedom of all. How does practice match principles? What roles do class and race play? Do interest groups and political parties foster democracy? This course is designed not only to help students understand American government and politics but also to motivate them to be active and informed participants. Offered annually. Counts toward American studies major.

PSCI 112: Comparative Politics

Why do some societies have democratic political systems and others authoritarian ones? What is democracy? Is it the norm or the exception? The course provides a foundation for the understanding of contemporary political regimes. It applies the major concepts of comparative analysis to the political systems of Western and non-Western societies. Offered annually.

PSCI 113: Introduction to Political Theory

This course is an introduction to some of the central, interrelated concepts and questions of political theory. Some of the readings will be drawn from recognized classics in the field while others will arise from contemporary debates about political issues and cultural diversity within the U.S. The course pays considerable attention to historical shifts in political thought but is not designed to provide a chronology of the great Western political thinkers. Instead, this course aims to provoke and sustain a semester-long exploration of what it means to be a political actor -- that is, a citizen -- and what it means to think about politics. Offered annually.

PSCI 115: Global Democracy

Where does democracy originate, within nations or from international processes? What factors shape efforts around the world to claim power for the people? Should democratic states seek to promote democracy internationally? This course asks students to consider these questions by exploring global experiences of democratization from the 20th century through recent events. The course introduces ideas from political scientists and political actors and requires students to compare them. Offered annually.

PSCI 117: Politics and Human Rights

What makes a person capable of repression? Who obeys morally unjust orders to torture or kill innocent victims? What causes genocide? Who risks his or her life to defend others' rights? Using case studies from around the world, this course looks at various explanations for the range of ways individuals respond to immoral government actions, with special emphasis on theories of political psychology.

PSCI 119: The Problem of War

The goal of this course is to introduce students to the long tradition of debate concerning the nature and legitimacy of war. The course explores the reality of war, the revulsion of violence and the possibility of just war through texts ranging from Thucydides, Aquinas, and Walzer. The course explores contemporary debates in light of moral and empirical arguments learned.

PSCI 121: International Relations

War and peace, justice and power -- these are age-old topics of the politics among nations. This course examines them by emphasizing certain problem areas in the world and evaluating the principal theories for understanding international politics. Offered annually.

ES/PS 201: Topics in Global Environmental Politics

Population growth, industrialization, and the consumption of fossil fuels have increased global environmental problems. The course examines the ways in which nation-states and/or international institutions have addressed these environmental concerns. Depending on the instructor, the focus of the course is either the environmental problems of a particular area (e.g., Latin America, Russia or Asia) or a broader global arena (e.g., international institutions and the environment). Offered alternate years.

PSCI 204: The New Hampshire Primary and U.S. Presidential Politics

Since its inception in 1916, the New Hampshire primary has attained a preeminent place in American presidential politics. This course will provide students with a broad overview of the presidential nominating process through a detailed examination of the New Hampshire primary. Students read academic analyses of the New Hampshire primary and intern with a presidential candidate Offered periodically during Interim. Counts toward political science major.

Prerequisite: one course in political science or permission of instructor.

PSCI 211: Media and Politics

In a democratic state, the media play an important role in linking the people to elected officials and political institutions. The course is principally concerned with this connection. By analyzing broad and varied forms of political communication and studying scholarship on the role of media in society, students explore the structure of American media with respect to political institutions, the effects media can have on individuals' political attitudes, and the role the media play in political campaigns and governance. Counts toward American studies major and media studies concentration.

Prerequisite: none, but one course in political science is recommended.

PSCI 220: Analyzing Politics and Policies

This course explores the diverse modes of inquiry in the discipline of political science. Broadly centered around the question, "How do you know?," students focus on different methods of locating and collecting data, reviewing political texts and contested concepts, and constructing theoretical explanations of political phenomena. Offered each semester. Counts toward environmental studies major (social science emphasis) and management studies concentration.

Prerequisite: one previous course in department. Non-majors may register with permission of instructor.

ES/PS 225: Environmental Political Theory

This course examines relations between conceptions of "nature" and political issues of power, justice, liberty, and equality; and it explores theoretical foundations from which ecologically grounded institutions, policies, and political understandings arise. The course attends to issues currently being addressed by international green political theorists, including "ecological citizenship" and "green democracy." Offered alternate years.

PSCI 232: American Political Thought

American politics is about ideas. The rule of the people is superior to the rule of the few. Free speech is good. Political power should be distributed, checked and balanced, and federalized. This course traces the origins of these and other important ruling ideas in the writings of America's most prominent thinkers.

PSCI 244: Race and American Politics

This class aims to better understand the racial climate in the United States, and the implications for American politics. Differing analytical perspectives from political science are used to interpret the role of race. A central question is the degree to which "post-racial" is an appropriate description of the current era. Counts toward race and ethnic studies and American studies majors and race and ethnic studies concentration.

AS/PS 245: Asian Regionalism

Currents of nationalism, regionalism and globalization organize political life around the world. What trends and policies promote regional integration? What forces frustrate integration? To answer these questions this course investigates security, economic, and cultural relations at the beginning of the 21st century within Asia and between Asia and Russia and the U.S. This course looks at the historical interaction of national, regional, and global forces for additional answers.

Prerequisite: previous course in Asian studies or political science, or permission of instructor.

PSCI 246: Introduction to Public Policy

The product of the political process is public policy. This course surveys the major areas of domestic public policy in the United States: education, welfare, health, housing, the environment, and the economy with special attention to the impact of public policies on women and minorities. Counts toward American studies major and management studies concentration.

AS/PS 250: Politics in Asia

How do people in Asia understand citizenship? Students learn how membership in cultural, social, and political communities shapes rights, responsibilities, and identities in Asian countries. Reading historical and social science research, students consider and compare citizenship in Asian countries, including China, Japan, Korea, Taiwan, and Vietnam. Offered periodically.

Prerequisite: one previous course in Asian studies or political science is recommended.

PSCI 252: Politics and Development

Some formerly developing countries have found the way to join the ranks of the industrialized nations, others have not. What explains the difference? By introducing students to theories of modernization, dependency, world systems, order, class, revolution, state, and political economy, the course attempts to provide the framework for answering this question. Counts toward Latin American studies major and concentration and management studies concentration.

PSCI 255: Political Parties and Elections

Political parties have traditionally served to organize the American electoral process but not to govern. Is their role changing? This course examines party organization, candidate recruitment, campaign strategies, the role of the media, election financing, and citizen participation. Counts toward American studies major.

PSCI 257: U.S. - Latin American Relations

Often controversial, U.S.-Latin American relations occupy a special place in the foreign policy of the United States. Students compare differing views of political issues of importance to both regions and explore the emergence of U.S. power, interventionism, cooperation, revolution, collective security, the transition to democracy, and the influence of economic factors on the relationship between Latin America and the U.S. Counts toward Latin American studies major and concentration and management studies concentration.

PSCI 258: World Politics

The goal of this course is to expand students' knowledge of conflict, cooperation, trade, development, inequality, imperialism, and power in world politics. The course uses substantive examples to teach about issues and institutions in "world politics" and to examine appropriate mechanisms to understand and explain international phenomena. Counts toward management studies concentration.

PSCI 259: History of Classical Political Thought

Socrates founded political philosophy by asking the question "What is justice?" Ancient political philosophers followed his lead offering different answers. Students study the most famous works of classical political philosophy and their relation to larger themes in contemporary politics. The main texts assigned are Plato's *Republic*, Aristotle's *Politics* and selections from St. Augustine's *City of God* and St. Thomas Aquinas' *Summa*. Counts toward ancient studies major.

PSCI 260: History of Modern Political Thought

Machiavelli founded modern political philosophy by asking "How does the ruler acquire power?" This course explores how modern political thinkers answered this question by changing the grounds of authority from religious and philosophical foundations to rational ones. Texts include Machiavelli's *Prince* and Hobbes's *Leviathan*, Locke's *Second Treatise*, Rousseau's *Social Contract*, Marx's *Communist Manifesto*, and Nietzsche's *Use and Abuse of History*.

PSCI 262: Critics of the State

Twentieth-century thought across the political spectrum was critical of the modern state. Traditionalists and radicals alike were horrified by the rise of totalitarianism and the dangers of unrestrained political authority. In this course students engage with the works of leading critics of the state on both the Right (e.g. Hayek) and Left (e.g. Foucault), consider the similarities and differences of their critiques, explore the ethical consequences of the alternatives, and assess their contemporary relevance.

PSCI 264: Latin American Politics

How do the peoples of Latin America participate politically? How do domestic politics interact with national and international economics? How do states treat challenges posed by migration and by desires for "modernization" and democracy in a context of authoritarian legacy and debt? Students examine how Latin American politics work, focusing on Mexico, parts of Central America, the Caribbean, the Andean Region, and the Southern Cone. Counts toward Latin American studies major and concentration and management studies concentration.

PSCI 272: American Constitutional Law: Power

The purpose of this course is to introduce students to the principles of American constitutional law as well as the political struggles that shaped them. The course focuses not only on constitutional doctrine, but also on competing interpretations and political effects of landmark decisions. This course emphasizes debates over civil rights and civil liberties that have been central to modern Supreme Court jurisprudence. Counts toward American studies major.

ES/PS 276: Environmental Politics

Analysis of environmental policy includes the politics of agenda setting, policy selection and program implementation, and the effects of policy outcomes. Offered annually. Counts toward American studies major and management studies concentration.

PSCI 278: Ambition and the Vocation of Leadership

This course explores the ethics of ambition and leadership from a variety of normative perspectives. By studying historical examples and theoretical approaches from Plato to the present day, students learn to reflect on ambition as an irrepressible human passion and an unavoidable element of civic leadership. Students also consider the ways in which their own ambition might relate to their vocation. Counts toward management studies concentration.

Prerequisites: completion of BTS-T or permission of instructor.

PSCI 282: Russian and Eurasian Politics

The course examines continuity and change in Russian political culture. The institutions and politics between the Soviet and Post-Soviet periods under the leadership of Yeltsin and Putin are explored. The course considers Russia as an energy-exporting state. The varied political developments of former Soviet republics in Europe, the Caucasus and Central Asia are compared and contrasted. Counts toward Russian area studies major and management studies concentration.

PSCI 283: *European Social Democracy*

This course examines the European working classes' struggle for political representation and social welfare after World War II. Attention is given to the Norwegian, French, British, and Czech cases. The course inquires whether social democracy has become a victim of its own success. Offered annually in the fall semester. Counts toward Nordic studies concentration.

PSCI 284: *Ethics of Citizenship in Times of War and Terrorism*

How ought citizens respond to threats to national security from terrorists and distant states? The course examines Just War theory and Jihad to enquire about the connections between religions and political violence. It considers the strategic logic of terrorism and the ethical "costs" of responses to it. It examines conflicts between Islamic "moderates" and "extremists" to reveal the ethical and political spectrums within Islam.

Prerequisite: completion of BTS-T. Required prior experience of political analysis or the study of religion.

PSCI 285: *International Law*

Once the purview of diplomats and generals, international law has broken those narrow confines and is becoming a part of traditional practice in areas of business, environment, human rights, and criminal law. This course introduces students to this vast and changing subject from a liberal arts perspective, including its history, theory, and practice.

PSCI 294: *Academic Internship*

Internships are available in a wide variety of public and private institutions including the state legislature, lobbying agencies, law firms, media organizations, corporate public affairs, and executive agencies.

PSCI 295: *Internship and Reflection Seminar*

This seminar integrates the liberal arts with the experience of work and the search for a vocation or career. Course content will include both an off-campus internship and on-campus class sessions that connect academic theories/analyses of work with their particular internship experience. Students will also consider and articulate the value of the liberal arts for their pursuit of a creative, productive, and satisfying personal life.

PSCI 298: *Independent Study*

After completion of three courses in political science, students may approach a member of the department faculty and propose a course of study not currently offered to be conducted in tutorial fashion.

PSCI 299: *Topics in Political Science*

The department periodically offers special topics courses. The specific title of the course is listed in the class and lab schedule when it is offered.

PSCI 311: *Seminar in American Politics*

This seminar introduces the core questions, concepts, and theories of the field of American politics. With topics varying from term to term, students read both "cutting edge" research and the classic articles of the field. The methodology employed in the research is a central topic. Students ask whether the methods are appropriate and helpful for answering the central questions of American politics. The course also includes a major research project. Counts toward American studies major.

Prerequisites: PSCI 220 and one course in the subfield, or permission of instructor.

PSCI 321: *Seminar in International Relations*

The course introduces core questions, concepts, and theories of international relations. Topics vary, ranging from persistent problems and enduring themes in global relations to prominent questions confronting scholars of international relations. The course highlights methods and practices of political science research and includes a major research project.

Prerequisites: PSCI 220 and one course in the subfield, or permission of instructor.

PSCI 350: *Seminar: Immigration and Citizenship*

This course investigates entry control policy, integration and citizenship policy, and the political activities of migrants in the wealthy democracies. Alternative arguments emphasizing the role of economic interests, sovereignty, national identity, and gender are introduced. Opportunities for academic civic engagement projects are included in the course.

Prerequisites: PSCI 220 and one course in the subfield or permission of instructor.

PSCI 367: *Seminar in Latin American Politics*

This course focuses on problems of inequality and democracy and the interconnection between them. Using theory, historical, fictional, and factual accounts, students look for the human ramifications of these dramatic changes as well as exploring their nature and origins. Counts toward Latin American studies major and concentration.

Prerequisites: PSCI 220 and one course in the subfield or permission of instructor.

PSCI 370: *Seminar: Courageous Resistance to Injustice*

Individuals, communities, and organizations have found ways to address even the most egregious state abuses of human rights and other injustices. Using comparative analysis, this course considers cases and theories of nonviolent personal and political resistance and the factors that appear to contribute to people taking action and to successful responses. Students research and analyze cases of their choosing in light of the literature.

Prerequisites: PSCI 220 and at least one course in the subfield or permission of instructor.

PSCI 382: *Seminar: The Geopolitics of Eurasian Energy*

Students examine the geopolitics and political economy of Russia as an energy producing and consuming "Petrostate." Beginning with the domestic political economy of the Russian energy industries, students proceed to Russia's relations with Central Asia from which it imports gas and with Europe to which it exports oil and gas. The course also considers Russia's relationships with the U.S.A., India, and China. Special attention given to Russian/Norwegian energy relations in the Barents Sea. Counts toward Nordic studies concentration.

Prerequisite: PSCI 220 and at least one course in the subfield or permission of instructor.

PSCI 384: *Seminar in Political Theory*

This is an advanced course in the area of political thought. The topic, a detailed study of either major works or themes in political philosophy, varies with each offering.

Prerequisites: PSCI 220 and one course in the subfield or permission of instructor.

PSCI 385: Seminar: Becoming European: Central Europe's Entry into the European U

Students examine the antecedents and collapse of the Cold War division of Europe, the growth of the European Economic Community, and its transformation into the European Union as Western European phenomena. The course also focuses on the working of European Union institutions and consideration of theories of integration. The course ends with the post-communist transformation of 2004 and 2007 entrants and their experience following accession.

Prerequisite: PSCI 220 and at least one course in the subfield or permission of instructor.

PSCI 394: Academic Internship

Students with ideas for internships are encouraged to approach instructors within the department in order to arrange supervision for credit. For Level III credit students must have successfully completed a Level II internship in the same area.

Prerequisite: PSCI 294.

PSCI 396: Directed Undergraduate Research

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

PSCI 398: Independent Research

Students who have taken five political science courses, one of which is in the area of the proposed research, may propose an independent research project to a member of the departmental faculty.

Prerequisite: PSCI 220 and one course in the subfield or permission of instructor.

PSCI 399: Seminar

Seminars are special topics courses offered periodically by the department. The specific title of the seminar is listed in the Class and Lab Schedule when it is offered. May be repeated if topic is different.

Prerequisites: PSCI 220 and one course in the subfield or permission of instructor.

Faculty

Chair, 2015-2016**Katherine Tegtmeyer Pak**

Associate Professor of Political Science and Asian Studies
Asian politics; comparative democracy; immigration; citizenship; human rights

Joshua R. Anderson

Visiting Assistant Professor of Political Science and Environmental Studies
American politics; political philosophy; history of science

Jo M. Beld

Vice President for Mission and Professor of Political Science
public policy; American politics; assessment of student learning

Douglas J. Casson

Associate Professor of Political Science
political philosophy; constitutional law

Christopher B. Chapp

Assistant Professor of Political Science

American elections; political communication; public opinion

J. Patrick Dale

Associate Professor of Political Science
comparative politics; European politics and economics; central European thought

Daniel J.B. Hofrenning

Professor of Political Science
American politics; religion and politics; parties and elections; public policy

Anthony D. Lott

Associate Professor of Political Science and Environmental Studies
international law; international relations; international security

Anthony R. Pahnke

Visiting Assistant Professor of Political Science and Environmental Studies
contentious politics; Latin American politics; political economy; environmental studies

Kristina E. Thalhammer

Professor of Political Science
comparative politics; Latin American politics; political tolerance; human rights

Psychology

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The Department of Psychology is committed to maintaining a rigorous academic curriculum within a supportive community structure. It seeks to address broad questions posed by a liberal education and specific concerns of individual students. St. Olaf College's mission statement provides a framework for curriculum, personal development, and community relations. Because life is more than facts and theories, the Psychology Department encourages students to be responsible citizens dedicated to service, as well as scientific seekers of truth.

Psychology courses contribute to general education by fulfilling both foundation studies (ORC and WRI) and core studies (HBS, EIN, IST and SED, MCD, MCG). They introduce the disciplinary knowledge that nurtures growth and behavioral change while providing background for advanced study. Psychology contributes to majors in social work and nursing, to concentrations in environmental studies, family studies, Asian studies, linguistic studies, neuroscience, and women's and gender studies, and to the psychology core of the social studies education major.

Psychology majors are prepared for graduate and professional programs in psychology, medicine, law, physical therapy, social work, nursing, and ministry and for entering positions in business, government, or industry.

Overview of the Major

The Department of Psychology follows the American Psychological Association's guidelines of "synthesizing the natural and social science aspects of the discipline, in part, by requiring students to take courses in both knowledge bases." Thus both interpersonal and

investigative skills are enhanced. Students benefit from research in the library, laboratory, and field, as well as from internships. Through course structure and faculty diversity, the department challenges students to think critically and creatively as they investigate ways in which animals, especially humans, adapt to their environment through biological, social, emotional, spiritual, perceptual, behavioral, linguistic, and cognitive processes.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/psychology-major-ilos>)

Distinction

See Academic Honors (p. 36)

Distinction in the major is awarded based on a portfolio that the major submits to the department for evaluation. The submitted portfolio consists of:

- The student's course transcript and psychology GPA
- An annotated history of relevant experiences, written by the student
- The student's personal statement
- A major paper

Further detail about the distinction process and the portfolio can be found on the Department of Psychology (<http://wp.stolaf.edu/psych>) web page.

Special Programs

The Psychology Club, open to all students interested in psychology, is an active organization on campus, as is Psi Chi, the national honor society in psychology. Together they offer group activities of psychological interest. Psychology majors are eligible for affiliate membership in the American Psychological Association and to receive its publications and announcements.

Special study programs include the social studies education program with a major in psychology and internship programs to pursue special areas of interest in the field.

Research groups in the department allow students to participate in a research program associated with a faculty member. Participation in these research groups allows students to learn how research is done in psychology, to practice skills they will need in graduate school and other employment, and to begin the process of becoming a psychologist. Often the research done in research groups is presented at national and regional conferences and published in professional journals.

Departmental honors and awards include the Gordon Allport Award granted each spring to the junior whose aspirations are in basic sympathy with Allport's views and who has made efforts to develop his or her own talents, interests, and personality toward fulfilling his or her individual potential. A psychology endowment fund provides funding for equipment, supplies, and travel expenses for students undertaking research in the department.

Recommendations for Graduate Study

Students who wish to attend graduate school are encouraged to consult with the psychology faculty to plan a course of study appropriate to their interests.

Requirements

Psychology majors are required to take 11.00 courses to complete the major. The major consists of 10.00 courses in the Department of Psychology and 1.00 course in statistics.

The requirements fall into five categories: foundation courses in the major, content core courses, level III capstone courses, elective courses in the department, and a general education requirement for the major.

Foundation Courses in the Major

PSYCH 125	Principles of Psychology	1.00
PSYCH 230	Research Methods in Psychology	1.00

Content Core of the Major

Select two courses from the natural science content core: 2.00

PSYCH 235	Sensation and Perception
PSYCH 236	Conditioning and Learning
PSYCH 237	Cognitive Psychology
PSYCH 238	Biopsychology

Select two courses from the social science content core: 2.00

PSYCH 241	Developmental Psychology
PSYCH 244	Psychology of Personality
PSYCH 247	Psychopathology
PSYCH 249	Social Psychology

Level III Capstone Courses

Two of any level III courses¹ 2.00

General Education Requirement for the Major

Select an introductory course in statistics that emphasizes descriptive statistics and hypothesis testing: 1.00

STAT 110	Principles of Statistics
STAT 212	Statistics for the Sciences
STAT 214	Honors Statistics for the Sciences
ECON 263	Statistics for Economics

Elective Psychology Courses

Two additional psychology courses 2.00

Total Credits 11

¹ Except PSYCH 394, which does NOT count toward the level III requirement. Only one PSYCH 396 or PSYCH 398 may fulfill the level III requirement

Courses

PSYCH 125: Principles of Psychology

This course examines the basic principles and methods of psychological science from an evolutionary and cultural perspective. Students use critical thinking skills to examine fascinating topics: dreaming, cultural influences, identity, learning, thinking, and the biology of behavior. Applying basic research methods, students act as skeptical scientists. This course applies to almost any career choice in today's world and provides insight into self and others. Offered each semester. Counts toward exercise science major and educational studies concentration.

PSYCH 220: Socioemotional Development in Cultural Context

This course explores children's socioemotional and self development in cultural context. Students examine larger theoretical frameworks and developmental patterns concerning socioemotional development, paying special attention to the various familial and cultural contexts that lead to the creation of individual selves and cultural beings. Some of the questions the course explores include: How do children become emotional beings? How do cultural factors shape our sense of self and identity, our motivations, and interactions with others? Offered during Interim.

Prerequisite: PSYCH 125.

PSYCH 221: Menacing Minds

Psychopaths, blazing a path of disregard and devastation through life, are a chilling example of the darker side of humanity. Students critically compare psychopathy as portrayed in the popular media to psychology's theoretical and empirical understanding. They explore questions such as: What are the hallmark characteristics of a psychopath? Where can psychopaths be found? What causes psychopathy? Students also examine the question of what the existence of psychopathy means for the rest of us. Offered during Interim.

Prerequisite: PSYCH 125.

PSYCH 222: Psychology of Hearing

How do we hear? What do we hear? How do we know? This course examines the perception of the acoustic world through our sense of hearing. Topics include the structure of sound itself (acoustics), how sound is encoded and processed by the brain, and how we come to understand sound as something beyond a physical stimulus (representation, meaning, and interpretation). Additional topics include speech perception, music, hearing loss, and cochlear implants. Offered during Interim. Counts toward linguistic studies concentration.

Prerequisite: PSYCH 125 recommended.

PSYCH 223: Exploring India: Human Development in Cross-Cultural Context (abroad)

This course explores childhood and family life in modern India through site visits, observations, lectures, and readings, addressing questions such as: How does India's unique history and culture, population growth, and economic development affect parenting practices, children's self-concept, relationships, and education? How do adolescents in India understand and experience gender roles and the transition to adulthood? How do Indian psychologists and social workers integrate traditional and contemporary approaches in this religiously and linguistically diverse nation? Offered periodically during Interim. Counts toward women's and gender studies major and concentration and family studies concentration.

Prerequisite: PSYCH 125 or ASIAN 121 or FAMST 232 or FAMST 242 or permission of the instructor.

PSYCH 224: Community Applications of Psychology

This course integrates on-campus classroom activities with service-learning placements in and around Northfield. Scholarly readings, classroom discussions, and assignments highlight the unique theoretical perspectives, skills, and methodological approaches that psychologists use to address social problems and community needs through research, practice, and policy. Students' on-site experiences and observations provide opportunities for the application of previous coursework as well as guided reflection and exploration of goals for personal and vocational development. Offered periodically.

Prerequisite: PSYCH 125.

PSYCH 225: Psychophysiology

Learn to use methods of 21st-century neuroscience to study current questions about mind-body relationships. Psychophysiology, an area of cognitive neuroscience, reveals new insights about cognition and emotions by measuring accompanying changes in physiological activities such as brain waves, heart activity, and facial muscle movements. Students work in teams to gain hands-on laboratory experience and training in principles and techniques of electro-encephalography, electro-cardiology, and electromyography. Offered periodically during Interim. Counts toward biomedical studies (for students through class of 2016) and neuroscience concentrations.

Prerequisite: PSYCH 125.

PSYCH 227: Environmental Psychology at Rocky Mountain National Park (off-campus)

This course investigates the human relationship with the natural world, examining ways in which the natural environment is important psychologically to human beings. Integrating aspects of theoretical and empirical psychology, environmental studies and literature, we explore meanings, values, and questions such as: How are we affected by nature? What affects people's attitudes and behaviors toward the environment? How do we respond to environmental challenges? How does the field of psychology address the natural world? Offered during Interim. Counts toward American studies major and environmental studies major (all emphases) and concentration.

Prerequisite: PSYCH 125 or ENVST 137.

PSYCH 230: Research Methods in Psychology

This course prepares the student with tools for understanding how research studies in psychology are conceptualized, designed, carried out, interpreted, and disseminated to the public. Use of library and Internet resources, ethical guidelines in the conduct of research and the skills of good scientific writing are emphasized. Students work independently and in small groups to design and conduct their own research projects. The course includes lecture and laboratory work. Offered each semester. Counts toward environmental studies major (social science emphasis), exercise science major, and statistics concentration.

Prerequisites: PSYCH 125, and STAT 110 or STAT 212 or STAT 214 or ECON 263.

PSYCH 235: Sensation and Perception

This course offers the opportunity to study our senses and sensibilities -- sensations of cold, tenderness and pain, perceptions of movement, pitch, symmetry, and color. Students participate actively in psychophysical, physiological, and perceptual laboratories and classes on vision, audition, somesthesia, and the chemical senses. The course includes lecture and laboratory work. Offered annually. Counts toward neuroscience concentration.

Prerequisite: PSYCH 125.

PSYCH 236: Conditioning and Learning

How do psychologists characterize the most basic aspects of the learning process? While some emphasis is on analysis of the behavioral viewpoint (Pavlov, Skinner), students also examine the ways current investigators apply these basic principles to problems in other fields. These include behavioral therapy for a variety of psychological disturbances, research on the neurobiology of drug reward, and analysis of consumer behavior. The course includes lecture and laboratory work with nonhuman animals. Counts toward educational studies, management studies, and educational studies concentrations.

Prerequisite: PSYCH 125. Offered annually.

PSYCH 237: Cognitive Psychology

Focus includes information processing, learning and remembering speech, artistic, musical and athletic performance, invention and other forms of creativity. Students unlock the mind's mysteries using state-of-the-art scientific instrumentation, developing cognitive science knowledge and research skills. The course includes lecture and laboratory work. Offered annually. Counts toward linguistic studies and neuroscience concentrations.

Prerequisite: PSYCH 125.

PSYCH 238: Biopsychology

How do biological factors influence fundamental aspects of psychology and behavior? In this course, students learn about relationships between the brain and behavior and use neuroanatomical, physiological, and biochemical levels of analysis to understand basic behavioral processes and systems, including sensation, movement, emotion, sleep and arousal, hunger, motivation, learning, and psychopathology. Offered each semester. Counts toward biology major and neuroscience concentration and biomedical studies concentration (for students through class of 2016).

Prerequisite: PSYCH 125 or BIO 123, BIO 227 or CH/BI 227.

PSYCH 241: Developmental Psychology

This course helps students better understand human development from the moment of conception and across the life span. The course focuses on biological and environmental factors that shape human development. Major changes in physical, cognitive, personality and social development are discussed. Offered each semester. Counts toward exercise science, nursing, social work, and women's and gender studies majors and educational studies, family studies, and women's and gender studies concentrations.

Prerequisite: PSYCH 125.

PSYCH 244: Psychology of Personality

Students examine theories of normal personality development in an effort to understand the factors that shape personality. Is personality biologically determined? Is it a result of interpersonal experiences, learning and reinforcement? Are other factors involved as well? Students investigate prominent personality theories and research and their conceptualizations of this fundamental aspect of human experience. Offered annually.

Prerequisite: PSYCH 125.

PSYCH 247: Psychopathology

Why are certain experiences or patterns of behavior considered psychologically "abnormal?" Students investigate a wide array of psychological disorders, including anxiety disorders, depression, eating disorders, and schizophrenia. Students examine models used to conceptualize abnormal behavior, as well as current evidence and theories regarding the etiology and treatment of these important and sometimes devastating disorders. Offered each semester. Counts toward exercise science major.

Prerequisite: PSYCH 125.

PSYCH 249: Social Psychology

Why are people prejudiced and how can we reduce prejudice? Why do people help others? What is self-esteem and how do we defend it? How does romantic attraction develop? What are emotions and how do they influence us? In this introduction to the ways people interact and think about each other, students design their own theories of social behavior. Offered annually. Counts toward management studies concentration.

Prerequisite: PSYCH 125.

PSYCH 250: Industrial/Organizational Psychology

Students apply psychological facts and principles to the problems that permeate business and industry. Topics include organizational structure, personnel management, employee-supervisor relationships, job satisfaction and motivation, communication and leadership. Offered annually. Counts toward management studies concentration.

Prerequisite: PSYCH 125.

PSYCH 251: Sport and Exercise Psychology

This course examines the thoughts, feelings, and behaviors of individuals in the context of physical activity and how psychological factors affect and are affected by involvement and performance in sport and exercise. Students study theory and research as well as apply principles of sport psychology, drawing from the fields of both psychology and kinesiology. Students explore current issues as well as major topics in the area, such as motivation, leadership, and team dynamics. Offered periodically.

Prerequisite: PSYCH 125.

PSYCH 294: Academic Internship**PSYCH 298: Independent Study**

This opportunity to investigate in depth a topic of interest, typically culminating in a library research-based paper, is strongly recommended as preparation for PSYCH 398. Offered each semester.

Prerequisite: PSYCH 125, at least three courses in the department, and permission of instructor; PSYCH 230 is strongly recommended.

PSYCH 336: Neuroscience of Addiction

This seminar explores current knowledge of mechanisms involved in behavioral responses to drugs of abuse at the systems, cellular, and molecular levels. The action of stimulant drugs, alcohol, and the opiates on reward pathways are discussed in terms of behavioral neurobiology, pharmacology, and gene expression. Consideration is given to the role of environmental cues and stress in relapse to drug-seeking both in animal models and human studies. Offered alternate years. Counts toward neuroscience concentration.

Prerequisites: PSYCH 230, plus PSYCH 238 or NEURO 239.

PSYCH 338: Neurobiology of Psychopathology

With recent advances in neuroscience, we can now describe the biological correlates of many psychological disorders, including schizophrenia, depression and anxiety disorders. In this discussion-based course, students use published research findings to examine the connections between the symptoms of these pathologies and changes in brain neurobiology, biochemistry, and physiology. Offered alternate years. Counts toward neuroscience concentration.

Prerequisites: PSYCH 230, PSYCH 247, plus PSYCH 238 or NEURO 239.

PSYCH 339: Cognitive Neuroscience

Cognitive neuroscience investigates the biological bases of higher order cognition and complex human behavior (or more simply put, how the brain enables the mind). Discussion topics include the methodologies of cognitive neuroscience, perception, attention, learning, memory, language, executive function, emotion, development, social cognition, and consciousness. Offered annually. Counts toward neuroscience and linguistics concentrations.

Prerequisites: PSYCH 230, or PSYCH 238 and NEURO 239.

PSYCH 341: Infant Behavior and Development

This seminar explores current research and theory, practices, and policies regarding child development from birth to age three. Students learn about prenatal development, birth and the newborn, physical development, the infant-caregiver relationship, infant cognition, and language development. Students also consider evidence about childcare, early intervention, and the influence of media and interactive toys designed for very young children. Cross-cultural comparisons highlight issues of diversity. Offered periodically. Counts toward educational studies and linguistic studies concentrations.

Prerequisite: PSYCH 230 and PSYCH 241.

PSYCH 342: Positive Psychology: The Science of Optimal Human Experience

This seminar investigates "the good life," exploring what psychology can tell us about human flourishing and psychological well-being. Empirical evidence is examined to understand some of the best aspects of life, such as the function of positive emotions, the role of traits in well-being, sources of meaning and life satisfaction, and character strength and virtue. Personality and sociocultural factors are emphasized in this exploration of the positive potentials of human life. Offered periodically. Counts toward management studies concentration.

Prerequisites: PSYCH 230, plus PSYCH 244 or PSYCH 249.

PSYCH 344: Personality Assessment

In this course, students explore methods that psychologists use to develop meaningful, nuanced understandings of individual persons. The richness and complexity of personality is seen as students get first-hand experience interviewing a hired subject, interpreting personality tests, analyzing personal narratives, and applying theories and concepts used in personality and clinical psychology. Integrating information about unique personal history, personality dynamics, and life story, students learn to develop coherent conceptualizations of the signature-like features of another's personality. Counts toward psychology major.

Prerequisite: PSYCH 230 and PSYCH 244 or permission of instructor.

PSYCH 350: Parenting and Child Development in Diverse Families

This course explores research on parenting and child development across a variety of alternative family structures and sociocultural contexts, including families with primary caregiving fathers, divorced and remarried parents, and gay and lesbian parents. Students discuss similarities and variability in development across families, and unique challenges that "nontraditional" families may confront. Students examine and bridge the empirical literature with popular culture and media portrayals of families. Offered periodically. Counts toward women's and gender studies major and educational studies, family studies, and women's and gender studies concentrations.

Prerequisite: PSYCH 241; PSYCH 230 is recommended.

PSYCH 375: Clinical and Counseling Psychology

This course examines several major theoretical perspectives on psychotherapy. Students review empirically supported treatments for specific clinical disorders, as well as "nonspecific" factors that affect the therapeutic process. Students explore ethical and legal challenges related to psychotherapy delivery, as well as multicultural and other diversity issues. Course format is primarily discussion-based. Offered annually. Counts toward management studies concentration and biomedical studies concentration (for students through class of 2016).

Prerequisites: junior or senior standing and PSYCH 230, plus PSYCH 244 or PSYCH 247.

PSYCH 378: Health Psychology

What is the mind-body connection? This course explores the major issues, theories, and interventions in health psychology. Students review evidence for the impact of psychological and behavioral factors on the immune system and health. Psychosocial approaches to the major diseases, their rationale, and the evidence supporting these interventions are examined. Offered periodically.

Prerequisite: PSYCH 230, plus PSYCH 244 or PSYCH 247.

PSYCH 390: Issues in Psychology

Seminars allow in-depth study of particular themes or topics in psychology. See department Website for descriptions and additional prerequisites. Offered annually. May be repeated if topic is different.

Prerequisite: PSYCH 230.

PSYCH 391: Topics in Psychology

Sample Topic: The Psychology of Good and Evil Why do we feel it is important to judge behavior as morally good or bad? How do we make these judgments? What makes it possible for people to commit acts of extraordinary heroism or evil? Good answers to these questions require knowledge of philosophical and theological ethics and of the empirical work on moral action and judgment. Students read both and ask how they do (and should) inform each other.

Prerequisite: PSYCH 230 and at least two level II psychology courses, or permission of the instructor.

PSYCH 394: Academic Internship**PSYCH 395: Advanced Research in Behavioral Neuroscience**

A wide array of techniques is used to answer fundamental questions about how the brain and nervous system work in the expression of behavior. Through readings, discussion, and hands-on laboratory experiences students examine various research methods in behavioral neuroscience, considering the strengths and weaknesses of each. Emphasis is placed on ethical considerations of animal research and the application of basic science data to human problems. Topics may include feeding behavior, drug-seeking, and pain perception. Counts toward neuroscience concentration.

Prerequisites: PSYCH 230, plus NEURO 239 or PSYCH 238.

PSYCH 396: Directed Undergraduate Research

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

PSYCH 398: Independent Research

Students have the opportunity to work in depth on a research project of interest under the supervision of a member of the psychology department faculty. Offered each semester. Depending on course topic, may count toward the neuroscience concentration.

Prerequisite: STAT 110, STAT 212, STAT 214 or ECON 263; PSYCH 230; four additional courses in the department; and permission of instructor. PSYCH 298 is strongly recommended.

Faculty

Chair, 2015-2016**Shelly D. Dickinson**

Associate Professor of Psychology
behavioral neuroscience; addiction; conditioning and learning; psychopharmacology

Scott L. Boyd

Adjunct Assistant Professor of Psychology
industrial/organizational psychology

Grace E. Cho

Associate Professor of Psychology
developmental psychology; child development; cultural psychology; socioemotional development; parent-child processes

Dana L. Gross

Professor of Psychology, Associate Dean of Interdisciplinary General Studies
developmental psychology; academic civic engagement; off-campus study

Maya GB Hamilton

Adjunct Assistant Professor of Exercise Science and Psychology, Assistant Men's and Women's Swimming and Diving Coach
sport and exercise psychology; ethics and moral development; swimming

Charles Huff (on leave)

Professor of Psychology
social psychology; moral psychology; science and technology studies; psychology of religion

Anna E. Johnson Roach

Visiting Assistant Professor of Psychology
developmental psychology; social neuroscience; health psychology; stress

Jeremy L. Loebach

Assistant Professor of Psychology
cognitive neuroscience; speech and hearing sciences; psycholinguistics

Donna McMillan

Associate Professor of Psychology

clinical psychology; personality psychology; environmental psychology; positive psychology

Gary M. Muir

Associate Professor of Psychology
behavioral neuroscience; cognitive neuroscience; neurobiology of spatial navigation; neurobiology of learning and memory

Maria M. Oriña

Assistant Professor of Psychology
social psychology; intimate relationships, social influence and persuasion; social development

Jessica R. Simon

Assistant Professor of Psychology
aging; adult development; cognition; memory and learning

Mark Sundby

Adjunct Assistant Professor of Psychology
clinical and counseling; psychological assessment; stress and resiliency; leadership development; health psychology

Carlo O.C. Veltri

Assistant Professor of Psychology
clinical psychology; psychopathology; psychological assessment; personality; forensic psychology

Public Affairs Conversation

Dan Hofrenning, Holland 103

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Overview

The roots of the Public Affairs Conversation are in the disciplines of economics, philosophy, political science, and theology, but it will develop an interdisciplinary approach that looks beyond the boundaries of any one discipline. The distinctive aspect of this learning community is its interdisciplinary focus on the normative and empirical analysis of public affairs in America and the world.

Overview of the Program

The first course (PACON 280 Public Affairs I: Foundational Debates) focuses on the core ideals of American public affairs including freedom, equality, democracy, justice, community, responsibility and authority. Students will study the historical development and contested nature of those ideals. The second course (PACON 281 Public Affairs II: Contemporary Controversies) extends this tradition of analysis and examines the normative commitments and empirical evidence relevant to contemporary public affairs. Students also complete a paid internship (done in either summer or interim).

Admission to the Program

Approximately 20 students will be admitted to the Public Affairs Conversation, based on an application process open to all rising juniors and seniors. While participation in another learning community will provide good background for this program, it will not be given special preference in students' applications.

Course Equivalents for General Education Requirements

By successfully completing the two Public Affairs Conversation courses, a student fulfills the following general education requirements:

- Ethical Issues and Normative Perspectives [EIN];
- Human and Behavioral Sciences [HBS] (one course)

Courses

PACON 280: Public Affairs I: Foundational Debates

This course examines American ideals and the tensions among them, ideals such as freedom, community, equality, democracy, justice, responsibility, and authority. The course analyzes the political, economic, moral, and religious dimensions of the debates and decisions that continue to shape American society. It considers classic founding documents, ideas that influenced the founders, and the major thinkers and events relevant to understanding the diverse range of models for government, markets, and society. Juniors and seniors only. Taught annually in the fall Semester.

PACON 281: Public Affairs II: Contemporary Controversies

This contemporary public affairs course examines normative commitments and empirical evidence relevant to the workings of government, markets, and society as applied to contemporary issues. Possible topics include immigration, abortion, education, sexuality, medical care, foreign policy, income inequality and poverty, affirmative action, and responses to climate change. Juniors and seniors only. Offered annually each spring.

The Internship component of this program may be satisfied by: ID 295: Internship & Reflection Seminar or ID 294 Academic Internship (0.25, .50, or 1.0 credit)

Faculty

Director, 2015-2016

Daniel J.B. Hofrenning

Professor of Political Science
American politics; religion and politics; parties and elections; public policy

Edmund N. Santurri

Professor of Religion and Philosophy
ethics; philosophical theology

Race and Ethnic Studies

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wp.stolaf.edu/race-and-ethnic-studies (<http://wp.stolaf.edu/race-and-ethnic-studies>)

The race and ethnic studies program is committed to the study of people of color, primarily, though not exclusively, in the United States. The program proceeds from the recognition that race and ethnicity have been and continue to be part of interlocking systems of oppression as well as powerful sites of resistance to social injustice. Our work focuses on the social, cultural, and historical contributions and lived experiences of African Americans, Native Americans, Asian Americans, Latinos/as, Middle Eastern Americans, and new immigrants of color. Immigration to the U.S. -- historical

and contemporary, voluntary and involuntary -- is an experience that connects many of these communities. As such, our program touches on the cultures and nations outside of the United States from which such people are drawn; it can also include the study of racial and ethnic minorities in other nations. Globalization has brought greater urgency to the recognition that the economic, social, and political forces to which people of color are subjected are not limited to those that originate within the nations in which they reside. Thus we also attend to transnational experiences, shifting and mixed-race identities, and other phenomena relevant to people of color in the United States and elsewhere. The race and ethnic studies program is interdisciplinary, drawing upon methodologies and materials from a variety of fields in the humanities, social sciences, and fine arts.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/race-and-ethnic-studies-major-ilos>)

Intended Learning Outcomes for the Concentration (<http://wp.stolaf.edu/curriculum-committee/race-and-ethnic-studies-concentration-ilos>)

Requirements

Requirements for the Major

RACE 121	Introduction to Race and Ethnic Studies	1.00
or RACE 122	Introduction to Race and Ethnic Studies	
Select a minimum of seven other approved courses taken in at least three departments or programs ¹		7.00
Total Credits		8

¹ One of the seven courses may be an independent study or research, and one may be an off-campus internship or course approved by the race and ethnic studies director. One may focus on race and ethnicity outside the U.S., with the director's approval.

Majors are encouraged to include off-campus study in their programs. Students may wish to link a race and ethnic studies major with a major in one of the departments represented in the program. Race and ethnic studies majors are required to complete a senior project and give an oral presentation of their findings before the race and ethnic studies faculty in early May of their senior year.

Requirements for the Concentration

RACE 121	Introduction to Race and Ethnic Studies	1.00
or RACE 122	Introduction to Race and Ethnic Studies	
Select four other approved courses taken in at least two departments or programs		4.00
Total Credits		5

Courses

Required Course

RACE 121: Introduction to Race and Ethnic Studies

This course provides an introduction to the cultural and historical background of four groups in the United States: African Americans, Native Americans, Latinos, and Asian Americans. Emphasis is on race relations and the distinguishing characteristics of these cultures as reflected in the academic disciplines of the creative and performing arts, the humanities, the social and behavioral sciences, and the general area of popular culture. Contributions to cultural pluralism are accentuated as well as the special issues of identity faced by these Americans. This course emphasizes literary texts. Counts toward American studies Latin American studies majors and Africa and the Americas and Latin American studies concentrations.

RACE 122: Introduction to Race and Ethnic Studies

This course provides an introduction to the cultural and historical background of four groups in the United States: African Americans, Native Americans, Latinos, and Asian Americans. Emphasis is on race relations and the distinguishing characteristics of these cultures as reflected in the academic disciplines of the creative and performing arts, the humanities, the social and behavioral sciences, and the general area of popular culture. Contributions to cultural pluralism are accentuated as well as the special issues of identity faced by these Americans. This course emphasizes historical texts. Counts toward American Studies major and Africa and the Americas concentration.

Elective Course

RACE 250: Topical Seminar

Students apply interdisciplinary theories and methods to selected topics in race and ethnic studies. The course employs a discussion format, focusing on critical reading and analytical essays. Offered in alternate years. May be repeated if topic is different.

RACE 294: Academic Internship

RACE 394: Academic Internship

RACE 298: Independent Study

RACE 396: Directed Undergraduate Research

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

RACE 398: Independent Research

Approved Courses

AFAM 231 Africa and the Americas: The Diaspora Experience

AMCON 202 Pursuits of Happiness, 1920-Present (completion of American Conversations counts for one course for Race and Ethnic Studies)

ASIAN 123 Asia in America

DANCE 246 Dance in the United States

EDUC 170 Urban Schools and Communities (off-campus)

EDUC 246 English Language Learners: Issues in Education

EDUC 260 Foundations in Education

EDUC 378 Multicultural Education in Hawaii: Seminar and Practicum (off-campus)

EDUC 379 Urban Education Practicum and Seminar (off-campus)

ENGL 108 The Hero and the Trickster in Post-Colonial Literature

ENGL 200 Topics in Cross-Cultural Literature

ENGL 201 Transatlantic Anglophone Literature

ENGL 203 Asian American Literature

ENGL 205 American Racial and Multicultural Literatures

ENGL 209 Arab American Literature and Film

ENGL 210 Post-Colonial Literatures

ENGL 251 Major Chicano/a Authors

ENGL 345 Topics in American Racial and Multicultural Literatures

HIST 165 Slavery in the Americas

HIST 181 Civil Rights Revolution

HIST 277 African-American History

HIST 278 Civil War and Civil Rights in History and Memory (off-campus)

HIST 282 Topics in Native American History

HIST 288 America in the Civil War and Reconstruction Era

HIST 320 Seminar: Modern Europe (when taught with the topic: Holocaust and History)

HIST 370 American Seminar (when taught with the topic: Capitalism and Slavery)

MUSIC 237 World Music

PHIL 255 Race and Social Justice

PSCI 244 Race and American Politics

SWRK 373 Just Practice

SOAN 264 Race and Class in American Culture

SOAN 296 Top: Urban Sociology

SPAN 273 Cultural Heritage of the Hispanic U.S.

In addition, some sections of REL 121 Bible in Culture and Community and WRIT 111 First-Year Writing may count toward the race and ethnic studies major or concentration, depending on topic. Petition the director of race and ethnic studies for approval.

Faculty

Director, 2015-2016**Jennifer Kwon Dobbs**

Associate Professor of English
poetry and poetics; creative nonfiction; Asian American literature;
critical adoption studies

Joshua R. Anderson

Visiting Assistant Professor of Political Science and Environmental
Studies
American politics; political philosophy; history of science

Heather Campbell

Associate Professor of Education
ESL; reading; special education; Director of Assessment

Mary S. Carlsen

Professor of Social Work and Family Studies
social policy; global social work; professional ethics; end of life care;
family studies

Maurella L. Cunningham

Visiting Assistant Professor of Education
curriculum and instruction; social studies

Michael W. Fitzgerald

Professor of History
African-American history; Civil War and Reconstruction; Southern
America

Carlos Gallego

Associate Professor of English
Chicano/a studies; 20th century American literature; comparative
ethnic studies; philosophy and critical theory; cultural studies

David Hagedorn

Artist in Residence in Music
jazz bands; percussion; percussion methods; world music

Steven C. Hahn

Professor of History
colonial America; Native American history; piracy

Joan Hepburn

Associate Professor of English
African American literature; drama; race and ethnic literature; western
African drama in English

Abdulai Iddrisu (on leave)

Associate Professor of History
African history; Islam in Africa

Heather J. Klopchin

Associate Professor of Dance
ballet technique; dance history; modern dance technique

Judy Kutulas

Professor of History
20th century US history; US women's history; popular and material
culture

Elizabeth A. Leer

Associate Professor of Education
English education; reading; curriculum and instruction

Kristina Medina-Vilariño

Assistant Professor of Romance Languages-Spanish

Caribbean Studies; 20th and 21st century Latin American studies;
contemporary Latino studies; race and ethnic studies

Linda Y. Mokdad

Assistant Professor of English
film history; classical film theory; feminist film theory; art cinema;
Arab cinemas

Lisa L. Moore

Assistant Professor of Social Work and Family Studies
race and culture in families; emerging adulthood theory; social work
education

Jonathan T. Naito

Assistant Professor of English
twentieth and twenty-first century British and Irish literature;
postcolonial studies; black and Asian British literature; Samuel Beckett

Rosemary A. Pfarr-Baker

Instructor in Education
counseling; educational opportunity; Director of Field Experience and
Licensure

David C. Schalliol

Instructor in Sociology/Anthropology
social stratification; urban sociology; visual sociology; criminology;
education

Susan E. Smalling

Assistant Professor of Social Work and Family Studies
anti-oppressive research and practice; indigenous populations; family
and child welfare

Ka F. Wong

Assistant Professor of Asian Studies
language pedagogy; cultural studies; Asian American studies; visual
culture

Religion

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The Religion Department of St. Olaf College seeks to enliven and deepen academic reflection on religion and theology in a liberal arts setting. We equip students of all backgrounds and traditions to interpret, evaluate, and respond to religious ideas and practices.

Our work is shaped by the college's Lutheran heritage and commitments as these unfold in a world of many faiths. In teaching and scholarship, we take up the college's founding conviction that scholarly study of religion is basic to liberal arts learning. Through general education courses and the religion major, we advance the college's goal of cultivating theological literacy. At the center of this work is scholarly study of the Bible and of Christian theology, understood as reasoned reflection on the meaning and truth of Christian faith. We also study Jewish, Islamic, Hindu, and Buddhist traditions, and regard the opportunities afforded by comparative study and religious dialogue as essential to our common goals of understanding religion and theology. Members of the department

work with many religious traditions and areas of specialization, and all contribute to the college's general education requirements in religion.

Overview of the Major

Since the study of religion involves the use of a variety of methodologies and intersects with many other fields of study, students often find that a major in religion helps them integrate their work in other disciplines and develop a focus for their whole liberal arts education. Many students also choose to major in religion as a preparation for seminary or graduate work in religion.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/religion-major-ilos>)

Distinction

See Academic Honors (p. 36)

Religion majors may graduate with distinction if their grade point average is 3.5 in religion and they submit a research project that meets the approval of a departmental review committee. The Junia Prize is usually awarded annually to the best distinction project of the year.

Special Programs

The Religion Department participates in Foreign Language Across the Curriculum Program (p. 135), which offers students the opportunity to use their foreign language skills in selected courses. Each year the department offers Interim courses abroad, some carrying general education credit.

Recommendations for Graduate Study

The religion major offers excellent preparation in breadth and depth of study for graduate programs. We encourage students to take additional level III courses, religion seminars, independent studies, and to develop competence in a foreign language. Distinction in religion is also recommended. Students should consult with their academic advisor and the religion department chair on specific programs and interests.

Requirements

The religion major consists of eight courses and requires both broad exposure to major approaches to studying religion and concentrated study in some aspect of religion. The requirements are organized in five parts as follows:

General education courses in religion:

REL 121	Bible in Culture and Community (BTS-B)	1.00
One course in theological studies (BTS-T)		1.00
REL 285	What is Religion? Approaches and Methods	1.00
Study of at least two religious traditions using three different academic approaches:		2.00
Sacred texts		
Religion in history and culture		

Religious thought	
Intensive studies in religion:	2.00
Select at least two level III courses, at least one of which must be a seminar	
Elective courses	1.00
Total Credits	8

Courses

Religion courses fulfill a variety of general education requirements. The department offers several options to complete the Biblical Studies (BTS-B), Theological Studies (BTS-T), and Ethical Issues (EIN) requirements. Additional courses count towards requirements in Historical Studies in Western Culture (HWC), Multicultural Studies (MCD; MCG), and Literary Studies (ALS-L).

REL 121: *Bible in Culture and Community*

This course introduces first-year students to the dialogue between Biblical traditions and the cultures and communities related to them. Students study major Biblical texts and their interaction with, for example, theology, religious practice, ethics, and social values, while considering methods and fields in the study of religion in a liberal arts setting. An additional prospectus describes the theme of each section.

REL 202: *Classics and Moderns*

This course introduces the central matters for argument in Christian theology -- God and Christ -- through close reading and critical analysis of selected classic (pre-1700) and modern theological texts. Students focus on the reasons supporting classic Christian beliefs about God, Christ and related topics and on the modern theological criticism of those beliefs. Is it still possible to be a Christian in the beginning of the 21st century?

Prerequisite: BTS-B.

REL 203: *The Greats of Christianity*

This course treats the major moments of theology by focusing on five or six important theological figures, movements or texts spanning ancient, medieval and modern Christian theology.

Prerequisite: BTS-B.

REL 207: *Christian Theology and the Moral Life*

Examining essential Christian beliefs with special attention to their implications for the moral life, students in this course analyze the meaning and truth of Christian symbols and claims about God, Christ, creation, fall, providence, redemption, etc., and explore their bearing upon ethical perspectives and principles, moral character and community and societal institutions and practices. Readings include classical and contemporary Christian theological sources.

Prerequisite: BTS-B.

REL 208: *Christian Theology and Human Existence*

This course traces the significance of essential Christian theological doctrines (e.g., God, Christ, sin, salvation) for contemporary understandings of human beings and human behavior. Selected comparisons with alternative and/or complementary views of human nature (for example, philosophical, psychological, sociological, literary) are also included.

Prerequisite: BTS-B.

REL 209: Introduction to Feminist Theology

Students examine traditional Christian doctrines in light of feminist critiques and reformulations. The course focuses especially upon language and images of God, the person of Christ and the work of redemption and understandings of human nature. Students evaluate arguments for and against the compatibility of Christianity and feminism. Counts toward women's and gender studies major and concentration.

Prerequisite: BTS-B.

REL 210: Theology of Food

Food holds a central place in many world religions. In their feasts and fasts, holy and forbidden foods, community suppers, festivals, and food shelves, people of faith develop and express their theologies. This course examines food beliefs and practices for religion, in particular the theological significance of food in Christianity and how it compares with other faith traditions. The relation of food to the doctrines of God, Christ, and salvation will have special attention. Offered periodically during Interim.

Prerequisite: BTS-B.

REL 212: Christian Theology in Historical Context

This course offers an overview of the development of Christian thought and practice in the ancient, medieval and modern periods and analyzes the way Christian beliefs have evolved in response to changing historical situations. Special consideration is given to how different theological perspectives have influenced the activities of religious communities and lives of notable individuals.

Prerequisite: BTS-B.

REL 213: Lutheran Heritage

Analyzing continuity and change within the Lutheran tradition, students consider Luther's theology and proposals for the reform of Catholicism and evaluate major reappraisals of Lutheran beliefs and practices that developed in response to new issues and social situations. Topics include Orthodoxy and Pietism, conservative and liberal responses to the Enlightenment, modern European Lutheranism and issues of particular importance to Lutheranism in Scandinavia, America, and developing countries. Offered periodically during Interim. Counts toward German studies concentration.

Prerequisite: BTS-B.

REL 214: Reformation Theology

Students analyze 16th-century reform movements in light of their theological and historical contexts and their significance for contemporary theology. The course focuses on contributions and lives of the major figures in the Protestant Reformations (e.g., Luther, Calvin, Zwingli) and the Roman Catholic Reform. Counts toward German studies concentration.

Prerequisite: BTS-B.

REL 217: Christian and Islamic Ethics: Conflicts and Cross-Pollination

This course compares Christian and Islamic conceptions of the relationship between God and humanity, as foundations for thinking about moral excellence and obligation. It also considers and compares how theological commitments and methods in each religious tradition affect approaches to particular ethical issues such as sexuality, war, and politics. Students work with scripture, film, polemical literature, judicial texts, and theological texts.

Prerequisites: BTS-T or permission of instructor.

REL 218: Political and Liberation Theology

This course examines the rise of political and liberation theology movements, the situations and issues to which they respond, theological formulations of political/liberation theologies, and the relationship of these theologies to traditional Christian doctrines. Special focus on the relationship between the theological and political, nature of christology and redemption, images and role of God, and understandings of human nature.

Prerequisite: BTS-B.

REL 221: Jesus in Scripture and Tradition

This course explores the meaning and significance of Jesus Christ in major New Testament writings: the Gospels, the letters of Paul, Hebrews, Revelation. Students also examine the development of New Testament ideas about Christ in subsequent Christian tradition, both classical and contemporary. Counts toward ancient studies major.

Prerequisite: BTS-B.

REL 222: The Biblical God

Students examine key texts in the Old and New Testaments with the aim of exploring the issues such writings pose for Christian theological reflection. In addition, they explore selected readings on the doctrine of scripture and language about God. Counts toward ancient studies major.

Prerequisite: BTS-B.

REL 223: Paul: His Letters, His Gospel

Students read Pauline letters carefully for their major issues, such as apocalyptic, gospel, apostleship, Jew and Gentile, faith, Torah, community. Considering Paul in the context of his times and Paul in the context of later Christianity, students discuss topics such as Jews and Christians, men and women, creation, grace in Paul, and present-day experience. Counts toward ancient studies major.

Prerequisite: BTS-B.

REL 225: God and Human Suffering

Why does human life involve suffering? If God is omnipotent and good, why does evil exist? Is God responsible, or can all evil -- and the suffering that accompanies it -- be explained by sin or human frailty? Students explore some of the ways that Christian theology has attempted to respond to these questions, and they also examine challenges to the Christian perspective.

Prerequisite: BTS-B.

REL 227: Jews and Christians after Christendom

This course explores the interaction between Jews, Christians, and their respective religions in historical and theological perspective. Students consider basic features of Jewish belief and practice, past and present views of Jews and Christians about each other's beliefs, impact of Christ attitudes toward the Jews on the formation and development of Christian doctrines, relation between Christian theology and anti-Semitism, and the possibilities for a new relationship between Christians and Jews.

Prerequisite: BTS-B.

REL 230: Theology of Creation

Christians affirm that God created the world in and through Christ and continues to sustain it by the Holy Spirit. This course attends to the themes of creation and new creation in relation to Biblical texts, to problems posed by science (including evolution and Creationism), and the theological reflections of the created world as fallen and redeemed. Major attention is paid to classic and modern theological discussions of creation and new creation.

Prerequisite: BTS-B.

REL 233: God and Faith in Autobiography

This course focuses on autobiographical texts in which the writer describes his or her life in relationship to God. The course is based on the central Christian theological belief that God is known in historical experience. Students study the different ways in which Christians have sought to understand God's role in their lives by correlating their own experiences with the classic beliefs, symbols, and values of the Christian faith.

Prerequisite: BTS-B.

REL 234: Luther and Aquinas: Protestant and Catholic Theology in Dialogue

The theologies of Thomas Aquinas and Martin Luther influence the lives and beliefs of Catholics and Protestants, yet cause persistent division between them. Students examine the distinctive theological contributions of the two theologians, particularly their respective doctrines of justification, sacraments, and God. Students interpret and evaluate each theologian's doctrines as well as modern efforts to reconcile their differences. Offered annually or in alternate years. Counts toward medieval studies major and German studies concentration.

Prerequisite: BTS-B.

REL 238: Quest of the Ring, the Grail, and the Cross

Nordic sagas and modern fantastic works pose important theological questions such as the nature of reality in fantasy, the Eucharist, honor, gift, the grotesque, evil, salvation in Christ, and life as a quest and pilgrimage. They also raise valuable problems about the relationship of Christian beliefs to cultural narratives. Students may read J.R.R. Tolkien's *Lord of the Rings*, G.K. Chesterton, and selected sagas, alongside theological writings. Offered periodically during Interim.

Prerequisite: BTS-B.

REL 239: Beyond Narnia: The Theology of C. S. Lewis

This course introduces students to Christian theology through examination of selected works of C.S. Lewis. The course considers both Lewis's explicitly theological writings and his fictional works as resources for theological reflection. Offered annually.

Prerequisite: BTS-B.

REL 240: Understanding Religious Traditions

The themes of this introduction to major religious traditions including Hinduism, Buddhism, and Islam vary from semester to semester; possible topics include sacred texts, religious experience, images of the divine, and the understanding of death and afterlife.

REL 242: The Religious and the Political: Gandhi, Niebuhr, and King

This course explores the interface between religion and politics in the lives and thought of Mahatma Gandhi, Reinhold Niebuhr, and Martin Luther King, Jr. Focus will be upon the distinctive ways in which each one appropriated the theological resources of his tradition to justify and analyze the connection between religion and politics. Offered periodically during Interim.

Prerequisite: BTS-B.

REL 243: Living Faith: Theology and Practice at Holden Village (off campus)

This course examines how the gospel transforms the practices of personal and social life. Students explore the nature of Christian community and the connections between Christian theological beliefs and practices. Students participate in the life of Holden Village, an isolated Lutheran retreat center in the Cascade Mountains of Washington. Offered alternate years during Interim.

Prerequisite: BTS-B.

REL 244: The Death of God: Reason, Cross, and Theology

The death of God refers to both the absence of God in a post-Christian culture and the death of Jesus on the cross. These two meanings have a significance for the religious and non-religious alike. Students evaluate the challenges that the death of God has for the concept of God, the meaning and purpose of Jesus, religious belief, reason, and the secular by reading classical and contemporary theological work on the death of Jesus and the death of God. Offered alternate years.

Prerequisite: BTS-B.

REL 245: Theology of Religions & Interreligious Dialogue

Christians and people of other faiths seek to be faithful to their own traditions and also to attend to each other's claims. This course examines ways Christians and other believers develop their doctrinal traditions in the context of religious pluralism. This course gives specific attention to Christian reflection on the doctrines of God, Christ, and salvation in relation to religious reflection by people of other faiths.

Prerequisite: BTS-B.

REL 246: Islam -- Religion and Community

Students examine the formation of Islamic traditions and institutions and their religious meaning, paying special attention to the dynamism and crises of Islam in the 19th and 20th centuries. Counts toward medieval studies major.

REL 248: Judaism

This survey of the historical, cultural, and theological developments within Judaism pays special attention to major periods and themes in Jewish life and thought, as well as to contemporary Judaism. Counts toward middle eastern studies concentration.

Prerequisite: sophomore status or higher. Open to first-year students with permission of the instructor.

REL 249: Modern Jewish Thought

This course examines Jewish religious and philosophical thought in Europe, the United States, and Israel. Social/cultural history and literature provide additional lenses on the modern Jewish experience. Important themes include emancipation, integration, and acculturation; the Enlightenment and its challenges to the authority of Jewish religious tradition; the changing role of religion in the emergent secular nation-state; and negotiations of minority/majority status in modern societies.

Prerequisite: sophomore status or higher. Open to first-year students with permission of the instructor.

AS/RE 253: Hinduism

This course, surveying the general nature and assumptions of Hindu thought, focuses on the diversity of doctrines and practices within some of its major traditions. Students analyze selections from authoritative Sanskrit texts like the Upanishads and Bhagavad-gita, directing special attention to the central issues and developments in Hindu-Christian dialogue.

AS/RE 254: Jesus on the Indian Road: A Perspective on Christianity

The Indian Church, which claims the apostle Thomas as its founder, is the "home base" for this historical exploration of Christianity from the apostolic age to the present. The course considers Christian teachings about God and Jesus, biblical interpretation, worship, response to social, political, and cultural practices through encounters between Indian Christians and other churches. The multiple religions of India, its colonial experience, and its contemporary society are essential context.

Prerequisite: BTS-B.

REL 254: *Theology in Comparative Perspective*

Comparative theology is the study and interpretation of one religion in conversation with the texts, symbols, and practices of other religious traditions. It aims to discover new theological insights from another or from one's own tradition. This course explores the nature of comparative theology as a method of doing theology. Students read and assess seminal works of comparative theology from the traditions of Buddhism, Christianity, Hinduism, and Islam. Counts toward religion major. Offered once each academic year.

Prerequisite: BTS-B.

REL 256: *Gender and Religion*

All religious systems organize gender in different ways. This course examines gender as a critical category of analysis for religion by using contemporary scholarly perspectives on religion. Anthropology and other social sciences, history, film, fiction, and other sources may be used. The instructor in any given semester will draw on one or more religious traditions to provide case studies.

AS/RE 256: *Religions of China and Japan*

This course introduces the religious and philosophical traditions of China and Japan: Confucianism, Chinese Taoism, Buddhism, Japanese Shinto, and the folk traditions. Students read classical texts such as Zhuangzi and Mencius and analyze fundamental values and concepts such as Tao, yin/yang, and humaneness.

AS/RE 257: *Buddhism*

This course studies the Buddhist view of the human predicament and its solution. Students examine the life of the Buddha, Buddhist scriptures, and the historical and philosophical development of Theravada and Mahayana Buddhism in East and Southeast Asia.

REL 259: *Religion, the Visual Arts, and Culture in Rome (abroad)*

This course traces the influences of religion in Rome as it was gradually transformed from the capital city of a pagan empire into the administrative center of Catholic Christianity. Students conduct a selective comparison of ancient, medieval, renaissance, baroque, and modern religion through visits to historical sites, churches, museums, and contemporary cultural events in Rome and to other Italian cities that interacted with Rome. Offered periodically during Interim.

Prerequisite: BTS-B.

REL 260: *Religion in America*

This course introduces students to the history of religion in America in the context of American culture, paying attention to the formal structures and to questions of what "being religious" has meant to Americans. The course considers the range of religious traditions in the U.S.A. while attending to the Christian majority and variety within it. The course focuses specifically on the experiences and contributions of women and minorities. Counts toward women's and gender studies major and concentration.

REL 262: *Catholic Rome, Lutheran Wittenberg (abroad)*

This course examines religion in Italy and Germany at several decisive turning points in the past and today. Students analyze Catholic theology and church practices, from ancient times to the Renaissance, through site visits and events in Rome (city of the popes) and Florence. They examine emergence of Protestantism through activities in the region around Wittenberg, birthplace of Martin Luther's Reformation. They compare the influence of religion in Italian and German culture. Offered periodically during Interim. Counts toward medieval studies major and German studies concentration.

Prerequisite: BTS-B.

REL 263: *Roman Catholic Theology*

Students consider the present situation and future prospects of Roman Catholic theology through an engagement with the figures and events that have most deeply shaped Catholic theology in the 20th and 21st centuries. The course also examines recent Catholic views on the central topics of Christian theology, God, Christ, salvation and the Church, and the relationship of these views to Protestant ideas about the same issues.

Prerequisite: BTS-B.

REL 264: *Theology and Sexuality*

This course addresses theological understandings of love, desire, embodiment, and relationship in the context of human sexuality. Students study classic theological treatments of sexuality, with attention to the tensions among divergent appraisals of sex; and they study contemporary theological discussions about subjects that have given rise to controversy, such as marriage, gender, same-sex relations, family, or commodification. Counts toward women's and gender studies major and concentration.

Prerequisite: BTS-B.

REL 267: *African-American Religious Thought in the 20th Century*

This course offers an intensive study of African-American religious thought with particular emphasis on the 20th century. Structured thematically, the course covers: African-American religious roots; African-American Christian thought with particular emphasis on the Christ event in terms of redemption, salvation, and liberation; Africentrism and Black Nationalism as interpretive and critical lenses of African-American religious experience; and African-American responses to the theodical, i.e., the problem of evil and suffering.

Prerequisite: BTS-B.

REL 271: *Bible in Context: Hist/Geography/Culture in Israel & Palestine (abroad)*

This course studies the historical, geographical, and cultural background of Judaism and Christianity, focusing on major biblical sites in the Holy Land. Through the intersection of textual study, archaeology, and history, students explore biblical events from the time of Israel's ancestors to Jesus and the early church in, for example, Jerusalem, Galilee, and Jordan. The course also examines the history of conflict among Jews, Christians, and Muslims over the meaning and possession of the land. Offered alternate years during Interim. Counts toward ancient studies major.

Prerequisite: BTS-B.

REL 272: *Sacred Places in Greece and Turkey (abroad)*

This course explores the notion of sacred places and examines specific sites sacred to ancient people, to Christians, Muslims, and Jews. Students visit both natural places and constructed sites (i.e., temples, churches, mosques, and synagogues). Students attend to scholarly theory, sites' physical characteristics and history, ongoing human interaction, inter-religious dynamics, and their own responses. The interplay of religion, social life, and political power relative to sacred space provides additional thematic focus. Offered alternate years during Interim. Counts toward ancient studies major.

Prerequisite: BTS-B.

REL 273: Hebrew Prophets in History and Christian Tradition

Students examine the theological significance of the Israelite prophetic literature by tracing its origin and composition in ancient Israelite contexts, its appropriate and reinterpretation in the New Testament writings in light of early Christian experiences of Jesus Christ, and its continuing influence on postbiblical Christian worship and theology. Offered periodically. Counts toward ancient studies major.

Prerequisite: BTS-B.

REL 275: Historical Geography and the Bible - Greece and Turkey (abroad)

This course presents an opportunity to study the life, thought, and historical significance of the Apostle Paul in the very settings in which he traveled and lived. Visits to archaeological sites in Greece and Turkey enable students to explore: 1) the relationship of geography, culture and religion in the Book of Acts, the Letters of Paul and the Bible generally; and 2) the religious pluralism of the first century Roman world, including the Jewish and Hellenistic roots of Christianity. The course also explores other significant developments in the early church of this region, and considers the Christian encounter with Islam.

Prerequisite: BTS-B. Offered during Interim.

REL 276: The Ethics of Jesus

This course examines the ethical teachings of Jesus as found in the canonical Gospels (with special focus on the Sermon on the Mount), explores how these teachings have been understood at some major moments in Western history, and brings them to bear on the task of contemporary ethical reflection. Issues examined include, for example, non-violence, social and economic justice, sexuality, and ethnic conflict. Counts toward ancient studies major.

Prerequisites: completion of BTS-T or permission of instructor.

REL 277: Travel and Ethics

This course examines ethical issues raised by travel as well as the ways that various ethical perspectives address these issues. Students consider the ethics of pilgrimage in world religions, tourism and its critics, Christian perspectives on intercultural travel, issues raised by study abroad, and theories of ethical travel in relation to ecotourism, sustainability, service, and other ideals.

Prerequisite: BTS-T.

PH/RE 278: The Ethics of War

This course is a philosophical and theological reflection on the moral evaluation of war. Can war ever be morally justified? If so, what are the criteria for determining a war's just initiation, just conduct and just termination? Topics considered include a range of normative perspectives in their religious and secular expressions, for example, principled and pragmatic pacifism, just war tradition, realism, crusader ethics, utilitarianism, Kantianism, communitarianism, natural-law theory, feminism.

Prerequisite: completion of BTS-T or permission of instructor.

REL 278: Christian Ethics and Ecological Justice

Within the contemporary context, humanity's place within Earth's ecological system is fraught with ethical challenges. This course examines the Christian ethical tradition as a means to identify ethical resources for addressing ecological problems as well as reflect on how nature itself challenges ethical reflection. Students will investigate particular moral issues relating to sustainability and ecological concerns. The course will cover why and how God calls Christians to tend and sustain creation. Counts toward religion major and environmental studies major (all emphases) and concentration.

Prerequisite: BTS-T.

REL 280: Religion and Literature

Students explore the religious significance of selected works of literature and examine how literary plot, character, symbolism, and theme raise religious questions, reveal ethical concerns and imply theological convictions.

Prerequisite: BTS-B.

REL 282: "Obama's Theologian": Reinhold Niebuhr

Reinhold Niebuhr was arguably the most important American Christian theologian of the 20th century. He continues to inspire in the 21st with Barack Obama himself claiming Niebuhr as a central intellectual, moral, and spiritual influence. This course examines Niebuhr's "Christian Realism" and the implications of that view for understanding God, Christ, creation, sin, nature, grace, history, love, justice, and morality in economics, war, domestic politics, and international relations. Offered periodically.

Prerequisite: BTS-B.

REL 285: What is Religion? Approaches and Methods

A study of competing and complementary approaches to the study of religion prevalent in the contemporary academy, this course prepares sophomore and junior religion majors for more advanced research seminars. Paying attention to the emphases and presuppositions of each approach, students develop an improved ability to understand the way that these different approaches affect scholarship and contribute to agreements and disagreements about what religion is and should be.

Prerequisites: BTS-T or permission of instructor.

AS/RE 289: Buddhism, Peace and Justice

Students examine contemporary Buddhist moral teachings on social issues such as violence and peacemaking, human rights and social justice, and humanity and the environment. Coursework focuses on the writings of Vietnamese monk and peace activist Thich Nhat Hanh, Tibetan leader-in-exile Tenzin Gyatso (Fourteenth Dalai Lama), American ecologist Joanna Macy, and others. Students consider the moral paradigms of Christianity and Buddhism: Christ and the Bodhisattva.

Prerequisite: BTS-T or permission of instructor.

REL 293: Religious Pluralism and the Nature of Community

The nature and boundaries of communities, as well as the quality of relationships within communities, are determined by theology as well as by social, political, and ethnic factors. Students examine the ways in which the world's religions, particularly Christianity, have interpreted each other's significance and truth claims and considers the ethical implications of these different responses.

Prerequisite: BTS-T or permission of instructor.

REL 294: Academic Internship**REL 296: Love, Justice and Social Relations**

This course examines theological and ethical aspects of Christian social responsibility. It examines the meaning and normative import of Christian faith for justice and love in relational spheres (politics, economics, marriage and family, gender relations). It also explores the ethical implications of central Christian doctrines (vocation, sin, grace, two kingdoms, creation). Issues raised include civil disobedience, use of lethal force, distributive justice, love and self-sacrifice, and gender roles.

Prerequisites: BTS-T or permission of instructor.

REL 297: Christian Ethics, Life and Death

An examination of the ethics of killing and letting die from the perspective of Christian belief. Possible topics include abortion, suicide, euthanasia, war, capital punishment, global hunger and starvation, and the killing of non-human animals. Special attention to the place of Christian moral views in modern secular or pluralistic societies. Readings from classic and contemporary Christian ethical sources as well as from contemporary secular, moral, legal, and political theory.

Prerequisites: BTS-T or permission of instructor.

REL 298: Independent Study**REL 302: History of Christian Thought I**

Students critically analyze the development of Christian thought from its beginnings to the 9th century. Special attention is placed on the theological controversies which led to the formation of the Christian community's central doctrines: God as Trinity, Jesus Christ as divine and human, salvation as divine action and human response. Students read from Irenaeus, Origen, Athanasius, Augustine, and others. Counts toward ancient studies and medieval studies majors.

Prerequisite: BTS-B.

REL 303: History of Christian Thought II

This course provides a critical analysis of the development of Christian thought in the Middle Ages and Reformation, 11th through 16th centuries. Particular attention is paid to the great theological systems of the Middle Ages and to the theological aims of the 16th-century reforming movements, drawing upon readings from Anselm, Aquinas, Bonaventure, Luther, Calvin, and others. Counts toward medieval studies major.

Prerequisite: BTS-B.

REL 304: History of Christian Thought III

This course offers a critical analysis of the development of Christian thought in the modern period, 17th century to 1970. Students pay special attention to the rise of modern historical and philosophical outlooks that challenge traditional Christian claims and to the appropriation and criticism of these outlooks in modern theology. Students read from Edwards, Schleiermacher, Barth, Bultmann, and others.

Prerequisite: BTS-B.

REL 320: Interpreting Sacred Texts

Careful study of selected sacred texts provides students with the opportunity to learn and use various tools and methods of interpretation. Students increase their understanding of the origins, structure, use and interpretation of sacred texts in various religious communities. Specific texts and traditions vary. Students may repeat the course with different primary texts. Counts toward ancient studies major.

Prerequisite: BTS-B.

REL 341: Conscience and Its Critics

Students examine traditional and recent Christian views of conscience, as well as alternative views and criticisms from various normative perspectives. Considering philosophical theories, psychological views, feminist thought, political issues, and literary texts, students explore difficult cases of conscience.

Prerequisite: BTS-T or permission of instructor.

REL 344: Feminist Perspectives and Christian Ethics

How might the Christian ethical systems that have dominated western culture look different if women's experiences and perspectives had been more centrally included? This course focuses on the continuities and contrasts between traditional Jewish and Christian ethics and the feminist and womanist ethical challenges to them which have emerged over the last quarter century. Counts toward women's and gender studies major and concentration.

Prerequisite: BTS-T or permission of instructor.

Level III Seminars for Majors

REL 390: History of Religions Seminar

May be repeated if topic is different.

Prerequisite: BTS-B.

REL 391: Biblical Seminar

May be repeated if topic is different. Counts toward ancient studies major.

Prerequisite: BTS-B.

REL 392: Studies in Religion Seminar

May be repeated if topic is different. May count toward ancient studies and medieval studies majors.

Prerequisite: BTS-B.

REL 393: Theological Seminar

May be repeated if topic is different.

Prerequisite: BTS-B.

REL 394: Academic Internship**REL 395: Ethics Seminar**

May be repeated if topic is different.

Prerequisite: BTS-B.

REL 396: Directed Undergraduate Research

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

REL 397: Religion in Dialogue

May be repeated if topics are different.

Prerequisite: BTS-B.

REL 398: Independent Research**REL 399: Thematic Seminar**

This integrative seminar focuses on the pursuit of research, the explanation of research to fellow students and the exploration of connections among diverse approaches to the selected topic, which changes annually. May be repeated if topic is different. May count toward ancient studies and medieval studies majors.

Prerequisite: BTS-B.

Faculty

Chair, 2015-2016**Jamie A. Schillinger**

Associate Professor of Religion

Christian thought and ethics; Islamic thought and ethics

John D. Barbour

Professor of Religion

religion and literature; ethics

Anthony Bateza

Instructor in Religion
reformation studies

Patricia Z. Beckman

Assistant Professor of Religion
Christian mysticism; history of Christianity; women and religions

Mara H. Benjamin

Associate Professor of Religion
Jewish studies

David Booth

Associate Professor of Religion
history of theology; philosophy and psychology of religion; feminist
theology; theology and sexuality

Jacob J. Erickson

Instructor in Religion and Environmental Studies
theology; religion and ecology; queer theory

Kiara Esterbrooks

Instructor in Religion

James S. Hanson

Associate Professor of Religion
New Testament

Peder J. Jothén

Assistant Professor of Religion
religious ethics

L. DeAne Lagerquist (on leave)

Professor of Religion
church history; American religion; Christianity in India; Lutheranism

Margaret S. Odell

Professor of Religion
Old Testament

Anantanand Rambachan

Professor of Religion
Hinduism

Barbara Reed

Professor of Religion and Asian Studies
Buddhism; East Asian religions; women and religion in Asia; religious
myths and rituals; Taoist literature

Jason J. Ripley

Assistant Professor of Religion
Biblical theology; Gospel of John; imperial; gender; postcolonial
interpretation

Edmund N. Santurri

Professor of Religion and Philosophy
ethics; philosophical theology

Douglas J. Schuurman

Professor of Religion
history of ethical theory; vocation; theology and ethics; theology and
science

Gregory A. Walter

Associate Professor of Religion
theology

Charles A. Wilson

Professor of Religion
theology

Russian Language and Area Studies

Laurel Brook, Tomson 368

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The Russian Language and Area Studies Department, in keeping with the college mission to provide a “global perspective,” offers a variety of courses that build upon Russian language proficiency to give students the knowledge and tools for a successful career. Recent graduates have entered professions in higher education, business, government, the church, law, and the arts.

Russia continues to be a major player in the global community in many areas: politics, economics, space-age technology, and the development of new computer software. As the new Russia opens itself to the outside, college graduates are increasingly sought after for positions in government service, business and investment, journalism, education, and social service.

The department offers a major in Russian area studies and a major in Russian language, as well as courses on Russian literature taught in English. Taking Russian at St. Olaf means more than just studying a language. The study of Russian introduces you to one of the great cultures of the world — the culture of Tchaikovsky, Dostoevsky, Tolstoy, Kandinsky, Pasternak, Solzhenitsyn, and many others. Russian language is the key to reading more than one-fourth of all the published scientific literature in the world.

Students may satisfy general education requirements with Russian studies courses such as RUSSN 265 Introduction to Russian and Soviet Film (in English translation). RUSSN 231 or a higher numbered course taught in the Russian language or demonstrated proficiency satisfies the foreign language requirement for all students. Upper-level students may participate in the CIEE program in St. Petersburg, or with St Olaf programs in Novgorod and Irkutsk (Siberia).

Overview of the Majors

The Russian Language and Area Studies Department offers two majors: Russian language and Russian area studies. The aim of both is to prepare students to understand, interact with, and work in the Russian area from a foundation of cultural literacy. The multidisciplinary Russian area studies major provides students with a comprehensive view of the culture, history, and contemporary problems of the area.

Intended Learning Outcomes for the Majors (<http://wp.stolaf.edu/curriculum-committee/russian-language-major-ilos>)

Requirements

Requirements for the Major in Russian Language

RUSSN 111	Beginning Russian I	1.00
RUSSN 112	Beginning Russian II	1.00
RUSSN 231	Intermediate Russian I	1.00
RUSSN 232	Intermediate Russian II	1.00
RUSSN 251	Conversation and Composition	1.00
RUSSN 254	Russian Culture and Civilization	1.00
RUSSN 372	The Russian Press	1.00
Two additional courses taught in Russian, normally taken in Russia during senior year		2.00

Requirements for the Major in Russian Area Studies

Russian language courses ¹		
RUSSN 111	Beginning Russian I	1.00
RUSSN 112	Beginning Russian II	1.00
RUSSN 231	Intermediate Russian I	1.00
RUSSN 232	Intermediate Russian II	1.00
Select five of the following political science, history, literature, or film courses approved for Russian language and area studies credit: ²		5.00
HIST 230	Imperial Russia	
HIST 231	20th-Century Russia	
PSCI 282	Russian and Eurasian Politics	
RUSSN 250	Topics in Russian Literature (in English translation)	
RUSSN 251	Conversation and Composition	
RUSSN 254	Russian Culture and Civilization	
RUSSN 256	Theater in Russia: Interim Abroad	
RUSSN 261	Introduction to Russian Literature (in English translation)	
RUSSN 262	20th-Century Russian Literature (in English translation)	
RUSSN 265	Introduction to Russian and Soviet Film (in English translation)	
RUSSN 371	Dostoevsky (in English translation)	
RUSSN 372	The Russian Press	

Senior project ³

Total Credits **9**

- ¹ A minimum of four semesters of Russian language is required, though more is encouraged.
- ² For students who are not simultaneously working toward the Russian language major, two advanced Russian language courses (RUSSN 251, RUSSN 254) may be counted toward the Russian area studies major.
- ³ This may be taken for course credit as RUSSN 398 Independent Research. Guidelines are available from the department chair. The project is due on April 15.

Courses

RUSSN 111: *Beginning Russian I*

This course offers an introduction to grammar and reading through oral and written work, supplemented by reading of graded Russian prose. Offered annually in the fall semester.

RUSSN 112: *Beginning Russian II*

This course offers an introduction to grammar and reading through oral and written work, supplemented by reading of graded Russian prose. Offered annually in the spring semester.

Prerequisite: RUSSN 111 or equivalent.

RUSSN 231: *Intermediate Russian I*

Students continue their grammar, oral, and written work with an emphasis on conversation and reading selections from classical and contemporary Russian authors. Offered annually in the fall semester.

Prerequisite: RUSSN 112 or equivalent.

RUSSN 232: *Intermediate Russian II*

Students continue their grammar, oral, and written work with an emphasis on conversation and reading selections from classical and contemporary Russian authors. Offered annually in the spring semester. Counts toward management studies concentration.

Prerequisite: RUSSN 231 or equivalent.

RUSSN 250: *Topics in Russian Literature (in English translation)*

This course examines the development of differing approaches to some aspect of Russian life and culture as presented in the classical texts of Russian literature. Actual topics vary according to year and instructor. Offered periodically.

RUSSN 251: *Conversation and Composition*

This course facilitates oral and written use of the language through conversation and composition, English to Russian translation, selections from Russian literature, and original themes. Offered annually in the fall semester. Counts toward management studies concentration.

Prerequisite: RUSSN 232 or permission of instructor.

RUSSN 254: *Russian Culture and Civilization*

This survey of Russian culture and civilization uses original Russian texts on history, the arts, religion, and education, as well as documentary films and selections from literature. The course fosters the acquisition of the language of Russian cultural and intellectual discourse. Offered annually in the spring semester. Counts toward management studies concentration.

Prerequisite: RUSSN 251 or permission of the instructor.

RUSSN 256: Theater in Russia: Interim Abroad

Students study theater through the readings and attend approximately twenty productions, group discussions, lectures, and tours. Students focus on the staging, acting and audience reactions in the productions. Texts and all lectures are in English. Students look at Russian and Western classics and a variety of theatrical styles from opera to puppet theater. Offered periodically during Interim. Counts toward Russian area studies and theater majors.

RUSSN 261: Introduction to Russian Literature (in English translation)

This course traces the development of Russian literature from its medieval beginnings to the end of the 19th century. Students study a variety of genres including sagas, the novel, the short story and lyric poetry. Major authors to be studied include: Pushkin, Gogol, Turgenev, Dostoevsky and Tolstoy. Taught in English. Offered in alternate years.

RUSSN 262: 20th-Century Russian Literature (in English translation)

This course traces the development of Russian literature from the end of the 19th century to the present. A variety of genres are studied, including the novel, the short story, drama, and lyric poetry. Major authors include: Chekhov, Akhmatova, Bulgakov, Pasternak, Solzhenitsyn, and Nabokov. Taught in translation. Offered in alternate years.

RUSSN 265: Introduction to Russian and Soviet Film (in English translation)

This course considers masterworks of Russian and Soviet cinema from the Bolshevik revolution to the present. Students examine significant Russian contributions to world cinema. Readings and topics include basic cinema analysis, Russian cinema criticism, and Russian film theory. Offered in alternate years. Counts toward film studies concentration.

RUSSN 294: Academic Internship**RUSSN 298: Independent Study****RUSSN 371: Dostoevsky (in English translation)**

Students read and discuss Dostoevsky's major novels from Poor Folk through Brothers Karamazov. Russian majors may take an additional section in the Russian language for major credit in this course. Offered in alternate years.

Prerequisite: BTS-T.

RUSSN 372: The Russian Press

Since perestroika the Russian press covers a variety of topics that are both culturally and intellectually challenging. The goal of this course is to explore a variety of topics significant for Russian society and culture as well as to further develop the language of intellectual discourse through the treatment of complex issues in the press. Taught in Russian. Offered annually in the spring semester. Counts toward management studies concentration.

Prerequisite: RUSSN 254 or permission of the instructor.

RUSSN 394: Academic Internship**RUSSN 396: Directed Undergraduate Research**

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

RUSSN 398: Independent Research

Independent Research is required for all students seeking credit for a senior project.

Faculty

Chair, 2015-2016**Marc Robinson**

Associate Professor of Russian Language and Area Studies
Russian language; Russian film and literature; Russian theater

J. Patrick Dale

Associate Professor of Political Science
comparative politics; European politics and economics; central European thought

Anna K. Kuxhausen

Associate Professor of History
Russian history; women's history

Ksenia Zanon

Instructor in Russian Language and Area Studies

Science Conversation

Jill Fisher, Regents Science 260

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wp.stolaf.edu/science-conversation (<http://wp.stolaf.edu/science-conversation>)

The Science Conversation brings together students and faculty with a broad range of academic interests for a critical exploration of science within its historical, cultural, and social contexts. The program encourages a philosophically and theologically informed appreciation for the development of science, the relationship between reason and faith, questions of meaning and purpose, and the complex interplay of science and society. It is designed to illuminate the distinctive character of science and its relevance to the challenges facing our world.

This yearlong program for a cohort of 24 sophomores consists of three courses (fall semester, Interim, and spring semester) and follows a "great books" approach with seminar-style discussions. Primary texts by influential figures are read alongside secondary sources for analysis and overview. During the Interim, students and faculty make science come alive by performing hands-on laboratory experiments while considering their intellectual and historical significance. In a broader sense, the Science Conversation seeks to help reunite the sciences and humanities, viewing the scientific enterprise in the context of the liberal arts.

Admission to the Program

All rising sophomores are invited to apply for admission to the Science Conversation, regardless of major or intended major. The program strives for the broadest possible mix of backgrounds and interests. Faculty members from the Science Conversation steering committee read and evaluate the applications. Admission to the program is based on the quality of the application essays and on the applicant's potential to benefit from and contribute to:

- a seminar-style, discussion-based learning environment;
- a primary texts approach;

- an interdisciplinary perspective.

Send applications to Darla Frandrup, Regents Hall 236, by noon, Monday, March 7, 2016.

Course Equivalents for General Education Requirements

Students who complete SCICN 213, SCICN 215, and SCICN 217 fulfill the following general education requirements:

- History of Western Culture [HWC] (one course)
- Biblical and Theological Studies - Theology [BTS-T] (one course)
- Human Behavior and Society [HBS] (one course)
- Scientific Exploration and Discovery **OR** Integrated Scientific Topics [SED or IST] (one course)
- Writing [WRI] (one course)

Courses

SCICN 213: *The Rise of Modern Science: Origins and Revolutions*

This course examines the development of modern science as revealed by primary texts and analysis of key episodes. Beginning with Aristotle, Copernicus, and Galileo, students gain a deeper understanding of the ideas, personalities, and events that shaped the emergence of the modern scientific view of the natural world. The course considers the historical, philosophical, and theological dimensions of major revolutions in science along with important contemporary developments. Offered annually in the fall semester.

SCICN 215: *The Well-Ordered Universe: Patterns and Models in Science*

This course engages students in scientific inquiry while investigating its broader significance. Students perform experiments from a variety of disciplines to encounter landmark ideas and to investigate the range of quantitative approaches used to proceed from raw data to conclusions. The human ability to recognize patterns and develop models is examined to understand scientific methods and to assess the power, limits, and current status of the natural and behavioral sciences. Offered during Interim.

Prerequisite: SCICN 213.

SCICN 217: *The Cultural Context: Science and Society*

This course examines the mutual influences of science and society while exploring the historical, political, economic, and religious aspects of these influences. It concerns the institutional settings that shape the practices of science and the vocation of scientists. It analyzes SCICN 213 and SCICN 215. Offered annually in the spring semester.

Faculty

Director, 2015-2016

Brian Borovsky

Associate Professor of Physics
surface science; friction and contact mechanics; micro/nanoscale applied physics

Joshua R. Anderson

Visiting Assistant Professor of Political Science and Environmental Studies
American politics; political philosophy; history of science

Arthur J. Cunningham

Assistant Professor of Philosophy

philosophy of physics; philosophy of science; science and religion

Gregory A. Walter

Associate Professor of Religion
theology

Social Studies Education

Paula Sannes, Tomson 290

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The purpose of teaching social studies in middle and high school (grades 5-12) is three-fold:

1. To provide middle and high school students a broad foundation in what is known about human social experience, interaction, and behavior
2. To provide students with perspectives that will assist them in understanding self and others
3. To provide students a foundation for appreciating and critically evaluating claims of knowledge about human social experience, interaction, and behavior.

Overview of the Major

Social studies education is an interdisciplinary major involving seven disciplines: economics, education, history, geography, political science, psychology, and sociology/anthropology. It is a necessary component for a license to teach social studies in middle school and high school.

The field of social studies education demands reflective practitioners with a broad foundation in the liberal arts and specific knowledge in each of the seven disciplines. The social studies education major equips students with this core content knowledge while also providing multiple opportunities for critical thinking about the various ways we construct knowledge and communicate the human experience. Students may consider a double major with one of the seven disciplines or combine the major with a concentration in racial and ethnic studies or other interdisciplinary concentration. Students may graduate with a social studies education major without completing requirements leading to a license to teach (see additional requirements below).

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/social-studies-education-major-ilos>)

Special Programs

Students may choose from a wide number of domestic and international off-campus study opportunities within each of the various disciplines to complement the major. They can also participate in various off-campus Interims offered through the Education Department provided they meet all prerequisites. Students who pursue a teaching license may consider student teaching in an international setting at one of our partner schools in India. Further information on field experiences, mentoring and tutoring opportunities, and independent study options are available in the Education Center.

Requirements

Special Note: All prospective students should read the material in the Education Department (p. 100) section of this catalog and must meet with an Education Department faculty advisor.

Social Studies Education Major

Social studies education is a 12-course major consisting of 10 prescribed courses and two electives. Students may graduate with a social studies education major without completing requirements leading to a license to teach (see the following additional requirements). Up to a maximum of two courses either taken off-campus with non St. Olaf faculty or transferred from other institutions may be included in the major. Not more than one course graded S/U may count toward the major.

HIST 191	Europe from the Reformation to Modern Times	1.00
or HIST 195	Global Histories from 1500 to the Present	
HIST 199	American History Since 1865	1.00
One level II history area course on Africa, Asia, or Latin America		1.00
ECON 121	Principles of Economics	1.00
ID 234	Human Geography of the Middle East	1.00
PSCI 111	American Politics	1.00
PSYCH 125	Principles of Psychology	1.00
Select one of the following:		1.00
SOAN 128	Introduction to Cultural Anthropology	
SOAN 242	Contemporary Native American Issues	
SOAN 264	Race and Class in American Culture	
EDUC 290	Educational Psychology	1.00
EDUC 334	Social Studies Perspectives	1.00
Global environmental elective ¹		1.00
Multicultural elective ¹		1.00
Total Credits		12

¹ See department for course choices

Social Studies Major with 5-12 Teaching Licensure

Students must take all twelve courses required for the major described above plus HIST 198 American History to 1865 and a prescribed set of education courses and experiences required for licensure. Students must meet with Robert McClure, education faculty, to plan their program. Students are encouraged to double major and/or take additional coursework in economics, history, political science, psychology, and sociology.

The licensure program extends student development in disciplinary content and in pedagogy, which meets or exceeds Minnesota Board of Teaching Rules 8710.4800: Standards for Teachers of Social Studies. In addition to courses and student teaching, requirements include passing MTLE standardized tests and observations and teaching in classroom settings, including one in a setting of diversity. For

complete information about the teaching license, see Education (p. 100).

Courses

EDUC 334: Social Studies Perspectives

This course examines basic assumptions about social science, primal thought, feminism, humanities, history, post-modernism, and thematic social studies. Students pursue methodologies of structuring knowledge and means of advancing knowledge in each discipline. Students learn how to relate their social studies subject matter to the total social studies curriculum. Offered annually in the spring semester.

Faculty Social Work

Deb Clark, Holland 213

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wp.stolaf.edu/socialwork (<http://wp.stolaf.edu/socialwork>)

(Social Work and Family Studies)

St. Olaf students prepare for lives of service as responsible and knowledgeable citizens. Those who study social work are committed to enhancing human well-being and alleviating suffering. Social work, a major in the Department of Social Work and Family Studies, builds on students' liberal education by enabling them critically to examine need, illumine inherent human strengths, reflect on their ethical conduct, and explore policies and programs that address social problems. The social work mission is to prepare students ethically to serve diverse populations and to promote a lifelong commitment to a just global community. Completing a bachelor of arts degree in social work prepares students for beginning professional generalist practice with diverse clients, both rural and urban. The Council on Social Work Education has accredited the program since 1990. Graduates meet requirements for the national licensure examination at the baccalaureate level and are eligible to apply for advanced standing in social work graduate programs.

Courses meet WRI, MCG, and ORC general education requirements and are appropriate for students who are interested in social welfare, the Peace Corps, AmeriCorps, Lutheran Volunteer Corps, or related areas like family studies, education, church work, and human resources. Level III courses are reserved for majors.

Overview of the Major

Social work education builds on the liberal arts with professional foundation courses. It prepares students for generalist practice, students who understand scientific approaches to knowledge building and practice, are reflective of and responsible for their own ethical conduct, and are committed to lives of service and leadership in the global community. Courses are sequential, culminating with the 400-hour field practicum - SWRK 380 Field Practicum (3.0) and a capstone professional development course - SWRK 381 Social Worker as Professional. Students gain experience with individuals, families, groups, organizations, and communities in settings as diverse as child welfare, health, and corrections. Practica are in the nearby communities; placement elsewhere can be arranged with advance preparation.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/social-work-major-ilos>)

Distinction

See Academic Honors (p. 36)

Criteria for Distinction

- An overall St. Olaf GPA of 3.0 or higher
- A GPA in courses required for Social Work of 3.5 or higher (including prerequisite courses).
- Completion of one of the following:
- Independent internship with a written reflection of learning through the experience
- Independent research with written reflection of learning through the experience
- Independent study with written reflection of learning

Procedure/Process for Distinction

- During Junior year, or at least by December of senior year, consider possible options for distinction work and discuss with faculty if needed
- March 2: Senior Social Work major requests consideration for distinction in writing (email is fine) to the Department Chair.
- April 10: Distinction material (paper, presentation, etc.) is submitted to the Department Chair.
- Early April: A committee of department faculty, along with a fieldwork instructor, and/or a social work alum familiar with the content area of the distinction work, will review the work. The committee will then meet in oral interview with the candidate to discuss the work.
- Mid April: Committee makes a decision about the distinction application and the chair notifies the candidate of the decision in writing. Department Chair then sends name(s) of distinction awardee(s) to the Registrar.

Additional Information for Students about Distinction in Social Work
Distinction is awarded to students who show they have gone above and beyond the requirements of the major in social work. Students should demonstrate how the work is informed by social work theory, methods and ethics – the art and science of social work – and how its completion provides evidence of generalist social work preparation in a liberal arts context. In other words, how is the conception for, completion of, and reflection on this work illustrative of social work, as compared to something similar that might be completed by a history or sociology senior at St. Olaf?

The academic work submitted for distinction will be reviewed by all department faculty (including those who are adjunct) and one reviewer from the social work community who has expertise in the subject area of the work. The Department generally awards distinction to fewer than 10% of the graduating class each year. The

criteria we use to decide whether the work is deserving of distinction includes, but is not limited to, the following:

1. Connections to academic learning (How was your work informed by your social work curriculum? How did the content you learned in your theory, research and practice courses inform your work? How did your broader liberal arts education inform your work? What sources in the social work literature are related to your work?)
2. Connections to competencies (Which competencies did you demonstrate in your distinction project and how? No need to demonstrate all ten!)
3. Illustration of relationship between this project and the social work program mission statement
4. Possible connections to other experiences in the field (shadowing, practicum, or other internships)...did the experience confirm or challenge other experiences?
5. Implications for your future career and the social work profession.

The presentation and conversation for the distinction work will be scheduled in early-mid April, after the work is submitted, and will last one hour. If the distinction work is done ahead (e.g. a paper), we need to have it for review by the deadline date. If it is to be presented at the meeting to decide distinction, we expect that you will present for about half the time and allow the other half for questions and discussion.

Possible options for distinction work (all of which reference 1-5 above):

- a. Independent internships with a written reflection of learning through the experience
- b. Independent research with written reflection of learning through the experience
- c. Independent study with written reflection of learning

Broad guidelines for the presentation of distinction work:

- a. You will provide a brief (10 minute) introduction to the work.
 - a. What inspired you to do this work?
 - b. What did you do?
 - c. How does this work apply to the next stage in your professional development?
- b. The committee will have opportunity to ask questions to clarify and better understand your work (the idea here is to give you a chance to strengthen your possibility of being granted distinction, not to trip you up in any way).
- c. The committee will ask you to leave after about 45-50 minutes, then will discuss your work and make a determination about distinction
- d. The Chair will notify you by email within 24 hours about the committee's decision; written notification will follow.
- e. The Chair will notify the Registrar's Office of the name(s) of those awarded distinction.

Special Programs

The St. Olaf social work program encourages student participation in off-campus study, both domestic and international. Majors can conveniently schedule an Interim abroad. To participate in a semester program off-campus (e.g., HECUA in South America, ACM Chicago Urban Studies, Tanzania, Namibia, or Mexico) and complete the major requirements in four years, students must plan early and carefully with the help of social work faculty. St. Olaf co-sponsors Social Work in a Latin American Context (Mexico) (<http://www.augsburg.edu/global/>)

semester/mexico-social-work) for social work majors, which fulfills major requirements, in the spring semester of the junior year.

Students often count social work courses for other interdisciplinary majors and concentrations including family studies, race and ethnic studies, and women's and gender studies. Social work majors are eligible for student-rate membership in the National Association of Social Workers and to receive its publications.

Social work faculty occasionally supervise students doing independent study/research in social welfare and social service after the student has completed at least one social work course. Completing the social work major is possible only through regular coursework, however.

Recommendations for Graduate Study

Students considering social work graduate school are strongly encouraged to consult faculty about appropriate undergraduate courses. Human biology and statistics are usually required for admission to social work graduate programs. Department offerings provide preparation for graduate study in marriage and family counseling, non-profit management, public policy, ministry, special education, law, and related fields. Students who excel in the social work major are often eligible for advanced standing in Master of Social Work (MSW) programs.

Requirements

Requirements for the Major

Admission to and Retention in the Social Work Program

The program actively seeks and encourages students from diverse backgrounds to consider a social work major and provides one-to-one advising.

First- and second-year students interested in social work are encouraged to submit an Interest Inventory. It is available from program faculty, and on the department website (<http://wp.stolaf.edu/socialwork>). The major application, admission requirements, requirements to remain in good standing in the program, processes for petitioning reinstatement, and grievance procedures for redress of any adverse decision are also there. The program does not discriminate against any student on the basis of age, class, color, culture, ethnicity, gender, gender identity and expression, geographic location, immigration status, physical or mental ability, political ideology, race, religion/spirituality, sex, or sexual orientation. Students are formally notified in writing of admission to the major by January of the junior year.

Students who transfer to St. Olaf at or before the beginning of the junior (third) year may be considered for admission to the major, provided they have completed equivalent prerequisite courses in sociology, psychology, and human biology. Field practicum and practice courses must be completed while enrolled at St. Olaf. No credit or waiver is given for previous internship, work, or life experience.

Requirements for the Social Work Major

Those interested in the major should contact a department faculty member in their first year or as early as possible. Students in good

standing at the college who have satisfactorily completed prerequisite courses and SWRK 221 are eligible to apply for admission to the major. Students are granted major status only after satisfactory completion of SWRK 221, SWRK 246, SWRK 254, and a program application. Students should achieve a grade of C or better in all prerequisite and required courses to progress in the major. Details are specified in the program manual available from faculty or the department website.

Prerequisite Courses Required for the Major

SOAN 121	Introduction to Sociology ¹	1.00
PSYCH 125	Principles of Psychology	1.00
PSYCH 241	Developmental Psychology	1.00
BIO 123	Human Biology ²	1.00
or BIO 243	Human Anatomy and Physiology: Organs and Organ Systems	

Foundation Social Work Courses Required for the Major

SWRK 221	Social Work and Social Welfare	1.00
SWRK 246	Human Behavior in the Social Environment	1.00
SWRK 254	Inclusive Practice: Individuals and Families	1.00
SWRK 258	Social Policy	1.00
SWRK 261	Inclusive Practice: Groups, Organizations and Communities	1.00
SWRK 274	Research Methods in Social Work	1.00
SWRK 373	Just Practice ³	1.00
SWRK 380	Field Practicum (3.0) ^{3,4}	3.00
SWRK 381	Social Worker as Professional	1.00

¹ Or another sociology course approved by a social work advisor

² Or another biology course approved by a social work advisor

³ SWRK 373 and SWRK 380 together constitute a full semester's work (4.0 credits)

⁴ A field practicum of at least 400 clock hours, professionally supervised in an affiliated agency, is required during fall semester of the senior year.

Students must be admitted to the social work major and in good academic standing to register for all level III courses. Field practicum experience may be completed while living on- or off-campus. Statistics is strongly recommended, especially for students who anticipate graduate study.

Courses

SWRK 120: I Want to Help People

Students explore service to human beings as a profession, both vocation and avocation. Who needs help? Who helps? Where? How? What motivates people to help? Using the liberal arts as a foundation for helping people, students study career opportunities in areas such as health care, social services, ministry, youth work, and thearts. The class includes lectures, discussions, speakers, and field visits; additional fee. Open only to first-year students. Offered during Interim.

SWRK 122: Global Challenges

Students explore seven major challenges affecting the world's people including population, resource management, economic integration, information, technology, conflict/security, and governance with an emphasis on their relation to global citizenship and human rights. This course examines issues from social science and global problem-solving perspectives with particular attention to how culture and place affect human experience. Students engage in discussions, forums, a global village activity, and an action project. Offered occasionally during Interim.

SWRK 125: Racism and Sexism in American Family Life

This course introduces students to the study of racism and sexism from a variety of disciplinary perspectives with special attention to the impact on women and on African-American and Latino families. Students examine the processes by which race and gender are socially constructed to benefit some and disadvantage others. Students consider how prejudice develops and learn strategies to communicate with people of diverse backgrounds. Counts toward family studies concentration and race and ethnic studies major and concentration.

SWRK 221: Social Work and Social Welfare

Students study the progression of the U.S. social welfare "system" from English Poor Laws through the Social Security Act to contemporary reforms. They examine how its components (public, private, faith-based) interrelate to serve diverse individuals, families, and communities. The development of social work, its foundational knowledge, values, and skills, and its relationship to fields of social welfare are included. Students shadow a social worker for four hours. Offered each semester. Counts toward American studies major and family studies concentration.

SWRK 246: Human Behavior in the Social Environment

Humans relate to one another in families, groups, organizations, and communities. Through traditional and alternative theoretical perspectives on human behavior, students apply prerequisite and advanced material from biology, sociology, psychology, and social work to assess situations encountered by social workers. Diverse examples are drawn from literature -- *Love in the Driest Season*, *The Color of Water*, *A Poison Stronger than Love*, and from students' autobiographies. Offered annually in the fall semester. Counts toward management studies concentration.

Prerequisites: SOAN 121, PSYCH 241, and BIO 123 or BIO 243; open to non-majors by permission of chair only.

SWRK 254: Inclusive Practice: Individuals and Families

Social work majors study the methods and skills of social work practice, particularly intercultural communication. They describe strengths and problems of diverse individuals and families; frame goals and plans for change utilizing the planned change process and the systems perspective; and use ethical decision-making, informed by the scientific method, grounded in the liberal arts, and concerned with social justice. Students demonstrate learning in recorded role playing and have an academic civic engagement experience. Offered annually in the fall semester.

Prerequisites: SWRK 221 and concurrent enrollment in SWRK 246.

SWRK 258: Social Policy

Social welfare policies exemplify how society's values and needs translate into policies and programs. Social workers create, implement, and evaluate policies in health, employment, housing, and child welfare. Students study policy formation and analysis that reflect interests and powers of diverse groups as well as economic and social realities of certain populations at risk of poverty and discrimination. The course emphasizes policy impact on women, people in poverty, African-Americans, gay men and lesbians, and Latinos, and empowerment in policy practice. Open to non-majors by permission of instructor. Offered annually in the spring semester. Counts toward American studies major, biomedical studies concentration (for students through class of 2016), and management studies concentration.

SWRK 261: Inclusive Practice: Groups, Organizations and Communities

Social work majors continue to study the methods and skills of generalist practice. They assess strengths and problems of diverse groups, organizations, and communities and use the systems perspective to help client systems frame goals and plans for social change. Students scientifically assess macrosystems and develop plans for implementing change that are reflective, scientific, just, and grounded in the liberal arts. This course includes an academic civic engagement community project. Offered annually in the spring semester.

Prerequisite: SWRK 254.

SWRK 274: Research Methods in Social Work

Social work majors study scientific philosophies and approaches to ethical knowledge building for social work practice. The course includes an overview of the research process using both quantitative and qualitative methods with special attention to how research knowledge informs generalist social work practice. Students apply course concepts in the field through an academic civic engagement component. Open only to social work majors. Offered annually in the spring semester. Counts toward management studies concentration.

SWRK 280: Social Realities in South Africa (abroad)

Students study historical and contemporary realities of race, social class, health, welfare, and human rights in South Africa. This dynamic society provides unique opportunities to study the challenges and successes of inclusion, respect, and reconciliation in the post-Apartheid era. Students travel to three regions and meet with public, private, and community-based organizations. Special emphasis is on the status of women and children. Offered occasionally during Interim. Counts toward Africa and the Americas and family studies concentrations.

Prerequisite: one course in political science, sociology/anthropology, social work, economics, psychology, family studies, or women's and gender studies.

SWRK 294: Academic Internship**SWRK 298: Independent Study****SWRK 373: Just Practice**

This course immediately precedes SWRK 380. The course provides an overview of how structural oppression across cultural positions (e.g. race, sexuality, ability, class) may affect client systems. Students integrate awareness, knowledge, and skills for engaging in anti-oppressive, inclusive practice with individuals, families, groups, organizations, and communities. This includes role plays assisting clients who are challenged by oppression as part of their presenting problems and brief immersions with diverse communities. Offered annually in September. Counts toward race and ethnic studies major and concentration.

Prerequisite: SWRK 261. For senior majors only.

SWRK 380: Field Practicum (3.0)

In this experience, social work majors complete at least 400 hours in a rural or urban agency with structured learning about generalist practice with individuals, families, groups, organizations, and communities from diverse backgrounds. Students engage in professional responsibilities with careful guidance and supervision from the field supervisor and the field coordinator. Students attend a weekly evening seminar to integrate classroom learning, share experiences, and obtain support. Offered annually in the fall semester.

Prerequisite: Majors who have satisfactorily completed all foundation and required courses with numbers below 380.

SWRK 381: Social Worker as Professional

This capstone course is for senior majors. Students begin a professional web presence to illustrate their readiness to begin practice as a generalist social worker. Classes emphasize auxiliary knowledge and skills in leadership. Students discuss emerging social work issues and provide peer assistance with professional development strategies. Evaluation includes oral presentation, ethics case analysis, professional development reflection assignments, and self-evaluation of achievement of program competencies. Counts toward management studies concentration.

Prerequisite: SWRK 380.

SWRK 394: Academic Internship**SWRK 396: Directed Undergraduate Research**

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

SWRK 398: Independent Research

Faculty

Chair, 2015-2016**Mary S. Carlsen**

Professor of Social Work and Family Studies
social policy; global social work; professional ethics; end of life care; family studies

Erica Weekes Kanewischer

Visiting Assistant Professor of Social Work and Family Studies
therapy

Lisa L. Moore

Assistant Professor of Social Work and Family Studies
race and culture in families; emerging adulthood theory; social work education

Kristen Perron

Instructor in Social Work and Family Studies

Susan E. Smalling

Assistant Professor of Social Work and Family Studies
anti-oppressive research and practice; indigenous populations; family and child welfare

Social Work and Family Studies

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The Department of Social Work and Family Studies offers a major in social work and a concentration in family studies. Family studies and social work are fields of study that build upon students' liberal arts education to prepare them to identify the changing needs of individuals, families, and communities, develop the means to satisfy those needs, and explore policies and programs that address social problems and enhance human strengths.

The mission of Social Work and Family Studies is to:

- identify as a collaborative department concerned with the well-being of diverse individuals, families, and communities;
- create an intellectual community for faculty working in family studies, social work, and related areas; and
- support the college emphases on cross-cultural and experiential learning.

For the requirements for each of the departmental offerings, see the listings under Family Studies (p. 131) and Social Work (p. 242).

Faculty

Chair, 2015-2016**Mary S. Carlsen**

Professor of Social Work and Family Studies
social policy; global social work; professional ethics; end of life care; family studies

Erica Weekes Kanewischer

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race and culture in families; emerging adulthood theory; social work education

Kristen Perron

Instructor in Social Work and Family Studies

Susan E. Smalling

Assistant Professor of Social Work and Family Studies
anti-oppressive research and practice; indigenous populations; family and child welfare

Sociology/Anthropology

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Sociology and anthropology share the belief that society and culture shape us in powerful ways and that we can only know ourselves when we understand our social and cultural context. Our personalities and choices reflect who we are, but so do the groups and social institutions to which we belong (peers, family, religion, politics, occupations).

Sociology grew out of efforts to understand the nature and problems of modern industrial societies, while anthropology grew out of European and American colonial encounters with diverse world cultures. Both seek to explain the relationships among individuals, groups, institutions, culture, and meaning; both seek insights into the pressing personal and social issues of our day.

Sociology and anthropology contribute to current debates in politics, philosophy, theology, and other areas about multiculturalism, environment, gender, inequality, "Third World" development, welfare reform, globalization, and immigration. All require clear understanding of life's social and cultural dimensions.

Occupations drawing on sociological and anthropological knowledge include policy research and planning, human resources and industrial relations, public and international relations, law, medicine, ministry, counseling, education, management, social work, and marketing. Both disciplines also help prepare students for social service and justice work.

Overview of the Major

Humans are social and cultural beings. This means that they depend upon each other and cooperate, forming social relationships and social groups, which make up society. For societies to work, members must communicate with each other, primarily through language. They must also share beliefs, values, and meanings that are passed down from one generation to another. These learned meaning structures make up the culture of a group or society. Society and culture are interrelated in very complex ways, and both sociology and cultural anthropology are interested in this interrelationship.

Sociological research includes both micro-level community studies and macro-level national and transnational studies, using both ethnographic or qualitative methods and quantitative methods. Anthropological research is generally ethnographic, using qualitative methods at the micro- or local level. Both disciplines are very concerned with the dynamics of power, especially the ways in which social structures create inequalities among members of the society and how these inequalities are culturally justified. Both are also interested in processes of social and cultural change.

Sociology and cultural anthropology are closely related disciplines that share certain theories and methodologies. Both are critical disciplines because they are comparative, leading students to look at, understand, and question their own societies and cultures. Majors in sociology/anthropology explore sociological and anthropological theories in two core courses. They design and conduct independent research in quantitative and ethnographic methods core courses. In the senior seminar, majors consider and critique the ethics of

sociology and anthropology and their impact on their own personal ethics and morals in depth. They also select one course examining social institutions, one course concentrating on a geographical area of the world or a topical area of particular interest to them, as well as two elective courses. Sociology/anthropology majors are highly encouraged to apply and test their skills by studying abroad, doing an independent study or research project, and/or completing an internship for one or more of the elective courses.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/sociology-anthropology-major-ilos>)

Distinction

See Academic Honors (p. 36)

Special Programs

Faculty in the Sociology/Anthropology Department may be asked to provide academic supervision of internships that students arrange in community agencies (see SOAN 294 and SOAN 394). For details on off-campus programs, see the International and Off-Campus Studies (p. 267) section of this catalog. The Sociology/Anthropology Department is a core participant in the following interdisciplinary majors: American studies, race and ethnic studies, Asian studies, Latin American studies, social work, nursing, social studies education, and women's and gender studies. The Sociology/Anthropology Department also contributes to the Africa and the Americas, family studies, and the Middle Eastern studies concentrations.

Requirements

SOAN 291	History of Sociological Theory	1.00
SOAN 292	Anthropological Theory	1.00
SOAN 371	Foundations of Social Science Research: Quantitative Methods	1.00
SOAN 373	Ethnographic Research Methods	1.00
SOAN 399	Senior Seminar	1.00
Four elective courses ¹		4.00
STAT 110	Principles of Statistics ²	1.00

Total Credits **10**

¹ At least one elective course must be from the area and topical groups (230s, 240s) and one from the social structures and processes groups (260s). Students are permitted to take one of the four elective courses, but not a core course, S/U. An introductory course is not required but may be used as an elective for the major.

² STAT 110 must be taken before SOAN 371

Students who study abroad on a St. Olaf program that includes a sociology or anthropology course may petition to have this course count as an elective toward their major. One independent study/research course or an off-campus field internship supervised by department faculty may also count as an elective toward the major.

Courses

Level I and level II courses count for one or more of HBS, MCD, MCG, or HWC. In addition, SOAN 292, SOAN 371, and SOAN 373 carry WRI, SOAN 232 and SOAN 371 carry ORC, and SOAN 399 carries EIN credit. SOAN 121 and SOAN 128 are open to first-year students only. There are no prerequisites for level II courses. SOAN 373 is open only to juniors and seniors.

Level I Courses

SOAN 121: Introduction to Sociology

This course helps students explore the connections between society and their own lives. Students answer challenging questions such as "Do we have a 'human nature'?", "Why does social inequality exist?," "What is race?," and "How do societies change?" In answering these questions students learn to develop a sociological imagination. In doing so they review the various research methods and theories that form the sociological tradition. This course is open to first-year students or students in certain accredited programs. Open to all students when taught during the summer. Offered each semester. Counts toward American studies major.

SOAN 128: Introduction to Cultural Anthropology

How do anthropologists study other cultures? Peoples around the world create different realities through the ways they conceptualize experience (cultures) and how they organize themselves to do what they need to do (societies). Anthropologists describe and compare cultures and societies, focusing on different aspects such as family and kinship, inequality and power, religion and values, economy and technology, cultural and social change. This course is open to first-year students or students in certain accredited programs. Offered each semester. Counts toward race and ethnic studies and women's and gender studies majors; and women's and gender studies concentrations.

Area Courses

SOAN 232: Thailand: Culture, Institutions, and Interactions (abroad)

This course offers a sociological understanding of Thailand, focusing on Thai culture and the institutions of education, religion, and economy, drawing partly on guest lecturers and visits to Thai sites. It also provides beginning skills and experience in ethnography # social scientific observation and interpretation of interactions in "the field" # for example, among Thai students, monks, and vendors and customers in markets. Offered during Interim.

SOAN 234: Native North American Cultures and Religions

As an overview of the variety of belief systems and ways of life, this course explores ethnographic case studies of Native American groups from the major culture areas of North America north of Mexico. Topics addressed in this course include language families, social organization systems, ecological and economic adaptations, material culture, religions, and revitalization movements. This course will also examine the impacts of colonial encounters upon Native American cultures. Offered every other year in the fall or spring semester. Counts toward American studies major, race and ethnic studies major and concentration, and linguistic studies concentration.

SOAN 235: Introduction to Islamic Feminisms

This course focuses on the theories, political goals, strategies, and activities of the emerging trends of Islamic feminisms. After mapping the landscape of this movement and identifying its different manifestations, students investigate Islamic feminists' readings and interpretations of the Quran, Hadith, and Islamic history. The course examines methods Islamic feminists use in interpreting and reinterpreting such sources, politics and strategies they employ, and the impact of their work on Muslim women's lives worldwide. Offered during fall or spring semester. Counts toward women's and gender studies major and concentration.

SOAN 236: The Arab World

Focusing on present day Arab and Middle Eastern countries, the course explores the role of the institutions of family and religion in maintaining continuity, while also identifying sources of change such as the colonial experience, regional and global interdependence, the social impact of oil, fundamentalist movements, and the co-existence of traditional and "modern" values. Offered annually in the fall or spring semester. Counts toward management studies concentration.

SOAN 237: Forging a Latin American Culture

This course explores the forces that shape contemporary Latin American society, including material and cultural interactions with Europe, Africa, and the U.S. Emphasis is placed on understanding the formation of the region in terms of the responses of key groups of actors (indigenous peoples, women, peasants, workers, the poor, migrants, revolutionaries) to the actions of outside and/or more powerful forces and institutions (foreign invaders, the state, the military, missionaries, multinational corporations). Offered annually in the fall or spring semester. Counts toward Latin American studies major and concentration and management studies concentration.

AS/SA 239: Modern Southeast Asia

Southeast Asia is a diverse region, stretching from the sleek high-rises of Singapore to hermetic Rangoon; from Islam to Buddhism; from computer chip manufacturing to swidden agriculture. Students read ethnographies, novels, and local histories to better understand Southeast Asian family life, religion, language, and education. Through focusing on the experience of modernity, students examine how Southeast Asians make sense of their group affiliations, their pasts and their futures. The course aims to challenge contemporary understandings of place, entitlement, and home both in Southeast Asia and beyond. Offered annually in the fall or spring semester or during Interim.

Topical Courses

SOAN 242: Contemporary Native American Issues

What do self-determination and cultural identity mean for Native American peoples today? Students examine the impact of colonization on Native American peoples, including federal policies, treaty rights, and sovereignty. Issues include economy and politics on reservations, family and gender roles, orality and literacy, persistence and revitalization of religious life and culture, urban life, and recent social movements and organizations. Offered every other year in the fall semester. Counts toward American studies major, race and ethnic studies major and concentration, and educational studies and linguistic studies concentrations.

SOAN 246: LGBTQA Lives and Issues

This course explores the lives and experiences of lesbian, gay, bisexual, and transgender, and queer people and their allies (LGBTQA) in U.S. society, using social science monographs, memoirs, and fiction. Students explore social and religious attitudes towards LGBTQA people, their changing political and legal status, the emergence and changes in LGBTQA culture and political movements, same-sex marriage and families, Black and Latino LGBTQA experiences, the role of heterosexual allies, and other related topics. Counts toward American studies major and women's and gender studies major and concentration.

SOAN 248: Sociology of Dying, Death, and Bereavement

This class investigates death-related behavior from an American and cross-cultural perspective, seeking to understand patterns of social interaction surrounding and giving meaning to dying, death, and bereavement. Topics include: death meanings and anxiety, religion and death-related customs, the dying process, hospice as a social movement, biomedical issues, the funeral industry, death rituals, and the social understanding of the bereavement process. Offered periodically during Interim. Counts toward American studies major, and biomedical studies (for students through class of 2016) and family studies concentrations.

SOAN 249: Indigenous Peoples

Hunters and gatherers, herders and agriculturalists who have developed successful strategies for utilizing natural resources while maintaining ecological balance are in danger of losing their ways of life. Deforestation, dams, pollution, global warming, desert expansion, and population pressure -- the products of globalization and economic development -- are threatening the loss of invaluable cultural knowledge as well as sustainable adaptations. Students explore humans and the environment and the survival of indigenous peoples. Offered alternate years in the spring semester. Counts toward linguistic studies concentration.

Social Structures and Processes Courses

SOAN 260: Marriage and the Family

This course provides a social science understanding of the "contemporary American family" and analysis of marriage and family issues from a cross-cultural perspective. Students discuss issues of dating and mate selection, marital and parent-child relationships over the family life cycle, gender issues, work and family roles, and problem-related issues affecting families (divorce, violence and death) caused by rapid changes in society. Offered annually in the fall or spring semester. Counts toward American studies and women's and gender studies majors and family studies, management studies, and women's and gender studies concentrations.

SOAN 261: Gender in Cross-Cultural Perspective

This course compares gender patterns and issues in various cultures around the world, such as Latin America, the Middle East, India, the U.S., and East Asia. How do cultural expectations for women and men vary? Why do some societies have more gender equality than others? How do economic and political change, including globalization, impact gender roles? How do U.S. and Third World feminism compare? Offered annually in the fall or spring semester. Counts toward race and ethnic studies and women's and gender studies majors; Africa and the Americas, management studies, race and ethnic studies, and women's and gender studies concentrations.

SOAN 262: Global Interdependence

Approaching the world as a "global village," the course will focus on the development of the world as an interdependent entity, the relationship between the "developed" and "developing" world, alternative explanations for planned social change, and new institutions for this international world. Global challenges such as the information revolution, population, the status of women, and migration are analyzed to illustrate this interdependence. Offered annually in the fall or spring semester. Counts toward management studies concentration.

SOAN 264: Race and Class in American Culture

Students explore the continuing significance of color, class, and immigration in the U.S., with a focus on the experiences and concerns of African-Americans, Native Americans, Hispanics/Latinos, and Asian-Americans. The course examines the nature and functions of prejudice; the relationship among race, class and gender; the persistence of racism and inequality; and social policies and social movements intended to create greater social justice. Offered annually in the fall or spring semester. Counts toward American studies, race and ethnic studies, and Latin American studies majors; and Africa and the Americas, educational studies, Latin American studies, management studies, and race and ethnic studies concentrations.

SOAN 265: Religion, Culture, and Society

This course examines and analyzes religious beliefs, meanings, rituals, and organizational patterns from empirical and theoretical perspectives. Students are introduced to the sociological study of religion through its foundational thinkers as well as current theoretical approaches and research in the field. Important contemporary issues and debates examined include secularization, conversion, new religions and religious movements, gender and sexuality, and fundamentalism. Offered periodically in the fall or spring semester. Counts toward American studies major.

SOAN 266: Crime and Inequality

This course introduces students to the study of crime and the criminal justice system from a sociological perspective. Topics include types of crime; theories of crime causation; the role of the criminal justice system in social control; the racial and social class implications of the criminal law and law enforcement strategies; and drug policy. Offered annually in the fall or spring semester or during Interim.

SOAN 267: Medical Anthropology

How do people understand illness and healing? How does social inequality shape health? These are among the questions explored by medical anthropology. In this course students examine the ways people in different societies experience their bodies, by looking at AIDS in Haiti, old age in India, and childbirth in the United States. Students investigate diverse understandings of health, different means of promoting healing, and the role of power in providing medical care. Offered annually in the fall or spring semester. Counts toward biomedical studies concentration (for students through class of 2016).

SOAN 268: Class, Status, and Power

How does social class stratification shape individuals' life chances in the U.S.? This course introduces students to classical and contemporary theories of social class; seminal empirical studies that investigate the power of social class in shaping both individuals and the nature of the society in which they live; the relationship between class, race, and gender; poverty and public policy; and class consciousness and class conflict. Counts toward Africa and the Americas concentration. Offered annually.

Core Courses/Independent Study/ Internships

SOAN 291: *History of Sociological Theory*

This course provides an overview of the major thinkers who sought to create a science of human society, the ideas they found fundamental to a science of society and how human society changes through history. Classical thinkers such as Marx, Durkheim, Simmel, Weber, and Mead are studied along with the schools of theory which they inspired: positivism, interpretive and critical conflict theory. Offered annually in the spring semester.

Prerequisite: one sociology/anthropology course. Open to sociology/anthropology majors only.

SOAN 292: *Anthropological Theory*

This course introduces students to anthropological theory and the "culture" of the discipline itself. Students examine anthropology's formation during the Industrial Revolution and the Age of Empire, which called for new explanations of human differences and gave new significance to the nature and meaning of "culture." They explore the method of participant observation research, the question of whether anthropology is a science, the problem of representing one culture to another, and the changing nature of ethnographic writing. Offered annually in the fall semester. **Prerequisite:** open to sociology/anthropology majors only.

SOAN 294: *Academic Internship*

SOAN 298: *Independent Study*

SOAN 299: *Topics in Sociology/Anthropology*

The department periodically offers special topics courses. The specific title of the course is listed in the class and lab schedule when it is offered.

SOAN 371: *Foundations of Social Science Research: Quantitative Methods*

Students gain the skills necessary to conduct and critically evaluate quantitative research. Students learn the underlying theoretical assumptions and orientations of quantitative research, including research design, sampling techniques, strategies for data collection, and approaches to analysis. Students gain practice in data analysis by conducting a research project and using the Statistical Package for the Social Sciences (SPSS), a standard in sociology. Open to sociology/anthropology majors only. Offered annually in the fall semester.

Counts toward environmental studies major (social science emphasis) and management studies concentration.

Prerequisite: STAT 110 or STAT 212.

SOAN 373: *Ethnographic Research Methods*

Students learn to design and conduct qualitative research in the tradition of sociological and anthropological ethnography. Students discuss theoretical approaches to ethnography and learn data collection methods through case studies and fieldwork assignments. Students use their own research to gain experience in interpreting field notes, doing analysis, and writing an ethnographic interpretation of their research findings. Offered annually in the spring semester. Counts toward management studies concentration.

Prerequisite: SOAN 291 or SOAN 292. Open to junior or senior sociology/anthropology majors only.

SOAN 394: *Academic Internship*

SOAN 396: *Directed Undergraduate Research*

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

SOAN 398: *Independent Research*

SOAN 399: *Senior Seminar*

This seminar offers in-depth reading, writing, and discussion on a selected topic from areas common to sociology and anthropology with an emphasis on contemporary analysis and ethics. Specific content will vary from year to year. Offered annually in the spring semester.

Prerequisite: open to senior sociology/anthropology majors only.

Faculty

Chair, 2015-2016

Thomas A. Williamson

Associate Professor of Sociology/Anthropology
Southeast Asia; theory; globalization; medical anthropology

Ibtesam âl-Atiyat (on leave)

Associate Professor of Sociology/Anthropology
Arab society; gender; social movements; Islamic movements

Christopher L. Chiappari

Associate Professor of Sociology/Anthropology
Guatemala; religion; immigration

Marc David

Visiting Assistant Professor of Sociology/Anthropology
race and class; history and memory; public policy and the politics of knowledge; North America

Susi K. Keefe

Visiting Assistant Professor of Sociology/Anthropology
medicine; marriage; environment; Africa

David C. Schalliol

Instructor in Sociology/Anthropology
social stratification; urban sociology; visual sociology; criminology; education

Ryan R. Sheppard

Assistant Professor of Sociology/Anthropology
family; gender; race/ethnicity; social movements; quantitative research

Spanish

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(Romance Languages)

Students who study Spanish become explorers in many dimensions. They discover, among other things, that Spanish provides not only an alternative means for expressing what we see and think, but also a

cultural lens predisposing and empowering its speakers to observe and reflect in unique ways.

On looking through this lens, students diversify their perceptions of the world and multiply their opportunities for interacting with it. These opportunities may include experiencing the tragic ferocity of the Spanish Civil War in the pages of Sender's *Réquiem por un campesino español*, serving as an interpreter for a Latino family in Northfield, teaching art to the children of imprisoned women in Quito, Ecuador, speaking to indigenous people on the shores of Guatemala's beautiful Lake Atitlán about their struggle to preserve the land, probing the complexity of Latin American life within the mythic dimensions of García Márquez's Macondo, debating politics with impassioned university students in Seville, Spain, or talking into the night with a roommate from Costa Rica in the Spanish House. Whatever the channels opened — and they are countless — students who become proficient in Spanish discover that "*Quien sabe dos lenguas, vale por dos.*"

Overview of the Majors

In courses for the Spanish major, students gain understanding of the diversity of the Spanish-speaking world (Spain, Latin America, and the Hispanic U.S.) through the study of literature, non-literary texts, culture, language, and linguistics. At the same time, they develop communication, critical thinking, and analytical skills.

Level II courses are divided into two levels. In SPAN 250, the gateway course for all majors, students develop academic reading and writing skills in Spanish through textual analysis of cultural documents and literature. 270-level courses introduce students to a variety of ways to explore the Spanish-speaking world further through literature, linguistics, culture, and contemporary issues.

Level III courses build upon the analytical skills and knowledge of the Spanish-speaking world acquired by students in 270-level courses. These courses examine particular topics, genres, or critical or theoretical issues through textual analysis or analysis of linguistic data. Some of these courses focus on comparative analysis across geographical areas of the Spanish-speaking world.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/spanish-major-ilos>)

Distinction

See Academic Honors (p. 36)

Special Programs

To encourage students to speak Spanish outside the classroom, the department organizes a weekly Spanish conversation table and administers an Honor House (*Casa Hispánica*) which serves as a venue for cultural and social activities — facilitated by a resident native speaker of Spanish — with Hispanic themes. In addition, faculty teaching Spanish collaborate with colleagues in other disciplines in developing and teaching courses with a Foreign Language Across the Curriculum (p. 135) credit. These courses enable students who have completed the fourth semester of college Spanish to apply and develop their proficiency in Spanish across the curriculum.

St. Olaf also operates its own Interims in Costa Rica, Ecuador, and Spain and affiliates with long-established consortia — notably the

ACM, CIEE, HECUA, and IES — which administer semester programs in Spain and Central and South America, as well as off-campus programs in the United States.

Requirements

Requirements for a Graduation Major

SPAN 250	Gateway to the Spanish-Speaking World	1.00
SPAN 275	Exploring Hispanic Literature	1.00
SPAN 276	Spanish as a First and Second Language	1.00
SPAN 313 or SPAN 314	Literature and Society in Spain Literature and Society in Latin America	1.00
	One additional level III course	1.00
	Three electives above the 250 level ¹	3.00
Total Credits		8

¹ Of these three courses, at least one must focus on Spain and one on Latin America

A maximum of two courses from abroad programs, other U.S. institutions, and any combination of the above may be counted toward the major. Transfer credit should be approved by the department in advance. Please contact the Spanish faculty member in charge of transfer credit. Independent study or research may not be counted in lieu of any of the courses referred to above.

Requirements for a Spanish Major with K-12 Teaching Licensure

SPAN 250	Gateway to the Spanish-Speaking World	1.00
SPAN 275	Exploring Hispanic Literature	1.00
SPAN 276	Spanish as a First and Second Language	1.00
SPAN 313 or SPAN 314	Literature and Society in Spain Literature and Society in Latin America	1.00
	One additional level III course	1.00
	Four electives above the 250 level ¹	4.00
EN/LI 250	English Language and Linguistics	1.00
EDUC 353	Teaching of World Languages, K-12	1.00
All other requirements of the K-12 teaching licensure program in Spanish ²		
Total Credits		11

¹ Of these four courses, at least one must focus on Spain and one on Latin America

² See Education (p. 100)

A maximum of three courses above the 250 level may be counted from off-campus study. Independent study or research may not be

counted in lieu of any of the courses referred to above. (Consult World Language Licensure Advisor.)

Additionally, students must attain a level of Intermediate High, or above, on the OPIC (Oral Proficiency Interview Computerized).

Courses

SPAN 111: *Beginning Spanish I*

Students begin learning Spanish through listening, speaking, reading, and writing about topics familiar to them, including family, academic, and social life, in an intercultural context. They reinforce these skills through complementary exercises in the World Languages Center. Open only to students with no prior experience in Spanish or who have placed into Spanish 111. Offered during Interim.

SPAN 112: *Beginning Spanish II*

Students expand their skills by continuing to listen, speak, read, and write on such topics as the concept of time, leisure activities, and culinary traditions in North American and Hispanic cultures. Additional work is completed in the World Languages Center. Offered each semester.

Prerequisite: SPAN 111 or placement.

SPAN 231: *Intermediate Spanish I*

Through exploring the geographic and human diversity of the Spanish-speaking world, students develop increasingly complex skills for analyzing and communicating in Spanish. They study such essential dimensions of that world as: (1) geography and development; (2) environmental challenges and solutions; (3) population and demographic changes and challenges; and (4) ethnic diversity. Offered each semester and during Interim.

Prerequisite: SPAN 112 or placement.

SPAN 232: *Intermediate Spanish II*

Students explore the diverse histories, circumstances, and contributions of Latinos in the U.S. by reading essays, news accounts, short fiction and autobiographies, and by viewing videos and TV broadcasts. They consolidate their language skills and continue to develop their ability to analyze and communicate in Spanish by writing compositions, making oral presentations, and engaging in interactive group activities. They also review Spanish structures difficult for speakers of English. Offered each semester.

Prerequisite: SPAN 231 or placement.

SPAN 233: *Intermediate Spanish II in Ecuador (abroad)*

This course provides students with an intensive linguistic and cultural immersion experience in Ecuador. In-class activities focus on development of language skills and cross-cultural awareness. Outside of class, students improve their language proficiency and explore the cultural identity of Ecuador through a three-and-a-half-week home stay with a family in Quito; excursions and activities in and around the city of Quito; and field trips to the indigenous market of Otavalo, the Amazon region, and other areas in rural Ecuador. Completes foreign language requirement.

Prerequisite: SPAN 231 with a minimum grade of B- or equivalent preparation. Open to first-year students. Not open to students who have completed SPAN 232.

SPAN 234: *Intermediate Spanish II in Costa Rica (abroad)*

Students explore geographic, economic, political, and ethnic dimensions of life in Costa Rica by combining intensive course work with such cross-cultural experiences as a homestay in San Jose, field work, visits to sites of cultural interest, and excursions to the Atlantic and Pacific coasts. They consolidate their language skills and continue to develop their skills for analyzing and communicating in Spanish through compositions, oral presentations, and interviews of Costa Ricans.

Prerequisite: SPAN 231 or placement. Not open to students who have completed SPAN 232.

SPAN 250: *Gateway to the Spanish-Speaking World*

Students explore the topic of family and society in the Spanish-speaking world and develop critical reading skills by analyzing cultural documents (literary and non-literary texts, including at least one substantive literary work). This cultural analysis provides for extensive writing (e.g., description, narration, exposition, and argumentation). Taught in Spanish. Offered each semester. Counts toward women's and gender studies and Latin American studies majors and family studies, management studies, and women's and gender studies concentrations.

Prerequisite: SPAN 232 or placement into SPAN 250.

SPAN 270: *Spain's Cultural and Linguistic Legacy (abroad)*

This topics course explores a Spanish peninsular cultural, literary, and/or linguistic theme from a base in Spain through analysis and discussion of texts, guest lectures, excursions to appropriate cultural sites, field research, and related experiential activities. Sample topics include: Christians, Jews and Muslims in Spain, and Spain's Autonomous Communities, Spain's Multilingual and Multicultural Landscape. Taught in Spanish. Counts toward Latin American studies major.

Prerequisite: SPAN 250.

SPAN 271: *Cultural Heritage of Spain*

Students examine the diverse elements that have shaped Spanish culture through an exploration of political, social, economic, religious, and artistic topics. They develop critical analysis skills through reading, discussion, and written and/or oral projects. This course includes the study of selected literary and non-literary texts, including at least one substantive literary work. Taught in Spanish. Counts toward Latin American studies major.

Prerequisite: SPAN 250.

SPAN 272: *Cultural Heritage of Latin America*

Students examine the diverse elements that have shaped Latin American culture through an exploration of political, social, economic, religious, and artistic topics. They develop critical analysis skills through reading, discussion, and written and/or oral projects. The course features the study of selected literary and non-literary texts, including at least one substantive literary work. Taught in Spanish. Counts toward Latin American studies major.

Prerequisite: SPAN 250.

SPAN 273: *Cultural Heritage of the Hispanic U.S.*

Students examine the diverse elements that have shaped the cultures of U.S. Hispanics through an exploration of political, social, economic, religious, and artistic topics. They develop skills in critical analysis through reading, discussion, and written and/or oral projects. The course features the study of selected literary and non-literary texts, including at least one substantive literary work. Taught in Spanish. Counts toward race and ethnic studies major and concentration.

Prerequisite: SPAN 250.

SPAN 274: Contemporary Issues in the Spanish-Speaking World

Students analyze patterns of continuity and change in Spain, Latin America, and/or the Hispanic U.S. Using readings from the press, academic sources, and governmental as well as non-governmental documents, students read, discuss, and write about issues at an advanced level of linguistic and analytical sophistication. The course includes study of at least one substantive literary work. Possible themes include love, family and marriage, or crossing borders and the challenges of migration. Taught in Spanish. Counts toward Latin American studies major.

Prerequisite: SPAN 250.

SPAN 275: Exploring Hispanic Literature

In this introduction to literary terminology and to principles of literary analysis across genres, literary texts (including poetry, short stories, theater, and novel) are studied in their socio-historical context. In different semesters, the focus may be literature of the Mexican Revolution, urban and rural life, or another topic chosen by the instructor. Taught in Spanish. Offered each semester.

Prerequisite: SPAN 250.

SPAN 276: Spanish as a First and Second Language

Students explore the processes involved in the acquisition of Spanish as a first and second language and the variation present in the language of both native and non-native speakers of Spanish from Spain, Latin America, and the U.S. Hispanic linguistics are studied with special attention paid to the socio-cultural as well as structural aspects. The course includes the study of at least one substantive literary work. Includes pronunciation lab. Taught in Spanish. Offered each semester. Counts toward linguistic studies concentration.

Prerequisite: SPAN 250.

SPAN 294: Academic Internship**SPAN 298: Independent Study****SPAN 311: Language in Society**

What is the role of language in our society? What is the impact of bilingualism in the U.S.? Students explore such questions from current Spanish socio-linguistics research. Through analysis of data, students examine issues of language contact, variation and change, language and gender, language and power, and/or language planning. May be repeated if topic is different. This course includes the study of at least one substantive literary work. Taught in Spanish. Counts toward linguistic studies concentration.

Prerequisites: SPAN 250 and SPAN 276.

SPAN 312: Voices of the Spanish-Speaking World

Students examine political, economic, religious and/or social issues through textual analysis of literary and/or non-literary works representing diverse voices of the Spanish-speaking world (e.g. indigenous people, women, non-Castilian nationalities in Spain, or Afro-Hispanic groups). The course includes study of at least one substantive literary work. Sample topics include: Women and Repression or The Afro-Hispanic Struggle for Identity. May be repeated if topic is different. Taught in Spanish.

Prerequisites: SPAN 250 and at least one 270-level course.

SPAN 313: Literature and Society in Spain

Students explore one or more periods, genres, or topics of Spanish literature from its beginnings to the 21st century. Selected literary works are analyzed within their socio-historical and cultural contexts and in reference to pertinent critical or theoretical issues. Sample topics include: Sin and the Church in Medieval Literature, The Stage as Political Propaganda in Imperial Spain, and Federico García Lorca: Voices of the Oppressed. May be repeated if topic is different. Taught in Spanish.

Prerequisite: SPAN 275.

SPAN 314: Literature and Society in Latin America

Students explore one or more periods, genres, or topics from Pre-Columbian times to the 21st century. Selected literary works are analyzed within their socio-historical and cultural contexts and in reference to pertinent critical or theoretical issues. Sample topics include: The Shaping of Latin America; Personalism and Politics; Love and Magical Realism; and Literary Representations of Kitchens, Cooking, and Eating in Latin America. May be repeated if topic is different. Taught in Spanish.

Prerequisite: SPAN 275.

SPAN 315: Comparative "Hispanidades"

Students explore a topic pertinent to more than one geographic area of the Spanish-speaking world (Spain, Latin America, and/or the Hispanic U.S.). Students focus on comparative analysis through reading, discussion and writing in Spanish. The course includes study of at least one substantive literary work. Sample topics include: Dictatorship and Literature, and Language and Identity. May be repeated if topic is different. Taught in Spanish.

Prerequisite: SPAN 250 and at least one 270-level course.

SPAN 394: Academic Internship**SPAN 396: Directed Undergraduate Research**

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

SPAN 398: Independent Research**SPAN 399: Seminar in Literature**

Seminars engage students in in-depth study of a specified topic through readings, research and oral and written student reports. Special attention is paid to theoretical and bibliographic issues. Topics vary according to the areas of expertise and professional interests of departmental faculty. May be repeated if topic is different. Taught in Spanish.

Prerequisites: SPAN 250 and at least two courses at the 270 or 300 level.

Faculty

Chair, 2015-2016**Maggie A. Broner**

Associate Professor of Romance Languages - Spanish
Hispanic linguistics; culture; second language acquisition

Gwendolyn Barnes-Karol

Professor of Romance Languages - Spanish
Peninsular literature and culture; contemporary Spain; orality literacy; second language acquisition

Sylvia G. Carullo

Professor of Romance Languages - Spanish
 Spanish-American literature; colonial 20th century Spanish-American literature; Afro-Hispanic literature; Hispanic-American literature; art and literature-female portraits in Spanish-American literature

Kris A. Cropsey

Instructor in Romance Languages - Spanish
 Hispanic linguistics; sociolinguistics; second language acquisition; teacher education

Claudia A. Giannini

Instructor in Romance Languages

Carla Manzoni

Instructor in Romance Languages - Spanish
 Hispanic literatures cultures; film studies; gender studies; visual arts; memory studies

Kristina Medina-Vilariño

Assistant Professor of Romance Languages-Spanish
 Caribbean Studies; 20th and 21st century Latin American studies; contemporary Latino studies; race and ethnic studies

Leon Narvaez

Professor of Romance Languages - Spanish
 Hispanic culture, language and literature; migration and other interdisciplinary studies

Jonathan P. O'Conner

Assistant Professor of Romance Languages-Spanish
 Peninsular early modern/golden age literature and cultures; cultural and intellectual histories; humanism; colonial Latin America

Mark Pleiss

Instructor in Romance Languages - Spanish

Ariel T. Strichartz (on leave)

Associate Professor of Romance Languages - Spanish
 contemporary Latin American theatre and narrative; Argentine theatre; literary food studies; memory studies

Molly Tun

Instructor in Romance Languages - Spanish

Alberto Villate-Isaza (on leave)

Associate Professor of Romance Languages - Spanish
 Latin American colonial literature and historiography; social and political theory of the Baroque; discourses of Latin American national identity; 19th and early 20th-century Latin American literature

Statistics

Patty Martinez, Regents Math 307

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wp.stolaf.edu/mscs (<http://wp.stolaf.edu/mscs>)

(Mathematics, Statistics, and Computer Science)

With the growing abundance of data gathered in nearly every field, statistical methods have become invaluable for transforming data into useful information. As a subject, statistics is interdisciplinary, spanning the sciences (natural and social), the humanities, and even the arts. Examples of areas of applications include economics, biology,

health, education, actuarial sciences, and law. An increasing number of majors and concentrations require or recommend a statistics course.

Overview of the Concentration

At St. Olaf, students can combine their interests in statistics with any major and acquire a background that leads to graduate study and abundant career opportunities. To find out more about the statistics concentration, visit the Statistics program (<http://wp.stolaf.edu/statistics>).

Intended Learning Outcomes for the Concentration (<http://wp.stolaf.edu/curriculum-committee/statistics-concentration-ilos>)

Requirements

Concentrators are encouraged to participate in an experiential learning opportunity, such as those available with the Center for Interdisciplinary Research (<http://wp.stolaf.edu/cir>).

Required Foundation

STAT 272	Statistical Modeling	1.00
STAT 316	Advanced Statistical Modeling ¹	1.00

Select a prerequisite for the required foundation of the following:² 1.00

AP Statistics

STAT 110 Principles of Statistics

STAT 212 Statistics for the Sciences

STAT 214 Honors Statistics for the Sciences

ECON 263 Statistics for Economics

Electives

Select at least two of the following:³ 2.00

CSCI 125 Computer Science for Scientists and Mathematicians (taken Spring 2013 or later)

ECON 385 Econometrics

MATH 262 Probability Theory (strongly recommended for mathematics majors)

PSYCH 230 Research Methods in Psychology

SOAN 371 Foundations of Social Science Research: Quantitative Methods

STAT 270 Intermediate Statistics for Social Science Research

STAT 282 Topics in Statistics

STAT 302 Biostatistics: Design and Analysis

STAT 322 Statistical Theory (strongly recommended for mathematics majors)

Experiential Learning Component (optional, see below)

Total Credits **5**

- ¹ Mathematics/Economics double majors may substitute ECON 385 for STAT 316 as one of the core courses.
- ² Or permission of instructor
- ³ MATH 282 and MATH 384 may count toward the concentration when a relevant topic is being taught and the student obtains the permission of the program director.

Experiential Learning Component (Optional)

Each concentrator is encouraged to participate in experientially based research or employment that takes statistical methods beyond the traditional classroom. This can occur on- or off-campus. Prior approval by the director of statistics program and a letter after the fact from a supervisor are required to earn credit. Excellent opportunities for experiential learning in statistics are available through academic internships (STAT 294), the mathematics practicum (MATH 390), and the Center for Interdisciplinary Research (CIR) (MSCS 389). As a CIR fellow, students can work during the academic year or summer with faculty on research from a variety of disciplines.

Note: For students considering graduate school in statistics or a closely related field, the following courses are recommended:

MATH 126 or MATH 128	Calculus II Honors Calculus II	1.00
MATH 220	Elementary Linear Algebra	1.00
MATH 226	Multivariable Calculus	1.00
MATH 230	Differential Equations I	1.00
MATH 242	Modern Computational Mathematics	1.00
MATH 244 & MATH 344	Real Analysis I and Real Analysis II	2.00
CSCI 251 & CSCI 252	Software Design and Implementation and Software Design and Implementation Lab (0.25)	1.25

STAT 110, STAT 212, and ECON 263 all provide an introduction to statistics, and students should not take more than one; they can all serve as a prerequisite for further courses, although ECON 263 is geared toward majors in economics. STAT 214 is also an introductory course that assumes no background in statistics, but it can also be taken by students coming from STAT 110, ECON 263 or AP Statistics who would like a transition into the statistics concentration.

Courses

STAT 110: Principles of Statistics

This is an introductory course for the liberal arts. Students learn study design principles and develop statistical literacy and reasoning. They learn to describe distributions, assess if known distributions fit their data, estimate population values with confidence intervals, and assess statistical significance with hypothesis tests (e.g., chi-square, z-, and t-tests, ANOVA, correlation, and regression). In addition to lectures, there is a weekly computer lab. Not recommended for students who have completed a term of calculus. STAT 110, STAT 212, and ECON 263 all provide an introduction to statistics, and students should not take more than one; they all can serve as a prerequisite for further courses. Offered each semester. Counts toward environment studies major (social science emphasis) and exercise science major.

STAT 212: Statistics for the Sciences

A first course in statistical methods for scientists, this course addresses issues for proposing/designing an experiment, as well as exploratory and inferential techniques for analyzing and modeling scientific data. Topics include probability models, exploratory graphics, descriptive techniques, statistical designs, hypothesis testing, confidence intervals, and simple/multiple regression. Offered each semester. Enrollment limited for seniors. STAT 110, STAT 212, and ECON 263 all provide an introduction to statistics and students should not take more than one; they all can serve as a prerequisite for further courses. Counts toward environmental studies major (natural science and social science emphases), exercise science major, and management studies and mathematical biology concentrations; and biomedical studies concentration (for students through class of 2016).

STAT 214: Honors Statistics for the Sciences

This course engages students with the material in STAT 212 in greater depth and breadth. Topics such as bootstrapping and multiple regression will be introduced in addition to core material from STAT 212. No previous experiences with statistics is assumed; this course provides an introduction to statistics, but it can also be taken by students coming from STAT 110, ECON 263, or AP Statistics who would like a transition into the statistics concentration. Counts toward environmental studies major (social science emphasis), exercise science major, and mathematical biology concentration.

Prerequisites: MATH 119 or MATH 120 or equivalent, or CSCI 125, or some previous statistics (e.g., AP Statistics or STAT 110 or ECON 263).

STAT 270: Intermediate Statistics for Social Science Research

This course focuses on the use of statistics in a social science context. Students investigate three essential questions: How can one reliably measure something? How does one design valid research? How does one analyze research results? Topics include ANOVA designs (for example, one-way and two-way with interaction), data reduction methods, and principles of measurement. Interdisciplinary groups work together on case studies throughout the term. Offered in alternate years.

Prerequisites: STAT 110, STAT 212, or STAT 214, or ECON 263, or equivalent preparation, or permission of the instructor.

STAT 272: Statistical Modeling

This course takes a case-study approach to the fitting and assessment of statistical models with application to real data. Specific topics include multiple regression, model diagnostics, and logistic regression. The approach focuses on problem-solving tools, interpretation, mathematical models underlying analysis methods, and written statistical reports. Offered each semester. Counts toward environmental studies major (natural science and social science emphases) and management studies, mathematical biology, and neuroscience concentrations.

Prerequisite: STAT 110, STAT 212, or STAT 214, or ECON 263, or equivalent preparation, or permission of instructor.

STAT 282: Topics in Statistics

Students explore special topics in statistics. Topics vary from year to year. May be repeated if topic is different. Offered periodically.

STAT 294: Academic Internship**STAT 298: Independent Study****STAT 302: Biostatistics: Design and Analysis**

The course investigates issues in health-related settings using a quantitative, research-oriented perspective. Course material focuses on global and public health issues, study design, methods for analyzing health data, and communication of research findings. Design topics include controlled trials, case-control, cohort and other observational studies. Methods include survival analysis and causal inference for observational studies. Communication emphasizes writing up findings and interpreting published research. Counts toward mathematical biology concentration. Offered in alternate years.

Prerequisite: completion of STAT 272 or permission of the instructor.

STAT 316: Advanced Statistical Modeling

This course extends and generalizes methods introduced in STAT 272 by introducing generalized linear models (GLMs) and correlated data methods. GLMs cover logistic and Poisson regression, and more. Correlated data methods include longitudinal data analysis and multi level models. Applications are drawn from across the disciplines. Offered annually in the spring semester. Counts toward neuroscience concentration.

Prerequisite: STAT 272.

STAT 322: Statistical Theory

This course is an investigation of modern statistical theory along with classical mathematical statistics topics such as properties of estimators, likelihood ratio tests, and distribution theory. Additional topics include Bayesian analysis, bootstrapping, Markov Chain Monte Carlo, and other computationally intensive methods. Offered annually in the fall semester. Counts toward neuroscience concentration.

Prerequisite: STAT 272 and MATH 262.

STAT 394: Academic Internship**STAT 396: Directed Undergraduate Research**

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

STAT 398: Independent Research

Related Courses

CSCI 125: Computer Science for Scientists and Mathematicians

This course focuses on handling data: visualization, finding patterns, and communicating with data. The primary tools are Python (for transforming data) and R (for visualization and classification). Students work individually and in teams to apply basic principles and explore real-world datasets with a sustainability theme. Counts toward statistics and mathematical biology concentrations. One of CSCI 121, CSCI 125, or CSCI 251 counts toward linguistic studies concentration. Offered each semester.

Prerequisite: calculus or consent of the instructor.

ECON 263: Statistics for Economics

This course emphasizes skills necessary to understand and analyze economic data. Topics include descriptive statistics, probability and random variables, sampling theory, estimation and hypothesis testing, and practical and theoretical understanding of simple and multiple regression analysis. Applications to economic and business problems use real data, realistic applications, and econometric/statistical software. Offered each semester. ECON 263 is required for economics majors who do not take both STAT 272 and ECON 385. Credit towards the economics major will not be given for ECON 263 following completion of STAT 272. Counts toward environmental studies major (social science emphasis).

Prerequisite: MATH 119 or MATH 120 and one of Economics 110-121, or consent of the instructor.

ECON 385: Econometrics

Ideal for students interested in applying statistical models to economic problems, this course emphasizes theoretical foundations, mathematical structure and applications of major econometric techniques, including ordinary least squares, generalized least squares, dummy variables, non-linear transformations, instrumental variables, simultaneous equation modeling, and time series models. Students in the class complete a sophisticated economic research project of their choice. Offered annually.

Prerequisites: ECON 261 and either ECON 263 or STAT 272 or permission of instructor.

MATH 262: Probability Theory

This course introduces the mathematics of randomness. Topics include probabilities on discrete and continuous sample spaces, conditional probability and Bayes' Theorem, random variables, expectation and variance, distributions (including binomial, Poisson, geometric, normal, exponential, and gamma) and the Central Limit Theorem. Students use computers to explore these topics. Offered each semester. Counts toward management studies concentration.

Prerequisite: MATH 126 or MATH 128.

MATH 390: Mathematics Practicum

Students work in groups on substantial problems posed by, and of current interest to, area businesses and government agencies. The student groups decide on promising approaches to their problem and carry out the necessary investigations with minimal faculty involvement. Each group reports the results of its investigations with a paper and an hour-long presentation to the sponsoring organization. Offered annually during Interim.

Prerequisite: Permission of instructor.

MSCS 389: Math, Statistics, and Computer Science Research Methods (0.50)

Students focus on writing scientific papers, preparing scientific posters, and giving presentations in the context of a specific, year-long, interdisciplinary research project. In addition, this weekly seminar series builds collaborative research skills such as working in teams, performing reviews of math, statistics, and computer science literature, consulting effectively, and communicating proficiently. Exposure to post-graduate opportunities in math, statistics, and computer science disciplines is also provided. Open to students accepted into the Center for Interdisciplinary Research.

PSYCH 230: Research Methods in Psychology

This course prepares the student with tools for understanding how research studies in psychology are conceptualized, designed, carried out, interpreted, and disseminated to the public. Use of library and Internet resources, ethical guidelines in the conduct of research and the skills of good scientific writing are emphasized. Students work independently and in small groups to design and conduct their own research projects. The course includes lecture and laboratory work. Offered each semester. Counts toward environmental studies major (social science emphasis), exercise science major, and statistics concentration.

Prerequisites: PSYCH 125, and STAT 110 or STAT 212 or STAT 214 or ECON 263.

SOAN 371: Foundations of Social Science Research: Quantitative Methods

Students gain the skills necessary to conduct and critically evaluate quantitative research. Students learn the underlying theoretical assumptions and orientations of quantitative research, including research design, sampling techniques, strategies for data collection, and approaches to analysis. Students gain practice in data analysis by conducting a search project and using the Statistical Package for the Social Sciences (SPSS), a standard in sociology. Open to sociology/anthropology majors only. Offered annually in the fall semester. Counts toward environmental studies major (social science emphasis) and management studies concentration.

Prerequisite: STAT 110 or STAT 212.

Faculty

Director, 2015-2016**Paul J. Roback**

Professor of Mathematics, Statistics, and Computer Science statistics

Anthony Becker

Associate Professor of Economics

econometrics; forecasting; economic damages; microeconomic theory; public policy

Jessica R.B. Bestrashniy

Visiting Assistant Professor of Mathematics, Statistics, and Computer Science

statistics; epidemiology; statistical genetics

Kathryn Ziegler Graham

Associate Professor of Mathematics, Statistics, and Computer Science biostatistics

Sharon J. Lane-Getaz

Associate Professor of Mathematics, Statistics, and Computer Science statistics

Julie M. Legler

Professor of Mathematics, Statistics, and Computer Science biostatistics

Matthew P. Richey

Professor of Mathematics, Statistics, and Computer Science applied and computational mathematics

Theater

Jeanne Hatle, Theater 117

507-786-3240

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wp.stolaf.edu/theater (<http://wp.stolaf.edu/theater>)

The St. Olaf Department of Theater takes for its subject matter all aspects of making theater. It produces a season of plays whose focus is the liberal arts curriculum rather than a typical theater company's season of plays. All courses focus on the making of dramatic art. Courses in history and theory, no less than those in acting, directing, and design, approach the problems and difficulties of making production their central issue.

The activities and skills necessary for learning about and making theater are well suited to learning about and contributing to lives of worth and service. The basic theater activity is making things: play scripts, sets, costumes, characters, and the complete works of which these are a part. The theater skills are leading, following, reading, writing, talking, drawing, building, acting, performing, and making arrangements. We place these skills in the service of our conception of theater as a way of knowing. Our courses, along with the rest of the college curriculum, develop an appreciation of the need for moral choice, an imagination that constructs and examines alternatives, and an understanding of creativity as a reality in the world and an agency of community and change. We think of the program as a kind of laboratory for a serious and productive life. This is what we mean when we call the study of theater at St. Olaf a liberal arts major.

In contemporary culture, theater and the entertainment industry overlap, with the result that public approbation and artistic success have become difficult to separate. Our program emphasizes process as well as public performance. Students learn to judge their own work according to principles derived from the art itself. And as part of the fine arts at St. Olaf, we also emphasize collaboration and the interdisciplinary nature of theater.

The St. Olaf College Theater Department is accredited by the National Association of Schools of Theater.

Overview of the Major

The theater major requires nine courses plus four 0.25 credit practicums. The major includes an introductory course in theater texts and performances as well as coursework in acting, directing, design, production, and history of theater, plus one upper-level elective. Student majors enroll in a senior capstone course in the final semester. The requirements for the major are designed to provide a well-rounded course of study in the theater discipline. The co-curricular theater production program serves as a lab for our courses and offers extended learning and experience for St. Olaf students.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/theater-major-ilos>)

Theater Teaching License

St. Olaf offers a K-12 teaching license in theater. Contact Elizabeth Leer, Education Department chair, for further information.

Special Programs

Students have the opportunity to study theater in London during Interim as part of a regular course taught by theater faculty. Students can set up internship experiences with theaters and other arts organizations in the Twin Cities and surrounding areas. Courses in the department regularly attend professional theater performances in Minneapolis and St. Paul. Guest artists from those theaters often visit the courses in the department to talk about and demonstrate their work and occasionally collaborate in the production work for our season of plays.

Recommendations for Graduate and Professional Study

Students planning on graduate study in theater should take the graduation major and additional courses for a total not to exceed 14.00 credits. Students should work closely with a faculty member in the area of their interest to plan their program. Students who are considering professional work in the theater or related arts should work together with faculty to develop appropriate resume or portfolio documents prior to graduation.

Requirements

This major requires a minimum of nine courses plus four practicum quarter credits. All majors must register with the department chair as soon as they declare the major.

Completion of an equivalent course at another institution should be approved by the department chair in advance to ensure credit toward the major requirement.

THEAT 130	Introduction to Acting	1.00
THEAT 140	Introduction to Design for Performance	1.00
THEAT 180	Text and Performance	1.00
THEAT 232	Stage Direction	1.00
THEAT 240	Scenery and Costume Design and Production	1.00
or THEAT 250	Lighting and Sound-Design and Production	
THEAT 270	History of Theater up to 1700	1.00
THEAT 271	History of Theater since 1700	1.00
THEAT 360	Senior Capstone	1.00
Select one of the following:		1.00
THEAT 338	Intermediate Stage Direction	
THEAT 352	Advanced Design for Performance	
THEAT 379	Topics in Interpretation and Theater	

THEAT 380	Top: Who Owns the Arts: Censorship, Sponsorship, and Artistic Freedom	
THEAT 394	Academic Internship	
THEAT 398	Independent Research	
Four practicum classes: ¹		1.0
THEAT 233	Theater Practicum: Acting, Directing, Dramaturgy (0.25)	
THEAT 253	Theater Practicum: Design, Technical Production (0.25)	
Total Credits		10

¹ At least one must be THEAT 233 and at least two must be THEAT 253; the fourth practicum class is a choice of either THEAT 233 or THEAT 253.

Courses

THEAT 100: *Oral Interpretation*

This performance course is designed to develop a student's understanding, analysis, and presentation of poetry, drama, and prose. Offered 2016-2017 and alternate years.

THEAT 110: *Introduction to Theater*

A broad-based introduction to the art and craft of theater, this course focuses on the roles of actor, director, playwright, and designer, as well as aspects of theater history, performance, and literature. Students examine theater as a culturally diverse art form, with emphasis on the ways ethnicity, gender, race, religion, and sexual orientation inform theater in the United States. Students attend performances on campus and in the Twin Cities and integrate them with readings, lectures, and discussions. A ticket fee is required. Offered each semester.

THEAT 115: *Acting for the Non Major*

This studio course is designed as an overview of the acting process for the non-major and includes basic acting theories, rehearsal techniques, improvisation, history, and styles. Students explore and practice exercises, scene work, and audition material. The course requires trips to professional theaters in the Twin Cities. A ticket fee is required. This course does not fulfill the acting requirement for the major. Offered each semester.

THEAT 120: *Public Speaking*

Students learn and apply principles of speech composition and analyze speeches to understand effective methods. They demonstrate their knowledge in classroom speeches. Offered 2015-2016 and alternate years.

THEAT 130: *Introduction to Acting*

This studio course is centered on training the actor's instrument and developing basic acting skills including characterization, vocal production, physical and emotional connection, motivation and ensemble work. Students learn history of actor training from Stanislavski to present. Exercises, improvisation, monologue and scene work are all explored. This course requires trips to professional theaters in the Twin Cities. A ticket fee is required. Offered each semester. Counts toward film studies concentration.

THEAT 131: Acting for the Lyric Stage

This studio course focuses on the techniques of acting and singing for the musical theater. Students learn the basics of voice, movement, improvisation, and characterization in class exercises, prepared scenes, solos and duets. Course culminates in a public showcase of students' work. Offered spring semester 2015-2016. Inquire in the Theater Department office for future scheduling.

THEAT 133: Producing Theater: Introductory

This course studies theater performance through the full-scale mounting of a production during the month of January, followed by public performances at the beginning of spring semester. Students enroll in the class through either an acting audition or a production position interview held in late October or early November. No previous experience is necessary. Selected participants are notified prior to Interim registration. Details about the audition/interview are available by calling the Theater Department office, x3240 or online at the Theater Department website in "Student Resources > Auditions." Scripts are available by calling the Theater Department office, x3240. P/N only. Offered during Interim.

THEAT 140: Introduction to Design for Performance

The attributes of the things we see and hear in the performances that we attend contribute strongly to our experience as an audience. This course considers the elements and principles of design and their application to performance work. Students study the performance space, scenery elements, costuming, lighting and shadow, and the aural experience that the audience encounters during a performance. Problem-solving, collaboration, and design development are included in project work. Materials fee. Offered most semesters.

THEAT 180: Text and Performance

Play texts are the raw material for our classes in acting, directing, design, and historical studies. This introductory course for theater majors introduces students to canonical texts and performances that have helped to define our field. Primary emphasis is on the text as a blueprint for production focusing on analysis, variety of interpretation, the changing nature of theater space, and our growing awareness of the changing nature of performance. Students are expected to communicate clarity of understanding both orally and in writing. Non-majors are invited to take this course, though its primary focus is a comprehensive preparation for further theater studies. Offered each semester.

THEAT 200: Training the Speaking Voice

This course focuses on training the speaking voice, with an emphasis on clarity and flexibility of voice usage. Students learn how to use the phonetic alphabet to improve their speech. Contact the Theater Department office (x3240) for current scheduling. Counts toward linguistic studies concentration.

THEAT 230: Intermediate Acting

A studio course for the student with previous acting experience. Through scene and monologue work students explore text and character analysis as well as the requirements of major theatrical period styles. Students perform regularly throughout the semester. The course requires trips to professional theaters in the Twin Cities. A ticket fee is required. Offered annually in the spring semester.

Prerequisites: THEAT 110 or THEAT 180, and THEAT 130 or THEAT 131.

THEAT 232: Stage Direction

This studio course focuses on the fundamentals of stage direction. Students develop skills of play selection, audience analysis, text interpretation, working with actors, stage picturization and blocking, design considerations, and the process of casting and rehearsals. A primary focus is on developing a point of view about theater and directing by the study of other directors and theories of theater. Offered annually in the fall semester. Counts toward management studies concentration.

Prerequisites: THEAT 110 or THEAT 180, THEAT 115 or THEAT 130 or THEAT 131, and THEAT 140.

THEAT 233: Theater Practicum: Acting, Directing, Dramaturgy (0.25)

This theater practicum involves the student in the conceptual and practical processes of artistic creation and performance production in theater. Students study current theory and practice as well as historical approaches to performance problems. Lab sessions include creative projects and practical problem-solving in assistant directing, acting, or dramaturgy as part of the St. Olaf theater season. P/N only. First-year students are encouraged to enroll. May be repeated; four total registrations allowed. Registration is by audition or interview only. Offered each semester.

THEAT 234: Producing Theater: Advanced

Designed for the student with previous course work and production work in theater, this course studies theater performance through the full-scale mounting of a production during the month of January, followed by public performances at the beginning of spring semester. Students enroll in the course through either an acting audition or a production position interview held in late October or early November. Selected participants are notified prior to Interim registration. Details about the audition/interview are available by calling the Theater Department Office, x3240 or online at the Theater Department website in "Student Resources > Auditions." Scripts are available by calling the Theater Department office, x3240. P/N only. Offered during Interim.

Prerequisite: THEAT 133 or permission of instructor.

THEAT 240: Scenery and Costume Design and Production

This course balances the elements of production with the elements of design, focusing on materials, practices, and techniques used to create scenic and costume elements used in live production. The course includes hands-on experience in the scenic and costume studios, and projects in technical drawing, designing, analysis, and research. A course fee is required. Open to majors and non-majors. Offered annually in the spring semester. Prerequisite: THEAT 140 is recommended.

THEAT 250: Lighting and Sound-Design and Production

The design and production of lighting and sound in theater, dance, music, and general presentation work plays a significant role in the experience of these events. This course introduces the production problems of lighting and sound and includes design projects in both lighting and sound. Course fee required. Open to all majors and non-majors. Offered annually in the fall semester.

Prerequisite: THEAT 140 is recommended.

THEAT 252: Drawing and Painting for Theater

This studio course covers drawing and painting as it relates to theater design and production work. Students engage in exercises and project work in perceptual drawing, scene painting, and technical drawing. Course fee is required. Open to all majors and non-majors. Offered periodically.

THEAT 253: Theater Practicum: Design, Technical Production (0.25)

This theater practicum involves the student in the conceptual and practical processes of stage performance. Class sessions include practical problem-solving and hands-on experiences for productions which are part of the St. Olaf theater season. Experiences in scenery, props, costumes, lighting, sound, and stage management are available. Contact the Theater Department office (x3420) for specific details. P/N only. First-year students are encouraged to enroll. May be repeated; four total registrations allowed. The theater practicum 253A: *Design, Technical Production* is offered each semester; practicum 253B: *CADDPracticum* - covering computer-aided design and drawing (CADD) is offered most years in the spring semester.

THEAT 270: History of Theater up to 1700

Examines theatrical activities, from theater's origins to 1700, from three interrelated perspectives: 1) theater as social history; 2) theater as dramatic literature; and 3) theater as performance (the result of creative decisions made by playwrights, actors, directors, and designers). The schedule of when this course will be offered is located in "Student Resources > Theater Curriculum" at the Theater Department website. Counts toward ancient studies and medieval studies majors.

Prerequisite: THEAT 110 or THEAT 180 or permission of instructor.

THEAT 271: History of Theater since 1700

Examines theatrical activities in the period 1700 to the present, from three interrelated perspectives: 1) theater as social history; 2) theater as dramatic literature; and 3) theater as performance (the result of creative decisions made by playwrights, actors, directors, and designers). The schedule of when this course will be offered is located in "Student Resources > Theater Curriculum" at the Theater Department website.

Prerequisite: THEAT 110 or THEAT 180 or permission of instructor.

THEAT 275: Writing for Performance

This course introduces students to the art and craft of writing for stage and screen. As a workshop, the course encourages students to work out unique solutions to the aesthetic and practical challenges confronting dramatic writers of a one-act play or short screenplay in light of historical, theoretical, and critical materials. The course emphasizes the technical elements of dramatic writing, the vocabulary of the writer, and the nature of the writing experience, from germinal idea to marketing the completed script. Offered periodically. Counts toward film studies and media studies concentrations.

Prerequisite: THEAT 110 or THEAT 180 or permission of instructor.

THEAT 294: Academic Internships

Prerequisite: at least three previous courses in department.

THEAT 298: Independent Study

Prerequisite: at least three previous courses in department.

THEAT 338: Intermediate Stage Direction

A studio course focusing on the artistic decision-making process of stage direction, script analysis, directorial concepts, production designs and hands-on directing experience building on the skills developed in THEAT 232: *Stage Direction*. Students direct a one-act play as the final project for the course. Offered annually in the spring semester. Counts toward management studies concentration.

Prerequisite: THEAT 232 and THEAT 240 or THEAT 250. THEAT 270 or THEAT 271 recommended.

THEAT 352: Advanced Design for Performance

This course studies and analyzes the concepts, principles, and techniques of doing visual designs for stage performances and extends the techniques and experiences of design for each student. Students engage in design project work that is theoretical or part of a production in the St. Olaf Theater season. Students study creating the Design and Production Portfolio, do project work in perceptual drawing and scene painting, and explore digital media applications and techniques for design and production in the performing arts. Offered periodically. Inquire in the Theater Department office for scheduling information.

Prerequisite: THEAT 140 or THEAT 240 or THEAT 250. Equivalent experiences or study may qualify; see instructor for permission.

THEAT 360: Senior Capstone

This is a seminar course open exclusively to theater majors, to be taken during the spring semester of the senior year. Students engage in analysis of performance work as well as dissemination of creative work through written and spoken presentation methods. Each student applies research, analysis, writing, and presentation methods in the exploration of a particular theater topic or case study of his or her choosing. Offered annually in the spring semester.

Prerequisites: THEAT 130, THEAT 140, THEAT 180, THEAT 232, THEAT 240 or THEAT 250, THEAT 270 or THEAT 271 or permission of instructor.

THEAT 379: Topics in Interpretation and Theater

An in-depth investigation of a selected topic through readings, bibliography, reports and projects. May be repeated if topic is different. Offered annually.

Prerequisite: THEAT 110 or THEAT 180. Some topics courses may require additional prerequisites. Please inquire in the Theater Department office before registering.

THEAT 380: Top: Who Owns the Arts: Censorship, Sponsorship, and Artistic Freedom

An investigation into the relationship between theater and society through study of various issues in theater arts including censorship, funding, arts advocacy and arts education. Issues of contemporary ethical concern will be discussed and analyzed through a variety of historical and contemporary normative perspectives. Inquire in the Theater Department office (x3240) about schedule of offering for future academic years. Counts toward management studies concentration.

Prerequisite: THEAT 110 or THEAT 180; BTS-T.

THEAT 394: Academic Internship

Prerequisite: at least five previous courses in department.

THEAT 396: Directed Undergraduate Research

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

THEAT 398: Independent Research

Prerequisite: at least five previous courses in the department.

Related Course

ID 258: *Theater in London (abroad)*

A full immersion in the art of theater, students will attend approximately 22 performances at London and Stratford theaters. The course will include the reading of play texts, dramatic criticism, group discussions and backstage tours. England, a theatrical center of the English-speaking world, enables students to experience a wide variety of theatrical performances ranging from traditional to modern. Excursions to Stratford-upon-Avon, Stonehenge, Canterbury and Oxford offer additional cultural perspectives. Offered annually during Interim. Counts toward English major.

Faculty

Chair, 2015-2016 (fall)

Brian Bjorklund (on leave Interim and spring)

Professor of Theater

design and technical theater; scene painting

Chair, 2015-2016 (Interim and spring)

Karen Wilson

Professor of Theater

theater; ethics and theater; directing; voice/phonetics

Vice-Chair, 2015-2016 (Interim and spring)

Dona Freeman

Artist in Residence in Theater

stage acting; acting Shakespeare; stage direction; period styles of acting

Todd F. Edwards

Assistant Professor of Theater

design and technical production; stage combat; media and video design

Gary C. Gisselman

Artist in Residence in Theater

directing; musical theater

William Sonnega

Associate Professor of Theater

theater; media studies

Jeanne I. Willcoxon

Assistant Professor of Theater

feminist and postdramatic theater; early modern performance; directing and acting

Women's and Gender Studies

Deb Clark, Tomson 283

507-783-3907

clarkd@stolaf.edu

wp.stolaf.edu/womens-gender-studies (<http://wp.stolaf.edu/womens-gender-studies>)

Women's and gender studies students explore scholarship about women and gender across cultures and throughout history to examine intersections of gender, race, class, sexual orientation, nationality, ability, religion, and age. The program fosters critical thinking skills that encourage students to become active and ethical participants in career, family, social life, and community.

Overview of the Major and Concentration

Majors and concentrators take a range of courses across the curriculum, as well as in the women's and gender studies program. Students explore the new scholarship about gender and gain an understanding of a variety of gender experiences across cultures and throughout history.

Intended Learning Outcomes for the Major (<http://wp.stolaf.edu/curriculum-committee/womens-and-gender-studies-major-ilos>)

Distinction

See Academic Honors (p. 36)

Distinction in women's and gender studies must represent in some tangible way the culmination of interdisciplinary and/or theoretical work in the program. Distinction guidelines (<http://wp.stolaf.edu/womens-gender-studies/pages/womens-studies-awards/distinction>) are posted on the program web site.

Requirements

Requirements for the Major

A major in women's and gender studies consists of nine credits:

WMGST 121	Introduction to Women's and Gender Studies	1.00
WMGST 399	Advanced Topics in Women's and Gender Studies (to be taken in the spring of the senior year)	1.00

Seven additional courses, with the following criteria: 7.00

One must be at level III

One course must focus on women's lived experiences

One course from each of the following areas:

1. Theory and methods applicable to studying gender
2. Gender in historical contexts
3. Gender in global, comparative, or diverse contexts

Total Credits **9**

No more than two courses from other institutions may count toward the major. A list of approved courses (<http://wp.stolaf.edu/womens-gender-studies>) is posted on the program web site.

In consultation with the instructor and the program director, majors may count one course not designated as an approved women's and gender studies course. This process requires a completed contract..

Majors who entered St. Olaf College before the fall of 2012 may opt to follow the requirements for the women's studies major, which are:

WMGST 121	Introduction to Women's and Gender Studies	1.00
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WMGST 399	Advanced Topics in Women's and Gender Studies (to be taken in the spring of the senior year) ¹	1.00
Seven additional courses, with the following criteria:		7.00
One must be level III		
At least one course from each of the following areas:		
1. Social or natural sciences		
2. Literature, languages, or the arts		
3. Religious, historical, or philosophical traditions		
Total Credits		9

No more than two courses taken elsewhere may count toward the major.

Requirements for the Concentration

Many students enhance their work in a major through an interdisciplinary focus on women and gender. A concentration in women's and gender studies consists of:

WMGST 121	Introduction to Women's and Gender Studies	1.00
Four additional courses, three of which must be at level II or III, and they must be drawn from at least three departments		4.00
Total Credits		5

In consultation with the instructor and the program director, concentrators may count one course not designated as an approved women's and gender studies course. Students who apply partial-credit courses toward the concentration must still complete the minimum number of required credits. No more than one course taken elsewhere may be counted toward the concentration.

Courses

WMGST 121: *Introduction to Women's and Gender Studies*

Required for the women's and gender studies major and concentration, this course introduces students to the concept of gender as a category of analysis. It is designed for students who seek a fuller understanding of themselves as women and men and a wider knowledge of the experiences and achievements of women. Offered each semester. Counts toward American studies major and educational studies concentration.

WMGST 294: *Academic Internship*

WMGST 298: *Independent Study*

WMGST 394: *Academic Internship*

WMGST 396: *Directed Undergraduate Research*

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to his/her research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

WMGST 398: *Independent Research*

WMGST 399: *Advanced Topics in Women's and Gender Studies*

The course provides a capstone to the major. Taught as a seminar, it offers an opportunity for students to integrate their studies of women and gender across disciplines and to become more aware of the intricate web of gender, race, culture, and class that informs women's experiences. Offered annually in the spring semester.

Prerequisite: WMGST 121.

Approved Courses

Topics courses are acceptable only if the topic is approved. Other courses not included in this list may be approved through a contract. Contract for course credit forms (<http://wp.stolaf.edu/womens-gender-studies/major-planning-sheet-and-contracts-for-course-credit>) are available on the program website.

Theory and Methods Courses

AMST 100 American Culture: Interdisciplinary Perspectives

ART 277 Gender and Visual Culture

ENGL 242 Children's and Young Adult Literature

ENGL 264 Topics in Gender and Literature

ENGL 340 Advanced Studies in Literary Eras: American

FAMST 242 Family Relationships

FAMST 253 Human Sexuality

HIST 320 Seminar: Modern Europe (when the topic is Race, Gender, and Medicine)

PHIL 245 Philosophy and Feminism

PSYCH 390 Issues in Psychology

PSYCH 396 Directed Undergraduate Research (when the topic is Relationships or Gender and Emotions)

REL 209 Introduction to Feminist Theology

REL 344 Feminist Perspectives and Christian Ethics

SOAN 235 Introduction to Islamic Feminisms

SOAN 246 LGBTQA Lives and Issues

SOAN 260 Marriage and the Family

Women and Gender in Global, Comparative, or Diverse Contexts

FREN 372 Topics in Francophone Studies (when the topic is Women and Identity in Literature of the Maghreb)

HIST 121 The Making of Modern Russia

HIST 189 Topical Seminar (when the topic is Women in African Colonial History)

HIST 191 Europe from the Reformation to Modern Times (when given approval by director of women's and gender studies)

HIST 224 Modern Germany

HIST 231 20th-Century Russia

HIST 237 Women in Medieval Europe

HIST 239 Women and Gender in Modern Europe

HIST 320 Seminar: Modern Europe (when the topic is Nation and Empire in Russian History)

PHIL 245 Philosophy and Feminism

PSYCH 223 Exploring India: Human Development in Cross-Cultural Context (abroad)

PSYCH 241 Developmental Psychology

REL 209 Introduction to Feminist Theology

REL 264 Theology and Sexuality

SOAN 128 Introduction to Cultural Anthropology

SOAN 235 Introduction to Islamic Feminisms

SOAN 261 Gender in Cross-Cultural Perspective

SPAN 250 Gateway to the Spanish-Speaking World

Women and Gender in Historical Contexts

DANCE 246 Dance in the United States

ENGL 246 Women's Literature

ENGL 340 Advanced Studies in Literary Eras: American (when the topic is Money and American Literature or Sex, Madness, and Marriage)

FAMST 253 Human Sexuality

HIST 115 Courtly Love in the Middle Ages

HIST 122 Europe and the Great War

HIST 182 America Since 1945

HIST 189 Topical Seminar (when the topic is Women in African Colonial History)

HIST 272 Women in America

HIST 320 Seminar: Modern Europe (when the topic is Race, Gender and Medicine)

REL 209 Introduction to Feminist Theology

REL 264 Theology and Sexuality

SOAN 246 LGBTQA Lives and Issues

Elective Courses

BIO 124 The Biology of Women

NORW 282 Ibsen

NURS 386 Perinatal Health

PSYCH 350 Parenting and Child Development in Diverse Families

Faculty

Director, 2015-2016

Anna K. Kuxhausen

Associate Professor of History
Russian history; women's history

Ibtesam âl-Atiyat (on leave)

Associate Professor of Sociology/Anthropology
Arab society; gender; social movements; Islamic movements

Jolene M. Barjasteh

Associate Professor of Romance Languages - French
19th and 20th century French literature; autobiography

Gwendolyn Barnes-Karol

Professor of Romance Languages - Spanish
Peninsular literature and culture; contemporary Spain; orality literacy; second language acquisition

Patricia Z. Beckman

Assistant Professor of Religion
Christian mysticism; history of Christianity; women and religions

David Booth

Associate Professor of Religion
history of theology; philosophy and psychology of religion; feminist theology; theology and sexuality

Lisa M. Bowers

Assistant Professor of Biology
microbiology; genetics; molecular biology; synthetic biology

Maggie A. Broner

Associate Professor of Romance Languages - Spanish
Hispanic linguistics; culture; second language acquisition

J. Laurel Carrington

Professor of History
medieval; Renaissance and Reformation history

Sylvia G. Carullo

Professor of Romance Languages - Spanish
Spanish-American literature; colonial 20th century Spanish-American literature; Afro-Hispanic literature; Hispanic-American literature; art and literature-female portraits in Spanish-American literature

Grace E. Cho

Associate Professor of Psychology
developmental psychology; child development; cultural psychology; socioemotional development; parent-child processes

Karen L. Gervais

Adjunct Professor of Philosophy
bioethics; philosophy of law; social and political philosophy; feminist philosophy; public health ethics

Dana L. Gross

Professor of Psychology, Associate Dean of Interdisciplinary General Studies
developmental psychology; academic civic engagement; off-campus study

Carol Holly

Professor of English
American literature, including autobiography and memoir; fiction; women's literature

Susi K. Keefe

Visiting Assistant Professor of Sociology/Anthropology
medicine; marriage; environment; Africa

Dean N. Krouk (on leave)

Assistant Professor of Norwegian

Judy Kutulas

Professor of History
20th century US history; US women's history; popular and material
culture

Diane C. LeBlanc

Associate Professor of Interdisciplinary Studies and Director of the
Writing Program
rhetoric and composition, creative writing and women's studies

Leon Narvaez

Professor of Romance Languages - Spanish
Hispanic culture, language and literature; migration and other
interdisciplinary studies

Jonathan P. O'Conner

Assistant Professor of Romance Languages-Spanish
Peninsular early modern/golden age literature and cultures; cultural
and intellectual histories; humanism; colonial Latin America

Maria M. Oriña

Assistant Professor of Psychology
social psychology; intimate relationships, social influence and
persuasion; social development

Dolores Peters

Associate Professor of History
modern France; modern Europe; history of medicine

Diana Postlethwaite

Professor of English
nineteenth-century British literature; the novel

Rebecca S. Richards

Assistant Professor of English
rhetoric and composition; feminist/gender studies; media studies

Jamie A. Schillinger

Associate Professor of Religion
Christian thought and ethics; Islamic thought and ethics

Susan E. Smalling

Assistant Professor of Social Work and Family Studies
anti-oppressive research and practice; indigenous populations; family
and child welfare

Ariel T. Strichartz (on leave)

Associate Professor of Romance Languages - Spanish
contemporary Latin American theatre and narrative; Argentine
theatre; literary food studies; memory studies

Charles A. Wilson

Professor of Religion
theology

Writing

Diane LeBlanc, Rolvaag 526

507-786-3438

leblanc@stolaf.edu

Writing is a primary means of learning in the liberal arts. Through courses in the writing program, students read, discuss, and write about significant human issues as they develop critical skills to write effectively. Courses in the writing program are designed to accommodate varying levels of preparation.

General Education

The writing program supports two general education requirements: FYW and WRI. See Intended Learning Outcomes for FYW and WRI (<http://wp.stolaf.edu/curriculum-committee/ge>).

Most students take WRIT 111 First-Year Writing during the fall or spring semester of their first year. WRIT 111 seminars focus on a variety of topics with emphasis on writing practice to fulfill FYW. Students may also fulfill the FYW requirement by successfully completing designated courses in American Conversations (p. 43) or The Great Conversation (p. 143), or through advanced placement credit. (p. 16) Consult the director of writing or the Office of the Registrar and Academic Advising.

Students who may benefit from more extensive writing instruction and practice enroll in a two-semester sequence, taking WRIT 107 Introduction to Academic Writing or WRIT 110 Critical Skills in Composition during the fall of their first year, and completing WRIT 111 during the spring semester.

For more information about FYW and WRI, see Comprehensive Graduation Requirements (p. 6).

Courses

WRIT 107: Introduction to Academic Writing

This course guides multilingual international students through the conventions of U.S. academic culture and discourse with emphasis on liberal arts education. Students practice reading, writing, speaking, and listening to develop skills and confidence in college writing. The course also includes extensive discussion of academic integrity and responsible use of information. Students must pass the course with a grade of C or higher in order to enroll in WRIT 111. Offered fall semester only.

WRIT 109: Topics: Supplemental Writing (0.25)

This course provides supplemental instruction in reading, writing, and critical thinking in conjunction with a designated course. Students practice reading course-specific texts, focusing writing topics, writing essay and short answer exams, developing research habits, indentifying and using discipline-specific sources, and writing for general and specific audiences. Supplemental assignments complement writing in the designated course. P/N only. May be repeated once with a different designated course.

Prerequisite: concurrent enrollment in a designated full-credit course.

WRIT 110: Critical Skills in Composition

This course emphasizes critical reading, the writing process, and revision. Students write frequently, respond to one another's writing, and meet often with course faculty in conferences. WRIT 110 is required of students who place into it; it may not be substituted for WRIT 111. Students must pass the course with a grade of C or higher in order to enroll in WRIT 111. Offered fall semester only.

WRIT 111: First-Year Writing

First-Year Writing, taken during the first year, equips students for effective writing in the liberal arts and introduces writing as a means of learning. The course is taught in multiple sections that explore a variety of topics. In all sections, students write frequently in a variety of genres, with emphasis in writing expository essays. One or more assignments require research. As part of the writing process, students revise their writing and meet individually with course faculty to discuss their writing.

WRIT 211: Topics in Writing

Blending the reading seminar and writing workshop, this course offers advanced practice in critical reading and writing with emphasis on a particular discipline or topic. Students will read and respond critically to a range of writing that may include textbook chapters, popular feature stories, and creative literature. The course emphasizes how writers make and support claims, integrate research, and narrate to communicate effectively in a variety of genres for multiple audiences. Click on course title in the class and lab for more information about the course for that term. Prerequisite: successful completion of FYW.

WRIT 294: Academic Internship**WRIT 298: Independent Study****WRIT 394: Academic Internship****WRIT 398: Independent Research**

Faculty

Director, 2015-2016**Diane C. LeBlanc**

Associate Professor of Interdisciplinary Studies and Director of the Writing Program
rhetoric and composition, creative writing and women's studies

Elisabeth G. Alderks

Instructor in English

Mark Allister

Professor of English and Environmental Studies
American literature; environmentalism; popular music; men's studies; American studies

Anne G. Berry

Instructor in Writing

Karen Cherewatuk (on leave fall)

Professor of English
old English; middle English; Arthurian literature; Caribbean literature; medieval European tradition

Marc David

Visiting Assistant Professor of Sociology/Anthropology
race and class; history and memory; public policy and the politics of knowledge; North America

Sally Franson

Visiting Assistant Professor of English

Carlos Gallego

Associate Professor of English
Chicano/a studies; 20th century American literature; comparative ethnic studies; philosophy and critical theory; cultural studies

Joan Hepburn

Associate Professor of English
African American literature; drama; race and ethnic literature; western African drama in English

Lise R. Hoy

Assistant Professor of Romance Languages - French
19th 20th century French literature; second language acquisition

Jennifer Kwon Dobbs

Associate Professor of English
poetry and poetics; creative nonfiction; Asian American literature; critical adoption studies

Anthony D. Lott

Associate Professor of Political Science and Environmental Studies
international law; international relations; international security

Karen E.S. Marsalek

Associate Professor of English
medieval and early modern literature, especially drama; history of the English language

Joseph L. Mbele

Associate Professor of English
folklore; English post-colonial and third world literature

Linda Y. Mokdad

Assistant Professor of English
film history; classical film theory; feminist film theory; art cinema; Arab cinemas

Jonathan T. Naito

Assistant Professor of English
twentieth and twenty-first century British and Irish literature; postcolonial studies; black and Asian British literature; Samuel Beckett

Maria M. Oriña

Assistant Professor of Psychology
social psychology; intimate relationships, social influence and persuasion; social development

Juliet Patterson

Instructor in English
creative writing; contemporary American poetics; hybrid literature; environmental literature

Diana Postlethwaite

Professor of English
nineteenth-century British literature; the novel

Rebecca S. Richards

Assistant Professor of English
rhetoric and composition; feminist/gender studies; media studies

Paul J. Roback

Professor of Mathematics, Statistics, and Computer Science
statistics

Matthew Rohn

Associate Professor of Art and Art History and Environmental Studies
19th and 20th century art; American culture; gender and multi-cultural studies; social justice; visual ecocriticism

Kaethe E. Schwehn

Visiting Assistant Professor of English

creative writing

Mary E. Titus

Professor of English

late 19th-early 20th century American literature; literature of the American south; gender theory; material culture

Mary E. Trull

Associate Professor of English

sixteenth- and seventeenth- century English literature

Colin Wells (on leave Interim and spring)

Professor of English

early American literature; eighteenth- century literature

International and Domestic Off-Campus Studies

St. Olaf College, through International and Off-Campus Studies (<http://wp.stolaf.edu/international>), creates and provides programs that serve the mission of the College at sites in the United States and abroad. These programs are characterized by the integration of academic and experiential education. The experiential component of these programs amplifies and extends the liberal learning that occurs on campus and enhances students' global perspective by helping them encounter and understand changes confronting our world in a context of global community and world citizenship.

Around three-fourths of all St. Olaf students participate in off-campus programs, many of them led by St. Olaf faculty members. Of the participants, about 90 percent have studied internationally, in places as diverse as Aberdeen, Bangalore, Chiang Mai, Dakar, Irkutsk, and Istanbul. Around 10 percent have participated in domestic programs — ranging from Interim courses on environmental psychology in Rocky Mountain National Park or the contemporary art scene in New York City, to semester programs on urban studies in Chicago or politics in Washington, DC. A number of students find off-campus study so valuable that they participate in two or three programs during their St. Olaf careers.

Of equal importance is the fact that faculty members find these programs extremely rewarding — both for their students and for themselves. That is why, in the more than 40 years that St. Olaf has been sponsoring them, the college's field-supervised programs (Mediterranean Semester, Term in Asia, Global Semester, and more recently, Environmental Science in Australia) have been led by more than 50 different professors, and 140 faculty members have led more than 300 off-campus Interim courses.

Each off-campus offering has a program advisor. Program advisors are St. Olaf faculty members who are particularly well qualified to offer academic advice on specific programs.

It is strongly recommended that all first-year students discuss off-campus study plans with their academic advisor and with the International and Off-Campus Studies Office advisor. Students with an interest in a particular program should also consult the faculty program advisor.

Consortial Activities

Exchange agreements and the college's membership in consortia make it possible for students to participate in a number of exciting off-campus programs in addition to the ones sponsored by St. Olaf itself.

St. Olaf is one of 14 liberal arts colleges that make up the Associated Colleges of the Midwest (ACM). Other ACM members are Beloit, Carleton, Coe, Colorado, Cornell, Grinnell, Knox, Lake Forest, Lawrence, Luther, Macalester, Monmouth, and Ripon.

St. Olaf is also a member of the Higher Education Consortium for Urban Affairs (HECUA), which offers students specialized programs in domestic and international sites focusing on community issues and social change.

Policies and Procedures

Students are responsible for adhering to the regulations and policies contained in the Academic Regulations (p. 16) section of this catalog. In particular, students on St. Olaf off-campus programs are directed to refer to the policies on "Graded and Ungraded Courses (p. 32)" for full details on how off-campus programs affect this graduation requirement.

Qualifications

Nearly all St. Olaf students who study off campus do so during their sophomore, junior, or senior years. (A few Interims are open to first-year students.) The college's 4-1-4 calendar (two semesters separated by an Interim in January) contributes to the flexibility: it enables students to participate in programs that last a month, a summer, a semester, half a year, or a full year.

Students intending to take part in a recognized program off campus must be in good academic standing, be sufficiently mature to benefit from such study, and physically able to participate in the core activities of the program. Many programs have prerequisites, including introductory or advanced courses in a specific discipline or certain levels of language proficiency. Some programs are competitive, and applicants are accepted based on meeting a standard set of criteria governing the selection process. Details about all St. Olaf-approved Interim, summer, semester and year-long programs, program advisors, prerequisites, and application deadlines and procedures are found on the International and Off-Campus Studies Web site (<http://wp.stolaf.edu/international>). The brief descriptions located in this catalog, however, will give you an idea of the breadth and depth of St. Olaf's off-campus study opportunities.

Fees

Students in all St. Olaf-sponsored programs pay the St. Olaf tuition plus additional travel and on-site costs that vary, depending on the nature of each off-campus program. Apart from these payments, students are expected to cover passport and visa fees, the cost of additional independent travel, and personal expenses on their own. St. Olaf financial aid is available for St. Olaf off-campus programs. Information about special scholarships for off-campus study is available from the Financial Aid Office or the International and Off-Campus Studies Office advisor.

Faculty-Led Semester Programs

St. Olaf faculty members organize and lead semester programs that range in length from four to five months and cover a wide variety of subjects. Two programs are offered annually during fall semester (one continuing through the January Interim), a third is offered every other year during the spring semester. See International and Off-Campus Studies Web site (<http://wp.stolaf.edu/international>) for course details and general education requirements that the courses fulfill.

Mediterranean Semester (Fall Semester)

The Mediterranean Semester examines the continuous interaction of several major civilizations around the rim of the Mediterranean Sea. The program investigates the historical development of three countries/regions and current changes going on in each of them. Throughout the semester, students encounter numerous ethnic and religious communities and the interplay between

European and Middle Eastern influences. The program begins in Turkey, which is a connecting point between Europe, the Middle East, and Asia. The former Ottoman Empire based in Turkey influenced all of the other regions visited during this program. The program continues in Morocco, which shares much religiously and culturally with other countries in the Middle East but was also influenced by Europe during the period of colonialism. The program will finish with an interdisciplinary course based in Jerusalem where Judaism, Christianity, and Islam co-exist.

The program offers students three courses of study taught in affiliation with local educational institutions. The St. Olaf field supervisor provides a fourth course that runs concurrently with the others. Extensive excursions to sites in each of the countries are integrated into the courses of study.

Note that Mediterranean Semester will not be offered in Fall 2015.

Political Science ME 254: Political Institutions of the Middle East
This course examines social changes and political developments in the Middle East and their impact on emerging political institutions. It includes study of Islam and its relation to political institutions and the special role of Turkey in Middle Eastern affairs and in relation to Europe and the United States. The prospects for peaceful resolution to the Arab-Israeli conflict are also discussed. (Bogazici University).
Counts toward major: Political Science.

Sociology ME 257: Social Change in Moroccan Society
This course explores the forces that have given Morocco cohesion and continuity in a rapidly changing world. Special emphasis is given to the impact of colonialism and to topics such as the family, religion, law, and politics.

Interdisciplinary ME255: History, Religion and Politics in the Palestine-Israel Conflict

This course provides a historical overview of religion, colonialism, and imperialism in the Middle East and considers implications for the Palestine-Israel conflict. Covering a broad range of historical periods and political events, the course surveys the role of religion in the domestic contexts of Palestine and Israel and reveals how world politics and powers have shaped the conflict until today, with particular focus on Jerusalem. Counts toward concentration: Middle Eastern Studies.

Field Supervisor's Course - changes annually. Program not offered in Fall 2015.

The Global Semester (Fall Semester and Interim)

The Global Semester is a five-month academic program offering five courses in different parts of the world. Courses are designed to enable students to develop windows on the world from distinct academic perspectives through class lectures, field trips, and other activities. The program aims to facilitate immersion in the daily life of each community and develop comparisons with American society. Students are encouraged to incorporate a global view into their liberal arts study of what it means to be a citizen of the world.

The itinerary takes the group around the world with visits to Greece, Egypt, India, Thailand, Hong Kong, China, and South Korea. The academic program focuses for one month on each of four countries: Egypt, India, Hong Kong, and South Korea. In cooperation with

coordinators in each of the four countries and in association with staff members of the American University in Cairo, the Ecumenical Christian Centre (Bangalore, India), Chinese University of Hong Kong and Yonsei University (Seoul, South Korea), students study Egyptian history, religions of South Asia, Chinese art and Korean society.

History GL 257: Themes in Ancient Graeco-Roman and Islamic-Egyptian History

Lectures, discussions, and extensive field trips provide understanding of significant developments and themes in Egypt's ancient and medieval past with emphasis on dynastic Coptic and Islamic periods. Field trips include a visit to Luxor. Counts toward major.

NOTE: Should political developments necessitate, the time in Egypt would be shifted to an alternate location.

Religion GL 251: Religions of India

Lectures, discussions, and field trips provide the basis for an understanding of the history and practice of Islam, Buddhism, Hinduism, Christianity, and other religions in India. Religious scholars from India provide the background for an understanding of the assumptions, views, nature, traditions, and contemporary practices of the dominant religious expressions in India. Counts toward major.

Art GL 241: The Arts of China

Survey of Chinese art, its function, technique, and aesthetic elements from bronzes and oracle bones of the Shang Dynasty to porcelain and scroll paintings of the Ching Dynasty. Counts toward major.

Sociology GL 255: Korean Society

Introduction to the social structure and institutions of contemporary South Korea, including population, urbanization, social class and mobility, work organizations and labor relations, family, and women. Counts toward major.

Field Supervisor's course 2015: Chemistry 150: Molecular Gastronomy

This interdisciplinary course takes a scientific approach to understanding the sensory perception of flavor by beginning with an exploration into the molecules that impart flavor to cuisine, followed by study of how these molecules and regionally specific pairings of ingredients create biochemical responses in the mouth and nose. Finally, the course covers how the biochemical responses are carried to the brain where they are translated into the perceived flavor. Exploration and discussion centers on the authentic foods and flavors of the regions visited.

Environmental Science in Australia (Spring Semester)

Note: Normally offered every other year. Offered in Spring 2016.

The flora, fauna, ecological habitats, and human history of Australia offer opportunities for study that are unique in diversity. This program will start in Melbourne during Australia's late summer and move northward into the warmer latitudes during the semester as the fall season progresses. All travel will be in the eastern third of the country where the greatest diversity of natural habitats and human activity occur. A combination of lectures, extensive field experiences, and brief research projects will enable students to learn about and appreciate this fascinating continent. Students considering this program should be aware that it has a demanding physical schedule and moves frequently to new locations.

Biology 224: Marine Biology

Field trips will explore many habitats from mud flats to coral reefs. Studies will occur at several marine research facilities located throughout the Southern Ocean and Pacific Ocean. At least one week will be spent at the Heron Island Research Station on the Great Barrier Reef. Participants will begin to appreciate the unique diversity of marine organisms and habitats, why we should be concerned about them, what factors threaten the survival of species and policies that influence how we can conserve them.

Biology 226: Terrestrial Ecology

Course will examine organism-environment interactions and the study of populations and biological communities across Eastern Australia's diverse terrestrial ecosystems from coastal sand dunes to subtropical rain forests as well as the dry outback. Field trips will include two week-long camping trips in remote areas. Studies will occur at many national parks and involve hands-on project planning, data collection and scientific presentations. Participants will begin to appreciate the unique diversity of terrestrial organisms and habitats, pressures from the biotic and abiotic environment that bring about change in biological communities, and how ecological research and inquiry connects to conservation and/or preservation efforts.

Sociology/Anthropology 222: Cultural Anthropology:

Course features ethnography as a means to gain insight into the ways of life and culture structures in Australia as well as provide an introduction to the traditional and contemporary cultures of indigenous peoples. Course will visit both rural and urban aboriginal communities as well as significant aboriginal sites. Students will explore the juxtaposition of museum holdings with historic and contemporary aboriginal cultures. Special attention will be given to the European impact on the Aborigines and the influence of cultural meanings on the Australian environment over the last 200 years.

Political Science 221: Environmental Policy:

Course will study Australia's governmental structure, political parties, and civic expectations about the role of government as it relates to the making and enforcement of environmental policy and practice. Comparisons and contrasts between the USA and Australia provide opportunities to gain insight between various approaches to environmental challenges and solutions. The historic contexts of European colonization, immigration, and displacement of the Aboriginal Peoples expose continuing cultural challenges in both environmental and social domains. One focal point for this class will be visits to state and/or federal capitals, including Parliament. Topics will range from the roles of local, regional, and national governments to the activities of NGOs to mineral resources to the Great Barrier Reef.

St. Olaf Sponsored Semester Programs

The following semester programs enable a student to complete intensive Chinese language and culture study in China, or biological research or student teaching in India under the supervision of St. Olaf faculty. Students travel independently to China or India for fall semester, and are not accompanied by a St. Olaf faculty member. See the International and Off-Campus Studies Web site (<http://wp.stolaf.edu/international>) for program details and for general education requirements the courses fulfill.

Term In China (Fall Semester)

An exchange agreement enables participants to spend fall semester living in the foreign students' residence hall and studying at East China Normal University (ECNU) in Shanghai, People's Republic of China. Students receive four credits: one from a required course, *Chinese Culture and Society*, taught by an ECNU professor, and three in Chinese language taught by the School of Teaching Chinese as a Foreign Language.

Biology in South India (Fall Semester)

After a four-week introductory course in Chennai and a rural village, which exposes them to India and Indian life, students (juniors or seniors) undertake projects in the areas of rural health care, leprosy, tuberculosis, vector-borne diseases, molecular biology, agriculture, elephant/wildlife ecology, mountain ecology, medicinal plants, and sustainable development. The program fulfills two biology electives and meets the experiential requirement for the environmental studies major or concentration.

India offers tremendous opportunities to study ecology and consider ways in which humans practice agriculture and health care. Participants in the Biology in South India Program complete two independent research projects on topics related to rural health care, leprosy, emerging diseases, agriculture, mountain ecology, and human/wildlife interactions. Prerequisites: BIO 150 Evolutionary Foundations of Biodiversity.

271/272 Independent Study in India**321/322 Independent Study in India**

Student Teaching Abroad (Fall Semester)

Under the direction of licensed teachers, participants can complete student teaching assignments in these international schools:

- Kodaikanal International School, India
- Woodstock International School, India

Faculty-Led Interim and Summer Courses

Off-campus courses, both international and in the United States, are developed and led by St. Olaf faculty each Interim and Summer term. Courses vary from year to year and require an application. Approved courses are listed under the Courses tab for each academic department (p. 41) in the St. Olaf Catalog, designated by "(off-campus)" or "(abroad)" following the course title. Courses open for applications in a given year are listed on the International and Off-Campus Studies website (<http://wp.stolaf.edu/international>) with application instructions and fees.

St. Olaf Affiliated Programs

St. Olaf offers a variety of affiliated off-campus programs. They are consortial programs, exchanges, and provider programs that have been selected for their academic excellence and their fit with the St. Olaf curriculum. All programs have been approved by the St. Olaf curriculum committee and offer St. Olaf resident credit, though grades are not calculated in the St. Olaf GPA. Most are semester or year programs, but there are a few options in Interim and summer

term. Each program has a St. Olaf faculty program advisor who advises and selects participants. Additional information can be found on the St. Olaf International and Off-Campus Studies website (<http://wp.stolaf.edu/international>), including coursework, general education credits, application instructions, and program fees.

Africa

Botswana

ACM Botswana - University Immersion in Southern Africa (Spring)

This program, associated with the University of Botswana in Gaborone, offers students an opportunity to study and observe a relatively new African nation standing on the shoulders of a much older culture. Classroom work, language study (Setswana), field trips, and independent study are combined with on-the-ground observations and extensive interactions with people. Students have the opportunity to live with a local family.

Ghana

The Council Study Center Program - CIEE (Fall Semester, Spring Semester, Full Year)

Sponsored by the Council on International Educational Exchange (CIEE), the Council Study Center in Legon, Ghana, is designed for students excited by the opportunity to be at the cultural and intellectual center of a nation in the process of realizing its potential.

Namibia

Nation-Building, Globalization, and Decolonizing the Mind: Southern African Perspectives (Fall or Spring Semester)

This program, offered by the Center for Global Education at Augsburg College, examines these crucial issues from the perspectives of the new democracies of southern Africa. Students explore these issues by meeting and interacting with leaders of government and civil society, as well as seeing and experiencing the concrete results of these realities at the grassroots level. A crucial part of the program will be investigating the parallels between these societies and the United States.

Sénégal

CIEE Sénégal (Fall Semester, Spring Semester, Full Year)

Based at the Baobab Center and the Université Cheikh Anta Diop in Dakar, Sénégal, this program is designed for students who wish to have an opportunity to live and study in a French-speaking West African country. The program introduces students to Sénégal and Sénégalaise society in its multiple dimensions and allows them to gain an understanding of issues such as education, women's roles, traditional ways of life, and the impact of development and globalization.

South Africa

CIEE - South Africa (Fall Semester, Spring Semester, Full Year)

CIEE offers two different programs in Cape Town, South Africa: CIEE Arts and Sciences involves direct enrollment in courses at the University of Cape Town. Students live in university residences, student houses near campus, or with a family. CIEE Service Learning is a smaller, selective, fully integrated self-contained program that involves core courses in social development and extensive community service in social agencies or schools.

Tanzania

ACM Tanzania - Ecology and Human Origins (Fall)

The ACM Tanzania program offers undergraduates an unusual opportunity to conduct fieldwork in some of the world's greatest paleoanthropological and ecological sites. Students divide their time between the University of Dar es Salaam and the Northern Region of Tanzania. The program is both physically and academically demanding, and only well-qualified students will be selected.

America, North

United States

ACM Arts, Entrepreneurship and Urban Studies Program - Chicago, IL (Fall Semester, Spring Semester)

Students have the opportunity to explore arts, entrepreneurship, or urban studies in depth, participating in classwork and projects across these disciplines. The program offers an innovative mix of academic work, including an internship, independent study project, common core course about the city of Chicago, and a variety of seminars focused on the arts and creativity, innovation and entrepreneurship, and urban studies and social justice. Students explore the vital issues facing cities and the people who live and work in them, while digging deeper to relate these issues to their personal lives, education, and career aspirations.

ACM Urban Education (Student Teaching) Program - Chicago, IL (Fall Semester, Spring Semester)

On the **ACM Urban Education Program**, students engage in an urban student teaching experience with support and guidance --- both inside and outside the classroom -- to foster their learning and growth as teachers. Students work alongside mentor teachers in Chicago schools. In the weekly seminar, they connect educational theory to their classroom experiences. Program field trips include excursions such as the National Museum of Mexican Art, the DuSable Museum of African-American history, the Chicago History Museum, or People's Music School. Students live with other Chicago Programs participants in furnished, shared apartments in various neighborhoods throughout the city of Chicago.

Dual Degree Program, Engineering - University of Minnesota or Washington University, St. Louis

These cooperative 3-2 or 4-2 programs enable qualified students to earn a B.A. from St. Olaf and a B.S. in engineering from the host university. The 3-2 program includes the senior year and fifth year at the host institution, while the 4-2 version accepts students who graduate with the B.A. Typical requirements are a year of chemistry and calculus-based physics, plus mathematics preparation through differential equations. It is also common for graduating seniors to enter a Master of Engineering program directly; such a course would typically involve 2 years of study beyond the B.A.

Environmental Sustainability: Science, Public Policy, and Community Action

Based in Minneapolis/St. Paul, Minnesota, this program addresses key processes of ecosystem degradation and rehabilitation, the social and economic underpinnings of conflict over environmental change, and public policy and community-based strategies that strive toward sustainability. Topics include sustainable agriculture, land use management, watershed protection, industrial pollution, energy projection and consumption, transportation, urbanization, and suburban sprawl.

Inequality in America: Policy, Community, and the Politics of Empowerment, Minneapolis/St. Paul - HECUA (Fall Semester, Spring Semester)

Based in Minneapolis/St. Paul, Minnesota, this program immerses students in the Twin Cities' rich heritage of citizen action on local, national, and global issues. Students explore solutions to the problems of poverty and inequality and become engaged in organizations committed to social transformation.

National Theater Institute (Fall Semester, Spring Semester)

The mission of the National Theater Institute is to expose young theater artists to intensive conservatory-based training and provide an orientation to the professional theater. After a semester of classes, workshops, theater trips, and special events at NTI in Waterford, Connecticut, students have a sense of the commitment necessary for a career in the theater and a deeper knowledge of their capabilities, their strengths, and their weaknesses.

Newberry Seminar: Research in the Humanities, Chicago - ACM (Fall Semester, Interim Seminar)

One of America's great research libraries provides the setting and resources for this program. Students attend interdisciplinary seminars taught by visiting professors and have the opportunity to meet with resident scholars and library staff. In the fall, students write a major research paper based on the Newberry's collections in the humanities. In addition, students may enroll in a one-month seminar in January.

Oak Ridge Science Semester, Tennessee - ACM (Fall Semester)

The Oak Ridge Science Semester is designed to enable qualified undergraduates to study and conduct research in a prestigious and challenging scientific environment. As members of a research team working at the frontiers of knowledge, participants engage in long-range investigations using the facilities at the Oak Ridge National Laboratory (ORNL), near Knoxville, Tennessee.

The Oregon Extension (Fall Semester)

Set on the banks of an old mill pond in the Cascade Mountains of Oregon, this program offers students an adventure in ideas. Using the seminar and tutorial approach, students spend a semester in concentrated study, undistracted by campus life, taking one course at a time. Learning revolves around reading and small group discussions balanced by occasional lectures and individual study projects. Week-long excursions (backpacking in the Sierras, camping at the Oregon coast, exploring San Francisco) separate the course blocks.

Washington D.C. Semester - The American University (Fall Semester, Interim and Spring Semester)

In this program, offered in cooperation with The American University, selected students spend a semester in Washington, D.C., studying government in action. They register for a two-credit seminar, a one-credit internship, and a one-credit individual research project or course elective. Four course credits are awarded for the 16 semester hours. Course levels are determined individually.

Washington Internship Institute (Fall Semester, Spring Semester)

The Institute for Experiential Learning (IEL), founded in 1990, provides experiential education programs and academic-based internships in Washington, D.C. For participants with interests in all fields of study, the program consists of two coordinated seminars and a four-day-per-week internship in the executive and legislative branches of

government embassies or various organizations related to business, law, and social development.

Writing for Social Change: The Political and the Power of the Written Word, Minneapolis/St. Paul - HECUA (Fall Semester)

This program combines traditional methods of literary and cultural analysis with a balance of creative writing workshops in fiction, poetry, and creative nonfiction. It makes use of HECUA's approach to interdisciplinary, reflective critique. The program explores the ways in which creative writers and literature impact communities and examines the role creative writers and literature play in addressing pressing social issues.

America, South and Central

Multi-country

Social Change in Central America: Exploring Peace, Justice, and Community Engagement - CGE (Fall Semester, Spring Semester)

An intensive semester of study and travel designed to introduce students to the key issues facing Central Americans. Students will explore the life and culture of the peoples of Guatemala, Costa Rica, and Nicaragua, and study approaches towards political and economic development being taken in these countries.

Argentina

Argentina - IES: Buenos Aires (Fall Semester, Spring Semester, Full Year)

This program, based in Buenos Aires, is designed to increase Spanish language proficiency, examine area studies in a wide range of disciplines, and immerse students in the culture of Argentina. All students enroll in a language course. Other courses are available in Spanish and English. The option exists to participate in a discipline-specific internship seminar.

Chile

Chile - CIEE: Valparaiso (Fall Semester, Spring Semester, Full Year)

This program, located in a major coastal city, is designed for relatively independent students who seek to matriculate in regular university courses and have a keen interest in contemporary Chilean city life and society. Strong offerings in literature, history, environmental studies, oceanography, and psychology, but other courses are also offered. All course work is in Spanish.

Costa Rica

Language, Society and the Environment - ACM (Fall Semester)

The fall program is an interdisciplinary program for students seeking a comprehensive understanding of life in Latin America and wishing to develop fluency in Spanish. Focusing on humanities and social sciences, it is designed to take full advantage of its Costa Rican setting. In San Jose and its environs, students live with families both to improve their language ability and to enjoy personal involvement in the daily life of a Latin American community.

Field Research in the Environment - ACM (Spring Semester)

The spring program is designed for advanced work in the natural and social sciences. Costa Rica supports an extraordinary variety of plant and animal life and provides rich research opportunities for students of tropical biology and ecology. An equally broad

range of research topics is available for students of anthropology, archaeology, economics, geography, geology, history, political science, and sociology. Students prepare for their research during a month-long orientation which includes intensive language training and a review of field work methodology.

Ecuador

Community Internships in Latin America (CILA) - HECUA (Fall Semester, Spring Semester)

Community Internships in Latin America (CILA) studies philosophical and ideological perspectives of community agencies and groups working with or for low-income and other disenfranchised populations in Ecuador. Internships enable students to apply the results of their learning in making choices about local and global responsibilities, and a required core seminar compares and integrates community-based participation with other models of social change.

Social and Political Transformation in Ecuador - HECUA (Interim)

This course explores socioeconomic issues in Ecuador as manifested in the country's growing inequality and the proliferation of new social movements to address this crisis. Particular emphasis will be placed on indigenous rights, gender equality, the protection and management of natural resources, and Ecuador's new constitution. Students compare and contrast the Ecuadorian experience with developments in other parts of Latin America.

Mexico

Social Work in a Latin American Context - CGE (Spring Semester)

The goal of this program, based in Cuernavaca, is to develop cross-culturally competent, ethical social work professionals with a global perspective by providing a semester of transformative, experiential learning focused on social and economic justice.

Asia

India

Culture, Traditions, and Globalization, Tilak Maharashtra Vidyapeeth University, Pune, India - ACM (Fall Semester)

The Indian subcontinent provides a rich and complex background for the study of a non-Western civilization. India Studies program participants live with Indian host families in Pune, a city that is at once both traditional and highly industrialized, offering students an excellent opportunity to observe the interaction of tradition and modernity that characterizes contemporary India. While there, students enroll at Tilak Maharashtra Vidyapeeth for an academic session, where they have language instruction, choose four other courses, and complete their independent study projects.

Japan

Hokusei Gakuen University Semester, Sapporo, Japan (Fall Semester, Full Year)

Hokusei Gakuen University (HGUS) is well known for its strong international exchange program with over 30 years of experience in hosting international students. HGUS offers excellent intensive Japanese language courses and various content courses on Japan taught in English that complement the courses offered at St. Olaf College. Additionally, HGUS offers unique extracurricular opportunities for international students ranging from various traditional cultural activities (such as wearing *kimono*, tea ceremony, calligraphy, and flower arrangement) and other co-curricular

activities (visiting local elementary schools and overnight trips within Hokkaido) in addition to opportunities available to all other students (participating in student clubs, accessing athletic facilities, etc.). HGUS also offers homestay experiences.

Japan Study, Waseda University, Tokyo, Japan - ACM (Full Year, Fall Semester, Fall Semester and Interim, Interim and Spring Semester, Spring Semester)

Students spend the academic year or semester at Waseda University's International Division in Tokyo after a brief orientation providing intensive language practice and cultural discussions. In addition to required language study, electives may be chosen from a wide range of Asian studies courses taught in English. A family living experience in Tokyo provides an informal education in Japanese culture.

Nagoya University (Fall Semester, Spring Semester, Full Year)

The Nagoya University Program for Academic Exchange (NUPACE) is a short-term student exchange program through which students are given the opportunity to study in Japan for a semester or full year. The curriculum consists of Japanese language instruction, Japanese area studies, international/cross-cultural studies, and wide range of courses in the student's major field of study.

Korea

Yonsei University (Fall Semester, Spring Semester, Full Year)

Yonsei University, situated on a large, quiet, wooded campus in the heart of Seoul, is the oldest university in Korea. The International Division of Yonsei was created to provide study opportunities for non-Korean students. Taught in English, courses are designed to provide a broad introduction to Korea in its Asian and world setting.

Australia and New Zealand

Curtin University (Spring Semester)

Curtin University is located in Perth on Australia's west coast. Instruction is available to students with appropriate backgrounds in any field offered by the university, and students may participate in all of its programs. Accommodations are available on-campus.

University of Otago, New Zealand (Fall Semester, Spring Semester, Full Year)

The University of Otago, the oldest university in New Zealand and its foremost research university, is located in Dunedin. Otago offers undergraduate courses in the liberal arts, social sciences, language, literature and performing arts, business and applied, biological, natural and physical sciences. Students may also pursue New Zealand studies in a number of disciplines.

Europe

Austria

IES Vienna (Fall Semester, Spring Semester, Full Year)

The Institute for the International Education of Students (IES) offers a music program in Vienna specially designed for music majors and other talented instrumentalists and vocalists. Students study German language at beginning or intermediate level and have the opportunity to take courses in music history and music theory. Performance studies are available to all qualified students.

Denmark

See Scandinavia (p. 274).

France

Liberal Arts Programs in Rennes - CIEE (Fall Semester, Spring Semester, Full Year)

The program offers a combination of French language and content courses taken at the Centre International Rennais d'Etude du Français pour les Etrangers (CIREFE) and the opportunity to take regular university courses at the Université de Haute Bretagne – Rennes II (UHB).

Students may also take St. Olaf's French Interim course (FREN 275 Interdisciplinary French Studies in Paris (abroad)) and enroll for the second semester in the CIEE program in Rennes.

IES: Paris (Fall Semester, Spring Semester, Full Year)

The Institute for the International Education of Students (IES) Paris program combines a rigorous curriculum of French language study with course offerings in a number of academic areas. This program is of special interest to students of art and art history, since it offers a series of unique courses in those disciplines.

Germany

Konstanz, Berlin, and Flensburg (Fall Semester and Interim, Interim and Spring Semester, Full Year)

Students who have completed GERM 251 Understanding Narratives may study for either a semester or a full year at the University of Konstanz in southern Germany, the University of Flensburg in northern Germany, or Humboldt University in Berlin, the capital of Germany. One credit is granted for successful completion of the required intensive language course, held prior to the beginning of the German semester. Up to four additional upper-level credits per semester may be earned from university courses. Most fields of study offered by the universities are open to program participants.

Great Britain

London and Florence: Arts in Context - ACM (Spring Semester)

The London and Florence program compares the artistic achievements of two historically prominent cities. Participants study the historical and political context of art, architecture, literature, and theater as well as Italian language. Visits to museums, galleries, and theaters, short trips to other areas of England and Italy, and discussions with local scholars supplement the course work. Students spend eight weeks in each city and enjoy a week-long mid-semester break.

Centre for Medieval and Renaissance Studies, Oxford (Fall Semester, Interim and Spring Semester, Full Year)

Students spend a semester or year at the Centre for Medieval and Renaissance Studies in Oxford. Affiliated with Keble College, Oxford, students become associate members of Keble with access to many of its undergraduate opportunities. Courses of study are available in archaeology, art history, studio art, history, law, languages, literature, music, philosophy, politics, and religious studies.

Harris Manchester College, Oxford University (Full Year)

A limited number of juniors may spend a year studying at Harris Manchester College, Oxford. Harris Manchester College is situated in the heart of Oxford and its neo-Gothic architecture, faculty organization, and student lifestyle are like those of any other Oxford college. As members of the University of Oxford, students have use

of all of the university's facilities — libraries, lectures, associations, sports. Tutorial instruction is primarily available in English, geography, history, philosophy, politics, religion, and mathematics.

Lancaster University (Fall Semester, Interim and Spring Semester, Full Year)

Students may participate in a semester- or year-long program at Lancaster University in northwestern England, where they are fully participating members of the university community. Courses are available in any field, including arts, natural sciences, women's studies, and mathematics.

London School of Economics and Political Science (Full Year)

London School of Economics (LSE) provides economics and political science majors an opportunity to study at a leading British University in the city of London. The school is noted for its work in economic and social policy. Its proximity to the London financial markets provides a rich environment for the study of finance.

University of Aberdeen (Fall Semester, Interim and Spring Semester, Full Year)

The University of Aberdeen, one of the oldest universities in Great Britain, is located on the North Sea coast in northeastern Scotland. Students may participate in the fall semester, spring semester, or full-year program. Aberdeen provides a wide range of departments including law, natural and physical sciences, divinity, arts, and social science.

University of East Anglia (Fall Semester, Interim and Spring Semester, Full Year)

The University of East Anglia (UEA) is located two hours northeast of London near the city of Norwich. Students of junior or senior standing may spend a semester or a full year engaged in study in any one of the disciplines offered by UEA including humanities, social sciences, and natural sciences. Students are full members of the university and are housed in university residence halls.

University of Sheffield (Fall Semester and Interim, Spring Semester, Full Year)

Students may participate in a semester- or year-long program at the University of Sheffield, England's fourth largest city, where they are participating members of the university community. Courses are available in biological science, ecology, environmental science, neuroscience, and molecular biology, as well as other fields appropriate to liberal arts students.

Greece

College Year in Athens (Fall Semester, Spring Semester, Full Year)

CYA focuses on the history, politics, and society of Greece and the eastern Mediterranean region. Its mission is to offer each student the opportunity to experience daily life in a European capital city while providing the academic tools to enable them to understand Greece and the world of the eastern Mediterranean. Students live in apartments in Athens.

Hungary

Budapest Semesters in Mathematics - The Mathematical Institutes of the Hungarian Academy of Sciences and Eotvos Lorand University (Fall Semester, Spring Semester, Full Year)

Designed primarily for junior and senior mathematics majors, this is a cooperative program with the Mathematical Institutes of the

Hungarian Academy of Sciences and Eotvos Lorand University, Budapest. Students take at least three mathematics courses and one or two intercultural courses.

Ireland

Students of junior or senior standing are eligible for programs at an Irish university.

Trinity College, University of Dublin (Full Year)

Ireland's oldest university, founded by Queen Elizabeth I as a training center for church and political leaders, Trinity College numbers many of Ireland's famous writers among its graduates. It is located in the center of Dublin and offers a great variety in its courses.

University College Dublin (Fall Semester, Interim and Spring Semester, Full Year)

University College Dublin (UCD) is the largest of the three Colleges of the National University of Ireland. Among its more famous graduates is James Joyce. The main campus is at Belfield, about three miles from the center of Dublin.

National University of Ireland, Galway (Fall Semester, Interim and Spring Semester, Full Year)

Located in the city of Galway in West Ireland, National University of Ireland, Galway offers a wide range of subjects for study. In the heart of one of the Gaelic-speaking areas of Ireland, Galway provides unique opportunities for contact with both traditional and modern Ireland.

Northern Ireland: Democracy and Social Change - HECUA (Spring Semester)

This program examines the historical, political, and religious roots of the conflict in Northern Ireland, the prospects for peace, and the progress being made. The program explores theoretical approaches to understanding conflict and its transformation, as well as the processes underway in Northern Ireland to create a stable democracy.

Italy

Florence: Arts, Humanities and Culture - ACM (Fall Semester)

The Florence program provides an excellent opportunity for students interested in art history, Romance languages, and the humanities to study Renaissance painting, sculpture, architecture, history, and literature. Italian language instruction, a studio art course option, and courses providing a broad perspective on Italian contributions to world civilization facilitate the study of Florentine artistic and cultural heritage. Visits to museums and galleries, short field trips to other cities throughout Italy, and discussions with local scholars supplement course work. Museum internship opportunities for students with at least some knowledge of Italian prior to arrival to the program.

London and Florence: Arts in Context - ACM

See Great Britain (p. 273).

IES: Milan (Fall Semester, Spring Semester, Full Year)

The Institute for the International Education of Students (IES) offers students the opportunity to combine Italian language study with courses in music and musical instruction. Students study Italian at the beginning or intermediate level and have the opportunity to take courses in music theory, a music performance workshop, or courses in other disciplines taught in English.

Norway

See Scandinavia (p. 274).

Russia

Moscow Art Theatre Semester (Fall Semester)

In this highly competitive program, daily acting classes in the Stanislavsky System, the Michael Chekhov Technique, and movement classes (including biomechanics and ballet) complement voice, design, Russian language, and Russian theater history classes. Students study in the vibrant city of Moscow, visit cultural sites, attend theater productions, and train with master teachers of the Moscow Art Theater School. Classes are held six days a week, from 9:00 am to 5:30 pm.

Novgorod State University (Fall Semester)

The program at Novgorod State University allows flexible language and culture studies while integrating classes outside the St. Olaf Russian major within a Russian context. The semester consists of two language courses, one culture course, and one elective.

Semester in Siberia, Irkutsk (Fall Semester)

This program at Irkutsk State Technological University (ISTU) offers students an opportunity to study in one of the most important geopolitical areas of Russia, Siberia. Students can combine the study of the Russian language with ethnographic studies, studies of ecology and the environment, studies of religious and cultural minorities, studies focused on nearby Lake Baikal, and studies of cultural and business interaction in Asia.

Term in St. Petersburg, St. Petersburg State University - CIEE (Fall Semester)

In cooperation with the Council on International Education Exchange (CIEE) St. Olaf offers a semester program at St. Petersburg University, one of the leading institutions of higher learning in Russia. The 14-week program (late August to mid-December) includes courses in Russian literature, culture, film, grammar, phonetics, conversation, translation, and analytical reading. Lectures include topics from history, political science, art history, and contemporary Russian life. The academic program is supplemented with excursions and field trips, including a trip to Moscow and other Russian cities. The trips are coordinated with the academic program through classroom preparation.

Scandinavia

Denmark's International Studies Program (Copenhagen) (Fall Semester, Interim and Spring Semester, Full Year)

Open to students of junior or senior standing. Classes in the humanities and social sciences, international business studies, molecular biology and genetics, or environmental science of the arctic are taught in English by Danish professors and are integrated with academic field work and study tours. Qualified musicians may also audition to study at the Royal Danish Academy of Music. Students can live with Danish families.

Norwegian University of Science and Technology (NTNU - Trondheim), Telemark University College, University of Oslo, University of Tromsø (Fall Semester, Interim and Spring Semester, Full Year)

Exchange agreements with these universities in Norway allow students to spend a semester or a full year studying in various disciplines within the liberal arts. These universities offer a range of courses in English.

The New Norway: Globalization, National Identity, and the Politics of Belonging, Oslo - HECUA (Fall Semester, Interim and Spring Semester)

HECUA Norway introduces students to contemporary Scandinavia, especially Norway, and to issues of the modern welfare state and social democracies through field study of cities, urban planning, and problem solving. The program, based in Oslo, Norway, includes field study-travel to explore the relationship between Scandinavian countries, the emerging democracies of Eastern Europe, and global politics.

University of Oslo International Summer School (Summer)

The International Summer School in Oslo, Norway, offers a broad program of study on an undergraduate level and some graduate courses. Beginning to advanced Norwegian language classes are also offered. Additional information is available from the International Summer School Office, located on the St. Olaf campus.

Spain

Seville, University of Seville - CIEE (Fall Semester, Interim and Spring Semester, Full Year)

The program in Seville assumes that the student has already achieved the capacity to work solely in Spanish. Courses are available in Spanish language and literature, humanities, and social sciences — some through the regular curriculum of the University of Seville. Sophomore standing or higher and completion of SPAN 250 Gateway to the Spanish-Speaking World plus one additional course with a minimum grade of B- are required to be considered for participation.

Middle East

Egypt

American University in Cairo (Fall Semester, Interim and Spring Semester, Full Year)

Students have the opportunity to take classes, taught in English, from the full curriculum of the university, which is located on a brand-new campus in Cairo. In addition, they can take Arabic language courses. The Zamalek Student Residence or the new campus provides accommodations for Egyptian and international students.

Jordan

Middle East and Arabic Language Studies - ACM (Fall Semester)

This program, operated in partnership with AMIDEAST, provides students with the distinctive opportunity to study the complex issues that dominate the Middle East region. All students take Arabic language coursework appropriate to their level of proficiency (prior study of Arabic is not required) and engage in an independent project of their choosing, under the supervision of the visiting ACM faculty member.

Turkey

Bogazici University in Istanbul, Turkey (Fall Semester, Interim and Spring Semester, Full Year)

Bogazici University, one of the most prestigious universities in Turkey, offers courses in English in a variety of disciplines in the arts and sciences. Turkish language study is not a requirement of the program but is strongly encouraged in order to facilitate interaction with the local culture. Students live together with Turkish and other international students in the modern campus dormitory called the Superdorm.

Pre-Professional Preparation

Education Put to Work

The college is proud of its record of “education put to work.” Breadth in liberal arts study combined with depth in an academic major remains the most adaptable and enduring education for students anticipating productive lives in a rapidly changing world.

A large percentage of St. Olaf graduates continue their education in America’s best graduate and professional schools. Many St. Olaf graduates enter university programs in medicine, law, the fine arts, business and management, and government and public policy, as well as research programs in technologies not dreamed of a decade ago. Other graduates embrace the life and mission of the Church, teaching, and careers in international service, outreach, and travel.

The college counsels patience, search, and reflection in the preparation for future work. Some of the most successful academic programs and majors preparatory for careers are not decided until the end of the sophomore year, and college majors that seem unrelated to specific careers often prove extremely viable. It is noteworthy that many of the country’s top business leaders were philosophy or history majors. Today it is not uncommon to see chemistry majors enter law school and English majors (with requisite health science electives) admitted to medical school.

A number of factors contribute to the success of St. Olaf graduates (<http://wp.stolaf.edu/outcomes>), including an education that recognizes that as knowledge becomes increasingly less compartmentalized it will be those who have learned how to learn who will have the advantage.

Through their regular coursework, innovative options like the Foreign Languages Across the Curriculum (p. 135) program, and the hands-on experience provided by independent study and research options, internships, and programs facilitated by the Piper Center for Vocation and Career (<http://wp.stolaf.edu/pipercenter>), students explore the interconnectedness of the world today and prepare for life in the ever-changing world of tomorrow.

Guiding students in their explorations are the informed and caring men and women of the St. Olaf faculty and staff, who provide continuing support to students in a regular and resourceful program of search and guidance. A number of pre-professional studies programs also help them shape their studies to fit the requirements of America’s top professional and graduate schools.

Pre-Professional Programs

The following roster of pre-professional studies indicates how the liberal arts can fulfill the general as well as the specialized objectives of St. Olaf students. Recommendations are based on the typical pre-professional requirements currently existing in universities and professional schools.

Many other occupations beyond those in this roster may be pursued with a liberal arts background, of course. To learn more about them, call or visit the campus contact persons listed in areas that seem similar.

Subjects grouped under the headings “Strongly Recommended” are required by many institutions while those under “Recommended” are important but not necessarily required. Because of their diverse

nature, many professions such as business and management, law, and public policy defy course-specific recommendations for undergraduates. For example, as many psychology as economics majors in the United States enter business careers each year through corporate training programs. In those instances, recommendations should be considered suggestive, not directive. Opposite examples are nursing (p. 205) and social work (p. 242), which have prescribed curriculums required for licensure examinations.

Students are encouraged to work closely with faculty, pre-professional advisors, department chairs, and the Piper Center for Vocation and Career (<http://wp.stolaf.edu/pipercenter>) during and after their time at St. Olaf.

Accounting (p. 276)

Architecture and Design (p. 276)

Business and Management (p. 277)

Computer Engineering, Software Engineering (p. 277)

Engineering (p. 278)

Information Technology (p. 278)

Journalism (p. 278)

Law (p. 278)

Performing Arts (p. 279)

Pre-Health Studies (p. 279)

Public Policy (p. 282)

Theology and Seminary (p. 282)

Accounting

Campus contact person: Kenneth Creech, Economics Department

Students planning to sit for the CPA examination upon graduation should major in economics or mathematics and take elective courses in accounting and finance. New members of the American Institute of CPAs are required to earn one year of college credit beyond the bachelor’s degree. Students are strongly advised to check the regulations for licensure in the state where they intend to practice.

Strongly Recommended

MGMT 225	Principles of Accounting	1.00
MGMT 237	Managerial Accounting	1.00
MGMT 250	Marketing	1.00
MGMT 251	Management	1.00
MGMT 252	Legal Aspects of Business	1.00
MGMT 281	Corporate Finance	1.00
MGMT 380	Investments	1.00
MATH 126	Calculus II	1.00

Recommended

Courses in statistics and computer science

Architecture and Design

Campus contact person: Chair of Department of Art and Art History

Career paths in architecture include graduate professional programs toward becoming a licensed architect, teaching architecture and/or

architectural history, and involvement in many fields of design, from environmental work, urban design, and landscape architecture, to interior and furnishings design. A studio art major and courses in art and architectural history are recommended. Because architecture requires a comprehensive understanding of culture, it is important to have a background in municipal organization, literature, writing and presenting ideas, aesthetics, logical and ethical problem solving, collaborative work and research, and environmental sustainability, as well as in mathematics and physics.

Strongly recommended

A major in the visual arts with an emphasis in sculpture, painting, architectural drawing, and digital media: ¹

ART 221	Oil/Acrylic Painting	1.00
ART 222	Water-Based Media	1.00
ART 223	Sculpture/Metal Casting	1.00
ART 224	Sculpture/Direct Metal	1.00
ART 225	Architectural Design I	1.00
ART 228	Animated Art	1.00

Strong background in art history:

ART 153	Introduction to Art History	1
ART 251	Art 1776-1880, Revolutionary Art	1.00
ART 252	Art 1880-1945 "The Shock of the New"	1.00
AR/AS 262	Sacred Sites of South Asia (abroad)	1.00
ART 263	Medieval Art	1.00
ART 271	Gothic Art	1.00

Strong background in mathematics:

MATH 119	Calculus I with Review	1
or MATH 120	Calculus I	
MATH 126	Calculus II	1.00
or MATH 128	Honors Calculus II	
PHYS 124	Principles of Physics I	1.00
PHYS 125	Principles of Physics II	1.00

Recommended

Courses in American and European history, American and/or urban studies, literature (especially with advanced writing components), and philosophy

Social science courses

At least one ORC-designated course

¹ An option exists for a customized major via the Center for Integrative Studies

Business and Management

Campus contact person: Sian Muir, Economics Department and Director of Management Studies Program

Students planning to enter the business world immediately upon graduation and seek a career in accounting, finance, management, or marketing should major in economics and consider an area

of emphasis, or they should consider a management studies concentration combined with a major other than economics.

Strongly recommended

MGMT 225	Principles of Accounting	1.00
MGMT 237	Managerial Accounting	1.00
MGMT 250	Marketing	1.00
MGMT 251	Management	1.00
MGMT 252	Legal Aspects of Business	1.00
MGMT 256	Entrepreneurship	1.00
MGMT 257	Entrepreneurship and New Venture Formulation	1.00
MGMT 383	Management Policy and Strategy	1.00
PSYCH 125	Principles of Psychology	1.00

Recommended

MGMT 281	Corporate Finance	1.00
PSYCH 250	Industrial/Organizational Psychology	1.00
THEAT 120	Public Speaking	1.00

The best Masters of Business Administration (MBA) programs do not require a specific undergraduate curriculum. They seek people with strong skills in analysis, communication, and leadership. Typically students entering an MBA program will have two or more years of work experience.

Computer Engineering, Software Engineering

Campus contact person: Richard Brown, Computer Science

Computer science remains at the heart of preparation for careers or graduate study in computer engineering (which focuses on hardware design) and software engineering, since computer science provides a conceptual foundation for computing disciplines. The emphasis on "hands-on" learning techniques, professionalism, and computing ethics and on the development of communication and leadership skills in St. Olaf's computer science major program give a further preparatory boost to future engineers. The following courses are particularly recommended.

Recommended for Computer Engineering ¹

CSCI 251 & CSCI 252	Software Design and Implementation and Software Design and Implementation Lab (0.25)	1.25
CSCI 241	Hardware Design	1.00
CSCI 253	Algorithms and Data Structures	1.00
CSCI 263	Ethical Issues in Software Design	1.00
CSCI 273	Operating Systems	1.00
PHYS 246	Electronics	1.00
Statistics (e.g., STAT 212)		

Recommended for Software Engineering ²

CSCI 251 & CSCI 252 or CSCI 125	Software Design and Implementation and Software Design and Implementation Lab (0.25) Computer Science for Scientists and Mathematicians	1.25
CSCI 241	Hardware Design	1.00
CSCI 253	Algorithms and Data Structures	1.00
CSCI 263	Ethical Issues in Software Design	1.00
CSCI 273	Operating Systems	1.00
CSCI 284	Mobile Computing Applications	1.00
CSCI 300	Topics in Computer Science	1.00

Statistics (e.g., STAT 212)

¹ Also consider CSCI 284 Mobile Computing Applications, CSCI 300 Topics in Computer Science.

² Also consider CSCI 276 Programming Languages.

Engineering

Campus contact person: Jason Engbrecht, Physics Department

Most students choose to complete a B.A. degree at St. Olaf before beginning work on an M.S.E. degree at the school of their choice, an option which typically takes five-and-one-half to six years. A cooperative program exists that enables a student to receive a B.A. degree from St. Olaf and a B.S. degree in engineering from either Washington University in St. Louis, MO, or the University of Minnesota, in a five-year program. Consult the Physics (p. 214) listing in the catalog for further information.

Strongly recommended for civil, electrical, and mechanical engineering

Major in physics

Strongly recommended for chemical engineering

Major in chemistry

Information Technology

Campus contact person: Richard Brown, Computer Science

St. Olaf's computer science major provides a deep foundation for applied computing fields since the concepts of computer science provide insights into all forms of computing and because St. Olaf's program emphasizes "hands-on" experience to build up valuable technical skills and strong liberal arts interpersonal skills. The following courses are particularly recommended.

Recommended for information technology

CSCI 251 & CSCI 252	Software Design and Implementation and Software Design and Implementation Lab (0.25)	1.25
CSCI 263	Ethical Issues in Software Design	1.00
CSCI 273	Operating Systems	1.00

CSCI 276	Programming Languages	1.00
CSCI 284	Mobile Computing Applications	1.00
CSCI 300	Topics in Computer Science	1.00
CSCI 350	Advanced Team Project	1.00

Economics and management studies courses related to business and accounting

Internships in industry and/or on-campus with Information Technology (IT)

Recommended for information systems

CSCI 263	Ethical Issues in Software Design	1.00
CSCI 284	Mobile Computing Applications	1.00
CSCI 300	Topics in Computer Science	1.00
CSCI 350	Advanced Team Project	1.00

Economics and management studies courses related to business and accounting

Journalism

Campus contact person: Chair of English Department

Strongly recommended

ENGL 289	Journalistic Writing	1.00
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Recommended

Other writing courses such as the following:

ENGL 150	The Craft of Creative Writing	1.00
ENGL 288	Reading and Writing the Personal Essay	1.00
ENGL 291	Intermediate Creative Nonfiction Writing	1.00
ENGL 293	Intermediate Fiction Writing	1.00
ENGL 373	Advanced Creative Nonfiction Writing Workshop	1.00

Coursework in American and modern world history, contemporary sociology/anthropology, ethics, computer science, economics, and political science

Coursework in mass media

ART 205	Photography	1.00
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Law

Campus contact person: Roberto Zayas, Piper Center for Vocation and Career

Law schools search for well-rounded individuals who have strong skills in analytical thinking and expression. For this reason there is no set pre-law curriculum at St. Olaf and those interested in attending law school are advised to pursue a program that strengthens their abilities in writing, reading, speaking, and analysis. Students desiring more information should consult with members of the Pre-law Advisory Committee.

Performing Arts

Campus contact persons: Chair of the Art and Art History Department; chair of the Dance Department; chair of the Music Department; chair of the Theater Department

Strongly recommended

A comprehensive major in art, dance, music, or theater

Recommended

Well-rounded background in the liberal arts, particularly the humanities

Teaching majors are offered in art, music, and theater, and the individual department chairs should be consulted for the specific departmental requirements. The Bachelor of Music degree is a professional degree for preparation in music performance, theory-composition, church music, or music education. For specific information about requirements for the Bachelor of Music degree, refer to Music (p. 179) department page in the catalog course listings.

Pre-Health Studies

Pre-health studies are a roadmap through the liberal arts that begins with your admission to college, and ends with your admission to a health professional school (such as a medical school). At St. Olaf College, this route intersects with our commitment (as stated in the Mission Statement) to an education that fosters critical thinking, heightens moral sensitivity, promotes lives of unselfish service to others and challenges you to become responsible, knowledgeable citizens of the world. Pre-health studies are supported by the dedication and efforts of the faculty of the Health Professions Committee (<http://wp.stolaf.edu/pre-health/health-professions-committee>) and the staff of The Piper Center for Vocation and Career. (<http://wp.stolaf.edu/pipercenter>)

Overview of Pre-Health Studies

The following information is intended for St. Olaf students who are in the process of deciding what path their future career will take in the health professions. There are many health careers in addition to human and veterinary medicine, dentistry and nursing. Some of these areas are listed below, along with the HPC member with advising expertise in that area:

Health Careers	Advising Specialist
Audiology	Jeremy Loebach
Chiropractic Practitioner	Susan Kramer (Piper Center)
Discerning Your Path in Health Care	Susan Kramer (Piper Center)
Genetic Counseling	Jay Demas
Health Administration	Ashley Hodgson
Medical Illustration	Diane Angell
Medical/Clinical Technician	Diane Angell
Mental Health	Donna McMillan
Naturopathic Practitioner	Susan Kramer (Piper Center)
Nurse Practitioner	Nicole Beckmann
Occupational Therapy	Cindy Book
Optometry	Jay Demas
Pharmacy	Doug Beussman

Physical Therapy	Cindy Book
Podiatry	Kevin Crisp
Public Health	Susan Kramer (Piper Center)
Veterinary Medicine	Diane Angell

Preparing for any health science profession requires careful planning, as prerequisites vary by field and even by school or program. More information concerning professional preparation for these areas can be found on the pre-health program (<http://wp.stolaf.edu/pre-health>) website. For specific details about the nursing program, please see the nursing major (p. 205) catalog page. Allopathic (MD) and osteopathic (DO) medicine, dentistry, physician's assistant (PA) training, and podiatry will be the focus of the information that follows.

Students should seek advise from their academic advisor, the Piper Center staff, and the HPC as they plan and prepare for health science professions.

Prerequisites for Pre-Medical, Pre-Dental, Pre-Physician's Assistant, and Pre-Podiatry Students

Each medical school (whether MD or DO), dental school, and physician's assistant program differs somewhat in their exact list of courses required for admission. However, St. Olaf's general education curriculum (p. 6) provides you with most of the non-science prerequisites typical of these programs. The following courses are recommended for all students planning on entering medical schools (either MD or DO) or dental schools.

Recommended Coursework (for MCAT preparation and medical school admissions)

MATH 119 or MATH 120	Calculus I with Review Calculus I	1.00
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Two semesters of general biology (typically BIO 150 and BIO 227) 2.00

Select one of the following:

CHEM 125 & CHEM 126	Structural Chemistry and Equilibrium and Energies and Rates of Chemical Reactions ¹	
CH/BI 125 & CH/BI 126	Integrated Chem/Bio I: Chemical Concepts with Biological Applications and Integrated Chem/Bio II: Thermodynamics and Kinetics with Bio Relevance ¹	
CHEM 247 & CHEM 248	Organic Chemistry I and Organic Chemistry II	2.00
CHEM 379	Biochemistry I (organic chemistry is a prerequisite; required at some medical schools)	1.00
PHYS 124 & PHYS 125	Principles of Physics I and Principles of Physics II	2.00
BIO 243	Human Anatomy and Physiology: Organs and Organ Systems (required at some medical schools)	1.00

PSYCH 125	Principles of Psychology	1.00
One sociology course (SOAN 121 is open to first-year students only)		1.00
One statistics course (typically STAT 212)		1.00

¹ MATH 119 or MATH 120 is a prerequisite for CHEM 126 and CH/BI 126

Pre-medical students should note that there is much more to being a competitive candidate for medical school than course planning. A competitive candidate to medical school might have a GPA of 3.6 or above, an MCAT score of greater than 30, significant experience with patients in a medical setting, and long-term volunteer experience (especially working with the underserved).

Pre-dental students should note that many dental schools recommend that students take a semester of introductory psychology, a semester of statistics, and coursework in studio art and English (e.g., composition) in addition to the recommended natural science and mathematics coursework above.

Prerequisites for podiatry programs are similar to those for medical school, and some podiatry schools may accept the MCAT, DAT, or GRE. A student who will use the MCAT when applying to podiatry school should take courses in psychology, sociology, and statistics in addition to the natural science and mathematics courses recommended for pre-medical students.

Prerequisites for physician's assistant programs are similar, but students should note that these programs may not require organic chemistry, biochemistry, or physics; however, these students are also recommended to take:

PSYCH 125 & PSYCH 241	Principles of Psychology and Developmental Psychology	2.00
Medical terminology (typically as BIO 291)		0.25
One course emphasizing speech and communication		1.00
BIO 143 & BIO 243	Human Anatomy and Physiology: Cells and Tissues and Human Anatomy and Physiology: Organs and Organ Systems	2.00
One statistics course		1.00

Recommendations for Graduate Study

Health professionals graduate schools (such as medical schools) are looking for well-rounded individuals who are interested in a wide variety of areas and have demonstrated their interest in both medicine and people. Students should take advantage of the many opportunities to obtain patient contact and observe practitioners at work in their field of expertise. Medically related experience is essential to successful application to many health profession programs; medical schools strongly recommend potential applicants obtain medically related work or other contact with patients, and physician assistant programs often require as many as 1500-2000 hours of work with patients before the student submits an application. The Piper Center's coaches and peer advisors can assist students in arranging internships with physicians in their

hometown, with alumni, or with healthcare professionals in the Twin Cities. Internships during the Interim and summer of the students' sophomore or junior year work well. Students may also shadow healthcare professionals during the summer, or work in a hospital, clinic, or nursing home (e.g., as a CNA); note that formal registration for credit is **not** required.

Some medical schools highly value research experience, whether in the laboratory, the field, or internships (such as the Mayo Innovation Scholars Program). Students should also maintain a high level of involvement in extra-curricular activities. They should select and involve themselves in activities of genuine interest. Extensive involvement in a few activities ranging from music to athletics to clubs (such as the pre-health professionals club, AMSA, Alpha Epsilon Delta, etc.) can demonstrate and develop valued traits such as dedication, commitment, leadership, perseverance, and professionalism. However, extracurricular commitments should not be permitted to negatively influence academic performance.

Health professions schools are also interested in students who have demonstrated compassion and empathy through volunteer activities. Examples of volunteer activity include hospice programs, home health aid, crisis-line counseling, working with individuals with physical disabilities or individuals with developmental delays, working with survivors of abuse, or with disadvantaged youth. Long periods of service involvement are preferred to brief stints in many activities. Note that some medical schools require non-medical volunteer experience, and some physician assistant programs specify that volunteer activity should be unpaid and emphasize working with the underserved.

Special Internships and Opportunities

The Physician in Clinical and Hospital Health Care

The program occurs during the St. Olaf January term at the clinics and hospitals of the Fairview Health System in the Minneapolis-St. Paul area or at the Family Health Clinic in Willmar, Minnesota. Students at the Fairview locations are assigned in pairs to a physician in a given clinical setting who serves as their primary mentor. The students shadow their primary mentor or other designated physicians through their daily activities in pertinent clinical and hospital settings. The student experience involves exposure to primary and specialty care area settings involving all age group patients. Students may experience emergency care and will become acquainted with many providers in discussions about the field of medicine. If appropriate and possible, students will be invited to attend lectures and grand rounds that are held during the student observation period. Students are observers only; they will not participate in the delivery of medical care unless cleared to do so in an emergency. The Fairview Clinics involved are: Burnsville Ridges, Cedar Ridge, Eden Center, Hiawatha, and Lakes Regional Medical Center. Students are responsible for their own transportation to the assigned clinic site either from their home or from campus. Contact Professor Wes Pearson for further information.

Mayo Innovation Scholars Program

Mayo Innovation Scholars Program offers an opportunity for selected undergraduate science and economics majors to evaluate projects submitted to the Mayo Clinic Ventures, the arm of Mayo responsible

for evaluating potential business opportunities for discoveries and inventions created by Mayo Clinic physicians and researchers. This program is an initiative between a select group of Minnesota Private Colleges and the Mayo Clinic, with funding through the Medtronic Foundation. A team of four students will represent St. Olaf College each January and summer in the Mayo Innovation Scholars Program. The project team will be composed of students representing a variety of science and economics backgrounds who demonstrate strong analytical and communication skills and success as an effective team member. Kevin Crisp, Biology and Neuroscience, will serve as the faculty advisor. The team will also be mentored by an MBA graduate student. Students apply through the Piper Center (<http://wp.stolaf.edu/pipercenter>).

Rockswald Health Scholars

This clinical and research internship program provides current St. Olaf students an unparalleled hands-on experience at the Hennepin County Medical Center in Minneapolis, MN. HCMC is known for its dedication to providing care to vulnerable, diverse, and underserved populations regardless of their ability to pay for medical services. Students will expand their professional network and improve their knowledge regarding potential paths within the health care field. Selected participants live in an apartment together in the spirit of support and mutuality. Students apply through the Piper Center. (<http://wp.stolaf.edu/pipercenter/rockswald>)

Health Scholars at Mayo Clinic

St. Olaf alumni at Mayo Clinic have established a research internship program that provides current St. Olaf students an unparalleled hands-on experience at Mayo Clinic in Rochester, MN. Health care is undergoing transformative changes. Understanding how the health care team interacts and collaborates to serve the needs of the patient is critical in order to provide the best quality of care. Students will be exposed to how Mayo Clinic provides comprehensive integrated care through weekly seminars and exposure to healthcare innovation/administration. In addition, students will conduct directed research projects. Selected participants live in an apartment together in the spirit of support and mutuality. Students apply through the Piper Center. (<http://wp.stolaf.edu/pipercenter/health-scholars-mayo-clinic>)

Independent Study in Human Anatomy

For the past 22 years, the Human Gross Anatomy Independent Study course offers a unique opportunity for eight undergraduate students to dissect two human cadavers. Dissection is completed during the fall with the expectation that dissectors will also participate as teaching assistants for the lab component of the Human Anatomy and Physiology II course. Students apply through the Biology Department.

Courses

Additional Courses of Interest

BIO 143: Human Anatomy and Physiology: Cells and Tissues

The study of the anatomy and physiology of the human body is founded on a thorough understanding of the structure and function of cells and tissues. Students attend lectures plus one 3-hour lab per week. Nursing and exercise science majors may pre-register for this course. This course may not be taken after completion of BIO 125, CH/BI227, or BIO 227. Offered in the fall semester. Counts toward exercise science major.

BIO 231: Microbiology

Microbiology examines the morphology, composition, metabolism, and genetics of micro organisms with emphasis on bacteria and viruses. Students examine the dynamic impact of microbes on humans, the immune response, and the role of microbes in the environment. Students attend lectures plus one three-hour laboratory per week. Offered annually.

Prerequisites: BIO 143 or BIO 150, and one Chemistry course.

BIO 243: Human Anatomy and Physiology: Organs and Organ Systems

Students journey toward greater understanding of the human body through an integrated study of the structure of the body (anatomy) and how organs such as the brain, heart, and kidney perform their remarkable functions (physiology). The course is designed primarily for students intending careers in the health sciences. Students attend lectures plus one three-hour laboratory per week. Offered annually. Counts toward exercise science major, neuroscience concentration, and biomedical studies concentration (for students through class of 2016).

Prerequisite: BIO 143, or BIO 150 and BIO 227, or BIO 125, or CH/BI 227.

BIO 284: Peruvian Medical Experience (abroad)

This course is a service/learning experience. Week one is spent on campus learning basic clinical techniques, examining emerging disease, and studying existing health care issues. Students spend three weeks in Cuzco, Peru, assessing patient needs in a public hospital, a homeless shelter, orphanages, and a small village. Week four involves discussion and writing reflective journals. Apply through the Office of International and Off-Campus Studies. Offered during Interim.

Prerequisites: BIO 150 or BIO 126 or BIO 231, and BIO 291.

BIO 382: Immunology

Immunology focuses on the structure, development and function of the immune system. The course explores the molecular and cellular basis of the immune responses. The application of immunological principles to allergy, autoimmunity, AIDS, transplantation, and cancer are included. Students attend lectures plus a two-hour discussion per week. Counts toward biomolecular science concentration.

Prerequisite: BIO 227 and BIO 233, or BIO 125 and BIO 233.

CHEM 260: Medicinal Chemistry in Jamaica: An International Perspective (abroad)

In this course students gain an appreciation for the drug development process, including how natural products are isolated, how their structures relate to activities, and how research into the mechanism of disease leads to the targeted development of drugs. Issues relating to medicinal chemistry in a developing-world context, medicinal plants, and the chemical basis of folk medicine are discussed. Offered alternate years during Interim. Counts toward biomedical studies concentration (for students through class of 2016).

Prerequisites: CHEM 248 and CHEM 254.

ECON 245: Economics of Health Care

The health care sector in the U.S. is undergoing rapid change that affects patients, providers and payers. Managed care and managed competition are restructuring the delivery of health care services and reducing costs, while frustrating physicians and patients. The course examines the economic factors leading to the changes, current issues and controversies, and federal health policies. Students interested in nursing, medicine, and the sciences are encouraged to enroll. Offered annually. Counts toward American studies major. Counts toward biomedical studies concentration (for students through class of 2016).

Prerequisites: one of Economics 110-121 or permission of instructor.

ESTH 110: Nutrition and Wellness

This course explores the sources, chemical composition, and metabolic behavior of nutrients. Nutritional requirements for a balanced diet are examined as well as the consequences of excesses and deficiencies. Students use nutrition tools and guidelines to make sound food choices, learn how to read food labels, and consider factors affecting food consumption. Class activities increase students' awareness of a healthy diet, help students evaluate nutrition behaviors, and facilitate a nutritionally sound lifestyle. Offered annually. Counts toward biomedical studies concentration (for students through class of 2016).

HIST 296: Medical Vocation in Historical Context

This course surveys the history of the medical professions in Europe and the U.S. from 1700 to the present, with attention to legacies from earlier periods. The unifying theme is "vocation," understood as a lived experience shaped by the values and expectations of practitioner, profession, and society, and manifested in various ways. Students examine scientific, cultural, institutional, ethical, and personal factors influencing the development of physicians and their practice in specific historical contexts. Offered periodically. Counts toward biomedical studies concentration (for students through class of 2016).

PHIL 250: Biomedical Ethics

This course clarifies central concepts and distinctions developed in the literature of moral philosophy and applications of those concepts and distinctions to concrete moral problems that arise in the practice of medicine. Issues may include euthanasia, abortion, medical paternalism, allocation of scarce medical resources, culturally sensitive medical care, pandemics, and conflicts of loyalty in managed care. Readings are drawn from both philosophical and medical discussions. Offered annually. Counts toward biomedical studies concentration (for students through class of 2016) and neuroscience concentrations.

Prerequisite: completion of BTS-T or permission of instructor.

SOAN 267: Medical Anthropology

How do people understand illness and healing? How does social inequality shape health? These are among the questions explored by medical anthropology. In this course students examine the ways people in different societies experience their bodies, by looking at AIDS in Haiti, old age in India, and childbirth in the United States. Students investigate diverse understandings of health, different means of promoting healing, and the role of power in providing medical care. Offered annually in the fall or spring semester. Counts toward biomedical studies concentration (for students through class of 2016).

Public Policy

Campus contact person: Rebecca Judge, Economics Department

Recommended: Courses in political science and economics are most directly applicable and are strongly recommended. However, a broad liberal arts education also provides strong preparation. Courses in all disciplines can offer unique perspectives on public policy issues and excellent training for a career in public service.

Students with an interest in an international career (such as the Foreign Service) should, in addition to courses recommended above, pursue advanced foreign language studies.

Theology and Seminary

Campus contact person: College Pastor Matthew Marohl; Chair of Religion Department

The Association of Theological Schools recommends that college students study the following subjects:

English language and literature

History, including non-Western cultures as well as European and American

Philosophy, particularly its history and its methods

Natural sciences, both the physical and the life sciences

Social sciences, where psychology, sociology, and anthropology are particularly appropriate

The fine arts and music, especially for their creative and symbolic values

Biblical and modern languages

Religion, both in the Judeo-Christian and in the Near and Far Eastern traditions

Students should acquaint themselves with the specific entrance requirements of the schools to which they might apply.

Students interested in further advice may consult with the college pastor or with members of the Religion Department.

Admissions and Financial Aid

- Admissions Procedures (p. 283)
- Financing Your Education (p. 287)
- Financial Aid Program (p. 284)

Admissions Procedures

wp.stolaf.edu/admissions (<http://wp.stolaf.edu/admissions>)

St. Olaf College seeks to assemble a student body that reflects a variety of geographic, cultural, socio-economic, racial, ethnic, and religious backgrounds. Each class reflects the college's commitment to enrolling a diverse and energetic group of students eager to embrace the challenges of a liberal arts education. Admissions decisions take into consideration academic achievement and aptitude, personal qualifications, evidence of service and leadership, and significant involvement in school and community.

If you have questions about the application process, please contact the Admissions Office at 800-800-3025.

Recommended Preparation

A secondary school program combining breadth and depth is an excellent preparation for study at St. Olaf. Honors, Advanced Placement, International Baccalaureate, Cambridge A level, or accelerated and enriched coursework, when available, are particularly helpful. St. Olaf recommends a program of study that includes the following:

- Four years of English;
- Three to four years of mathematics;
- Three to four years of natural science;
- Three to four years of social studies; and
- Two to four years of the same second language, including study in the senior year.

Successful applicants to St. Olaf have pursued an academically rigorous high school program that emphasizes creativity, writing, and critical analysis. Analytic and quantitative skills are important for all students. In addition, students are encouraged to take academic electives such as computer science, economics, the fine arts, geography, journalism, sociology, speech, and world history. Keyboarding, word processing, health, and physical education, while valued, are not acceptable substitutes for academic subjects.

Careful attention is given to each application, and explanation of special circumstances is encouraged. St. Olaf offers a variety of courses designed to meet the diverse needs, interests, and qualifications of new students.

Application Requirements

Each application for admission is reviewed on its own merit. Applicants to St. Olaf must submit:

1. The Common Application, available from high school guidance offices or online at <http://www.commonapp.org> or <http://wp.stolaf.edu/admissions/apply/>.
2. An official transcript from an accredited high school or equivalent (see below). This transcript must include grades through the junior year in high school.

3. Scores from either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) (see below).
4. One (two are encouraged) letter of recommendation from a teacher, preferably from a class taught in grades 10-12 in an academic subject: English, foreign language, history, social studies, mathematics, or the natural sciences.
5. An additional letter of recommendation, which may come from another individual who knows the applicant well.

High School Transcript

An official transcript of the high school academic record showing completed high school work, rank in class (where available), and test scores must be submitted by the appropriate deadline.

College Entrance Tests

The single most important academic factor for applicants to St. Olaf is the record of achievement reflected in the candidate's high school transcript. Standardized test results are important, but a secondary factor. Applicants are advised to take either the ACT or SAT early in the college admissions process, and not later than fall of the senior year. High school counseling/guidance offices have information on the tests, test dates, testing centers, and registration procedures.

Types of Application

Two types of application are available to students: Early Decision and Regular Decision

Early Decision Application

Early Decision is designed for students who have determined that St. Olaf is their first choice. Students may not submit Early Decision applications to other institutions and must withdraw all other applications upon acceptance. There are two rounds of Early Decision. Applicants who submit their complete Early Decision I application by November 15 will be notified by December 15. Applicants who submit their complete Early Decision II application by January 1 will be notified by February 1.

Regular Decision Application

Students considering a number of different colleges should apply under our Regular Decision process. The Regular Decision application deadline is January 15 and applicants will be notified on or about March 15.

Admission to the Music Program

Students who intend to major in music or who wish to apply for a St. Olaf music scholarship must submit the music scholarship application form, audition CD, music resume, and letter of recommendation to the Music Admissions Office by December 15. All students must also complete the college application for admission by January 1. More information can be found online at wp.stolaf.edu/musicadm/ (<http://wp.stolaf.edu/musicadm/>) or by calling 507-786-3297.

Admission of Transfer Students

To receive full consideration for admission for September 2015, transfer students must complete the application for admission by April 1 (notifications sent by May 1). Applications completed after that date will be considered on a rolling and space-available basis. Transfer students should complete the Common Application along with the Registrar's Report. Students should also submit an official

final high school transcript and official college transcripts showing all completed college coursework. The St. Olaf registrar will provide transfer students with an evaluation of their transcripts for transfer of course credits. More information on transferring can be found here: <http://wp.stolaf.edu/admissions/home/transferring/>

A maximum of 18 courses may be transferred. St. Olaf requires a residency of 17 courses over the equivalent of two years. The grades earned at other institutions are entered on the St. Olaf record but are not calculated in the St. Olaf grade point average.

Transfer Courses and Credits

See Transfer of Credit to St. Olaf College (p. 16)

The Academic Regulations (p. 16) section of this catalog contains important information about limitations on future transfer courses taken at other colleges after a student transfers to St. Olaf. Transfer students should also refer to the credit scale printed later in this chapter. Questions should be directed to the Office of the Registrar and Academic Advising at 507-786-3015.

International Students

Students who are neither U.S. citizens nor permanent residents of the United States are considered international students at St. Olaf College who may apply under the Early Decision or Regular Decision processes. International students are required to submit official results of the TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System), ACT, or SAT. If English is not the official language of the student's home country or the primary language of instruction, the TOEFL or IELTS is required. More information can be found online at <http://wp.stolaf.edu/admissions/home/international-applicants/> or by calling 507-786-3025.

Services to international students include airport pickups, special orientation sessions, peer counselors, intercultural programs, friendship family program, and academic, financial, and U.S. Immigration counseling.

St. Olaf College was approved for non-immigrant students by the Immigration and Naturalization Service on December 15, 1983, file number SPM 214F0253.000, and is authorized under federal law to enroll F-1 and J-1 non-immigrant students.

National Candidate Reply Date

Students admitted under Regular Decision must notify the Admissions Office of their college choice by the national candidate reply date of May 1. To confirm enrollment, an initial payment is to be made on or before May 1. It will be credited towards the student's comprehensive fee. An additional payment is due by June 1; neither payment is refundable nor transferable.

Advanced Placement, International Baccalaureate, and Cambridge A Level and Credit

See the Transfer of Credit to St. Olaf College (p. 16) section of this catalog for details on Advanced Placement, International Baccalaureate, and Cambridge A Level credit

Transfer Courses and Credit

Consult Transfer of Credit to St. Olaf College (p. 16) in the Academic Regulations section of this catalog for details.

Part-Time Students

"Part-time" students are those who intend to graduate from St. Olaf and who register for fewer than three (3.00) credits in a term. Such students must also apply to the Admissions Office.

Financial Aid Program

wp.stolaf.edu/financialaid (<http://wp.stolaf.edu/financialaid>)

The mission of the Financial Aid Office is to provide access to a St. Olaf education by proactively serving and educating families of varied socio-economic backgrounds. Financial aid programs are administered with a commitment to equity, consistency, and transparency in awarding institutional resources.

The responsibility for financing a St. Olaf education rests first with the student and his or her family. First-year students who wish to be considered for St. Olaf institutional gift aid must complete the CSS/Financial Aid PROFILE and the Free Application for Federal Student Aid (FAFSA). Students interested in applying for federal/state aid need only complete the FAFSA. Returning students must complete the FAFSA and the St. Olaf Online Financial Aid Application. Using an institutionally approved formula, these documents provide the details of the family's financial situation, from which the expected family contribution toward the student's annual educational expenses is calculated.

"Demonstrated need" is the difference between the annual educational expenses at St. Olaf College and the expected family contribution. Demonstrated need is the basis on which most St. Olaf financial aid is awarded. The college provides each student with a financial aid package, which may include scholarships, grants, loans, and/or student employment to meet demonstrated need.

Student Financial Aid

Only full-time students who are degree candidates at St. Olaf College in their first eight semesters are eligible for financial assistance from the college. In most cases, students enrolled for a ninth or tenth semester are not eligible for most grant programs and have larger loan components in a fifth year of enrollment.

Financial aid is credited directly to the student's comprehensive fee account. Financial aid is credited on an equal basis for the fall semester and the spring semester.

An Endowment Advantage

The endowment at St. Olaf (with a market value of over \$440 million in 2015) consists of funds contributed to St. Olaf by alumni, parents, faculty, staff, corporations, foundations, and other friends of the college. Some of the income from the endowment is applied to grants and scholarships.

Endowment earnings and annual gifts help support the operating budget of the college, and thus, every student attending St. Olaf — whether receiving financial aid or not — is a beneficiary of donor generosity.

Scholarships

St. Olaf Academic Scholarships

St. Olaf Academic Scholarships range from \$2,500 to \$24,000 per year. The awards are renewable for each of the recipient's four years at St. Olaf.

Many schools that offer merit and talent scholarships prescribe strict criteria with respect to a high school GPA, test scores, class rank, etc. We have found that such prescriptions often discourage very successful students from competing. As such, we are inclined to respect the differences among high schools and not list a set of minimum criteria for scholarship candidates.

Eligibility for St. Olaf Academic Scholarship awards is based primarily on academic performance in high school; selection is highly competitive. Past recipients have generally presented a high school GPA of 3.8 or higher and are often in the top five percent of their high school graduating class. Evidence of participation in extracurricular activities in addition to academic performance is highly valued.

Recipients of St. Olaf academic awards may be designated a Buntrock Scholar, Presidential Scholar, Dean Scholar, or Faculty Scholar. Up to 60 students are selected as finalists for the Buntrock scholarship.

Candidates who apply to the college and indicate an interest in being considered for a merit scholarship are automatically considered by virtue of their application for admission and supporting materials.

National Merit Scholarships

Applicants who designate St. Olaf College as their first-choice college with the National Merit Scholarship Corporation are eligible for the St. Olaf National Merit Scholarship award. St. Olaf sponsors merit scholars with up to \$7,500 annually.

Fine Arts Scholarships

The St. Olaf Fine Arts division offers a variety of merit scholarships to incoming students who have excelled in the areas of music, dance, art, and theater.

Refer to the website (<http://wp.stolaf.edu/financialaid/aid/how-to-apply/merit-scholarships-2>) to learn more about eligibility and application criteria.

Grants

St. Olaf Grants

St. Olaf Grants are need-based grants from the college to the student; they do not have to be repaid. The amount of the grant is based on the amount of need the family demonstrates through completion of the CSS/PROFILE and the FAFSA.

STEP Grant Program

STEP Grant Program (St. Olaf Education Partnership) provides up to \$1,000 per year per student as a match to scholarships given by Lutheran congregations to their members attending St. Olaf.

Federal Pell Grant

Federal Pell Grant is a federally based grant program with awards ranging from \$626 to \$5,775. The amount of the award is determined by the federal government.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Federal Supplemental Educational Opportunity Grant (FSEOG) is a federally funded grant program for students with financial need. The amount of the award — up to \$4,000 per year — is determined by the Financial Aid Office.

TEACH (Teacher Education Assistance for College and Higher Education) Grant

TEACH (Teacher Education Assistance for College and Higher Education) Grant program is a federal grant program that provides grants of up to \$4,000 per year to juniors and seniors who plan to teach full-time in high-need fields in public or private elementary or secondary schools that serve low-income students. Recipients of TEACH Grants must teach for at least four academic years within eight calendar years of completing their program of study. **IMPORTANT: Students who fail to complete the service obligation will have all amounts of the TEACH Grants received converted to Federal Direct Unsubsidized Stafford Loans that must then be repaid to the U.S. Department of Education. Interest will be charged from the date the grant was received.**

Minnesota State Grant

Minnesota State Grant is a program limited to students who are graduates of a Minnesota high school or whose parents currently reside in Minnesota. Awards, ranging to approximately \$10,600 per year, based on need, are determined by the Minnesota Office of Higher Education.

For state grant purposes, full-time is defined as at least 3.75 courses per semester. Students who are enrolled in fewer credits during the school year may experience reductions in State Grant amounts.

Loans

Federal Perkins Loan Program

Federal Perkins Loan Program offers long-term loans for students who demonstrate financial need. The amounts vary, but cannot exceed \$5,500 per year.

No interest is charged, nor is repayment required, while the borrower is enrolled as at least a half-time student. Perkins loans have a fixed interest rate of 5% and repayment begins nine months after the borrower ceases to be enrolled or is enrolled less than half-time. Repayment must be completed within 10 years.

Federal Direct Stafford Loans (Subsidized and Unsubsidized)

Many students qualify for a Federal Direct Stafford Loan, which can provide up to \$5,500 per year for first-year students, \$6,500 for second-year students, and up to \$7,500 for third- and fourth-year students.

The type of loan awarded is based on demonstrated need. Federal student loans are secured through the Federal Government via the William D. Ford Direct Loan program. As an undergraduate, a student may borrow up to a total of \$31,000 through the Federal Direct Lending Loan program. Direct loans are subject to an origination fee.

For 2015-16, the interest rate on Direct Subsidized and Unsubsidized loans is fixed at 4.29%. The federal government pays the interest

on subsidized loans during in-school and deferment periods. The interest on unsubsidized loans accrues during the in-school and deferment periods. However, payment of principal and interest can be deferred until the student leaves school.

Repayment begins six months after a student ceases to be at least a half-time student and is normally completed according to a 10-year repayment schedule. For those students who borrow about \$4,000 or less, minimum monthly payments of \$50 are required but result in a repayment period shorter than 10 years.

Federal Direct Parent Loan for Undergraduate Students (PLUS)

Parent Loan for Undergraduate Students (PLUS) is a program open to credit-worthy parents. PLUS funds are secured through the federal government via the William D. Ford Direct PLUS Loan program. The PLUS program is guaranteed by the federal government.

Parents may borrow up to the cost of education, minus any financial aid received. For 2015-16, the interest rate on Direct PLUS Loans is fixed at 6.84%. PLUS loans are subject to an origination fee. Repayment on PLUS loans begins within 60 days after receipt of loan proceeds and can be extended over 10 years. Completion of the Free Application for Federal Student Aid (FAFSA) is required.

Student Employment

Need-based, part-time employment on campus traditionally has offered students the opportunity to help defray their college expenses and gain useful work experience. Priority is given to those students who receive student employment as a component of their financial aid award.

Students are typically paid a wage of \$9.00 per hour. Student work awards range from \$1,500 - \$2,300, which equates to approximately 4-8 hours per week. Work awards are not a guarantee that a student will earn a specified amount through campus employment; it is a maximum amount a student has the potential to earn. Student employment on campus usually includes assignments with food service, the library, residence halls, and academic, athletic, or administrative departments.

Specific work assignments are given to new students who have been awarded student employment and who complete a First Year/Transfer Student Employment Application form. New students are notified of their assignments after they arrive on campus.

Renewal of Financial Assistance

Financial aid is awarded on an annual basis and may be renewed to eligible students upon application. The FAFSA (Free Application for Federal Student Aid) and the St. Olaf Online Financial Aid Application must be submitted by April 30 each year. The amount of the renewal award is based on demonstrated financial need.

Students may obtain information and application instructions from the Financial Aid Office.

Satisfactory Academic Progress

To maintain eligibility for all types of financial aid, students must make satisfactory academic progress towards a degree. The standards for maintaining **Satisfactory Academic Progress** (SAP) are based on federal regulations and may differ from standards developed by the

Office of the Registrar and Academic Advising. The standards, outlined below, are cumulative and include all periods of enrollment, whether or not the student received financial aid.

Qualitative Standard of Progress

All students are required to meet the minimum cumulative grade point average (GPA) shown on the chart below.

Quantitative Standard of Progress

All students are required to complete the minimum number of courses in the timeframe outlined in the chart below.

Year	Semester	Courses Completed	Cumulative GPA
1	Fall/Interim	4	1.50
1	Spring	7	1.50
2	Fall/Interim	11	1.75
2	Spring	14	1.75
3	Fall/Interim	18	1.87
3	Spring	21	1.87
4	Fall/Interim	25	1.90
4	Spring	28	1.90
5	Fall/Interim	32	1.95
5	Spring	35	2.00

Maximum Time Frame Standard

Four years or eight semesters is the standard time frame for completing a degree. St. Olaf grants and scholarships are awarded for eight semesters only. Students who enroll in a ninth or tenth semester may be eligible for federal loans and alternative education loans. All federal financial aid recipients are expected to complete their degree at St. Olaf within an acceptable period of time. The maximum time frame for federal financial aid recipients is 150% of the published program requirements.

Evaluation Period

The Financial Aid Office will evaluate Satisfactory Academic Progress after each period of enrollment (Fall, Interim/Spring, and Summer if applicable).

Failure to Meet Standards

Students who are not meeting Satisfactory Academic Progress standards are notified in writing (via the St. Olaf email address).

Warning

If, at the end of the evaluation period, a student has not met either the qualitative standard (GPA) or the quantitative standard (number of completed courses), the student will be placed on Warning for one evaluation period. Students on Warning are eligible to receive financial aid. If at the end of the Warning period a student who has been on Warning has met both the qualitative standard (GPA) and the quantitative standard (number of completed courses), the Warning status is ended and the student is returned to good standing.

Suspension

If at the end of the Warning period, a student who has been on Warning status HAS NOT met both the qualitative standard (GPA) and the quantitative standard (number of completed courses), or the maximum time frame standard, the student shall be placed on

Financial Aid Suspension and will not be eligible to receive financial aid.

Satisfactory Academic Progress Appeals

A student who is placed on Financial Aid Suspension has the right to appeal based on special, unusual, or extenuating circumstances causing undue hardship such as a death in the family, student's injury or illness, or other special circumstances.

For St. Olaf's complete Satisfactory Academic Progress policy, including detailed information on appeals, probation, suspension, and regaining aid eligibility, please visit the Financial Aid Office website at: <http://wp.stolaf.edu/financialaid/aid/terms-and-conditions-of-your-award/> or contact the Financial Aid Office.

Sources of Aid for Students without Demonstrated Need

Families of students who do not qualify for financial aid on the basis of FAFSA applications may qualify for alternate sources of assistance, such as:

- Federal Direct Parent Loan for Undergraduate Students (PLUS)
- Federal Direct Unsubsidized Loans
- Student Private Alternative Loans

For More Information

More detailed information on financial aid can be obtained at the website of the Financial Aid Office (<http://wp.stolaf.edu/financialaid/>), or by contacting:

Financial Aid Office
 1520 St. Olaf Avenue
 St. Olaf College
 Northfield, MN 55057-1098
 507-786-3019, toll-free 877-235-8386
finaid@stolaf.edu

Financing Your Education

wp.stolaf.edu/stuacct (<http://wp.stolaf.edu/stuacct>)

St. Olaf College charges its students a comprehensive fee, which is set annually by the Board of Regents. This fee includes tuition (up to a maximum course load of 4.50 courses per semester), full board and room for on-campus students (special arrangements are made for off-campus students), class dues, the college newspaper, and admission to athletic events, artist series, and convocations.

Comprehensive Fee for 2015-16

Tuition	\$42,940
Room	\$4,720
Board	\$5,070
Total	\$52,730

New Row

Full-time students who take more than 4.50 courses in any semester will be charged 50% of the same academic year's quarter-credit tuition charge per quarter-credit overload.

Above and beyond the tuition, including possible overload charge, additional costs should be anticipated for books, private lessons in

music, and special courses, including study skills and off-campus programs. (See Additional Costs and Fees (p. 288) for detailed information.)

St. Olaf aims to maintain all published charges throughout the school year, but reserves the right to make adjustments and change procedures should unforeseen conditions make it necessary.

Payment Options

Semester Payment Plan

Students pay in two installments. The first semester payment is due on August 28, 2015; the second semester payment is due on January 22, 2016. If payments are not made on time, a finance charge of .5% per month is assessed on the unpaid balance.

Monthly Payment Plan

Ten equal payments on the balance due (after financial aid and \$300 prepayment) beginning July 15. Students enrolling in this plan after July 15 may double or triple the first payment to catch up on missed payments. A participation fee of \$65 applies. The service is administered by Tuition Management Systems (<http://stolaf.afford.com>) (TMS).

Quarterly Payment Plan

Four equal payments on the balance due (after financial aid and \$300 prepayment) beginning July 15 and continuing on September 15, December 15, and March 15. A participation fee of \$65 applies.

The monthly and quarterly payment plans are administered by Tuition Management Systems (<http://stolaf.afford.com>) (TMS). Both the monthly and quarterly payment plans permit families to finance an amount up to the comprehensive fee minus any financial aid awarded by the college. No finance charge will be assessed on monthly or quarterly plans as long as payments are current. TMS offers a life insurance feature for participants.

St. Olaf also accepts ACH and credit card payments for tuition bills. Payments made with ACH or credit card are only accepted online and cannot be paid over the phone or at the Business Office window. In order to pay the bill online the student must log into the Student Information System (SIS) (<https://www.stolaf.edu/sis/login.cfm>). From the Financials section of the SIS, you will find the links necessary to pay via ACH or credit card. In order for someone other than the student to access the Financials page and pay online through the SIS, that person must be signed up for e-bill. Please click here (<http://wp.stolaf.edu/stuacct/e-bill>) for more information regarding e-bill.

For more information contact:

The Student Accounts Office
 St. Olaf College
 1520 St. Olaf Avenue
 Northfield, MN 55057-1098
 Tel: 507-786-3296 or 866-640-4702 or contact TMS directly at 888-722-4867.

Payment Schedule for 2015-16

The comprehensive fee is regarded as an annual charge rather than the sum of charges for each term. Payments for the 2015-16 academic year are due as follows:

- \$300: Returning student payment due on or before March 18, 2015
- \$600: First-year payment due on or before June 1, 2015 (see the Advanced Payment section which follows).
- \$26,065: Due on or before August 28, 2015.
- \$26,365: Due on or before January 22, 2016.

Advance Payment for 2015-16 New Students, \$600

Admitted students receive notice of an initial payment of \$300 to be paid on or before May 1, 2016. An additional payment of \$300 will be due on or before June 1, 2016. The total of \$600 will be credited to the September 2016 comprehensive fee and is neither transferable nor refundable.

Returning Students, \$300

All returning students are required to make a reservation payment of \$300 on or before March 18, 2016, to indicate their intention to re-enroll at St. Olaf in September 2016. Only those who have made this payment by the March 18, 2016 deadline are eligible for room draw and registration appointments in April. This payment will be accepted by the Business Office only on settled accounts.

The \$300 reservation payment will be credited to the September 2016 comprehensive fee and is not transferable. It is subject to the following refund schedule, if intent to withdraw from St. Olaf is communicated to the Office of the Dean of Students:

- On or before April 1, 2016: \$300
- On or before May 1, 2016: \$225
- On or before June 1, 2016: \$150
- On or before July 1, 2016: \$75
- After July 1, 2016: \$0

As an exception, the \$300 reservation payment is fully refundable for those students who do all of the following:

1. File a Free Application for Federal Student Aid (FAFSA) (<http://www.fafsa.ed.gov>) prior to April 15, 2016, and
2. Determine the financial aid award offered is not sufficient to permit re-enrollment at St. Olaf, and
3. Notify the Office of the Dean of Students prior to June 1, 2016, or within two weeks of receiving their financial aid award, that they will not be re-enrolling at St. Olaf in September 2016.

Additional Fees and Costs

Books and Supplies

\$1200 average per year depending on course of study.

Fees for Private Music Lessons

\$475 (in addition to tuition charge). One 30-minute lesson per week, per semester, in voice, piano, organ, or orchestral or band instruments. If a student drops a private music lesson after the beginning of classes for that term (after the sixth day of the semester), there is no refund of the lesson fee. If a student's schedule with overload includes a music lesson, both the music lesson fee and the overload tuition charge are required.

Health Insurance

\$1924 for the 2015-16 academic year. St. Olaf requires that all students enrolled at the College have health insurance. If students are not covered under a comparable health insurance policy, they will be expected to participate in the Student Accident and Sickness Insurance Plan offered through USI Affinity Collegiate Insurance Resources. If a student has health insurance and does not wish to participate in the insurance offered through St. Olaf they must complete a waiver form online. This waiver must be completed each year they are enrolled at St. Olaf. If not completed prior to the 10th day of classes a non-refundable \$1924 will be added to the student's tuition account.

Other Tuition Charges

Students who are permitted to register for fewer than three courses are known as part-time students and will be charged at the following rates:

- Per full course: \$5,370
- Per half course: \$2,685
- Per quarter course: \$1,345

Overload Charge

50% of the same academic year's quarter-credit tuition charge per quarter-credit overload. If a student's schedule with overload includes a music lesson, both the music lesson fee and the overload tuition charge are required.

Handling Fee

\$50. This fee assigned to cover expenses pertaining to late registrations, changes in registration, and special petitions accepted by the registrar.

Transcript Fee

See <http://wp.stolaf.edu/registrar/transcript/>

Official transcripts are \$5 each, paid in advance. Rush fee: \$10.00

Finance Charge

.5% of unpaid balance/accumulated monthly.

Off-campus Nursing Program Costs

Students enrolled in the Bachelor of Arts Nursing program must pay costs of immunizations, CPR certification, transportation to clinical sites per college policy, parking, uniforms, the college nursing pin, and a fee is assessed annually for program costs.

Other Off-campus Programs

Many programs off campus involve additional costs beyond the comprehensive fee. Consult the appropriate office or program advisor for details.

Post Graduate Studies Tuition Reductions

Graduates who wish to pursue nursing, student teaching, a second major, or other additional coursework may qualify for a reduced tuition. Consult the Office of the Registrar and Academic Advising (<http://wp.stolaf.edu/registrar/>) for more information.

Settlement of Account

All accounts are expected to be paid according to the schedule noted above. Any variation from this schedule shall be arranged with Student Accounts.

On accounts carried beyond September 30 for first semester amounts due, and beyond February 28 for second semester amounts due, a finance charge of .5% per month (equivalent to a 6% annual rate) will be added.

No student is permitted to register if the account for a preceding semester has not been paid in full.

Money due a student from loans or scholarships is applied on the student's account and is not given in cash unless the account is paid in full. Work earnings are credited to the student's tuition account or bank account. The amount credited is based on the actual hours worked less taxes. Students working the full work award and applying the earnings to their tuition account may deduct the estimated amount of the semester earnings from the balance due.

The college reserves the right to withhold statements of honorable dismissal, transcripts of courses and grades, or diplomas until all college bills have been paid, or until satisfactory arrangements have been made.

Refund Policy

Tuition, room, board, and fees refunds for anyone leaving within five weeks after the beginning date of any semester will be determined according to the following graduated scale:

- One week or less — 90% refund
- Two weeks or less — 80% refund
- Three weeks or less — 60% refund
- Four weeks or less — 40% refund
- Five weeks or less — 20% refund
- Over five weeks — No refund

After five weeks, no refunds will be made on tuition. Room and board refunds will be pro-rated based on the number of weeks of attendance. Students who withdraw for medical reasons may receive a pro-rated refund of tuition throughout the semester and may be asked to provide the Dean of Students Office with documentation from a health-care provider.

Refund of Interim room and board in case of withdrawal will be calculated on a similar basis with two days of an Interim equivalent to one week of a semester. In those cases where a change is made in courses involving a charge, the above scale will also apply. No refunds in fees will be made for absences from private lessons, except on account of illness of more than two weeks' duration.

Students dismissed because of unsatisfactory work or infringement of college rules will receive refunds as determined by the administration.

Students who enroll for the academic year but who elect to omit an Interim are not eligible for tuition or room credit/refund for the Interim. They may choose to not have an Interim board plan which may result in a credit or adjustment on their student account. Refunds will not be given for absences of less than seven consecutive days. Changing of a board plan for Interim must be done by the

student before he or she leaves for Interim. If not completed before leaving, no refund will be given.

Students who attend St. Olaf for fall semester only, fall semester and Interim only, Interim and spring semester only, or spring semester only will be charged half of the annual tuition. Room and board will be prorated to reflect the partial-year enrollment.

The Withdrawal Process

In order to begin the withdrawal process, a student must contact the Dean of Students Office (verbally or in writing) to begin the paperwork necessary to withdraw or take a leave of absence from St. Olaf. For the purposes of tuition refunds and financial aid refunds, the date of withdrawal is established as the date the student notifies the Dean of Students Office of his/her plans to withdraw. Room and board refunds are based on when the student moves off campus.

Federal Financial Aid Refunds

If the student is the recipient of Federal Title IV funds (i.e., Federal Pell, SEOG or TEACH grants or Perkins, Direct Stafford or PLUS loans) and withdraws from the college before completing 60% of the term, federal regulations require St. Olaf to complete a Return of Title IV Calculation to determine the percentage of Title IV funds to be returned to the federal government. The percentage of Title IV aid to be returned is equal to the number of calendar days remaining in the semester divided by the number of calendar days in the semester. Scheduled breaks of more than five consecutive days are excluded.

If any funds are to be returned after the return of Title IV aid, they will be used to repay state funds, other private sources, and the student in proportion to the amount received from each non-federal source, as long as there was no unpaid balance at the time of withdrawal. If there was an unpaid balance, then all aid sources will be repaid before any funds are returned to the student.

Institutional Financial Aid Refunds

If a student is receiving St. Olaf gift funds, the amount of reduction of the scholarship and grant funds will be pro-rated, reflecting the percentage of the tuition refunded. For example, if 40% of the tuition is refunded, 40% of scholarships and grants will be refunded.

Campus Life

- Academic Resources (p. 290)
- Residence Life (p. 294)
- Student Services (p. 295)
- Co-Curricular Activities (p. 298)
- The Campus (p. 301)

Academic Resources

Academic Advising Office

The Academic Advising office provides administrative and curricular support to all St. Olaf students and faculty advisors. The center provides high-quality, timely service on routine and general academic curricular questions and encourages all students to become more knowledgeable and involved in planning their academic programs.

During the regular academic year, students may make appointments with staff members in Academic Advising office. Contact information: phone (507) 786-6797, fax (507) 786-3758, email: advise@stolaf.edu

Academic Advising

Academic advising at St. Olaf College encourages the integration of the mind, body, and spirit as students learn to create academic, career, and lifelong goals. Students discover how to direct their intellectual curiosity, to overcome personal or academic barriers to learning, and to pursue their goals. Central to this educational process is the collaboration between students and their faculty advisors.

Academic Peer Advisors

Academic Peer Advisors are a select group of current St. Olaf College students who assist in providing quality, timely service on routine and general academic curricular questions. They enable their peers to become more knowledgeable and involved in planning their academic programs. Academic Peer Advisors also assist with academic planning sessions during Week One (new student orientation), set up academic planning sessions during the year, provide support during registration times, and assist the Assistant Registrar for Academic Advising, Transfer Credit, and the First-Year Experience as needed.

Advisors

The Academic Advising office (<http://wp.stolaf.edu/aac>) assigns a faculty advisor to each student. After completing at least one semester, all students may change to a different faculty advisor at any time during the academic year, with the permission of the new advisor via an electronic change of advisor form. The Academic Advising office and the department chairs and program directors oversee the reassignment of advisees for faculty on sabbaticals or other leaves. Generally speaking, no individual faculty member has more than 20 advisees in any given year.

The advice of faculty advisors does not constitute a promise or a contract ensuring a student's graduation on schedule or the completion of specific requirements. Students and faculty advisors must refer to the class and lab schedules (<https://www.stolaf.edu/sis/login.cfm>) to determine which courses fulfill specific graduation requirements. The responsibility for understanding and meeting degree requirements rests entirely with the student. Students have access to their academic records at any time on St. Olaf's Student Information System (S.I.S) (<https://www.stolaf.edu/sis/login.cfm>).

Goals for Academic Advising

Through academic advising, students at St. Olaf:

1. examine the purpose of higher education at a liberal arts institution;
2. examine goals and objectives of the St. Olaf mission statement; (p. 4)
3. develop an understanding of the goals and purpose of the St. Olaf general education curriculum (p. 6);
4. learn to use resources on the St. Olaf campus (<http://wp.stolaf.edu/aac/resources>);
5. learn to analyze and develop an academic plan each semester using the Student Information System; (<https://www.stolaf.edu/sis/login.cfm>)
6. learn to prioritize competing responsibilities (academic, co-curricular, and personal);
7. assess interests and talents and develop academic, personal, and career goals;
8. integrate knowledge and skills acquired before and during study at St. Olaf;
9. develop a desire for life-long learning.

Students' Roles and Responsibilities

The responsibility for understanding and meeting degree requirements rests entirely with the student.

In order to take full advantage of the wide range of academic opportunities at St. Olaf College, students are expected to:

1. express their academic interests and aspirations to their faculty advisor;
2. respond promptly to messages from their faculty advisor;
3. prepare carefully for meetings with their advisor;
4. develop a 4-year academic plan that assists in pursuing a broad range of academic interests, in graduating in a timely manner, and in facilitating a desire for life-long learning;
5. learn how to read a degree audit;
6. explore the breadth of the general education curriculum (p. 6), in order to understand the significance of each of the requirements;
7. pursue an in-depth course of study within a major field (p. 14) chosen from those offered at St. Olaf or independently developed with the assistance and approval of The (<http://wp.stolaf.edu/cis>) Center for Integrative Studies (p. 154). (<http://wp.stolaf.edu/cis>) Each student must declare one major (<http://wp.stolaf.edu/registrar/files/2015/03/Major-Declaration-revised-3-20-15.pdf>) by fall semester of a student's junior year; however, students may declare a major prior to that time. In addition to the one required major, students may choose to declare an area of emphasis or a concentration (p. 14). (<http://www.stolaf.edu/catalog/1415/academicprogram>)
8. consider how to incorporate off-campus study (p. 267) into a long-range plan;
9. become aware of the large number of support services (<http://wp.stolaf.edu/aac/resources>) available on campus.

Academic Advisors' Roles and Responsibilities

Faculty advisors assist the student in fulfilling their responsibilities. Advisors are expected to:

1. maintain confidentiality (<http://wp.stolaf.edu/registrar/ferpa>); (<http://wp.stolaf.edu/registrar/ferpa>)
2. be accessible;
3. help advisees prepare for registration and electronically authorize students to register;
4. encourage advisees to explore available resources to help make decisions regarding academic, career, and lifelong goals:
 - choose courses that lead to a suitable major (p. 14), (<http://www.stolaf.edu/catalog/1415/academicprogram>)
 - get to know faculty members (<http://wp.stolaf.edu/doc/list-of-faculty>), (<http://wp.stolaf.edu/doc/list-of-faculty>)
 - consider off-campus study (p. 267);
5. understand policies and requirements (p. 16) when questions arise:
 - assist advisees in immediate problem-solving by providing advice,
 - when appropriate, refer advisees to the relevant office or resource person;
6. assist advisees in understanding the purpose and goals of higher education in general, and the St. Olaf curriculum in particular;
7. encourage advisees to seek guidance from other faculty members if they declare a major and/or have interests in an area outside their advisor's realm of expertise.

The advice of faculty advisors does not constitute a promise or a contract ensuring a student's graduation on schedule, or the completion of specific requirements. The responsibility for understanding and meeting degree requirements rests entirely with the student.

Academic Support Centers

The Academic Support Center (<http://wp.stolaf.edu/asc>)s (ASC), in collaboration with faculty, staff, and students, assist students who strive to become stronger independent and collaborative learners. The ASC's staff assists those who want to improve their academic performance, either in general or in a particular course. Programs offered by the ASC include:

Academic Tutoring

One-on-one peer tutoring is available in most subjects and is provided upon request, referral and feedback from faculty, and the availability of tutors. In addition to strengthening students' understanding of course material, tutors will assist students to identify subject areas to study or practice, discuss effective participation methods in class, and convey new study techniques. Peer tutors are also available to assist with organization, time management, and study strategies. Tutors collaborate with faculty and Academic Support Centers staff to monitor student progress.

Writing Center

In St. Olaf's Writing Center (<http://wp.stolaf.edu/asc/writing-help>), writing tutors offer in-person writing help with most kinds of writing assignments. Tutors ask questions, listen,

and provide feedback. Writing sessions typically focus on brainstorming ideas, strengthening theses, developing thesis support, organizing paragraphs, and refining sentences. Writing tutors do not edit or proofread, instead they teach students how to do this for themselves. The goal of the Writing Center is to teach writers to write effectively with clarity and confidence.

Language Support for Multilingual Students

An English language specialist is available to provide semester-long or targeted support for multilingual students (<http://wp.stolaf.edu/asc/multilingual-student-support>) who have been referred by course faculty.

Speaking Center

Supporting St. Olaf College's mission to stimulate students' critical thinking and encourage them to be seekers of truth, the Speaking Center (<http://wp.stolaf.edu/speakingcenter>) tutors help students to argue clearly and coherently in speech, to organize and develop thoughtful presentations of their work, to listen and respond to each other in discussion, and, in general, to develop the speaking skills that enable them to be responsible and knowledgeable citizens of the world.

Disability and Access Center

Disability and Access Center (<http://wp.stolaf.edu/asc/dac>) provides consultation and assistance for students with disabilities and resources for their faculty members. Services include identifying barriers to access, determining and arranging for appropriate accommodations, including providing auxiliary aids, offering regular support and strategy instruction, and facilitating communication with faculty and staff.

ASC services are free of charge for St. Olaf students.

The Piper Center for Vocation and Career

The Piper Center for Vocation and Career (<http://wp.stolaf.edu/pipercenter>) is composed of five program areas offering a host of opportunities for students to discern their vocation and gain career-related experience while pursuing an undergraduate degree. Within each program are initiatives that promote the Piper Center's (<http://wp.stolaf.edu/pipercenter>) mission to "provide resources and experiences designed to help students leverage their liberal arts education to achieve their full potential." The Piper Center (<http://wp.stolaf.edu/pipercenter>) is a resource center for students, providing information and assistance to help determine vocational goals and devise well-informed post-graduation plans.

Career Education and Coaching

Career coaches help students develop, implement, and evaluate career and life plans while collaborating with academic departments to integrate concepts of career development into courses of study. Career Education workshops and events are designed to help students identify their vocation and refine their professional skills. From vocational discernment exercises, to mock interviews and salary negotiation, Piper Center (<http://wp.stolaf.edu/pipercenter>) events and workshops provide the

tools to guide students toward a meaningful career or post-graduate opportunity.

Internships, Service, and Leadership

These programs support students in applying classroom learning and developing professional skills. Students utilize services and resources available through the Internship program to identify and prepare for structured educational work experiences. Piper Center (<http://wp.stolaf.edu/pipercenter>) staff work closely with faculty members to develop tools and strategies that encourage students to set learning goals and derive meaning from their credit and non-credit internship experiences. The Civic Engagement program helps connect the classroom with the community – linking students with civic and service opportunities in local, domestic, and international contexts. Collaboration between the Piper Center (<http://wp.stolaf.edu/pipercenter>), faculty members, and community partners enhances learning and encourages students to develop the skills, knowledge, and experience necessary to become engaged citizens.

Recruiting and Outreach

Throughout the year, students have the opportunity to interact with alumni and employers through on-campus and virtual recruiting, information sessions, job and internship fairs, and networking events. Piper Center (<http://wp.stolaf.edu/pipercenter>) staff facilitate numerous on- and off-campus career and networking events where students can take advantage of the vast network of St. Olaf alumni and other supporters living and working locally, domestically, and abroad.

Innovation and Entrepreneurship

The Innovation and Entrepreneurship program promotes creativity among students, faculty, and alumni toward the goal of transforming society. Dedicated to education, research, and service within the liberal arts, the program supports student creativity through innovation grants, courses, internships, business plan development, start-up support, and networking events.

Postgraduate Scholarships and Fellowships

In close collaboration with faculty and academic departments, the Piper Center (<http://wp.stolaf.edu/pipercenter>) oversees the application process for students wishing to apply for nationally competitive fellowships requiring institutional endorsement (<http://wp.stolaf.edu/pipercenter/fellowships-requiring-institutional-endorsement>) such as Fulbright, Marshall, Truman, Udall, Carnegie, and others. The assistant director of fellowships assists students with the discernment process, advises on best practices for assembling a competitive application, shepherds students through the on-campus nomination process, and works in conjunction with academic departments to assemble faculty panels designated to evaluate applicant candidacy for a variety of fellowships awards.

Information Technology

Information Technology (<http://wp.stolaf.edu/it>) (IT) provides computers, software, A/V technologies, telecommunications, and support services to the entire St. Olaf community. All campus

computers connect to the campus network, the Internet, and Internet 2.

Public computing labs are located in all the academic buildings and residence halls. Nineteen departments share or have their own specialized computing labs. This brings the total number of computers available for student use to nearly 1100. Multimedia editing facilities are also available in Rølvaag Library and in the IT Media Lab. The Media Lab offers students the chance to work with video editing, web design, poster and 3D printing, and more.

Nearly all of the St. Olaf faculty rely on some form of computing technology in their teaching, be it podcasts, personal response systems, Moodle, or video production. All college classrooms are equipped with appropriate technologies.

Over 98 percent of all students have their own computer on campus. Students who own a computer can connect to the campus network and the Internet using either the wireless network or a wired connection. Wireless access is available across campus, including many outdoor spaces. Students can access their course assignments, check email, review their grades, view their tuition bills, stream videos, or just surf the web from the comfort of their rooms, the campus green, or from a study space just about anywhere on campus.

IT employs 30 full-time professionals and nearly 70 student employees who support the computing needs of the entire campus. A campus help desk and student computing consultants are available nearly 80 hours per week during the academic year, including assistance in the evenings.

St. Olaf's Libraries and Special Collections

The St. Olaf Libraries provide a variety of carefully selected resources that mirror the breadth and depth of the undergraduate curriculum. These resources are housed in three branches: Rølvaag Library (the "main" library), Halvorson Music Library, and Hustad Science Library. The libraries subscribe to thousands of print and electronic periodicals, core disciplinary journals, and hundreds of scholarly online databases and archival collections to support academic and curricular research.

The strength of the St. Olaf collection is magnified through our partnership with the Carleton College Library via the Bridge consortium which offers a joint catalog of over 1.3 million items, including physical and online video and audio recordings and digital resources. In addition, both schools have recently implemented Bridge², a web discovery tool that provides access to over a billion regional, national, and international academic resources. Strong relationships with national library consortia provide extensive delivery of items via interlibrary-loan.

While the Bridge consortium provides the fundamental resources for undergraduate research, it also has a number of unusual strengths. St. Olaf College has especially strong holdings in the fields of music, Nordic history and literature, and Norwegian-American culture and church life. The St. Olaf Libraries digitize, and make freely available, unique local publications such as the *Manitou Messenger*, the *Viking Yearbook*, and other works of historical significance to St. Olaf College.

The St. Olaf Libraries offer a course-integrated instruction program that teaches students to conduct research in a wide range of disciplines. In a typical academic week, the libraries provide 60 hours

of research assistance at the reference desk. The libraries are open 110 hours per week when class is in session, with extended hours late in the semester and during exams. Twenty-six staff and more than 100 students purchase, organize, and provide access to a rich blend of materials and service points.

Kierkegaard Library

The Howard V. and Edna H. Hong Kierkegaard Library, located within the Rølvaag Library building, is the major research collection outside of Denmark for the study of the thought of the Danish philosopher, Søren Kierkegaard. The library was presented to St. Olaf College in 1976 by the Hongs, who gathered the collection to support their translation into English of the complete works of Kierkegaard, published in 26 volumes by Princeton University Press. The Library is directed by Professor Gordon Marino, a Kierkegaard specialist and professor in the Philosophy Department. Especially during the summer, the library offers programs that bring students and visiting scholars together for research seminars and private study as well as study of Danish for the purpose of reading Kierkegaard texts in the original language. More than 50 scholars a year come to the Library from all over the U.S. and around the world. The collection includes 12,000 book volumes as well as 5,000 periodical and newspaper articles, non-print media, and archival materials. The collection is open Monday-Friday 9:00 a.m.-5:00 p.m. during the academic year, with extended hours in the summer months. Access to the collection at other times is available by appointment. The collection is open to anyone with interest in the study of Søren Kierkegaard, including St. Olaf and Carleton students, faculty, scholars, pastors, and other visitors. For further information, consult the Kierkegaard Library website at wp.stolaf.edu/kierkegaard (<http://wp.stolaf.edu/kierkegaard>).

College Archives

Located in the Rølvaag Library Building, the Shaw-Olson Center for College History contains official records and publications, private papers, photographs, books, periodicals, audio and visual recordings, and museum artifacts that record and illustrate the history and life of the college. These materials provide historical information about the Board of Regents, the faculty, the student body, alumni, academic departments, the curriculum, administrative offices, campus services, college organizations, and campus activities. The mission of the archives is:

1. to preserve materials that reflect the college's identity;
2. to make these materials available to scholars, students, alumni, and other interested researchers; and
3. to promote attention to the college's history.

The collection may be searched electronically with *Fram* at fusion.stolaf.edu/archives/ (<http://fusion.stolaf.edu/archives/>). *Fram* identifies paper records and artifacts, indexes abstracts of all articles in the student newspaper, *The Manitou Messenger* (<http://www.manitoumessenger.com>), and provides full text searching for the St. Olaf magazine. The Center for College History also provides work opportunities for some students and occasional internships for majors in appropriate departments and programs.

The Norwegian-American Historical Association

Housed in the Rølvaag Library Building, the Norwegian-American Historical Association (NAHA) has been sheltered by St. Olaf since

its founding in 1925. With an international membership of over 1,000, NAHA has two goals: to publish scholarly books on Norwegian-American history (106 books have been published so far) and to be a national center for research in Norwegian-American history by collecting and maintaining printed and manuscript materials produced by Norwegian-Americans or concerning their history. Printed materials, including periodicals and newspapers, are incorporated in the college library collection and other materials (such as diaries, journals, photographs, and records of organizations) in a separate archive. The oldest, out-of-print publications are available on the NAHA website at: www.naha.stolaf.edu (<http://www.naha.stolaf.edu>). Both students and the public are invited to use this center for research in Norwegian migration.

TRIO Student Support Services (SSS)

507-786-8018 • <http://wp.stolaf.edu/sss/>

Student Support Services (SSS) is a student retention program sponsored by St. Olaf College with substantial support from the U.S. Department of Education, the National Science Foundation Northstar STEM Alliance, Howard Hughes Medical Institute (HHMI), and the Hearst Foundations. The SSS program is one of three TRIO programs originally funded under the Higher Education Act of 1965, whose objective is to help students overcome class, social, and cultural barriers to complete their college education. SSS provides the following services: summer bridge program, academic advising/referral; cultural events and leadership activities; financial aid and financial literacy advising; graduate school preparation; research, internship and scholarship application assistance; Supplemental Instruction (SI); and a graphing calculator and textbook lending program.

To be eligible for services, a participant must be: a first-generation college student (neither parent has a four-year bachelor's degree), meet federal income guidelines, and/or have a documented disability; a U.S. citizen or meet residency requirements for federal student financial assistance; and be enrolled at St. Olaf College. The SSS program provides services to approximately 160 eligible St. Olaf students annually. In order to apply for the program, students should complete an application (<http://wp.stolaf.edu/sss/files/2013/05/SSSApplication.doc>) and bring it to the Student Support Services Office in Tomson Hall 282.

Other Academic Support Class Attendance

Class attendance is expected and usually required. Irregular class attendance becomes the concern of the college since absence from class represents an academic loss. Excessive or prolonged absences are reported by instructors to the Dean of Students Office (<http://wp.stolaf.edu/deanofstudents>).

Study Time and Study Habits

Many students need to adjust their time use habits on arrival at college. St. Olaf students are expected to devote a minimum of three hours of study outside of class for each hour in class. Making the best use of the limited time available usually requires using a good mix of daylight and evening hours for studying and avoiding study marathons. Successful study at St. Olaf usually includes reading ahead, attending class, using faculty office hours, studying for each class in frequent, short study sessions, attending help sessions,

forming a study group, asking questions soon after they arise, and seeking help if the preceding efforts do not appear to be working.

Faculty Office Hours

Professors hold office hours for the classes they teach. Office hours are regular times set aside each week to talk with students from class, usually on a walk-in basis. Office hours provide an opportunity to ask questions about class topics, to extend the class discussion, or to get to know instructors better. St. Olaf faculty encourage students to avail themselves of this opportunity.

Help Sessions

Many departments hold special help sessions or discussion groups for particular courses. These are usually listed on syllabi for those courses and are usually staffed with upperclass students who have been successful in the course. These sessions may offer an opportunity to get a second look at the class material, to rehearse the ideas and vocabulary, and to ask questions.

Study Groups

Most students find it helpful in at least some of their courses to form a study group of two to three interested classmates. Such groups often improve understanding of course material through discussing assignments, exploring course ideas further, brainstorming possible test questions for each other, or formulating questions to bring up in class.

Continuous Reporting System

Instructors are required to file a continuous reporting form that alerts the Dean of Students Office to students who are having difficulties in a course.

Residence Life

Tomson 148
507-786-3011
reslife@stolaf.edu
wp.stolaf.edu/reslife (<http://wp.stolaf.edu/reslife>)

The residence life program is an integral part of the educational program and academic support services of the college. In the conviction that significant learning takes place outside of the classroom, the college strives to educate students through positive, challenging, and supportive residence life experiences. The residence life staff is committed to promoting a healthy living/learning environment in which this education takes place through an emphasis on providing educational, cultural, recreational, social, and spiritual opportunities for growth; a commitment to the development of sensitive and responsible individuals; and the enrichment of lifelong friendships.

One of the major roles of the residence life staff is to help foster the development of community within the residence halls and across campus. The residence life staff seeks to promote a feeling of cooperation and understanding, enhance open communication, and provide structured and unstructured opportunities for group interaction. The residence life staff is also responsible for helping to develop an awareness and sensitivity to expectations and standards around which communities are formed and to educate through positive confrontational dialogue.

It is through the combined efforts of the entire residence life staff that the out-of-class experiences of St. Olaf students are brought into partnership with the academic area in the education of the whole person. The Residence Life Office is located in Tomson 148. Questions may be directed to reslife@stolaf.edu.

Community Standards

As a residential community, St. Olaf has established a set of standards and policies that defines the rules by which we live. St. Olaf students have advisory roles to develop and implement these policies and procedures and hold staff positions where they explain and enforce community standards. St. Olaf College supports open dialogue concerning these policies and standards and how they affect the life of the campus. Students wishing to be involved in this effort are encouraged to become active in their residence hall, student government, or student organizations.

General Policies

The following are general guidelines for community life at St. Olaf. For complete delineation of the policies related to housing and residence life, please refer to *The Book*, a valuable resource that contains the college's *Code of Student Conduct and Official Handbook*, or contact the Dean of Students Office.

- As a residential college, St. Olaf requires that all full-time students reside in college-owned housing, as far as accommodations permit. These housing commitments are binding for the entire academic year, unless a student is released from housing by the Residence Life Office. Exceptions are granted to students who are married, are a custodial parent, are living at home in Northfield, or are 23 years of age or older by the first day of fall semester of the current academic year. For further information concerning off-campus options, please contact the Residence Life Office.
- All first-year students live in designated first-year halls. A long-standing tradition and integral part of the St. Olaf community, small "corridors" of students are assigned to live together and develop living/learning skills in a small-group setting.
- The possession, distribution, or consumption of alcoholic beverages is prohibited on the St. Olaf campus, on land owned by the college, and in college-owned honor houses. The consumption of alcoholic beverages is prohibited at all college-sponsored functions, no matter where located, that include students.
- St. Olaf prohibits the unlawful possession, distribution, or use of illicit drugs and/or controlled substances on any property owned by the college or in any program or activity sponsored by the college in any location.
- For reasons of privacy and safety, the college has established visitation hours for students in the residence halls. Men and women are permitted to visit someone of the opposite sex in private rooms during intervisitation hours: 9 a.m. to 1 a.m. Sunday through Thursday; 9 a.m. to 2 a.m. Friday and Saturday. There are 24-hour study and social spaces in every hall.
- Students wishing to keep cars on campus must receive a permit from the Parking Office. Because parking spaces on campus are very limited, a priority system is in place to ensure fair distribution of permits.
- All residences are smoke free.
- All residence hall and honor house policies and procedures may be found here (<http://wp.stolaf.edu/thebook/reslife>)

Student Residence Halls

- **Ellingson Hall** (1961): Houses 174 first-year students.
- **Hilleboe Hall** (1951): Houses 125 upperclass students; adjoins Kittelsby Hall.
- **Hoyme Memorial Hall** (1961): Houses 200 first-year students.
- **Kildahl Hall** (1957): Houses 156 first-year students.
- **Kittelsby Hall** (1957): Houses 238 first-year students.
- **Larson Hall** (1964): One of two high-rise residence halls, Larson houses 300 upperclass students.
- **Mellby Hall** (1938): Houses 190 upperclass students.
- **Mohn Hall** (1964): The second high-rise residence hall, Mohn houses 300 first- and second-year students.
- **Rand Hall** (1980): Provides several rooming options, including suites and quads, for 245 upperclass students.
- **Thorson Hall** (1948): Houses 240 upperclass students.
- **Ytterboe Hall** (1989): Houses 400 upperclass students in rooms with adjoining lounges.

For more information on each of the residence halls, including pictures of the buildings and sample rooms. See <http://wp.stolaf.edu/reslife/>.

Honor and Language Houses

In addition to its traditional residence halls, St. Olaf has 10 service project houses, a multicultural house, and seven world language houses. Located primarily along St. Olaf Avenue just east of the campus, the honor houses are home to 140 upperclass students. Each house features a kitchen, living area, and laundry facilities. Residents of the service houses participate in service projects associated with volunteer organizations in the Northfield and St. Olaf communities.

Similar to the service houses, language houses provide a distinctive environment to students who are studying Chinese, Japanese, French, German, Norwegian, Spanish, and Russian. Inside the houses, residents are encouraged to speak the native language of the country their house represents.

Meals

The opportunities of a residential college include the social experience of coming together for meals. The college views meals as an important part of each person's day, not only for nutrition, but also for personal growth through interaction with others.

All students living on campus in the residence halls must have a full board plan. They may choose from the following plan options:

21 meals per week with \$0 "flex dollars" per year

17 meals per week with \$300 "flex dollars" per year

14 meals per week with \$430 "flex dollars" per year

Students living in an honor house, who are off campus, or who are student teaching or completing clinicals through the Nursing Department are allowed to select a partial board option if so desired. The partial plan includes the 210 Meal Plan: 90 meals per semester plus 30 meals during Interim, plus \$360 flex dollars per year. Meals are not restricted by the week.

Only students who live off campus in non-St. Olaf housing are automatically allowed to select the "No Board" option. Students who have documented medical conditions that require food modification should contact the Director of Residence Life to discuss meal plan options, including the "No Board" plan option. Board plans may not be altered for a term after the 10th day of class.

Note that each week begins with Friday breakfast and ends with Thursday dinner. There is no refund or carry over of unused meals or "flex dollars."

Student Services

Bookstore

Located on the main floor of Buntrock Commons, the St. Olaf Bookstore sells textbooks, general reading and reference books, office and school supplies, stationery, St. Olaf clothing and accessories, Scandinavian gifts, insignia items, health and beauty aids, the local newspaper, magazines, computer hardware and software, and recorded music.

Services include special ordering, cap and gown rental, class ring orders, check cashing, Ole Card deposits, and gift cards. Visa, Mastercard, Discover, American Express, and Ole Cards are accepted at the St. Olaf Bookstore. Online ordering is available at: <http://www.stolafbookstore.com/home.aspx>. Toll-free phone orders are also taken at: 888-232-6523. We are also a member of the Worker's Rights Consortium.

The St. Olaf Bookstore is owned and operated by St. Olaf College and is a member of both the National Association of College Stores and the American Booksellers Association.

Counseling Center

Personal and psychological counseling is available through the Student Counseling Center.

Services are available to all students on a confidential, no-fee basis.

The center assists students with a variety of concerns that typically involve issues related to relationships, identity, self-esteem, family, depression, victimization, anxiety/panic attacks, academics, grief and loss, socialization/isolation, food/body image, or chemical use/abuse. However, any personal concern is appropriate to bring to the Counseling Center.

Nutrition counseling is available, on a limited basis, to students who have concerns related to their eating/body image. For these services, students must be referred to the dietitian by the Counseling Center staff.

Medication consultations are also available, on a limited basis, to students who wish to be evaluated for possible medication treatment and/or for ongoing medication management. For these services, students must be referred to the psychiatrist by the Counseling Center staff.

For additional information on Counseling Center services, staff, location, hours, appointments, etc., please refer to the Counseling Center website (<http://wp.stolaf.edu/counseling-center>).

Personal counseling is also available from the college pastors, the dean of students, and associate deans of students.

Health Insurance

All St. Olaf students must provide evidence of health insurance. Hospital and medical insurance with 12-month coverage is available to students at an additional cost. Information and application forms are sent to parents during the summer. Contact the Treasurer's office for information.

Health Service Information for Admitted Students

507-786-3063 • healthservices@stolaf.edu

Health Forms

Please complete the **Report of Medical History** and **Immunization Record** Online at <https://www.stolaf.edu/deposited/> **no later than JULY 15.**

Per Minnesota law, your immunization record needs to be reviewed prior to matriculation. Students who do not provide the required immunization information will not be allowed to register for classes. Immunizations are self reported by the student on the Health Form, but students should have copies available for Health Service to review if requested. If you are having difficulty finding documentation of your immunizations, it might help to check with your high school or your health care clinic. If immunization records are not available, please schedule an appointment with your Health Care provider ASAP. The Report of Medical History will be reviewed when care is established in Health Service during an office visit or if needed in an emergency.

If you have questions about these forms or other health-related matters at St. Olaf College, please contact Health Service directly at 507-786-3063. During the summer months send an email to healthservices@stolaf.edu.

Immunizations

St Olaf requires all students to submit dates for the following immunizations:

- Diphtheria/Tetanus—Td (dose **within** the past 10 years). Obtain booster if needed. ***Please make sure you record the most recent tetanus booster on the online health record.**
- Measles—Rubeola, Red measles (2 doses **after** age 12 months).
- Mumps—(2 doses **after** age 12 months).
- Rubella—German measles (2 doses **after** age 12 months).
- Meningitis vaccine **within** 5 years of matriculation. Obtain booster if needed. ***Please make sure you record the most recent booster on the online health record.**

Students are highly encouraged to have vaccinations for hepatitis A and hepatitis B.

*International students who are not able to receive any vaccine before matriculation can obtain the vaccine at a local clinic once they have arrived on campus. Clinics and transportation options are listed on the Health Service website. There will be a cost to the student for vaccination, but insurance may cover. Students are responsible for contacting their insurance carrier to check on coverage of vaccinations.

Information about Meningococcal Disease: <http://wp.stolaf.edu/health/meningococcal-disease/>

Information about Viral Hepatitis and the Hepatitis A and Hepatitis B Vaccines: <http://wp.stolaf.edu/health/viral-hepatitis-and-the-hepatitis-a-and-hepatitis-b-vaccines/>

International Students

International students arriving from countries with an increased incidence of tuberculosis (TB) or students with identifiable risk factors for exposure to TB and/or for TB disease should complete TB screening before arrival on campus. The Report of Medical History form will help determine who needs screening. Screening needs to be within 6 months prior to college entrance. If not done before arrival, it must be done within the first month of school. Screening is not usually covered by insurance and students may incur an out-of-pocket cost to complete the required screening.

About Health Service

Health Service provides acute and preventative services for St Olaf Students. Health Service staff is experienced in treating common medical problems. Health Service offers initial diagnosis, treatment, follow-up, and appropriate referrals for a broad spectrum of minor illnesses and injuries.

Health Service is staffed by a Certified Nurse Practitioner and support staff.

Clinic hours are by appointment Monday–Friday, 9:00-11:30 am and 1-4 pm. Students can e-mail or call Health Service for an appointment. Health Service is closed during student breaks, summer, and occasional days during the school year. If health care is needed during those times, students can access local providers. A list of those providers is on the Health Service (<http://wp.stolaf.edu/health>) Web site. Transportation information is available on the Transportation website (<http://wp.stolaf.edu/sa/transportation>). Students will need to bring an insurance card and photo ID for off-campus clinics.

There is no charge for office visits, but fees may apply for services such as: medication, immunizations, TB skin tests, lab tests, and supplies. Ole Cards (<http://www.stolaf.edu/olecard>) are requested for payment. Health Service does not bill insurance.

Services provided include:

- Visits with a Certified Family Nurse Practitioner.
- Laboratory services: glucose, hemoglobin, mono tests, strep tests, urinalysis, and pregnancy tests. Lab work may also be drawn per outside provider's order and results faxed to ordering provider.
- Reproductive care including contraceptive counseling, emergency contraception, STI screening.
- Prescription delivery (<http://wp.stolaf.edu/health/prescription-refill>): Prescriptions may also be filled at local pharmacies and delivered to St. Olaf College for student pick-up.
- Immunizations: Td/Tdap, Hepatitis A, and Typhoid prescriptions. TB skin tests are also available. Contact Health Service for availability and cost. Cost for immunizations is out of pocket.
- Travel immunizations and medications for St Olaf study abroad.
- A two-day flu immunization clinic held on campus during the fall semester.
- Equipment available for loan including crutches, canes, slings, heating pads, and educational materials.

- Referral of students to other medical providers as needed.

Health Service may not have the resources to manage chronic or complicated conditions, so it is important for those students with chronic conditions to find a provider in the local area with whom to establish care before an urgent need arises. For your convenience, the Health Service Web site (<http://wp.stolaf.edu/health>) has a list of local providers. Health Service can also help refer students to providers. Please check with insurance regarding coverage of referral services.

Health Service does not manage the Student Health Insurance Plan. For information about benefits and coverage by the St Olaf College Health Plan, please contact Student Accounts. (<http://wp.stolaf.edu/stuacct>)

Off-campus transportation options for medical/dental appointments are available and can be found on the Student Activities Web site (<http://wp.stolaf.edu/sa/transportation>).

Things to consider before arrival:

- Put together a basic self care kit and review how to use it when needed. Suggested basic items: pain reliever such as ibuprofen or acetaminophen, an inexpensive digital thermometer, various sized band aids, cold or allergy medication, throat lozenges, Tums, tweezers, ice pack, antibiotic ointment, non-stick gauze, adhesive tape, insect repellent with DEET, and sunscreen.
- Consider getting a flu shot before arrival on campus. It's one less thing you need to think about during the school year.
- Check with your health care provider to make sure immunizations are up to date. Get a physical if you are due for one. A physical is not required for matriculation, but is strongly recommended for all students before arrival on campus. Having a physical allows your health care provider an opportunity to update any needed immunizations, refill medications, and assess health needs. Physicals are not available on campus.
- See your dentist for a regular check up at least 6 months prior to coming to school.
- If you wear contacts, bring a back-up pair of glasses to campus.
- Bring a copy of your insurance card or information and keep it in a place you can find it if needed for off campus clinics and prescriptions.
- Transfer prescriptions to a local pharmacy if needed. See Health Service Web site for campus delivery instructions.

Center for Multicultural and International Engagement (CMIE)

The Center for Multicultural and International Engagement (CMIE) provides services and assists with issues and concerns of African-American, Asian/Pacific Islander, Hispanic/Latino, Native American, and international students. The Center provides support for domestic students and international students. The Center provides academic and financial advising and personal, career, and social counseling when needed. Planning for cultural programming is deliberately integrated with the entire campus in an effort to raise the level of awareness and increase appreciation of cultural, social, and ethnic differences. The Center also provides support and guidance for the multicultural alumni network and student organizations. For more information about programs and services, call 507-786-3060, email multicultural@stolaf.edu or see <http://wp.stolaf.edu/mca/>. The Center

for Multicultural and International Engagement is located in Buntrock Commons Room 109/111.

International Student Services

St. Olaf welcomes international students from around the world and Americans educated abroad. Upon their arrival, new international students are met at the airport and brought to the St. Olaf campus. Before the beginning of classes, new international students receive a special orientation to provide assistance with registration, U.S. immigration regulations, housing, banking, and U.S. tax concerns.

International students live in residence halls with American students. The Assistant Director, Center for Multicultural and International Engagement (CMIE) and Visa Coordinator are available to assist students throughout the year. The Center for Multicultural and International Engagement plans educational, informative, and social activities for international students, their roommates, and other St. Olaf students.

The Assistant Director, Center for Multicultural and International Engagement is available to students for personal, social, academic, and financial counseling. The Visa Coordinator is available for immigration counseling. For visa support call 507-786-3661 or visit Tomson Hall 380. For information about programs, services, and student support, call 1-507-786-3060, email [Emiko Oonk at oonk1@stolaf.edu](mailto:Emiko.Oonk@stolaf.edu) or see <http://wp.stolaf.edu/isa/>. The Assistant Director, Center for Multicultural and International Engagement is located in Buntrock Commons Room 109/111.

Post Office

Student, department, and administrative mailboxes are in Buntrock Commons. Stamps, express mail, certified mail, insured mail, and package mailing services are available. The mailing of registered items must be handled by the Northfield Post Office.

Property Insurance

The college does not carry insurance on the personal property of students, faculty members, or other employees and is not responsible for the loss or damage of such property.

Veterans Administration

St. Olaf College is approved by the Veterans Administration for the education of veterans and is responsible for certifying and transmitting necessary information to the Veterans Administration. Contact the Office of the Registrar and Academic Advising at registrar@stolaf.edu or 507-786-3015 and see the website for more information (<http://wp.stolaf.edu/registrar/vainfo>).

The Wellness Center

The St. Olaf Wellness Center is located on the main floor of Buntrock Commons, room 112. The Wellness Center serves as a resource to promote awareness and education on issues relating to healthy lifestyles. The Wellness Center strives to educate and support a community that encourages healthy and safe behaviors through personal responsibility, positive social norms, academic engagement, and a vibrant co-curricular life. The Wellness Center provides prevention and intervention services for alcohol and other drug use and abuse concerns. Peer Educators (PE) who staff the Wellness Center are available to talk with students one-on-one during office hours. Students are encouraged to come in and talk with a PE on any

health-related issue. Peer Educators are current students who provide approximately 10 programs per month on topics such as chemical health, nutrition, relationships, sexual health, and mental health. All students are welcome to attend our programs! For more information on the Wellness Center or to request a program presentation, please visit <http://wp.stolaf.edu/wellness/>

Co-Curricular Activities

Student Organizations and Co-Curricular Involvement Student Activities

There are many opportunities outside the classroom help students put their ideals into practice and make life-long friends. The student activities program at St. Olaf College is designed to complement the academic program of studies and to enhance the overall educational experience of students through development of, exposure to, and participation in social, cultural, intellectual, recreational, and governance programs.

Student activities are planned and implemented through collaborative efforts by the Student Government Association (<http://oleville.com>), under the leadership of the director of student activities. At first glance, the name, Student Government Association (SGA), is slightly misleading. The SGA is not a separate committee itself, but the term used in referring to its eleven divisions, in addition to student media. These divisions are the Board of Regents Student Committee, Diversity Celebrations Committee, Music Entertainment Committee, The Pause, Political Awareness Committee, Student Activities Committee, Student Organizations Committee, Student Senate, Volunteer Network, and After Dark Committee.

The After Dark Committee (ADC) (<http://oleville.com/adc>) creates fun events for students after 10 p.m. on weekends.

The Board of Regents Student Committee (BORSC) (<http://oleville.com/borsc>) is responsible for gathering and voicing students' concerns to the governing body of St. Olaf, the Board of Regents.

The Diversity Celebrations Committee (DCC) (<http://oleville.com/dcc>) coordinates the many cultural celebrations held on campus each year. These include Black History Month, Viva La Raza, Asia Weeks, and the Martin Luther King Jr. holiday.

The Music Entertainment Committee (MEC) (<http://oleville.com/mec>) is responsible for booking all musical acts on campus. Its goal is to bring diverse musical genres ranging from solo acoustic to touring bands. Past performances include Hoodie Allen, Black Eyed Peas, Trampled by Turtles, Ingrid Michealson, Andy Grammar, Doomtree, and OK Go.

The Lion's Pause, located in Buntrock Commons (<http://wp.stolaf.edu/buntrock>), is a place as well as an SGA division. It provides space for students to kick back, grab a shake or homemade pizza from The Pause kitchen.

The Mane Stage is a fully functioning performance venue modeled after First Ave in Minneapolis. It is perfect for large performances, concerts, and dances.

The Lair is a much smaller venue, located in between the Den and the Kitchen. It is designed to have a cozier feel, suitable for acoustic shows, open mic nights, or other smaller performances.

Sit back and relax with some food, or have a study group with your friend in the comfortable seating of the **Jungle**.

The Den is equipped with a pool table and full entertainment system. Come watch the next big game with us!

The Political Awareness Committee (PAC) (<http://oleville.com/pac>) strives to keep students on top of critical political and social issues by bringing in national speakers, such as Karl Rove, Olympia Snowe, Howard Dean, Gretchen Morgenstern, Newt Gingrich, Rev. Al Sharpton, and Arianna Huffington. It also works to keep students aware of election issues and candidates.

The Student Activities Committee (SAC) (<http://oleville.com/sac>) features four sub-committees that program special events such as comedians and magicians, promote Ole pride at sporting events, show weekly movies on campus, provide opportunities for students to venture off-campus, and plan Ole traditions such as Homecoming, the President's Ball, and Senior Days.

The Student Organizations Committee (SOC) (<http://oleville.com/soc>) oversees 200+ student organizations, ranging from academic and honorary groups such as Neuroscience Club and Beta Beta Beta to club sports such as men's and women's ultimate frisbee. SOC grants formal recognition status and coordinates grants and funding to these organizations to help them with the planning of programs and activities. Student groups are free to organize and regulate their own activities within the limits set forth by college policy. The specific roles appropriate for each of the student organizations are specified by the constitutions of these bodies.

The Student Senate is the legislative division of the SGA. The senate is elected by the student body and serves as the main liaison with the administration and faculty. It consists of SGA division chairs and representatives from residence halls and campus-wide committees.

The Volunteer Network (VN) (<http://oleville.com/vn>) provides St. Olaf students with a wide range of rewarding volunteer opportunities in Northfield and the surrounding communities, such as pet therapy with nursing home residents, tutoring in Northfield schools, Special Olympics, and being role models for Northfield youth. It supports the service student organizations as well.

All divisions of the SGA are entirely student-run and are funded by the students of St. Olaf.

Student Government (SGA) (<http://www.oleville.com>)

Each student is a member of the St. Olaf College student community and may participate in the election of its officers.

The St. Olaf Student Senate (<http://oleville.com/senate>), composed of elected student representatives, is the official student government on campus. It represents the interests of the St. Olaf College student community, overseeing student-related affairs. Copies of the St. Olaf Student Senate Constitution are available online.

The Interhall Council (IHC) (<http://wp.stolaf.edu/reslife/leadership>) plays a significant governing role in the shaping of residential life. Membership is determined by elections held in the fall. The hall

councils meet regularly to program activities and review the needs and concerns of hall residents.

The Honor Council (<http://wp.stolaf.edu/honorcouncil>) (in conjunction with a College Judiciary and a College Appeals Board) is the primary body for hearing discipline cases involving academic dishonesty.

For more detailed information about campus governance, consult *The Book*, available online (<http://catalog.stolaf.edu/campus-life/co-curricular-activities/%20http://wp.stolaf.edu/thebook>).

Student Media

All student media offices are in the Buntrock Commons.

The Manitou Messenger (<http://www.manitoumessenger.com>), founded in 1887, is the college newspaper published weekly by students for the St. Olaf College community. It is the medium for announcing and reporting campus-related events and for expressing student and faculty opinions.

The Quarry (<http://www.stolaf.edu/orgs/list/index.cfm?fuseaction=orginfo&OrgID=453¤taction=listallorgs>), a *St. Olaf Literary Arts Magazine*, is the publication of the creative arts at St. Olaf College. It stimulates and solicits creative work from students and faculty members as well as from other sources and is published each spring.

KSTO (<http://pages.stolaf.edu/ksto>) is the student FM radio station for the St. Olaf College community. Its broadcasts include music, athletic events, community service announcements, and taped programs from college and outside sources. KSTO, 93.1 FM, is student-run and operated 18 hours a day, seven days a week. Webcast available (<http://pages.stolaf.edu/ksto>).

Community Volunteer Services

A large number of St. Olaf students participate in numerous volunteer activities in the local Northfield area and surrounding communities. Students regularly visit with area youth and with the physically and mentally challenged in Northfield. Some students also visit shelters to help the facility staff and play with animals. Other students contribute their time and talents visiting senior citizens in the local hospital and retirement centers, as well as participating in a number of tutorial opportunities within the Northfield schools and local literacy programs. Interested students may contact the student coordinator of the St. Olaf Volunteer Network (<http://oleville.com/vn>) in the Office of Student Activities (<http://wp.stolaf.edu/sa>) for more information.

St. Olaf as a Worshiping Community

St. Olaf's primary aim is to provide the best possible education. As a college of the Evangelical Lutheran Church in America, St. Olaf intentionally carries out that aim in the context of a worshiping Christian community.

In addition to the study of theology, the college provides time, facilities, and personnel to sustain the worship life of the community of faith on campus. A 20-minute chapel service (<http://wp.stolaf.edu/ministry/worship>) in Boe Memorial Chapel every weekday is part of the college's regular schedule. The St. Olaf faculty and student body exercise the privilege of voluntary attendance at these services.

Sunday morning worship on campus is the responsibility of the student congregation. Because of the denominational affiliation

of the college, the worship services generally follow the liturgical tradition. The College Ministry Staff (<http://wp.stolaf.edu/ministry/staff>), together with the student congregation, does, however, carry on a ministry addressed to the needs and interests of all students, regardless of church affiliation. The various churches (<http://wp.stolaf.edu/ministry/area-congregations-2>) in the Northfield community cordially invite students to participate with them as well.

In addition to supervising the daily chapel services and the activities of the student congregation, the College Ministry Office (<http://wp.stolaf.edu/ministry>) is always open to students who wish to discuss personal, vocational, or religious areas of concern, or who simply desire to inquire about ways to get involved in the various religious activities available on campus. This is done with complete confidentiality.

Varsity, Club, and Intramural Sports

St. Olaf offers an extensive program of intercollegiate, club, and intramural sports. Excellent facilities and coaching are available for the large number of students who wish to take part in sports activities.

Intercollegiate Competition

St. Olaf athletic teams compete in the Minnesota Intercollegiate Athletic Conference, which includes 12 colleges in addition to St. Olaf: Augsburg, Bethel, Carleton, Concordia, Gustavus Adolphus, Hamline, Macalester, St. Benedict, St. Catherine, St. John's, St. Mary's, and St. Thomas.

The program of intercollegiate athletics for men includes baseball, basketball, cross country, football, golf, hockey, nordic and alpine skiing, soccer, swimming, tennis, track and field, and wrestling.

The intercollegiate athletics program for women includes basketball, cross country, fastpitch softball, golf, hockey, nordic and alpine skiing, soccer, swimming, tennis, track and field, and volleyball.

The intercollegiate athletics program is considered an integral part of the college, and its purpose and scope are educational in concept and in operation. This philosophy reflects institutional ideals and objectives, and its supervision and control are vested in the faculty.

Eligibility for intercollegiate athletics is certified by the faculty in accordance with Minnesota Intercollegiate Athletic Conference policy.

Of the two courses required to complete the SPM general education requirement, one and only one may be through credit via an intercollegiate sport. See regulations concerning general education. (p. 6)

Intramural and Club Sport Options

The intramural program offers a wide range of activities to meet the needs and desires of as many students as possible. The program includes dozens of activities offering competitive and non-competitive opportunities for men's, women's, and coed teams. There are also a number of club sports, teams which are not sponsored as intercollegiate sports, that provide "extramural" competitive experiences in sports such as Ultimate Frisbee™, men's volleyball, lacrosse, rugby, and cycling. Intramural and club sports do not carry academic credit and do not count toward fulfillment of any graduation requirements.

Recreation

There are many opportunities for general recreation and free play for all students. Several types of aerobic and weight machines are available for use in the Tostrud Center and in Tom Porter Hall. The gym, fieldhouse, weight room, climbing wall, and pool facilities in these buildings are available throughout the day and evening hours, and on weekends. The Hoyme outdoor courts and the outdoor fields and hiking/skiing trails surrounding the campus are also available for student use. Our St. Olaf Outdoor Recreation Program (STORP) provides rental equipment for a minimum fee for camping gear and winter sports such as cross country skis and snowshoes.

Athletic Facilities

Skoglund Athletic Center and Tostrud Center houses all indoor sports, including basketball, wrestling, swimming, indoor track, and tennis. The gymnasium-auditorium, with three full-sized basketball courts, has seating for 2,000 at intercollegiate basketball, volleyball, and wrestling events. The swimming pool has six seven-foot-wide racing lanes and spectator seating for 300. The fieldhouse with a textured mondo surface contains a 200-meter track, areas for indoor track and field events, and ample room for indoor baseball, football, softball, soccer, and golf practice throughout the year. Five tennis courts provide students with indoor tennis play.

The two-story common unit links all other elements of the Athletic Center and includes a spacious lobby concourse, classrooms, offices, locker rooms, double-mat wrestling room, weight-training room, training room, and two handball/racquetball courts.

Outdoor facilities include a football stadium, adjoining practice fields, a nine-lane artificial surface outdoor track, a separate soccer game field and four adjacent practice fields, tennis courts (6), baseball field, softball field, and numerous intramural fields. The Porter Fieldhouse houses a strength room, meeting/aerobics room, training room, two team dressing rooms, an equipment room, public rest rooms, and general changing areas.

Express Yourself

Dance

Companydance offers students a range of dance creating, performing and producing opportunities. It is open by audition to **all** students. The company's primary aesthetic tends toward the modern dance tradition, but is by **no** means restricted to it. Auditions for Companydance are held during the first week of the fall term.

Veselica International Dance Ensemble is open by audition to **all** students. The company exemplifies a global perspective that strives to spread awareness of dance forms from around the world. Veselica (pronounced veh-SELL-eetsah) translates as "celebration" in Serbo-Croatian. Artistic Director Anne von Bibra founded the international dance ensemble in the late 1980s. Auditions for Veselica are held during the first week of the fall term and sometimes during the spring term.

Music Ensembles

St. Olaf College is renowned for its excellent music ensembles. Seven choirs, two orchestras, two symphonic bands, three jazz bands, early music vocal and instrumental ensembles, handbell choirs, and other groups continue a rich tradition begun by F. Melius Christiansen more

than 100 years ago when he founded the St. Olaf Music Department. Nearly 1,000 students participate in these ensembles each year.

The annual **St. Olaf Christmas Festival** is a highlight of the Christmas season for many on campus and around the world. Featuring the St. Olaf Choir, the Chapel Choir, the St. Olaf Cantorei, the Manitou Singers, the Viking Chorus, and St. Olaf Orchestra performing as individual groups and as a mass ensemble, the festival attracts over 12,000 people to campus for four concerts and is heard by tens of thousands more on public radio and television stations across the nation.

St. Olaf Choir, with 75 mixed voices, is the pioneer *a cappella* choir in the United States. For more than three-quarters of a century, the St. Olaf Choir has maintained its original purpose — study and performance of a wide range of sacred choral literature. Private lessons in voice are required for all members. During annual tours in the United States and abroad, the ensemble exemplifies the highest artistic standards in choral music performance.

Chapel Choir, an ensemble of 100 mixed voices, sings for Sunday services of the student congregation and for special events both on and off campus, including a vespers concert each fall and a concert each spring with the St. Olaf Orchestra.

The **St. Olaf Cantorei**, an ensemble of 90 mixed voices, sings for Sunday services of the student congregation and serves as a laboratory for students in church music.

The **Early Music Singers** is a vocal ensemble of 12-18 singers that focuses on music of the Middle Ages, Renaissance, and Baroque eras. In addition to singing for Sunday services of the student congregation, the group presents fall and spring concerts with the Collegium Musicum.

Manitou Singers is a 100-voice first-year women's chorus that sings at services of the student congregation, gives campus concerts and makes occasional off-campus appearances.

The **Viking Chorus** is a first-year men's group of approximately 80 voices that performs for special student events and presents an annual spring concert after a weekend tour. It also sings for services of the student congregation.

Gospel Choir, a mixed ensemble of students of all races, backgrounds, and denominations, pursues the performance of gospel music. Its repertoire includes traditional through contemporary gospel music and such influences as African, Caribbean, Latin American, and jazz styles.

The **Collegiate Chorale** is a women's chorus for female students and faculty and staff women. The 120-voice ensemble gives two concerts during the year.

The **St. Olaf Orchestra**, with approximately 90 instrumentalists, presents several concerts each year, provides music for a variety of college programs and makes an annual 10-day concert tour. Private lessons on one's orchestral instrument are required. The orchestra periodically tours abroad, most recently to Norway with the St. Olaf Band and St. Olaf Choir.

The **St. Olaf Philharmonia** is an ensemble of approximately 90 instrumentalists that performs orchestral literature of all periods.

Performances include fall and spring concerts, a vespers concert with the Chapel Choir, and several off-campus appearances.

The **St. Olaf Band** performs at a variety of concerts and college functions both on- and off-campus during the school year. Private lessons on one's band instrument are required. The 85-member band tours regionally for 10 days each year. In January 2004 it traveled to Mexico. In the summer of 2005 it joined the St. Olaf Choir and St. Olaf Orchestra in a concert tour of Norway.

The **Norseman Band**, with 100 instrumentalists, is a concert band that plays several concerts each year both on- and off-campus. The band's membership includes first-year students through seniors.

Jazz Ensembles — Three jazz big bands perform music from the different eras of jazz history, including swing, be-bop, Afro-Cuban, Brazilian, funk, and contemporary styles. Each group performs in a concert and swing dance each semester.

Handbell Ensembles — Two handbell ensembles perform in a variety of settings, including chapel and Sunday services and a major spring concert.

The **Collegium Musicum** performs music of the Middle Ages, Renaissance, and Baroque eras on historical instruments. It appears in concert each semester with the Early Music Singers.

Other Instrumental Musical Groups — The Trombone Choir, Horn Club, Flute Choir, Clarinet Choir, St. Olaf Brass, Tuba-Euphonium Ensemble, Pep Band, and Percussion Ensemble offer opportunities for membership in performing groups to all students at St. Olaf. Musicians who belong to other performing groups, as well as students who have no other ensemble membership, join together in these unique ensembles. They perform regularly in campus concerts and frequently travel to other cities in the area to perform. In most cases, these ensembles rehearse once a week.

Theater

A highly diverse group of students participates in theater at St. Olaf. Participation in the theater program is open to the entire community, and all major productions are produced under the direction of the professional staff of the Department of Theater. No previous experience is necessary to participate. Auditions for productions and interviews for design and technical positions are held at the beginning of each semester and other times as needed. Contact the main office of the Department of Theater for current information.

In addition to the major season of five plays selected from the classic and modern repertory, the theater fosters a series of one-acts, experimental, and "Readers' Theater" presentations. During the one-month Interim, there are a variety of exciting opportunities to become involved in theater. The program of the St. Olaf College Theater Department is accredited by the National Association of Schools of Theater (NAST). See the department web page for more information (<http://wp.stolaf.edu/theater/>).

Outside Influences

St. Olaf Artist Series

The St. Olaf artist series each year presents several outstanding attractions from the fields of the performing and visual arts. These events by world-famous artists are intended primarily for St. Olaf students as an important facet of their college education.

A faculty committee selects the Artist Series events. Admission to these events is generally free, though some events may require ticketing due to limited seating capacity in the performance venue.

St. Olaf Convocation Program

In addition to the regular academic offerings, the college provides opportunities for students and faculty to hear and meet prominent persons in the fields of education, government, politics, theology, and the arts. A series of convocation lectures brings such persons to the campus at regular intervals throughout the year.

The Campus

See the interactive campus map: <http://www.stolaf.edu/map/>

Located in Northfield, Minnesota, 40 miles south of Minneapolis-St. Paul, the St. Olaf campus (<http://wp.stolaf.edu/visiting/directions-and-printable-maps/>) includes 30 major academic, residential, and service buildings, most of which are constructed in the Scandinavian-modern architectural style.

People

- Board of Regents (<http://wp.stolaf.edu/president/board-of-regents>)
- Emeritus Faculty and Retired Faculty and Administrators (p. 302)
- Faculty (p. 309)

Emeritus Faculty and Retired Faculty and Administrators

The following list is accurate through June 9, 2015

Nancy Aarsvold, 1995

Assistant Director of Instructional Technology, IT, 2015

Steve Abbott, 2006

Director of Auxiliary Services, 2014

George Aker, 1994

Vice President for College Relations, 1996
B.A., St. Olaf College; M.B.A., University of Chicago

Amil Anderson, 1961

Director, St. Olaf Center, 1989
A.B., West Virginia University

Deborah J. Anderson, 1980

Associate Professor Emerita of Psychology, 2012
B.A., University of Minnesota; M.A., Ph.D., Ohio State University

Gary N. Anderson, 1988

Director, Servant Leadership, 2002
B.S., North Dakota State University; M.A., University of Minnesota

Keith O. Anderson, 1978

Professor Emeritus of German, 1996
B.S., University of Minnesota; M.A., Ph.D., University of Colorado

Wendell Arneson, 1978

Professor Emeritus of Art and Art History, 2015

Nathaniel Aus, 1977

Associate Professor Emeritus of Physical Education, 1996
B.A., St. Olaf College; M.A., University of Minnesota

Katherine Baker, 1982

Associate Registrar, Registrar's Office, 2012

Eugene Bakko, 1966

Professor Emeritus of Biology/Curator of Natural Lands, 2009
B.S., Moorhead State University; M.A., University of Wyoming; Ph.D., University of Minnesota

Susan Bauer, 1976

Associate Professor Emerita of Fine Arts, 2011
B.A., Macalester College; M.A.T., Lewis and Clark College; M.A., Arizona State University

Mary Baumbach, 1979

Tutor Coordinator, Academic Support Center, 1999
B.A., Concordia College-Moorhead

Bruce Benson, 1981

College Pastor, 2011

Eida Berrio, 2000

Dean of Community Life and Diversity, 2007
B.A., Montclair State University; M.A., Ed.D., Seton Hall University

Jane Bethel, 2003

Serials Associate, Library, 2010
Winona State Elementary Education, Minor in Math

Stephen Blake, 1986

Associate Professor Emeritus of History, 2003
A.B., Dartmouth College; M.A., Ph.D., University of Chicago

Richard Bodman, 1980

Associate Professor Emeritus of Chinese and Asian Studies, 2006
B.A., Harvard University; M.A., Ph.D., Cornell University

Peder Bolstad, 1980

Analytical Skills Coordinator, Academic Support Center, 2015

Ruth Bolstad, 2004

Tutoring Specialist, Academic Support Center, 2015

Sheryl Breen, 2001

Instructor in Political Science, 2007

Wilmer Brosz, 1987

Director of Investment Administration and Management, 1997
Bus.Ed., University of Northern Iowa; Graduate School of Banking, University of Wisconsin-Madison

Forrest Brown, 1961

Librarian, Professor Emeritus, 1990
B.A., Hamline University; M.A., M.A. in L.S., University of Minnesota

J. Wesley Brown, 1980

Professor Emeritus of Psychology and Religion, Paracollege Tutor, 1996
B.A., College of the Pacific; M.Div., Drew; Ph.D., Graduate Theological Union

Robert Bruce, 1993

Assistant Professor, Library; College Co-Librarian, 2001
B.A., M.A., University of Wyoming; M.L.S., Rutgers, The State University of New Jersey

Lucie Bryant, 1980

Associate Professor Emerita of Romance Languages, 1990
Certification, Auxiliariat, French National State Teachers College; Propédeutique, University of Paris-Sorbonne; M.Phil., Ph.D., University of Kansas

Richard Buckstead, 1961

Professor Emeritus of English, 2009
B.A., Yankton College; M.A., University of South Dakota; Ph.D., State University of Iowa

Elizabeth Busa, 1975

Circulations Associate, Library, 2007

David R. Buss, 1987

Instructor Emeritus in Physical Education, 1994
B.A., University of Wisconsin-Eau Claire; M.S., Winona State University

Arthur M. Campbell, 1952

Professor Emeritus of Music, 1992

B.A., Park University; B.M., University of Missouri-Kansas Conservatory of Music; M.M., Ph.D., Eastman School of Music

Paula Carlson, 2008

Vice President for Mission, 2014
B.A., St. Olaf College; M.A., M.Phil., Ph.D., Columbia University

William Carlson, 1973

Professor Emeritus of Economics, Department Chair, 2004
B.S., Michigan Technological University; M.S., Illinois Institute of Technology; Ph.D., University of Michigan

James Cederberg, 1964

Professor Emeritus of Physics, 2006
A.B., University of Kansas; A.M., Ph.D., Harvard University

Judith Cederberg, 1967

Associate Professor Emerita of Mathematics, Statistics and Computer Science, 2006
B.A., St. Olaf College; M.A., University of Michigan

Janet Collrin Cameron, 1990

Manager of the Multimedia Development Center, 2013

Clifton Corzatt, 1974

Professor Emeritus of Mathematics, Statistics, and Computer Science, 2008
B.A., Northwestern University; M.A., University of Northern Illinois; Ph.D., University of Illinois at Urbana-Champaign

J. Randolph Cox, 1962

Librarian, Professor Emeritus, 1996
B.A., St. Olaf College; M.A., University of Minnesota

David Dahl, 1979

Associate Professor of Physics, 2014
B.S., University of Minnesota; M.S., Ph.D., Stanford University

Bruce Dalgaard, 1992

Professor Emeritus of Economics and Asian Studies, 2012
B.A., M.S., Ph.D., University of Illinois at Urbana-Champaign

James Dickson, 1966

Professor Emeritus of Psychology, 2005
B.A., Lafayette College; M.A., Kent State University; Ph.D., University of Maryland

James R. Dimick, 1967

Professor Emeritus of Physical Education, 1994
B.A., St. Cloud State University; M.A., University of Minnesota

James Dunlop, 1968

Professor Emeritus of Romance Languages, 2003
B.A., Carleton College; M.A., Ph.D., University of Minnesota

Margaret L. Eaves-Smith, 1979

Associate Professor Emerita of Music, 2012
B.M., M.M., Cleveland Institute of Music

Mark U. Edwards, 1994

President Emeritus, Professor of History, 2000
B.A., M.A., Ph.D., Stanford University

Andrea Een, 1977

Associate Professor Emerita of Music, 2012

B.M., M.M., D.M.A., University of Illinois at Urbana-Champaign

E. David Emery, 1969

Professor Emeritus of Economics Husby-Johnson Endowed Chair of Business and Economics, 2011
B.A., Washington State University; Ph.D., University of Minnesota

Mary Ann Emery, 1969

Associate Professor Emerita of Economics, 2011
B.S., B.A., Washington University in St. Louis; M.A., University of Minnesota

James Enestvedt, 1961

Director of Alumni and Parent Relations, 2004
B.A., St. Olaf College

Gerald Ericksen, 1963

Professor Emeritus of Psychology, Women's Head Golf Coach, 1999
B.A., University of North Dakota; M.A., Ph.D., University of Minnesota

Richard Erickson, 1995

Associate Manager, Music Organizations, 2010

Mary Jill Ewald, 1998

Director of the Flaten Art Museum, 2013

Billi Faillettaz, 1984

College Counselor, Wellness Resource Coordinator, Nursing Instructor, 1996
B.S.N., St. Olaf College; R.N., Fairview Hospital; M.S., University of Minnesota

Vernon P. Faillettaz, 1962

Professor Emeritus of Religion, 1996
B.A., University of California-Berkeley; B.Th., Luther Seminary; Ph.D., University of Chicago

John Ferguson, 1983

Professor Emeritus of Music, 2012
B.M., Oberlin College; M.A., Kent State University; D.M.A., Eastman School of Music

Karl J. Fink, 1982

Professor Emeritus of German, 2014
B.A., Wartburg College; M.A., University of Arizona, Ph.D., University of Illinois at Urbana-Champaign

Kathleen Fishbeck, 1982

Associate Professor Emerita of Biology, 2000
B.A., University of Wisconsin-Madison; M.A., Oregon State University; Ph.D., University of California-Davis

Connie Ford, 2006

Student Disability Services Specialist, 2014

Charles Forsberg, 1972

Professor Emeritus of Music, 2011
B.A., M.A., Ph.D., University of Minnesota

Olivia Frey, 1982

Associate Professor Emerita of English, 2002
B.M., Muhlenberg College; M.A., Ph.D., Lehigh University

Linda Frost, 2003

Music Library Associate, 2015

Harold Gargrave, 1969

Comptroller, 1994
B.S., Jamestown College

Yakov Gelfand, 1985

Assistant Professor in Music, 2006

Robert D. Gelle, 1957

Professor Emeritus of Physical Education, 1991
B.S., M.A., University of Minnesota

Melvin D. George, 1985

President Emeritus, Professor of Mathematics, 1994
B.A., Northwestern University; Ph.D., Princeton University

A. Malcolm Gimse, 1970

Professor Emeritus of Art, 2000
B.A., Macalaster College; M.A., M.F.A., University of Iowa

Rita S. Glazebrook, 1981

Professor Emerita of Nursing, 2012
B.S.N., Augsburg College; M.S., Ph.D., University of Minnesota

John Gorder, 1993

Interim Associate Pastor, College Ministry Office, 2014

Kenneth Graber, 1973

Professor Emeritus of Music, 2004
B.A., Bethel College; M.M., Wichita State University; Ph.D., University of Iowa

William Green, 1986

Director of Multicultural Affairs and Community Outreach, 2012

Beverly Grubb, 1989

Library Catalog Associate, 1999
B.A., Concordia College-Moorhead

Gary Hall, 2003

Custodial Supervisor, 2010

Allen Hanson, 1952

Professor Emeritus of Chemistry, 1980
B.A., Concordia College-Moorhead; M.S., Ph.D., Iowa State University

John Robert Hanson, 1996

Instructor in Music, 2013

George Hardgrove, 1959

Professor Emeritus of Chemistry 2000
A.B., Oberlin College; Ph.D. University of California-Berkeley

Janis Hardy, 1980

Associate Professor Emerita of Music, 2014

Vicki L. Harper, 1979

Associate Professor Emerita of Philosophy, 2012
B.A., Mount Holyoke College; A.M., Ph.D., Harvard University

David Hauck, 1966

Professor Emeritus of Exercise Science, Co-Head Men's and Women's Swim Coach, 1996
B.S., Gustavus Adolphus College; M.A., Bemidji State University

Ruben Haugen, 1957

Professor of Music, 1997

Barbara Helling, 1961-62, 1971

Associate Professor Emerita of Behavioral Science, Paracollege Tutor, Coordinator of Teaching-Learning Center, 1993
B.A., Pomona College; M.A., University of Minnesota; Ph.D., University of Nebraska

Elizabeth Hendrickson, 1990

Research Assistant, Chemistry, 1996

H. Stewart Hendrickson, 1968

Professor Emeritus of Chemistry, 1996
B.A., Pomona College; Ph.D., University of Illinois at Urbana-Champaign

Jacqueline Henry, 1999

Director, Norwegian-American Historical Association, 2015

Shirley Herreid, 1980

Health Services Nurse Practitioner, 2004
B.S.N., St. Olaf College

James Heynen, 1992

Associate Professor Emeritus of English, 2007
B.A., Calvin College; M.A., University of Iowa; M.F.A. University of Oregon

Janet C. Hill, 1989

Visiting Assistant of Professor of English, 2014
B.A., M.A., California State University-Chico

Jonathan Hill, 1969

Professor Emeritus of English, 2010
B.A., M.A., B.Phil., University of Oxford

Carol Hocking, 1974

Associate Professor Emerita of Nursing, 1990
B.S., M.Ed., University of Minnesota

Gerald R. Hoekstra, 1981

Professor Emeritus of Music, 2014
B.A., Calvin College; M.A., Ph.D., Ohio State University

Norbert Hoffmann, 1989

Director of Administrative Computing, 2000
B.S., University of Pittsburgh; M.S., Duquesne University

James Holden, 1994

Assistant Professor of Education, 2001
B.A., Augsburg College; M.A., University of Minnesota

Anthony Holt, 1991

Instructor in Music, 2014

C. George Holt, 1972

Associate Professor Emeritus of Family Studies, 2005
B.A., Alma College; B.D., Oberlin College; M.Ed., Pennsylvania State University

Judith Ann Holt, 1979

Circulations Associate, 2000
B.A., Alma College

Linda Hunter, 1982

Director of Academic Support Center, 2000
B.A., Drew University; M.Ed., University of Minnesota

Elizabeth Hutchins, 1996

Assistant Professor, Library, 2004
B.A., Wellesley College; M.S., Simmons College; M.Div., Harvard University

Joseph G. Iverson, 1960

Professor Emeritus of Education, 1986
B.S., Gustavus Adolphus College; M.A., University of Minnesota; Ed.D., University of North Dakota

Robert Jacobel, 1976

Professor Emeritus of Physics and Environmental Studies, 2013
A.B., University of California-Berkeley; Ph.D., Iowa State University

Carolyn Jennings, 1960-63; 1966

Professor Emerita of Music, 2002
B.A., University of Iowa; M.M., University of Michigan

Kenneth L. Jennings, 1953

Harry R. and Thora Helseth Tosdal Professor Emeritus of Music and Director Emeritus of the St. Olaf Choir, 1990
B.M., St. Olaf College; M.M., Oberlin College; D.M.A., University of Illinois at Urbana-Champaign

Linne Jensen, 2001

Tutoring Specialist, Academic Support Center, 2010
B.A., Carleton College; B.A., University of Minnesota School of Architecture

Robert Jenson, 1988

Professor Emeritus of Religion 1998
B.A., Luther College; B.C., Luther Seminary; Dr. Theo., University of Heidelberg

Carol V. Johnson, 1968

Vice President and Dean of Students, 1994
B.A., St. Olaf College; M.A., University of Minnesota

Cheryl Johnson, 1985

Associate Director, Financial Aid, 2007
University of Minnesota

Lowell E. Johnson, 1963

Professor Emeritus of English, 1996
B.A., St. Olaf College; M.A., University of Chicago; Ph.D., University of Wisconsin

Margaret Johnson, 1974

Director, Language Lab, 2005
B.S., Concordia College-Moorhead

Mary Johnson, 1977

Professor Emerita of Nursing, 2004
B.S.N., St. Olaf College; M.S., Ph.D., University of Minnesota

Michelle Johnson, 1999

Medical Technologist, 2009

Robert Johnson, 1978

Manager of Music Organizations, 2015

Sigrid Johnson, 1983

Professor Emerita of Music, 2015

Theodore Johnson, 1977

Professor Emeritus of Biology, 2014

B.A., Augsburg College; M.S., Ph.D., University of Illinois-Chicago

Erling Jorstad, 1956

Professor Emeritus of History, 1994
B.A., St. Olaf College; M.A., Harvard University; Ph.D., University of Wisconsin-Madison

Jean Juenke, 1965

Director, Print Center, 1999

Margaret Kelly, 1984

Associate, Music Library, 2004
B.M.Ed., Hartt School of Music

Robert Kendall, 1965

Associate Professor Emeritus of Music, 1992
B.M., M.M., Syracuse University

L. Henry Kermott, 1978

Professor Emeritus of Biology, Marie M. Meyer Distinguished Professor, 2014
B.S., M.S., University of North Dakota, Ph.D., University of Minnesota

Gloria Kiester, 1967

Associate Professor Emerita of Music, 1998
B.A., St. Olaf College; M.M.Ed., University of Colorado

Wayne Kivell, 1989

Assistant, Halvorson Music Library, 2001

JoAnn Kleber, 1972

Director of Oslo Summer School Program, 1997
M.S., University of Iowa

Richard S. Kleber, 1960

Professor Emeritus of Mathematics, 1996
B.A., St. Olaf College; M.S., Ph.D., University of Iowa

Laszlo Kovacs, 1990

Professor and College Bibliographer for Collection Development Projects, 1994
B.Th., Theological Academy, Hungary; M.Div., Colgate Rochester Divinity School; M.A., Indiana University-Bloomington

Duane C. Kringen, 1947

Business Manager Emeritus, 1984
B.A., St. Olaf College

Perry Kruse, 1969

Assistant Director, Facilities, 2012

Linda Kuchinka, 1988

Internal Auditor, Business Office, 2013

Edward Langerak, 1972

Professor Emeritus of Philosophy, 2011
A.B., Calvin College; M.A., University of Michigan; M.A., Ph.D., Princeton University

JoEllen LaPrade, 1999

Cataloging and Serials Associate, Library, 2012

Elizabeth Larson, 1972

Library Acquisitions Associate, 1999
B.A., Bethany College

Loren C. Larson, 1963-65, 1968

Professor Emeritus of Mathematics, 1996
B.S., Bethany College; M.A., Ph.D., University of Kansas

Phyllis Hyland Larson, 1993

Professor Emerita of Asian Studies, Assistant Provost, Office of the Dean of the College, 2013
B.A., St. Olaf College; M.A., Ph.D., University of Minnesota

Diane Lee, 1972

Research Assistant, Office of Educational and Institutional Research, 2000
B.A., St. Olaf College

Ronald Lee, 1961

Professor Emeritus of English 2000- Associate Dean of Interdisciplinary and General Studies, 2000
B.A., St. Olaf College; M.A., Oxford University; Ph.D., Stanford University

Mary Leean, 1976

Advisor, International Studies, 1993

Ann A. Leming, 1982

Instructor in Education, 2012
A.B., Westmont College; M.A., University of Utah

Michael Leming, 1972

Professor Emeritus of Sociology/Anthropology, 2012
A.B., Westmont College; M.A., Marquette University; Ph.D., University of Utah

Naurine D. Lennox, 1977

Associate Professor Emerita of Social Work and Family Studies, 2012
B.A., State University of Iowa; M.A., University of Chicago

Patricia Lewis, 1973

Librarian, Professor Emerita, 1997
B.A., St. Olaf College; M.A.L.S., University of Minnesota

Roger Loftus, 1990

Director of Human Resources, 2014

Odd Lovoll, 1971

King Olav V Chair Emeritus in Scandinavian-American Studies; Professor Emeritus of Norwegian and History; Editor, Norwegian-American Historical Association, 2001
M.A., University of North Dakota; Ph.D., University of Minnesota

Cynthia Lund, 1979

Special Collections Librarian, Kierkegaard Library, 2015

Eric Lund, 1979

Professor Emeritus of Religion, 2015

John Lygre, 1972

Senior Stewardship Officer, 2004
B.A., Luther; M.Div., Luther Seminary; M.Ed., Rutgers; Ph.D., Princeton Seminary

Carol Lysne, 1977

Executive Assistant to the President, 2004
B.A., Concordia College-Moorhead; M.A., Concordia University-St. Paul

James Mader, 2008

Instructor in Economics, 2014

Marland L. Madson, 1965-66, 1969

Professor Emeritus of Biology, 1993
B.A., St. Olaf College; M.N.S., University of Oklahoma; M.A., Ph.D., University of Minnesota

John C. Marshall, 1961

Professor Emeritus of Chemistry, 1996
B.A., Luther College; M.S., Ph.D., Iowa State University

Patricia Martin, 2007

Director of Government, Foundation and Corporate Relations, 2013

Mary Martz, 1994

Instructor in Music, 2014

M. Clare Mather, 1990

Associate Professor Emerita of Romance Languages, 2010
B.A., Hamline University; M.A., Ph.D., The University of Wisconsin-Madison

Janet McGrath, 2009

Music Library Associate, 2015

Olaf W. Millert, 1952

Professor Emeritus of Psychology, 1995
B.A., Augustana College-Sioux Falls; M.A., University of South Dakota; Ph.D., Harvard University

Bruce Moe, 1958

Vice President for Admissions and Financial Aid, 1995
B.A., St. Olaf College

Lydia Quanbeck Moe, 1974

Director of Government and Foundation Relations, 1999
B.S., M.A., University of Minnesota

Dorothy Mrkonich, 1970

Professor Emerita of Nursing, 1992
B.S., St. Olaf College; M.Ed., Ph.D., University of Minnesota

Jon Eric Nelson, 1968

Professor of English, 2008
B.A., Wittenberg University; M.A., Ph.D., University of North Carolina at Chapel Hill

Roger Nelson, 1965

Director of Food Service, 1992

Robert Nichols, 1972

Professor Emeritus of History, 2005
B.A., M.A., Ph.D., University of Washington

Bruce Nordstrom-Loeb, 1982

Professor Emeritus of Sociology/Anthropology, 2015

Alan Norton, 1996

Vice President and Treasurer, 2013

Frank Odd, 1972

Associate Professor Emeritus of Romance Languages, 2001
B.A., University of Utah; M.A., Stanford University; Ph.D., University of Colorado

Joan Odd, 1975-76, 1977

Instructor Emerita in Spanish, 2005
B.A., University of Idaho

Barbara Olson, 1990

Instructor in Romance Languages, 2014

Duane N. Olson, 1962

Professor Emeritus of Physics, 1996
B.A., St. Olaf College; Ph.D., Cornell University

Joan R. Olson, 1969

College Archivist, Associate Professor Emerita, 1996
B.A., Bucknell University; M.A., Cornell University

Richard Olson, 1967

Associate Professor Emeritus of History, 2002
B.A., Luther College; B.D., Luther Seminary; M.A., Ph.D., University of Minnesota

Arnold Ostebee, 1980

Professor Emeritus of Mathematics, Statistics, and Computer Science, 2014
B.A., St. Olaf College; Ph.D., State University of New York at Stony Brook

Omar G. Otterness, 1960

Professor Emeritus of Religion, 1986
B.A., M.A., University of Illinois; B.D., Luther Seminary; Ph.D., University of Chicago

Julianne Overby, 1991

Acquisitions/Book Preservation Associate, Library, 2012

Donna Niebuhr Paulsen, 1972

Instructor Emerita in Music, 1999
B.A. St. Olaf College

Wesley Pearson, 1958

Professor Emeritus of Chemistry, 2015

Martin Pelikan, 1974

Director of WCAL National Ventures, 2004

Hervé Pensec, 1971

Associate Professor Emeritus of Romance Languages, 2009
B.A., Adelphi University; M.A., M.Phil., Ph.D., University of Kansas

Paul Peterson, 1966

Manager, WCAL Radio, 2000
B.A., St. Olaf College; B.Div., Luther Seminary

Richard G. Peterson, 1963

Professor Emeritus of English and Classics, 1996
B.A., University of Minnesota; M.A., Northwestern University; Ph.D., University of Minnesota

Samiha Sidhom Peterson, 1987

Professor Emerita of Sociology, 2009
B.A., M.A., American University in Cairo; Ph.D., University of Minnesota

Robert Phelps, 1969

Director, News Service; Director of Government and Foundation Relations, 1994
B.A., Morningside College; M.A., Syracuse University

William Poehlmann, 1973

Associate Professor Emeritus of Religion, 2010
B.A., Texas Lutheran College; B.D., Luther Theological Seminary; Ph.D., Harvard University

Jo Ann Polley, 1981

Professor Emerita of Music, 2006
B.A., St. Olaf College; M.M., Northwestern University; Ph.D., Michigan State University

Kathleen Quade, 1984

Coordinator, Student Disability Services; Tutoring Specialist, 2004
B.A., University of Wisconsin-Madison

Patrick Quade, 1968

Professor Emeritus of Theater, Director of International and Off-Campus Studies, 2005
B.A., St. Olaf College; M.A., University of Wisconsin-Madison; M.F.A., University of Minnesota

Carol Rhoades, 1985

User Services Consultant, 2008
B.S., University of Minnesota

Stephen Rholl, 1997

Academic Technologist, 2014

Barbara Rippley, 1975

Library Preservation Officer, 2004

Bruce Roberts, 1968

Professor Emeritus of Psychology, 2001
B.S., M.Ed., Oregon State University; Ph.D., Claremont Graduate University

Marjorie Rooks, 1975

Librarian, Assistant Professor, 1997
B.A., M.A., A.M.L.S., University of Michigan

Kay Sahlin, 1979

Instructor Emerita in Music, 2010
B.A., St. Olaf College

Donald L. Sahling, 1963

Senior Principal Gifts Officer/Assistant Vice President for Advancement, 2005
B.A., Wartburg College

Leslie Sandberg, 1990

Assistant Director Student Activities, 2007
A.A., Austin State College; B.S. Winona State University

Rachel Santurri, 1994

Senior Assistant Director for Academic Research & Planning, 2005
B.S., Southern Connecticut State University

Judi Sateren, 1969

Associate Professor Emerita of Nursing, 2010
B.S.N., St. Olaf College; M.S., University of California

Paul Schmitt, 1989

Senior Principal Gift Officer; Director, Planned Giving, 2001
B.A., Wartburg College

David W. Schodt, 1977

Professor Emeritus of Economics, 2013

B.S., Cornell University; M.P.P.A., M.A., Ph.D., University of Wisconsin-Madison

Cora Scholz, 1988

Instructor Emerita of Music, 2003
B.A., St. Olaf College; M.M., University of Illinois at Urbana-Champaign

Robert V. Scholz, 1968

Professor Emeritus of Music, 2005
B.A., St. Olaf College; M.M., D.M.A., University of Illinois at Urbana-Champaign

Kathy Schuurman, 1999

Associate Director of Alumni and Parent Relations, 2013

Jack Schwandt, 1963

Professor Emeritus of Political Science, 1996
B.A., Concordia College-Moorhead; M.A., Ph.D., University of Minnesota

Pamela Schwandt, 1963-66, 1968-69, 1974

Associate Professor Emerita of English, 1996
B.A., St. Olaf College; M.A., University of Washington; Ph.D., University of Minnesota

Patricia Scully, 1975

Associate Director of Human Resources, 2002
B.A., University of Minnesota

Joseph M. Shaw, 1957

Professor Emeritus of Religion, 1991
B.A., St. Olaf College; B.Th., Luther Theological Seminary; Ph.D., Princeton Seminary

Bonnie S. Sherman, 1981

Professor Emerita of Psychology, 2012
B.S., College of William and Mary; Ph.D., University of North Carolina at Chapel Hill

Jan Shoger, 1980

Associate Professor Emerita of Art and Art History, 2002
B.A., M.A., University of Minnesota

Michael Simone, 1965

Director, St. Olaf Center, Auxiliary Enterprises and Purchasing, 1995
B.S., B.A., University of Denver

George Sivanich, 1965

Associate Professor Emeritus of Psychology, 1994
B.A., University of Minnesota; M.A., Harvard University; Ph.D., University of Minnesota

Patricia Harper Smith, 1983

Director, Center for Experiential Learning, 2011
B.S., M.S., Bemidji State University

Emery N. Solberg, 1961

Director of Admission Services, 1993
B.A., St. Olaf College

Myron Solid, 1971

Professor Emeritus of Education, 2004
B.S., M.Ed., Colorado State University; Ph.D., University of Colorado

Gary O. Spessard, 1973

Professor Emeritus of Chemistry; the Edolph A. Larson and Truman E. Anderson, Sr. Chair of Chemistry, 2008
B.S., Harvey Mudd College; M.S., University of Wisconsin-Madison; Ph.D., Wesleyan University

Gary Stansell, 1973

Professor Emeritus of Religion; Kenneth Bjork Distinguished Professor, 2011
B.A., Concordia Senior College; M.Div., Concordia Seminary; Dr.Theol., Ruprecht-Karl-Universität Heidelberg

Mary Steen, 1965

Associate Professor Emerita of English, 2009
B.A., Luther College, M.A.T., Harvard University

Solveig Steendal, 1953

Secretary to the President, 1988
B.A., Luther College

Cynthia Stokes, 1967-69, 1970

Instructor in Music, 2005
B.A., Radcliffe College; M.M., New England Conservatory

Mark Storry, 1995

Instructor in Education, 2015

Judith Stoutland, 1968

Instructor in English, 1997
B.A., St. Olaf College; M.A., Trinity College

Lois Stratmoen, 1988

Programmer/Systems Analyst, Information and Instructional Technologies, 2011
B.S., South Dakota State University

Elizabeth Stromseth, 1974

Director of International Studies, 1979

Walter Stromseth, 1956

Professor Emeritus of Philosophy, 1996
B.A., St. Olaf College; B.D., Ph.D., Yale University

Lee Swan, 1976

Director of Athletics, Associate Professor Emeritus of Education, 1998
B.S., M.S., Ph.D., University of Wisconsin-Madison

Steve Swanson, 1974-75, 1976

Professor of English, 1997
B.A., St. Olaf College; C.Th., B.D., Luther Theological Seminary; M.A., D.Arts, University of Oregon

James Tallon, 1976

Associate Professor Emeritus of Sociology and Anthropology, 2001
B.A., St. Charles Borromeo Seminary; M.A., Ph.D., University of Notre Dame

Christopher M. Thomforde, 2001

President, Professor of Religion, 2006
A.B., Princeton; M.Div., Yale Divinity School; D.Min., Princeton Theological Seminary; D.D., Susquehanna University

Janet Kringen Thompson, 1997

Associate Vice President of Advancement and College Relations, 2012

Merrell Thornton, 1980

Associate Director Financial Aid, 1997

Texas Women's University

William Thornton, 1970

Associate Professor Emeritus of Exercise Science, 2008
B.S., University of Kansas; M.Ed., University of Arkansas

Valborg E. Tollefsrud, 1953

Professor Emerita of Nursing, 1995
B.S., M.Ed., University of Minnesota

Lynn Torgerson, 1994

Assistant Director of Financial Aid, 2013

Charles Umbanhowar, Sr., 1978

Associate Professor Emeritus of Political Science, 2004
B.A., Cornell University; M.A., Ph.D., University of Chicago

Dorothy Vawter, 2003

Associate Director MN Center for Healthcare Ethics, 2009

Theodore Vessey, 1970

Professor Emeritus of Mathematics, Statistics and Computer Science, 2005
B.A., Ph.D., University of Minnesota

Ann Wagner, 1961

Professor Emerita of Dance, 1999
B.A., Augustana College-Illinois; M.A., University of Iowa; Ph.D., University of Minnesota

James G. Walker, 1964

Associate Professor Emeritus of Russian, 1994
B.A., Long Beach State University; M.S., Georgetown University; Ph.D., Indiana University at Bloomington

Martha Wallace, 1977

Professor Emerita of Mathematics and Education, 2009
B.A., St. Olaf College; M.A., Ph.D., University of Minnesota

Irina Walter, 1986

Professor Emerita of Russian Language and Area Studies, 2015

Barbara Walters, 1988

Program Coordinator, International and Off-Campus Studies, 2003
B.S., University of Wisconsin-Madison

John Walters, 1982

Professor Emeritus of Chemistry, 2003
B.S., Purdue University; Ph.D., University of Illinois at Urbana-Champaign

Pin Pin Wan, 1987

Associate Professor Emeritus of Asian Studies, 2014
B.A., M.A., Fu-Jen Catholic University; M.A., University of Oregon; Ph.D., University of Washington

Norman Watt, 1966

Associate Professor Emeritus of German, 2000
B.A., M.A., Ph.D., University of Minnesota

A. DeWayne Wee, 1966

Professor Emeritus of Music, 1996
B.A., St. Olaf College; S.M.M., Union Seminary; M.S., The Juilliard School; D.Mus., Indiana University-Bloomington

David Wee, 1965

Professor Emeritus of English, 2005

B.A., St. Olaf College; M.A., Ph.D., Stanford University

Theo Wee, 1966-73, 1974

Professor Emerita of Music, 2005
B.F.A., South Dakota State University; S.M.M., Union Theological Seminary

John Welckle, 1989, 1992

Associate Professor Emeritus of Education, 2011
B.A., Augsburg College; M.A., ED.Sp., Ph.D., University of Minnesota

Abby Werlock, 1987

Associate Professor Emerita of English 1999
B.A., M.A., American University; Ph.D., University of Sussex

Gary Wicks, 1988

Associate Professor Emeritus of Exercise Science, 2008
B.A., St. Olaf College; M.A., Ph.D., University of Minnesota

Solveig P. Zempel, 1976

Professor Emerita of Norwegian; O.C. and Patricia Boldt Distinguished Teaching Professor in the Humanities, 2012
B.A., St. Olaf College; M.A., Ph.D., University of Minnesota

Lawrence Zimmerman, 1990

Assistant Professor of Education, 2001
B.A., St. Cloud State University; M.A., University of Minnesota; Ph.D., University of Wyoming

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The following list is accurate through July 15, 2015.
(For the most up-to-date list of faculty, please visit <http://wp.stolaf.edu/doc/list-of-faculty/>.)

A

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Associate Professor of Chemistry, 1986
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Professor of German, 1979
B.S., M.A., Ph.D., University of Wisconsin-Madison

Prabal Adhikari

Visiting Assistant Professor of Physics, 2015
B.A., Grinnell College; Ph.D., University of Maryland - College Park

Shahram Ahrar

Instructor in Exercise Science, Head Wrestling Coach, 2005
B.A., Minnesota State, Mankato; M.A., St. Scholastica

Hiroe Akimoto

Instructor in Asian Studies, 2009
B.A., Gakushuin University; M.A., University of Minnesota

Ibtesam âl-Atiyat

Associate Professor of Sociology/Anthropology, 2009
B.A., M.A., University of Jordan; Ph.D., Freie Universität-Berlin

Elisabeth Alderks

Instructor in English, 2015
B.A., St. Olaf College; M.A., University of Minnesota

Wendy Allen

Professor of Romance Languages - French, 1977, Oscar and Gertrude Boe Overby Distinguished Professor
B.A., Connecticut College; M.A., Ph.D., Indiana University

Richard Allen

Professor of Mathematics, Statistics, and Computer Science, 1975
B.A., Boston College; M.A., Ph.D., Indiana University-Bloomington

Mark Allister

Professor of English and Environmental Studies, 1986
B.A., California State University -Chico; M.A., Ph.D., University of Washington

Sarah Amugongo

Assistant Professor of Biology, 2015
B.Ed., Kenyatta University; Ph.D., University of California, Berkeley

Steven Amundson

Professor of Music, 1981
B.A., Luther College; M.M., Northwestern University

Kathryn Ananda-Owens

Professor of Music, 1997
B.M., B.A., Oberlin Conservatory; M.M., D.M.A., Peabody Institute of Johns Hopkins University

Francesca Anderegg

Assistant Professor of Music, 2012
B.A., Harvard University; M.M., D.M.A., The Juilliard School

Kurt Anderson

Instructor in Exercise Science, Head Men's Soccer Coach, 1989
B.A., Augustana College - Rock Island; M.S., Drake University

Joshua Anderson

Visiting Assistant Professor of Political Science and Environmental Studies, 2012
B.A., Carleton College; Ph.D., University of Minnesota

Scott Anderson

Assistant Professor of Music, 2012
B.M., Eastman School of Music; M.M., Northwestern University

Diane Angell

Assistant Professor of Biology, 1999
B.A., Macalester College; Ph.D., Brown University

George Anquandah

Visiting Assistant Professor of Chemistry, 2014
B.S., Kwame Nkrumah University of Science and Technology; M.S., Technical University of Braunschweig; Ph.D., Florida Institute of Technology

Anton Armstrong

Professor of Music, 1990, Harry R. and Thora H. Tosdal Professor of Music
B.M., St. Olaf College; M.M., University of Illinois at Urbana-Champaign; D.M.A., Michigan State University

Christopher Atzinger

Associate Professor of Music, 2005
B.M., University of Texas at Austin; M.M., University of Michigan; D.M.A., Peabody Institute of Johns Hopkins University

B**Jennifer Bader**

Instructor in Dance, 1998
B.F.A., University of the Arts

John Barbour

Professor of Religion, 1982
B.A., Oberlin College; M.A., Ph.D., University of Chicago Divinity School

Jolene Barjasteh

Associate Professor of Romance Languages - French, 1984
B.A., M.A., Illinois State University; Ph.D., University of Illinois at Urbana-Champaign

Gwendolyn Barnes-Karol

Professor of Romance Languages - Spanish, 1988
B.A., Central College; M.A., Middlebury College; Ph.D., University of Minnesota

Anthony Bateza

Instructor in Religion, 2015
B.S., Iowa State University; M.Div., Lutheran School of Theology at Chicago

John Bazzachini

Instructor in Exercise Science, Head Women's Hockey Coach, 2005
B.A., St. John's University

Anthony Becker

Associate Professor of Economics, 1987
B.A., University of Maryland; M.A., Ph.D., Duke University

Patricia Beckman

Assistant Professor of Religion, 1999
B.A., Gustavus Adolphus College; M.A., Ph.D., University of Chicago

M. Amine Bekhechi

Assistant Professor of Romance Languages - French, 2007
D.E.A., Université de Montpellier, France; M.A., Ph.D., University of Wisconsin-Madison

Jo Beld

Vice President for Mission and Professor of Political Science, 1984
B.A., Bethel College; M.A., M.Phil., Ph.D., Yale University

Dennis Bengtson

Instructor in Exercise Science, 2014
B.A., Augsburg College

Mara Benjamin

Associate Professor of Religion, 2008
B.A., Hampshire College; Ph.D., Stanford University

Joseph Benson

Visiting Assistant Professor of Mathematics, Statistics, and Computer Science, 2014
 B.A., Grinnell College; M.S., Loyola University Chicago; M.S., Ph.D., University of Minnesota

Linda Berger

Professor of Music, 1997
 B.A., St. Olaf College; M.A., Ph.D., University of Minnesota

Adam Berliner

Associate Professor of Mathematics, Statistics, and Computer Science, 2009
 B.A., Carleton College; M.A., Ph.D., University of Wisconsin-Madison

Thomas Bernardin

Assistant Professor of Economics, 2015
 B.S., New York University Stern School of Business; M.A., Union Theological Seminary; Ph.D., University of Massachusetts, Amherst

Anne Berry

Instructor in Writing
 B.A., M.A., University of Illinois; M.S., Georgetown University

Jessica Bestrashniy

Visiting Assistant Professor of Mathematics, Statistics, and Computer Science, 2014
 B.A., New York University; M.S., Ph.D., University of Minnesota

Douglas Beussman

Professor of Chemistry, 2003, Grace A. Whittier Endowed Chair in Science
 B.A., St. Olaf College; Ph.D., Michigan State University

Seth Binder

Assistant Professor of Economics and Environmental Studies, 2013
 B.S.F.S., Georgetown University; M.Sc., London School of Economics and Political Science; Ph.D., Yale University, School of Forestry Environmental Studies

Brian Bjorklund

Professor of Theater, 1981
 B.A., M.F.A., University of Minnesota

James Bobb

Assistant Professor of Music, 2012
 B.M., Capital University; M.M., Eastman School of Music

Cynthia Book

Associate Professor of Exercise Science, Head Volleyball Coach, 1991
 B.S., Springfield College; M.Ed., University of New Hampshire; Ph.D., University of Minnesota

David Booth

Associate Professor of Religion, 1985
 B.A., Harvard University; M.A., Ph.D., University of Chicago

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 B.A., St. Olaf College; Ph.D., University of Minnesota

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Instructor in Asian Studies, 2015
 B.A., Western Washington University; B.A., Kyoto Tachibana University

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Assistant Professor of Biology, 2012
 Ph.D., University of Wisconsin

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Adjunct Assistant Professor of Psychology, 2012
 B.A., University of Wisconsin; M.S., Ph.D., Alliant International University

Timothy Bradley

Instructor in Music, 2013
 B.M., St. Olaf College; M.M., Southern Methodist University

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 B.A., M.A., Ph.D., University of Minnesota

Richard Brown

Professor of Mathematics, Statistics, and Computer Science, 1990
 B.A., Washington State University; M.S., Ph.D., University of Illinois at Urbana-Champaign

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Assistant Professor of Classics, 2002
 B.A., Carleton College; B.A., Cambridge University; M.A., Ph.D., University of North Carolina

Sarah Burk

Instructor in Music, 2014
 B.M., University of Minnesota, Duluth; M.L.S., University of Minnesota

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Adjunct Assistant Professor of Biology, 2016
 B.A., College of St. Benedict; Ph.D., Mayo Graduate School

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University of Oregon

Alyson Center

Visiting Assistant Professor of Biology, 2014
B.S., University of Texas at Austin; Ph.D., University of Minnesota

John Chan

Adjunct Assistant Professor of Biology, 2016
B.S., University of Minnesota; Ph.D., University of Minnesota Medical
School

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Assistant Professor of Political Science, 2008
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Professor, Library, 1977
B.M., Illinois State University; M.S., University of Illinois at Urbana-
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Mary Cisar

Professor of Romance Languages - French, 1978
B.A., Kalamazoo College; M.A., Ph.D., Brown University

Kurt Claussen

Instructor in Music, 2006
B.A., St. Olaf College; M.M., University of Minnesota

Anna Clift

Instructor in Music, 1995
B.M., Indiana University - Bloomington; M.M., State University of New
York at Stony Brook

Eric Cole

Professor of Biology, 1993
B.A., Reed College; M.S., University of Washington; Ph.D., University of
Iowa

Todd Coleman

Visiting Assistant Professor of Physics, 2007
B.A., Wittenberg University; Ph.D., University of Wisconsin-Madison

Cecilia Cornejo

Visiting Assistant Professor of Environmental Studies, 2013
B.A., University of Iowa; M.F.A., School of the Art Institute of Chicago

Kevin Crisp

Associate Professor of Biology, 2005
B.A., Haverford College; Ph.D., University of Minnesota

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Instructor in Romance Languages - Spanish, 2001
B.A., Gustavus Adolphus College; M.A., University of Minnesota

Arthur Cunningham

Assistant Professor of Philosophy, 2008
B.A., B.S., University of Notre Dame; M.A., Ph.D., University of
Pittsburgh

Maurella Cunningham

Visiting Assistant Professor of Education, 2014
B.A., Carleton College; M.Ed., Ph.D., University of Minnesota

D**J. Patrick Dale**

Associate Professor of Political Science, 1988
B.A., University of Keele, England; M.A., Ph.D. University of Essex,
England

Marc David

Visiting Assistant Professor of Sociology/Anthropology, 2014
B.A., St. Joseph Seminary College; M.A., Université Laval; Ph.D.,
University of North Carolina - Chapel Hill

Christine Daymont

Associate Professor of Exercise Science; Head Women's Cross Country
and Track and Field Coach, 1976
B.S.E., State University of New York at Cortland; M.S., Syracuse
University

Gary De Krey

Professor of History, 1988
B.A., St. Olaf College; M.A., Ph.D., Princeton University

Jeane DeLaney

Associate Professor of History, 1990
A.B., University of North Carolina at Chapel Hill; M.A., Ph.D., Stanford
University

Irve Dell

Professor of Art and Art History, 1989
B.A., Williams College; M.F.A., University of Minnesota

James Demas

Assistant Professor of Biology and Physics, 2009
B.A., Columbia University; B.S., University of Maryland; Ph.D.,
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Shelly Dickinson

Associate Professor of Psychology, 2003
B.S., University of South Dakota; M.S.; Ph.D., Oregon Health Science
University

Jill Dietz

Professor of Mathematics, Statistics, and Computer Science, 1996
B.A., Brandeis University; M.S., Ph.D., Northwestern University

Adam Dittmer

Instructor in Chemistry, 2015
B.A., Augustana College; M.S., University of Minnesota

Kosmas Diveris

Assistant Professor of Mathematics, Statistics, and Computer Science, 2012
B.S., State University of New York; M.S., Ph.D., Syracuse University

Kari Dorer

Associate Professor of Norwegian, 2001
B.A., Concordia College - Moorhead; M.A., University of Minnesota;
Ph.D., University of Texas at Austin

Dan Dressen

Professor of Music, Associate Provost, 1982
B.S., Bemidji State University; M.F.A., D.M.A., University of Minnesota

Jeremy Driver

Instructor in Exercise Science, Head Women's Soccer Coach, 2006
B.A., St. Olaf College; M.A., University of St. Thomas

E**Margaret Eaves-Smith**

Associate Professor Emerita of Music, 1979
B.M., M.M., Cleveland Institute of Music

Todd Edwards

Assistant Professor of Theater, 2006
B.A., Jacksonville State University; M.F.A., University of Southern Mississippi

Julie Elhard

Instructor in Music, 2001
B.A., Concordia

Jason Engbrecht

Associate Professor of Physics, 2002
B.S., Trinity University; M.S., Ph.D., University of Michigan

Tracey Engleman

Assistant Professor of Music, 2001
B.M., St. Olaf College; M.M., D.M.A., University of Minnesota

Robert Entenmann

Professor of History and Asian Studies, 1982
B.A., University of Washington; M.A., Stanford University; Ph.D., Harvard University

Louis Epstein

Assistant Professor of Music, 2014
A.B., Princeton University; Ph.D., Harvard University

Jacob Erickson

Instructor in Religion and Environmental Studies, 2013
B.A., St. Olaf College; M.Div., Yale University

Kiara Esterbrooks

Instructor in Religion, 2015
B.A., St. Olaf College; M.Div., Denver Seminary

Daniel Everson

Visiting Assistant Professor of Chemistry, 2014
B.S., University of St. Thomas; M.S., Ph.D., University of Rochester

F**Alison Feldt**

Associate Professor of Music, 1989
B.A., Luther College; M.A., University of Iowa; D.M.A., University of Minnesota

Michael Fitzgerald

Professor of History, 1986
B.A., M.A., Ph.D., University of California - Los Angeles

Sally Franson

Visiting Assistant Professor of English, 2015
B.A., Barnard College; M.F.A., University of Minnesota

Steven Freedberg

Associate Professor of Biology, 2006
B.A., University of Florida; Ph.D., Indiana University - Bloomington

Dona Freeman

Artist in Residence in Theater, 1985
B.A., St. Olaf College; M.F.A., University of Minnesota

Sara Fruehling

Visiting Assistant Professor of Biology, 2005
B.A., St. Olaf College; Ph.D., Northwestern University

Michael Fuerstein

Assistant Professor of Philosophy, 2010
B.M., New England Conservatory of Music; B.A., Tufts University; Ph.D., Columbia University

Eric Fure-Slocum

Associate Professor of History, 1998
B.A., St. Olaf College; M.A., Duke University; M.A., San Francisco State University; Ph.D., University of Iowa

G**Ron Gallas**

Associate Professor of Art and Art History, 1987
B.A., College of St. Thomas; M.F.A., University of Minnesota

Carlos Gallego

Associate Professor of English, 2011
B.A., University of Arizona; M.A., Ph.D., Stanford University

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Memberships, Accreditations, Program Approvals, Organizations

Memberships

Phi Beta Kappa
 American Association of Colleges of Nursing
 American Council on Education
 American Mathematical Society
 Associated Colleges of the Midwest
 Association for Women in Mathematics
 Association of American Colleges and Universities (AAC and U)
 Council for Higher Education Accreditation (CHEA)
 Council of Independent Colleges (CIC)
 Higher Education Data Sharing Consortium
 Lutheran Educational Council of North America
 Mathematical Association of America
 Mid States Consortium for Math and Science
 Minnesota Association of Colleges of Nursing
 Minnesota Intercollegiate Athletic Conference
 Minnesota Private College Council
 National Association of Independent Colleges and Universities
 National Collegiate Athletic Association (NCAA), Division III
 Society for Industrial and Applied Mathematics

Accreditations and Program Approvals

American Chemical Society
 Commission on Collegiate Nursing Education
 Council on Social Work Education
 Higher Learning Commission, North Central Association
 National Association of Schools of Art and Design
 National Association of Schools of Dance
 National Association of Schools of Music
 National Association of Schools of Theater
 National Council for Accreditation of Teacher Education

National Honorary and Service Organizations

Phi Beta Kappa (Scholarship)
 Alpha Kappa Delta (Sociology)
 Alpha Phi Omega (Service)
 Alpha Psi Omega (Theater)
 Beta Beta Beta (Biology)
 Blue Key (Leadership)
 Dobro Slovo (Slavic)
 Epsilon Alpha Sigma (Asian Studies)
 Eta Sigma Phi (Classics)
 Lambda Alpha (Anthropology)
 Nu Rho Psi (Neuroscience)
 Omicron Delta Epsilon (Economics)
 Phi Alpha Theta (History)
 Phi Lambda Upsilon (Chemistry)
 Phi Sigma Tau (Philosophy)
 Pi Delta Phi (French)
 Pi Kappa Lambda (Music)
 Pi Sigma Alpha (Political Science)
 Psi Chi (Psychology)

Sigma Pi Sigma (Physics)
 Sigma Theta Tau (Nursing)
 Theta Alpha Kappa (Religion)

Service Societies

Alpha Phi Omega

Recent Statistics (<http://wp.stolaf.edu/ir-e/institutional-data-and-information>)

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