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The Academic Catalog 2021-22
This catalog supersedes The Academic Catalog 2020-21 and applies to students commencing their academic programs during the 2021-22 academic year. Unless exceptions are permitted pursuant to the policies established herein, this version of the Academic Catalog does not apply to students who commenced their academic studies at St. Olaf College prior to the 2021-22 academic year.

Accreditation
St. Olaf College is accredited by The Higher Learning Commission:

Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
(800) 621-7440; (312) 263-0456
Fax: (312) 263-7462
email: info@hlcommission.org

Private Institutions Registration
St. Olaf College is registered with the Minnesota Office of Higher Education 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 to all rights, privileges, programs, and activities generally accorded or made available to students without regard to any legally protected status. St. Olaf College does not discriminate on the basis of race, color, sex, national and ethnic origin, sexual orientation, gender identity, gender expression, disability, or other legally protected status in administration of its educational policies, financial aid program, athletics, and all other programs and activities.

Equal Employment Opportunity
St. Olaf College is an equal opportunity employer and does not unlawfully discriminate in the recruitment, hiring, training, promotion, or other faculty and staff employment-related decisions.

Title IX Resources
Title IX Coordinator: Kari Hohn, khohn@stolaf.edu, 507-786-3465, Tomson Hall 148
St. Olaf College is committed to a respectful, safe, and healthy environment and does not tolerate sex discrimination, sexual harassment, or sexual misconduct in any form. For resources and more information, visit https://wp.stolaf.edu/title-ix/.

Contract Disclaimer/Reservation of the Right to Modify
The provisions of this catalog are advisory in nature and are not intended to create a contract with anyone, including any student of the college. The college reserves the right to make changes as it deems appropriate, including course and program modifications or cancellations.

Family Educational Rights and Privacy Act (FERPA)
The provisions of the Family Educational Rights and Privacy Act (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.

Class and Lab Schedule
For updated information about the current year’s course offerings and their OLE Core curriculum attributes, view the class and lab schedule.

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

- 2002-04 Academic Catalog with Supplement
- 2004-06 Academic Catalog with Supplement
- 2006-08 Academic Catalog (in effect during 2006-2007 only)
- 2007-08 Academic Catalog
- 2008-09 Academic Catalog
- 2009-10 Academic Catalog
- 2010-11 Academic Catalog
- 2011-12 Academic Catalog
- 2012-13 Academic Catalog
- 2013-14 Academic Catalog
- 2014-15 Academic Catalog
- 2015-16 Academic Catalog (PDF)
- 2015-16 Academic Catalog
- 2016-17 Academic Catalog (PDF)
- 2016-17 Academic Catalog
- 2017-18 Academic Catalog (PDF)
- 2017-18 Academic Catalog
- 2018-19 Academic Catalog (PDF)
- 2019-20 Academic Catalog (PDF)
- 2020-21 Academic Catalog
THE ST. OLAF CURRICULUM

- The College Mission (p. 4)
- STOGoals: College-wide Goals for Student Learning
- The St. Olaf Curriculum, Graduation Requirements, and Degrees (p. 4)
- Majors, Concentrations, Areas of Emphasis, and Teaching Certifications (p. 5)

The Mission of St. Olaf College

St. Olaf College challenges students to excel in the liberal arts, examine faith and values, and explore meaningful vocation in an inclusive, globally engaged community nourished by Lutheran tradition.

Approved by the St. Olaf College Board of Regents, May 2016

The St. Olaf Curriculum, Graduation 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 OLE Core curriculum, major, (p. 5) 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 OLE Core curriculum (p. 4) courses that meet more than one requirement and through a variety of interdisciplinary majors and concentrations (p. 5). 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 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. New majors and programs are updated once each year. Students wishing to declare a major, emphasis, or concentration not available to them under the catalog year under which they entered the college should contact the Registrar’s Office for more information. 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 Regulation and Procedures (p. 8) 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

OLE Core Curriculum Requirements

Bachelor of Music (B.M.) Degree

The Music Department (p. 162) 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 507-786-3180.

General Graduation Requirements

OLE Core Curriculum Requirements

Bachelor of Arts/Bachelor of Music Double-Degree Option

See Bachelor of Arts/Bachelor of Music Double-Degree Option (p. 4)

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, composition, elective studies, music education, and performance) 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 OLE Core Curriculum 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.

- 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.
- Double-degree students participate in only one graduation ceremony.

**B.A./B.M. Comparison: OLE Core Curriculum Requirements**

**Comparison Chart for Bachelor of Arts and Bachelor of Music Students**

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

*B.M. students must attain either Religion, Faith and Values or Christian Theology in Dialogue.

**B.M. students must attain either Natural Science or Quantitative and Computational Reasoning.

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<th>Bachelor of Music</th>
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<td>First-Year Seminar</td>
<td>1 course</td>
<td>1 course</td>
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<tr>
<td>First-Year Experience: Writing and Rhetoric</td>
<td>1 course</td>
<td>1 course</td>
</tr>
<tr>
<td>Religion, Faith and Values</td>
<td>1 course</td>
<td>0-1 course</td>
</tr>
<tr>
<td>Christian Theology in Dialogue</td>
<td>1 course</td>
<td>0-1 course</td>
</tr>
<tr>
<td>Power and Race</td>
<td>1 course</td>
<td>1 course</td>
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<tr>
<td>Global Histories and Societies</td>
<td>1 course</td>
<td>1 course</td>
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<td>Social Science</td>
<td>1 course</td>
<td>1 course</td>
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<tr>
<td>Writing Across the Curriculum</td>
<td>1 course</td>
<td>1 course</td>
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| Ethical Reasoning in Context            | 1 course          | 1 course          |
| Natural Science                         | 1 course          | 0-1 course        |
| Quantitative and Computational Reasoning| 1 course          | 0-1 course        |
| World Languages and Cultures            | 1-3 courses (depending on placement, AP/IB transfer credit) | 0-2 (Depending on placement, incoming students must complete at least one course and a maximum of two courses at St. Olaf. Exception: vocal performance majors must complete 112-level course in two languages, one of which is French or German.) |
| Creativity                              | 1 course          | 1 course          |
| OLE Experience in Practice              | 0-1 (Can be satisfied by a non-credit bearing experience) | 0 (Not required) |
| Active Body: Moving Toward Health & Well-Being | 1 course (Course must be at least .25 credits.) | 1 course (Course must be at least .25 credits.) |
| Writing in the Major                    | 1 course (To be fulfilled within the major.) | 1 course (To be fulfilled within the major.) |

**Majors, Concentrations, Areas of Emphasis, and Majors Leading to Teaching Certifications**

The OLE Core Curriculum 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 45 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 gender and sexuality 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. 135). Students interested in a professional music degree can pursue one of the five different majors available within a Bachelor of Music (p. 162) 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 one major no later than March 15 of the sophomore year, in advance of spring registration for fall semester courses. Majors (with areas of emphasis) and concentrations are officially listed, once awarded, on the student’s permanent record. Students interested in a major leading to teaching certification must first be admitted to the Teacher Education Program. (p. 86)

**Bachelor of Arts Graduation Majors**

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

- ancient studies (p. 30)
- art, studio (p. 32)
- art history (p. 32)
- Asian studies (p. 40)
- biology (p. 46)
- chemistry (p. 56)
- Chinese
- classics (p. 65)
- computer science (p. 70)
- creative writing (p. 95)
- dance (p. 74)
- economics (p. 80)
- education (p. 86) (a co-major in the teaching content area is required for this major)
- English (p. 94)
- environmental studies (p. 105) (an area of emphasis is required for this major)
- French (p. 116)
- gender and sexuality studies
- German (p. 123)
- Greek (p. 65)
- history (p. 129)
- individual major (p. 135)
- Japanese
- kinesiology
- Latin (p. 65)
- Latin American studies (p. 143)
- mathematics (p. 152)
- medieval studies (p. 160)
- music (p. 162)
- Nordic Studies
- Norwegian (p. 185)
- nursing (p. 189)
- philosophy (p. 193)
- physics (p. 199)
- political science (p. 203)
- psychology (p. 209)
- quantitative economics
- race and ethnic studies (p. 215)
- religion (p. 219)

- Russian (p. 227)
- Russian area studies (p. 227)
- social studies education (p. 230)
- social work (p. 231)
- sociology/anthropology (p. 235)
- Spanish (p. 239)
- theater (p. 246)

**Bachelor of Arts majors leading to Teaching Certification**

- art (visual arts)
- English (communication arts and literature)
- mathematics
- music: vocal, instrumental, classroom
- sciences: biology, chemistry, physics
- social studies
- theater
- world languages: French, German, Latin, Spanish

The St. Olaf teacher education program also prepares students for certification in English as a second language and general science.

**Areas of Emphasis**

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

- B.A. in music with composition, musicology or theory emphasis (p. 163)
- B.M. in music with collaborative keyboard emphasis (p. 163) and piano or organ emphasis (p. 163)
- B.M in music with church music emphasis and choral or organ emphasis (p. 163)
- B.A. in economics/quantitative economics with an emphasis in finance (p. 81)
- B.A. in economics/quantitative economics with an emphasis in management (p. 81)
- B.A. in economics/quantitative economics with an emphasis in international economic analysis and policy (p. 81)
- B.A. in environmental studies with an emphasis in arts and humanities (p. 106)
- B.A. in environmental studies with an emphasis in natural science (p. 106)
- B.A. in environmental studies with an emphasis in social science (p. 106)
- B.A. in Norwegian with an emphasis in Sami and critical indigenous studies (p. 186)
- B.A. in Nordic studies with an emphasis in Sami and critical indigenous studies (p. 183)

**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 20 concentrations are listed below:
• Africa and the African Diaspora (p. 28)
• Asian studies (p. 40)
• biomolecular science (p. 54)
• educational studies (p. 86) (includes option for TEFL certificate track)
• engineering studies
• environmental studies (p. 105)
• family studies (p. 113)
• film and media studies
• gender and sexuality studies (p. 120)
• German studies (p. 123)
• international relations
• Latin American studies (p. 143)
• linguistic studies (p. 145)
• management studies (p. 148)
• mathematical biology (p. 151)
• Middle Eastern studies (p. 161)
• neuroscience (p. 180)
• Nordic studies (p. 182)
• race and ethnic studies (p. 215)
• statistics and data science (p. 243)

Bachelor of Music Graduation Majors
• church music (p. 168)
• composition (p. 169)
• elective studies (p. 172)
• music education: (p. 163) vocal, instrumental, classroom
• performance (p. 166)

Special Programs
Students can customize their education at St. Olaf, thanks to an array of international and domestic off-campus study programs, (p. 251) innovative offerings such as a Foreign Languages Across the Curriculum (p. 115) course, the American Conversations (p. 30), Asian Conversations (p. 39), Environmental Conversations (p. 104), Great Conversation (p. 128), Public Affairs Conversation (p. 215), Race Matters, Science Conversation (p. 229), and opportunities for independent study and research (p. 13), internships (p. 14), pre-professional preparation (p. 254), or the creation of an individual major (p. 135) through the Center for Integrative Studies.
ACADEMIC REGULATIONS AND PROCEDURES

• Academic Honors
  • Dean's List
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  • Degrees
  • Degree Completion
  • Diploma

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  • St. Olaf School of Record: Budapest Semesters in Mathematics and Budapest Semesters in Mathematics Education

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  • Carleton Inter-registration
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  • Interim Exchange
  • Internships
  • Repeating a Course
  • Summer School at St. Olaf College

• Transfer of Credit to St. Olaf College
  • General Policies
  • Transfer Policies for New First-Year Students
  • Transfer Policies for New Transfer Students
  • Transfer Policies for Continuing Students
  • Transfer of Credit for International & Off-Campus Studies

Transfer of Credit to St. Olaf College

General Policies Guiding Transfer of Credit to St. Olaf College

Credit for coursework completed through other regionally accredited colleges or universities is allowed to count toward a bachelor's degree at St. Olaf, subject to the parameters below. One St. Olaf credit is equivalent to 4 semester or 5.5 quarter credits. St. Olaf credit will not be awarded more than once in the case of two or more similar transfer courses.

The Registrar will divide the total number of earned semester or quarter credits by 4 or 5.5 accordingly to equal the number of St. Olaf credits that will be awarded. In order to receive credit, the student must request a final, official transcript to be sent to St. Olaf directly from the awarding institution. An official transcript is one in a sealed envelope or accessible via a secure electronic transfer.
• Up to two courses of 3 semester credits or 4 quarter credits may be awarded as 1.00 St. Olaf credit with appropriate OLE Core (St. Olaf's general education) attributes.

• Courses must be graded C or higher at the awarding institution in order to transfer to St. Olaf.

• The grades earned are entered on the student’s St. Olaf record but are not included in the St. Olaf GPA.

• Courses with grades of pass (P) or satisfactory (S) are not accepted.

The following are not transferable as St. Olaf credit:

• Workshops, camps, summer theater, guides, summer jobs, assistantships, and travel programs

• Music ensemble participation credits (band, choir, orchestra, etc.)

• Intercollegiate athletic participation

• St. Olaf credit will not be awarded more than once in the case of two or more similar transfer courses.

Transfer Policies for New First-Year Students

St. Olaf awards a maximum of 6.00 St. Olaf credits from all pre-college credits presented by new incoming first-year students. Pre-college credit includes the following types of courses and exams taken by high school students:

• AP (Advanced Placement) Exams (official score report required)

• IB (International Baccalaureate) Higher-Level Exams (official score report required)

• Cambridge A Level International Examinations (official score report required)

• PSEO (Post-Secondary Education Option) / CIS (College in the Schools) / Other Dual-Enrollment Programs

Credit for qualifying AP/IB/Cambridge A Level exam scores is awarded first up to a maximum of 6.00 St. Olaf credits. Secondly, credit for PSEO courses is awarded up to a maximum of 4.00 St. Olaf credits. The maximum St. Olaf credits awarded for all pre-college transfer work cannot exceed 6.00 St. Olaf credits.

A student may fulfill a maximum of six OLE Core attributes (general education requirements) via pre-college credit, based on the parameters stated above.

St. Olaf credit will not be awarded more than once in the case of two or more similar transfer courses.

Transfer Policies for New Transfer Students

Transfer students are students who are entering St. Olaf college for the first time and have earned college credit after graduation from high school.

• During the admissions process, the registrar provides the applicant with an evaluation of transfer credit.

• New transfer students entering the college with 18.00 St. Olaf credits must complete a minimum of 17.00 credits at St. Olaf or through St. Olaf programs.

• Transfer students who enter with 8-16 credits will be allowed to take up to 5 S/U courses at St. Olaf. Transfer students who enter St. Olaf with 17-18 credits will be allowed to take up to 4 S/U courses.

• Transfer courses will count toward a student’s requirement of 24-graded-courses by scale.

Consult the Registrar’s Office in cases where students believe they should receive a different type of OLE Core curriculum attribute (general education credit) than what has been authorized through the above procedures. An appeal should include course syllabi and a written explanation of how such work meets the guidelines for the requirement(s) the student wishes the work to fulfill.

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

Transfer Policies for Continuing Students

After matriculation at St. Olaf, a student may transfer a maximum of 4.00 St. Olaf credits.* Only two OLE Core attributes (general education requirements) may be awarded from those 4.00 credits. This also applies to students who take a leave of absence from St. Olaf. A transfer student may be allowed fewer than 4.00 credits after matriculation, depending upon the total credits initially transferred. The number of future transfer credits allowed can be found on the student's degree audit.

After matriculation at St. Olaf, students are strongly encouraged to have potential transfer courses evaluated and approved by the Registrar prior to registering for any course outside of St. Olaf. This ensures the transfer credit will fulfill the degree requirements the student intends.*

*The course must be completed with a grade of C or higher and a final official transcript is required.

*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.

Link to the Transfer Credit Approval Form.

Contact the Registrar’s Office (registrar@stolaf.edu) for details.

Transfer of Credit for International and Off-Campus Studies

• OLE Core attributes (general education requirements) will only be awarded for off-campus programs on the approved list maintained by the Office of International and Off-Campus Studies.
The 4-1-4 Academic Calendar

Academic year calendars are maintained and archived on the Registrar’s Office website.

The St. Olaf academic year consists of a 4-1-4 academic calendar plan (a fall semester of four courses, a one-month interim (p. 11) of one course in January and a spring semester of four courses).

The 4-1-4 academic year is augmented by two optional summer sessions (p. 11) during which a total of 2.5 credits may be taken in each session.

Definition of a St. Olaf Credit and Course Load

Course

For numerical purposes, the term “course” means 1.00 credit, as distinguished from fractional credits.

Course descriptions are printed in this catalog.

The fully updated class and lab schedule is posted and maintained on the Registrar’s Office website. The schedule lists the titles, credit value, OLE Core curriculum 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

For purposes of definition and transfer of credit, each 1.0-credit St. Olaf course is equivalent to 4.00 semester credits or 5.50 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 1.00 St. Olaf course credit 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.

Thirty-five (35) 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. 8)”

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. 263)” for further information relevant to federal and state grants.

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.

Course Levels

St. Olaf courses have levels designated by course numbers in this catalog and in the class and lab schedule 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.

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.

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

Eighteen of the 35 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 credits. Four (4.00) credits are required to maintain certain forms of State of Minnesota financial aid.

4.50 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 4.50 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 4.50 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 graduation.
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 overload 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. 267). There is no refund of tuition after two weeks after 10th day.

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 on the Registrar’s Office website. 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 stated under “Course Loads (p. 10)” in this catalog.

Note that “1” designates a first-half semester course and “2” a second-half course in the class and lab schedule.

Music
Requirements for the Bachelor of Arts music major (p. 162) and the degree requirements for the Bachelor of Music (p. 162) are defined only in this catalog. Students should also consult the Music Handbook. Bachelor of Arts music majors must complete 21 credits outside of the major.

Performance Studies Courses (Music Lessons) 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. 267)

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
A student must be officially registered through the Registrar’s Office in order to earn credit(s) for their St. Olaf courses. Informal arrangements, including section changes, 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 official registration in the course. Registration does not go into effect until the student has made arrangements for financial charges with the Business Office.

Specific registration dates are posted on the academic calendar and on the Registrar’s Office website. 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. If the program includes an Interim, registration is made at both the semester and the interim registrations. 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). Semester registration order is based on anticipated graduation date. Priority for Interim registration is given to first-year students, who are required to register for an Interim course. For registration purposes, and to ensure equity for all students, first-year students will remain in the first-year student registration pool throughout their first year at St. Olaf. 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 with the Registrar’s Office after all degree-seeking students have registered.

Students should consult the Student Information System (SIS) to verify the courses for which they are registered and to review 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 program director. Thereafter a student may only add the course with the permission of the instructor.

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 nor does it negate the college-wide deadline for adding a course. 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 is posted and maintained on the Registrar’s Office website. The schedule lists the titles, credit value, OLE Core curriculum 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 who are unable to access the Student Information System (SIS) during registration should contact the Registrar’s Office.

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. A student auditing a course 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, gymasia, and computers. In the case of science courses with attached labs, students may audit the course but not the lab. Students auditing a course 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, internship, or music lesson;
• Audit summer school courses.

A person wishing to audit a course must have the permission of the instructor at the time of entering the course and should negotiate the conditions necessary for completion of the audit with the instructor at that time. A Course Audit form, 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 audit is entered on the auditor’s transcript with a notation of AU. Audits are not awarded course or graded 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. Students who choose to audit a course other than registered full-time St. Olaf students or staff will be required to pay 20 percent 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. Neither part-time students nor non degree-seeking students may participate in the inter-registration arrangement. Inter-registration is limited to one course per term. A Carleton course must be approved by the Carleton instructor, St. Olaf Registrar, and Carleton Registrar for the St. Olaf student to be registered and for credit to be awarded (see procedure below). Carleton course grades are computed in the St. Olaf grade point average.

For a student to receive 1.00 St. Olaf credit for a Carleton course, the Carleton course must carry at least six Carleton credits (Carleton/ St. Olaf credit equivalencies: 1 Carleton credit = 0 St. Olaf credits; 2 Carleton credits = .25 St. Olaf credit; 3 or 4 Carleton credits = .50 St. Olaf credit; 5 Carleton credits = .75 St. Olaf credit; and 6 Carleton credits = 1.00 St. Olaf credit).

Registration for a Carleton winter term course is considered a full St. Olaf Interim load (1.0 St. Olaf credit). A student must register for a 6.00-Carleton-credit course to be eligible. A St. Olaf student may not simultaneously register for a St. Olaf Interim course.

A student wishing to apply a Carleton course to their major should consult with the appropriate St. Olaf department chair or program director before completing the inter-registration procedure. A student wishing to apply a Carleton course toward their OLE Core curriculum requirements should include the specific OLE Core curriculum attribute on the inter-registration form along with the course description and syllabus. To fulfill an Active Body requirement with a Carleton physical education course, the student must be inter-registered. While the course will count toward the Active Body OLE Core curriculum requirement, no credit will be awarded toward the total number of credits required for graduation.

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. As a general rule, Carleton will not inter-register St. Olaf students for Carleton courses which are routinely taught at St. Olaf.

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.

Inter-registration procedures:
To add a Carleton course:
1. Contact the Carleton instructor to inquire about registering for the course. A form is required for each Carleton term.
2. Submit the completed St. Olaf/Carleton Inter-Registration form to the St. Olaf Registrar's Office by the Carleton add deadline.
3. The St. Olaf Inter-Registration coordinator will contact the Carleton Registrar's Office indicating approval or denial. The student will be notified via email.

To drop a Carleton course:
1. Obtain written permission from the Carleton instructor and submit it to the St. Olaf Registrar's Office by the Carleton drop/late drop deadline.
2. The St. Olaf Inter-Registration coordinator will contact the Carleton Registrar's Office.
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. A student may not substitute an independent study/research for a course regularly offered in a department or program. Ordinarily, prerequisite coursework will have been completed in the area of the independent study/research.

3. Independent study/independent research may fulfill an elective credit.

4. Independent study or research may count toward a major with departmental approval but may not fulfill OLE Core curriculum requirements, except for OLE Experience in Practice if approved.

5. First-year students may not take an independent study/independent research course.

6. 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 they have completed five courses. Independent study is registered by department or program as 298, level II. Independent research is registered as 398, level III.

7. 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 internship courses per term.

8. Applications for independent study/independent research are available at the Registrar’s Office window or website. 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.

9. 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 for details.

Specific regulations as they apply to Interim include:

1. Three successful Interims are required for graduation. Transfer students admitted with sophomore or junior standing must successfully complete two Interims.

2. 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.

3. First-year students must register for an Interim course unless they have prior approval from their class dean.

4. 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.”

5. 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.

6. For seniors who are completing their degree and 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.

7. 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 OLE Core curriculum 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
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 Piper Center for Vocation and Career.

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 Piper Center for Vocation and Career 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 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. A student may register for an academic internship only after The Piper Center for Vocation and Career approves the learning plan.

6. 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 student's academic advisor, the academic internship director is needed for the academic internship to be counted toward a major.

7. 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 academic program.

8. A student may be paid for work done during the academic internship.

9. The academic internship experience must be evaluated by the St. Olaf faculty supervisor, with input from the on-site supervisor.

10. Proposals for internships bearing a full (1.00), one-half (0.5), or one-quarter (0.25) course credit will be considered.

11. Academic internships are offered P/N only.

12. Academic internships can only fulfill the OLE Experience in Practice attribute. Other OLE Core attributes cannot be fulfilled through internships.

13. Consideration of transfer of academic internship credit from another institution will follow the transfer credit policy for matriculated students. (p. 8)

14. No more than three (3.00) academic internship credits may apply to a St. Olaf degree.

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.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Total Hours</th>
<th>Hours Devoted to Academic Activities Assigned by Faculty Supervisor</th>
<th>Hours Devoted to Internship</th>
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<td>40</td>
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<td>80</td>
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<tr>
<td>0.25</td>
<td>65</td>
<td>10</td>
<td>55</td>
</tr>
</tbody>
</table>

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 toward the graduation requirement that three credits must be earned during three separate Interims. Quarter-credit internships may not be taken during Interim.

19. The registration process for internships during summer sessions must be completed by June 1.

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 Piper Center for Vocation and Career.

21. Academic internship credit is not awarded retroactively.

Off-Campus Programs
See Off-Campus Programs (p. 15).

Repeating a Course
A course may be repeated only once, and only under certain circumstances:

- The grade earned from the first attempt must be C- or below, U (unsatisfactory), or N (no credit).
- A course that served as a prerequisite for a subsequent course that the student has successfully completed may not be repeated.
- A course completed at St. Olaf may be repeated only at St. Olaf; a course cannot be transferred to St. Olaf from another institution and count as a repeated course.
- If a course receives an S credit, it may not be repeated regardless of the actual reported grade. If a course receives a U credit, it may be repeated on either an S/U or graded basis.
- A course earns only one credit once completed with a passing grade of S or D- or higher. While each course attempt remains part of the permanent record, only the last grade is computed into the grade point average.
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.

**Summer Session at St. Olaf**

The St. Olaf College summer session consists of two five-and-one-half-week terms. A student may take a maximum of 2.50 credits, for a total of 5.00 credits during the two terms of summer session.

Course descriptions, costs, and other details 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.

See “Financial Aid Program (p. 263)” for further information relative to federal and state grants during summer sessions.

**Veterans Benefits**

The Veterans Benefits and Transition Act of 2018 added a provision to 38 USC 3679 that requires schools to allow eligible beneficiaries to attend class without penalties while awaiting payments from the VA. Contact the Registrar’s Office at registrar@stolaf.edu or 507-786-3015 with any questions.

**International & Off-Campus Studies**

St. Olaf offers a rich variety of off-campus programs in the United States and abroad in Africa, Asia, Central America and the Caribbean, Europe, the Middle East, Oceania, and South America. Program options are listed in this catalog and on the Office of International and Off-Campus Studies 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 Engagement (p. 251).

**Eligibility**

Off-campus study opportunities are available to students who meet the requirements of the host institution and/or any St. Olaf prerequisites. Certain programs have limitations based on a student’s class year; others are open to all sophomores, juniors, and seniors. Off-campus programs are closed to first-year students with the exception of certain Interim programs. A first-year student may apply during the first year for participation in the sophomore year (including the summer following the first year). Students must be in good academic and disciplinary standing to participate in off-campus study; students on academic probation may apply to participate but must be declared off probation by the end of the semester prior to planned off-campus study.

**Registration**

Students participating in off-campus programs will be registered by the Office of International and Off-Campus Studies after each student has applied and been admitted. 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, approval and registration must be completed in advance through St. Olaf College. While off-campus, students who are unable to access the Student Information System (SIS) during registration should contact the Registrar’s Office. St. Olaf’s satisfactory/unsatisfactory (S/U) policy (p. 23) 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 OLE Core curriculum 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 and fall under the guidelines for ungraded credit. St. Olaf-approved off-campus courses do not count against the maximum number of transfer credits allowed after a student matriculates.

Certain off-campus courses count toward OLE Core curriculum requirements, as indicated in the St. Olaf catalog and International and Off-Campus Studies website. As with on-campus courses, OLE Core curriculum attributes are not awarded when the course is taken S/U, unless the course is a .25 credit course. Courses offered P/N only may fulfill OLE core requirements.

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

A St. Olaf independent study/research or internship credit cannot be registered independently of 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. 20)” 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.

**OLE Core Attribute Limits by Program Category**

See St. Olaf College’s general policy on OLE Core Curriculum Accreditation of St. Olaf-Approved Transfer Courses and Off-Campus Coursework. (p. 8)

**General education credit earned through work completed on St. Olaf off-campus programs**

**Faculty-led Interim and summer courses**

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

**Faculty-led semester programs**

The credit students receive through participation in Environmental Studies in Australia and New Zealand and the Global Semester derives from two types of instruction:
The St. Olaf faculty field supervisors’ courses
Like faculty-led Interim or summer courses, such courses are reviewed by the Curriculum Committee in the same way as are on-campus courses.

Courses offered by non-St. Olaf instructors affiliated with the programs
The number of OLE Core attributes students may earn through such work depends on the content of the courses and the duration of the course.

Courses taught by non-St. Olaf instructors on semester-length programs
May meet up to four (4.00) OLE Core curriculum requirements, distributed as follows: Global Histories and Societies, if appropriate; Writing Across the curriculum, if appropriate; and no more than two (2) additional OLE Core curriculum attributes within the parameters specified at the above link.

Courses taught by non-St. Olaf instructors on semester-plus-Interim-length programs
May attain up to five (5.00) OLE Core curriculum attributes, distributed as follows: Global Histories and Societies, if appropriate; Writing Across the Curriculum, if appropriate; and no more than three (3.00) additional OLE Core curriculum attributes within the parameters specified at the above link.

The program advisor may authorize OLE Core curriculum attributes 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 OLE Core curriculum attributes to be assigned. In reviewing these courses for OLE Core curriculum attributes, 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 consortia, providers, or institutions (p. 252) with which St. Olaf has a formal affiliation. Such programs are listed on the Office of International and Off-Campus Studies website. The number of OLE Core curriculum attributes students may earn on such programs depends on the content of their courses and the duration of each program.

Semester-length programs
May carry up to five (5.00) OLE Core curriculum attributes, distributed as follows: Global Histories and Societies, if appropriate; Writing Across the curriculum, if appropriate; and no more than three (3.00) additional OLE Core curriculum attributes within the parameters specified at the above link.

Semester-plus-Interim-length programs
May meet up to six (6.00) OLE Core curriculum attributes, distributed as follows: Global Histories and Societies, if appropriate; Writing Across the curriculum, if appropriate; and no more than four (4.00) additional OLE Core curriculum attributes within the parameters specified at the above link.

Year-long programs
May meet up to seven (7.00) OLE Core curriculum attributes, distributed as follows: Global Histories and Societies, if appropriate; Writing Across the curriculum, if appropriate; and no more than five (5.00) additional OLE Core curriculum attributes within the parameters specified at the above link.

The program advisor may authorize OLE Core curriculum attributes 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 number and type(s) of OLE Core curriculum attribute(s) 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 OLE Core curriculum 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 OLE Core curriculum attributes 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 program 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 (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 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 program. No transfer credit is awarded if students make their own arrangements to enroll in an institution or program 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 carry OLE Core curriculum attributes through non-St. Olaf-sponsored domestic or international 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. 19).

**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.

**Budapest Semesters in Mathematics Education (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, Part-time, and Non-degree-seeking Students**

**Continuing Education**

St. Olaf College permits enrollment on a part-time basis in most regular college classes at a reduced rate of tuition.

Continuing education students must:

- Be non-degree-seeking;
- Register on a space-available basis;
- Register after all degree-seeking students have registered, with approval from the instructor of the course.

Persons wishing to take courses as continuing education students must obtain and complete the appropriate forms prior to attending class. Any questions should be directed to the Registrar’s Office.

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.

**Non-degree-seeking Students**

Non-degree-seeking 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 non-degree-seeking students; continuing education students are also considered non-degree-seeking students. Anyone not in the categories mentioned above who wishes to register as a non-degree-seeking student must contact the Registrar’s Office for forms.

Non-degree-seeking students register after all degree-seeking students have registered, with approval from the instructors of the courses they wish to take.

Non-degree seeking students (that are degree-seeking elsewhere, other than Carleton College) are not eligible for reduced tuition and pay regular (full) tuition and may enroll full or part-time. Tuition must be paid in full on the first day of classes. Tuition for auditing courses is approximately 20 percent of the normal one-course tuition; this tuition applies to full- or partial-credit courses.

For more information see https://wp.stolaf.edu/stuacct/st-olaf-non-degree-and-special-degree-seeking-student-procedures/.

**Part-time Students**

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 from the Dean of Students Office to be enrolled part-time.

**High School Honors**

High school honors students are part-time students from area high schools who may attend one course per semester of their senior year. Acceptance into the program is required.

**Changes in Registration, Petitions for Late Changes**

**Changes in Registration**

Students may drop, add, or make changes to the grading option of their courses until the deadline published on the registrar’s calendar posted on the Registrar’s Office website. Registration changes are submitted by students via the Student Information System (SIS) or via email to the Registrar’s Office in certain cases. 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 given.

Changes to registration after the posted deadline are allowed only by petition. The date the Registrar's Office is notified of a change in registration, rather than the date the student received instructor permission, determines if the request meets the deadline. The student may appeal the registrar's 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 considered 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. 23).)

**Adding Courses**

A student may add a course until the deadline specified on the registrar's calendar. No course addition that creates an overload (p. 10) for the term is permitted unless the student submits a petition to overload in SIS and the petition is approved. Additional tuition charges apply for overloads.

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 in SIS by the posted add deadline.

Note that first-half and second-half semester courses have posted deadlines different from those for semester-length courses. Consult the registrar's calendar.

**Dropping Courses**

With the exception of cases involving possible honor code violations (see below), a student may drop (withdraw from) any course for which they are registered until the deadline for dropping a course posted on the registrar's calendar. 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 given.

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 credits are required to maintain certain forms of State of Minnesota financial aid. Degree seeking students dropping below the three credit (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. 12) 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, see The Book. Questions about the honor system should be directed to the Dean of Students Office.

**Late Add**

Deadlines for adding a course are designated on the registrar's calendar. A course may only be added after the posted deadline via a petition form. The petition form must be signed by the instructor of the dropped course, the advisor, and the student.

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.

A student may not 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 approved 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 considered 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. 23).)

**Late Drop (Withdrawal)**

Deadlines for dropping a course are designated on the registrar's calendar. A course may be dropped after the posted deadline via a petition form. The petition form must be signed by the instructor of the dropped course, the advisor, and the student.

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

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. 23).)

**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. A course may be changed from S/U to graded or from graded to S/U after the posted deadline via a petition form. The petition form must be signed by the student and the student's advisor, but a signature from the course instructor is not required. The date the Registrar's Office is notified of a change in grading option 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. 23).)

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. 18), Late Drop (Withdrawal) (p. 18), S/U Changes (p. 19). Petition forms are available from the Registrar's Office. A student will be notified by email when a petition has been acted on. The petition remains in the student's file in the Registrar's Office.

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
Conclusion of the Academic Term
Each St. Olaf course officially ends at the conclusion of the course's scheduled final exam period. The Registrar's Office establishes a schedule and posts it at least a year in advance on the Registrar's Office website. The schedule for each term states in writing a specific date and time for each course's final exam period. The final examination for Active Body (ACB) courses typically occurs on the last day of the class. All in-class final examination must be administered at the place and time period scheduled for final exams.

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.

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 possible. Absence 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.

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; all other forms of final evaluation are subject to the college's academic integrity procedures.

Other Means of Final Evaluation:

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
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 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 Center for Advising and Academic Support (CAAS) and the instructor.

**Multilingual Student Accommodations**

Accommodations for students with certified, special English-language needs are determined in consultation with the Center for Advising and Academic Support (CAAS) and the instructor.

**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 and submitted to the instructor, who passes 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, they may request an alternative for one of them by filling out the Petition to Move an Exam to a Different Date and Time form 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).

See St. Olaf College Guidelines for the Release of Student Information under the Family Education Rights and Privacy Act (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), 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.

Credits transferred from PSEO, CIS, AP, IB, and Cambridge A Level do not reduce the number of graded credits required.

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 (not a St. Olaf approved program) will not reduce the number of graded course credits required for graduation.
3. Credits transferred from PSEO, CIS, AP, IB, and Cambridge A Level do not reduce the number of graded credits required.
4. St. Olaf approved off-campus programs totaling one semester (or less) will not reduce the number of graded credits required. When a student studies off-campus through a St. Olaf approved program, the graded credit requirement is not reduced for Interim Exchange, summer or one-semester length programs. 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.
5. St. Olaf approved off-campus programs totaling two semesters (or more) in length will reduce the number of graded credits required. The 24-graded-course requirement is reduced as follows:
   - Nine equivalent course credits earned off campus — four graded course credits reduced (24 to 20)
   - Eight equivalent course credits earned off campus — four graded course credits reduced (24 to 20)
   - Seven equivalent course credits earned off campus — three graded course credits reduced (24 to 21)
   - Six equivalent course credits earned off campus — three graded course credits reduced (24 to 21)

The following reduction scale by course quantity is used if not all course work is taken at St. Olaf (including non-approved study abroad programs):

<table>
<thead>
<tr>
<th>St. Olaf Courses Taken</th>
<th>St. Olaf Graded Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>23</td>
</tr>
<tr>
<td>33</td>
<td>22</td>
</tr>
<tr>
<td>32</td>
<td>22</td>
</tr>
<tr>
<td>31</td>
<td>21</td>
</tr>
</tbody>
</table>
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.

The benchmarks below are 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.

Grade and marking systems vary on St. Olaf approved off-campus programs. See the International and Off-Campus Studies office for more information.

<table>
<thead>
<tr>
<th>Grade Benchmark Achievement Levels</th>
<th>Superior achievement (A level)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>The grade of A recognizes exceptional performance and achievement that exceeds course expectations and consistently demonstrates, where applicable, many of the following characteristics:</td>
</tr>
<tr>
<td>Superior Achievement</td>
<td>• Thorough, deep, and mature understanding.</td>
</tr>
<tr>
<td>Outstanding</td>
<td>• Genuine comprehension, insight, and synthesis.</td>
</tr>
<tr>
<td>A/A+</td>
<td>• Significant mastery of challenging topics and issues.</td>
</tr>
<tr>
<td>4.0</td>
<td>• Extensive familiarity with relevant literature and previous work.</td>
</tr>
<tr>
<td>Good</td>
<td>• Highly developed communication skills.</td>
</tr>
<tr>
<td>Very Good</td>
<td>• Thorough preparation and extensive, thoughtful class participation.</td>
</tr>
<tr>
<td>B+</td>
<td>• Integration of knowledge, concepts, and principles across disciplines.</td>
</tr>
<tr>
<td>3.3</td>
<td>• Originality of analysis and interpretation.</td>
</tr>
<tr>
<td>Adequate Achievement</td>
<td>• Technical competence in skills and procedures.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>• Precision of ideas and clarity of expression.</td>
</tr>
<tr>
<td>C+</td>
<td>• Thinking that is independent, creative, and focused.</td>
</tr>
<tr>
<td>2.3</td>
<td>• Understanding of nuance and subtlety.</td>
</tr>
<tr>
<td>Limited Achievement</td>
<td>• Consistent coherence in argument and discussion.</td>
</tr>
<tr>
<td>Poor</td>
<td>Students who receive the grade of A consistently demonstrate, where applicable, the ability to:</td>
</tr>
<tr>
<td>D+ or lower</td>
<td>• Analyze arguments using specific examples and original sources.</td>
</tr>
<tr>
<td>U</td>
<td>• Think logically, draw inferences, and make predictions in complicated situations.</td>
</tr>
<tr>
<td>no credit</td>
<td>• Communicate reasoning clearly and concisely.</td>
</tr>
<tr>
<td>Inadequate Achievement</td>
<td>• Think abstractly.</td>
</tr>
<tr>
<td>Failure</td>
<td>• Identify strengths and weaknesses in arguments, policies, and practices.</td>
</tr>
<tr>
<td>F</td>
<td>• Integrate information to draw well-founded conclusions.</td>
</tr>
<tr>
<td>0.0</td>
<td>• Connect course content to issues of other courses and world affairs.</td>
</tr>
<tr>
<td>For P/N courses</td>
<td>• Use models appropriately; recognize their strengths and accommodate their inherent limitations.</td>
</tr>
<tr>
<td>Meets course expectations P</td>
<td>• Foresee and evaluate consequences of proposed policies and actions.</td>
</tr>
<tr>
<td>no grade points</td>
<td></td>
</tr>
<tr>
<td>Fails to meet course expectations N</td>
<td></td>
</tr>
<tr>
<td>no credit</td>
<td></td>
</tr>
<tr>
<td>For S/U courses</td>
<td></td>
</tr>
<tr>
<td>C- or higher</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td></td>
</tr>
</tbody>
</table>
• 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, some 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.
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 approved off-campus programs are not computed in the grade point average unless the course is taught by a St. Olaf instructor.

S/U or P/N grades and credits 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 and Carleton graded courses into the total grade points.

A course taken prior to graduation but repeated following graduation does not change the student’s final GPA.

### Grade Points by Course Credit

<table>
<thead>
<tr>
<th>Grade/</th>
<th>1.00</th>
<th>0.75</th>
<th>0.50</th>
<th>0.25</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>3.00</td>
<td>2.00</td>
<td>1.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
<td>2.77</td>
<td>1.85</td>
<td>0.92</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
<td>2.47</td>
<td>1.65</td>
<td>0.82</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>2.25</td>
<td>1.50</td>
<td>0.75</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
<td>2.02</td>
<td>1.35</td>
<td>0.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
<td>1.72</td>
<td>1.15</td>
<td>0.57</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>1.50</td>
<td>1.00</td>
<td>0.50</td>
</tr>
<tr>
<td>C-</td>
<td>1.70</td>
<td>1.27</td>
<td>.85</td>
<td>.42</td>
</tr>
<tr>
<td>D+</td>
<td>1.30</td>
<td>.97</td>
<td>.65</td>
<td>.32</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>.75</td>
<td>.50</td>
<td>.25</td>
</tr>
<tr>
<td>D-</td>
<td>.70</td>
<td>.52</td>
<td>.35</td>
<td>.17</td>
</tr>
</tbody>
</table>

### Grade Changes

Grade changes must be initiated within one year 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. 23). 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.

Students wishing to appeal a grade must write a letter of appeal to the chair or director of the instructor’s department or program. Students wishing to appeal a grade for an approved off-campus study program/course not taught by a St. Olaf instructor must contact the International and Off-Campus Studies office for appeal procedures.

### 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 OLE Core curriculum requirements. P/N courses are indicated in the class and lab schedule.

Courses on off-campus study programs that do not offer students the option of taking the course for a grade will be added to the St. Olaf transcript as P or N upon receipt of the transcript.

### 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. Students participating in approved off-campus study programs must consult the International and Off-Campus Studies office if they wish to take a course on an S/U basis. All formal requests for a change in grade basis must be made in writing.

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 grade figures into the grade point average. An S is awarded for a grade of C- or higher; a U is awarded for any grade of D+ or lower. A student awarded a U receives no credit for the course. 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-.

### S/U Provisions for All Students:

Students may take up to 6 courses on an S/U basis as long as the (p. 24)-graded-course graduation requirement is met. Of courses taken to meet OLE Core curriculum requirements, only .25-credit courses may be taken on an S/U basis. 1.00- or .50-credit courses taken S/U do not fulfill OLE Core curriculum requirements.

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

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 6 S/U courses 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 grade in a course, that course may not be repeated regardless of the actual reported grade.

No indication of S/U registration is made on an instructor’s class list.

### Incompletes

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 from the Dean of Students Office.

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

If the grade is not recorded by the extended deadline set at the time of approval, the incomplete automatically becomes an F. The incomplete course cannot be dropped from the record at a later date to avoid a failing grade. If a student adds a course after the posted deadline, they may not apply for an incomplete 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 their academic record may participate in commencement (p. 24) if all other requirements for graduation have been met.

Only in the most extraordinary circumstances are incompletes allowed on St. Olaf approved off-campus 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 on approved off-campus programs 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 earned/completed:

- First-Year: 0-7.75 credits
- Sophomore: 8.00-16.75 credits
- Junior: 17.00-24.75 credits
- Senior: 25.00 or more credits

#### Academic Probation

A student may be placed on academic probation or be continued on probation in the following situations:

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 Suspension

A student may be academically suspended 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:

- 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 suspension unless they have been on probation for at least one semester. The college reserves the right, under extraordinary circumstances, however, to suspend a student who has not been on probation.

Decisions resulting in academic suspension or the placement of a student on academic probation are made by the Academic Standing Committee, which includes members of the 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 Advising and Academic Support; the Director of the Taylor Center for Equity and Inclusion; the Assistant Director of International Student Engagement; the Director of Admissions; and two tenured members 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 suspension occurs.

Students placed on suspension status may appeal the suspension decision to an appeals board composed of the Dean of the College, the Vice President of Student Life, the Chief Diversity Officer, 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 suspension letter. The decision of the appeals board is final.

Failure to meet minimum academic progress standards may result in academic suspension for one calendar year (two full semesters). All suspended students must reapply to the college for readmission. Students who wish to be readmitted to the college should contact the Dean of Students Office at (507) 786-3615 or readmission@stolaf.edu for permission to return and re-entry information. Decisions to readmit students who have been suspended are made by the Readministration Committee, which includes two members of the Dean of Students Office, one of whom chairs the committee; a member of the Registrar's Office; and a member of the Financial Aid Office. The readmission decision will take into consideration the student's history and actions or circumstances that would justify readmission; for example, successful completion of coursework at another institution. If readmitted, the student will be reinstated on a probationary basis and will be required to meet specific expectations for continued enrollment.
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 degree-seeking 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

Departmental distinction is an academic honor conferred by the college according to specific criteria established by some departments and programs responsible for certifying the major or concentration. Distinction would be awarded upon completion of all graduation requirements. Not all departments and programs offer distinction.

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 (GPA). They are conferred at commencement and recorded on the final transcript and the diploma. 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.

<table>
<thead>
<tr>
<th>GPA</th>
<th>Honor</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.60</td>
<td>cum laude</td>
</tr>
<tr>
<td>3.75</td>
<td>magna cum laude</td>
</tr>
<tr>
<td>3.90</td>
<td>summa cum laude</td>
</tr>
</tbody>
</table>

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 currently enrolled degree-seeking 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. 25)).

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.

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.

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. Academic regulations and procedures as they apply to students may change during a student's time at St. Olaf. Students must meet the graduation requirements outlined in the catalog for the academic year in which they first enter St. Olaf as degree candidates. Students wishing to declare a major or concentration not available to them under the catalog year under which they entered the college may request to go up in catalog year in order to declare that major or concentration. Contact the Registrar's Office for more information.

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. 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 is available on the Registrar's Office website.

Degree Audits (DegreePath)
DegreePath is St. Olaf's degree audit software. It is a review of a student's transcript matched against the college's degree requirements and requirements for each major, emphasis, and/or concentration the student has declared. DegreePath shows students where they stand relative to graduation at any given point in time. Students should immediately report any discrepancy found on DegreePath to the registrar. In addition to the student and the student's advisor, the only people with access to DegreePath are college officials with an educational need to know. The student alone is responsible for understanding and meeting degree requirements.

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, a repository for enrollment information for most colleges and universities in the United States, 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 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 major, honors, or other distinctions are recorded on the transcript once they are awarded.

Unofficial transcripts are available from the Student Information System (SIS), accessible via the Registrar's Office website. Current students may print their own unofficial transcript.

Students may request an official transcript through the National Student Clearinghouse or may submit a written request to the Registrar's Office. There is a fee for official transcripts. See the Registrar's Office website for instructions and current transcript fees. Official transcripts may be received in person, electronically, by mail, or sent to third parties. Telephone requests for transcripts are not accepted under any condition. The release of an official transcript will be denied to students who have outstanding financial obligations to the college.

Leave of Absence, Withdrawal
Leave of Absence
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 healthcare 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. 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.

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

Withdrawal from St. Olaf
A student's request to withdraw from St. Olaf must be processed through the Dean of Students Office.

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

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 their 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 they are 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 their parent(s) or if the student has otherwise authorized disclosure of educational records to their 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. 26) apply to the transcripting of the term in question.

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).

Degree Completion
In January students who anticipate completing all degree requirements during that calendar year must submit a graduation application to the Registrar’s Office through SIS.

Senior Audit
Every fall, the Registrar’s Office conducts a degree audit review for each senior in order to track progress toward graduation. Students are notified of any outstanding degree requirements at that time.

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.
2. The recipient has no outstanding financial obligations to the college.

There is a fee for replacing a diploma.
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, use the search function on the St. Olaf website.

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 frequency with which the course is offered.
- any prerequisites for the course.

The OLE Core curriculum attributes satisfied by each course are not included, because they are subject to change. They may be found instead in the class and lab schedule 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. 8) sections of this catalog. Returning students should examine their degree audits on the Student Information System (SIS) and familiarize themselves with the description of majors of interest.

OLE Core Curriculum
Students should note the overview of St. Olaf’s OLE Core curriculum and consult the curricular advice of the Academic Regulations (p. 8) section.

Africa and the African Diaspora
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majchr1@stolaf.edu
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 African Diaspora 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 African Diaspora 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.

Requirements
Requirements for the concentration
The concentration requires a minimum of five courses. Students are strongly advised to enroll in the interdisciplinary seminar, AFAD 231 Africa and the Americas: The Diaspora Experience, 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAD 231</td>
<td>Africa and the Americas: The Diaspora Experience</td>
<td>1.00</td>
</tr>
<tr>
<td>Four other courses related to Africa and the African Diaspora</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>AFAD 294</td>
<td>Academic Internship</td>
<td></td>
</tr>
<tr>
<td>AFAD 298</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>AFAD 394</td>
<td>Academic Internship</td>
<td></td>
</tr>
<tr>
<td>AFAD 396</td>
<td>Directed Undergraduate Research</td>
<td></td>
</tr>
<tr>
<td>AFAD 398</td>
<td>Independent Research</td>
<td></td>
</tr>
<tr>
<td>ART 269</td>
<td>African Art History</td>
<td></td>
</tr>
<tr>
<td>ENGL 108</td>
<td>The Hero and the Trickster in Post-Colonial Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 205</td>
<td>American Racial and Multicultural Literatures</td>
<td></td>
</tr>
<tr>
<td>ENGL 207</td>
<td>Women of the African Diaspora</td>
<td></td>
</tr>
<tr>
<td>ENGL 399</td>
<td>The Major Seminar</td>
<td></td>
</tr>
<tr>
<td>FREN 271</td>
<td>The Francophone World</td>
<td></td>
</tr>
<tr>
<td>FREN 372</td>
<td>Topics in Francophone Studies</td>
<td></td>
</tr>
<tr>
<td>FREN 373</td>
<td>Genre Studies</td>
<td></td>
</tr>
<tr>
<td>HIST 151</td>
<td>Slavery in African History</td>
<td></td>
</tr>
<tr>
<td>HIST 165</td>
<td>Slavery in the Americas</td>
<td></td>
</tr>
<tr>
<td>HIST 181</td>
<td>Civil Rights Revolution</td>
<td></td>
</tr>
<tr>
<td>HIST 256</td>
<td>Slavery in West Africa: Ghana (abroad)</td>
<td></td>
</tr>
<tr>
<td>HIST 277</td>
<td>African-American History</td>
<td></td>
</tr>
<tr>
<td>HIST 288</td>
<td>America in the Civil War and Reconstruction Era</td>
<td></td>
</tr>
<tr>
<td>HIST 291</td>
<td>Introduction to African History</td>
<td></td>
</tr>
<tr>
<td>HIST 292</td>
<td>Muslim Societies in Sub-Saharan Africa</td>
<td></td>
</tr>
<tr>
<td>HIST 370</td>
<td>American Seminar</td>
<td></td>
</tr>
<tr>
<td>SOAN 128</td>
<td>Introduction to Cultural Anthropology</td>
<td></td>
</tr>
<tr>
<td>SOAN 261</td>
<td>Gender in Cross-Cultural Perspective</td>
<td></td>
</tr>
</tbody>
</table>
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.

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 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 Research Seminar: American History (when the topic pertains to Africa & the Americas)**

**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**

**Faculty**

**Director, 2021-2022**

**Abdulai Iddrisu**
Associate Professor of History
African history; Islam in Africa

**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

**Joseph L. Mbele**
Associate Professor of English
folklore; English post-colonial and third world literature

**Jonathan T. Naito**
Associate Professor of English
20th- and 21st-century British and Irish literature; postcolonial studies; black and Asian British literature; Samuel Beckett

**David C. Schalliol** (On sabbatical 2021-22)
Associate Professor of Sociology/Anthropology
social stratification; urban sociology; visual sociology; criminology; education
American Conversations
Kristina Medina-Vilariño, Tomson Hall 345
507-786-3531
medinavi@stolaf.edu
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 of the first three semesters. 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

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.

Courses
AMCON 110 - AMCON 211 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 110: American Stories
Americans have long understood their diverse identities through stories. This course analyzes familiar and less familiar narratives that have formed and re-formed identity in the context of American culture. Students examine literary works, histories, cultural artifacts, and media, paying attention to the forms and themes through which the American experience is constructed. They develop their own writing skills. The course also introduces students to the American Conversations program's emphasis on civic engagement. Offered annually in the fall semester.

AMCON 111: Borders and Empires
The United States was founded by breaking away from an empire, yet has grown into an imperial power. This course explores territorial expansion, the development of a pluralistic American state with varied internal borders and cultural realms, and the emergence of the United States as a world power. Examining American history through lenses used by creative artists, historians and social scientists, students consider such topics as global trade, slavery, urbanization, and war. Offered annually in the spring semester.

Prerequisite: AMCON 110.

AMCON 210: Journeys and Encounters
The dynamic, multidimensional character of American culture originates in the journeys and encounters of groups defined by race/ethnicity and factors such as gender, religion, sexual orientation, and social class. As they respond to opportunities, challenges, and conflicts, groups construct meaning and produce art and literature. Using the tools of social science and artistic and literary studies, students examine resulting changes and how institutions, ideas, and policies shape (and are shaped by) these processes. Offered annually in the fall semester.

Prerequisites: AMCON 110 and AMCON 111.

AMCON 211: Fear and Hope
Hope, based on expectations of opportunity, and fear, grounded in cataclysms, shape everyday life and the United States' role in the world. Fears underlie conflicts between groups; hope animates social movements and energizes human rights initiatives. This course prepares students to be engaged citizens on campus and beyond. A culminating civic engagement experience draws from previous American Conversations assignments. Students will help design part of the course, shaping future conversations of hope and fear. Offered annually in the spring semester.

Prerequisites: AMCON 110, AMCON 111, and AMCON 210.

Faculty

Director, 2021-2022
Kristina Medina-Vilariño
Associate Professor of Romance Languages-Spanish
Caribbean Studies; 20th- and 21st-century Latin American studies; contemporary Latino studies; race and ethnic studies

L. DeAne Lagerquist
Professor of Religion
church history; American religion; Christianity in India; Lutheranism

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

Ancient Studies
Laurel Brook, Tomson 368
507-786-3383
brookl@stolaf.edu
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 OLE Core curriculum requirements. The required courses in Greek or Latin can simultaneously fulfill the OLE Core curriculum's World Languages and Cultures 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

**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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourth semester (or higher) of ancient Greek or Latin</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>One ancient history course</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>One classics course</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>Four electives chosen from various departments</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>One independent research</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

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 267 Arts of the Islamic Worlds
ART 275 Topics in Art History
CLASS 239 Classics and Race: From Antiquity to America
CLASS 240 Gender and Sexuality in the Ancient World
CLASS 243 The World of the Ancient Greeks
CLASS 244 The Golden Age of Rome
CLASS 260 Sports and Recreation in the Ancient World
GCON 113 Heroes, Gods, and Monsters
GREEK 253 New Testament Greek (or any other Greek course beyond 231)
HIST 101 Ancient Warfare
HIST 201 Methods Seminar: Ancient History
HIST 203 Ancient: Greece
HIST 204 Ancient: Rome
HIST 205 Ancient: Near East
HIST 299 Topics in History
HIST 302 Research Sem: Greek Civilization
HIST 303 Research Sem: Roman History
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 299 Topics in Political Science
REL 122 The Bible and Its Worlds
REL 125 Ancient Texts, Modern Challenges: Engaging the Bible Today
REL 220 Reading Our Origins: Genesis, God, and Human Nature
REL 221 Jesus in Scripture and Tradition
REL 222 The Biblical God
REL 223 Paul: His Letters, His Gospel
REL 227 Moses and Jesus: Jews and Christians in Dialogue
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 393 Theological 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 124 The Many Faces of Homer
CLASS 125 Dawn of Democracy
CLASS 126 Ancient Comedy: A Funny Thing Happened
CLASS 251 Classical Studies in Greece (abroad)
CLASS 253 Classical Studies in Italy (abroad)
GCON 115 Emperors, Orators, Disciples
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, 2020-2021
Anne H. Groton
Professor of Classics
Greek and Roman drama; classical languages and literature
A list of the Ancient and Medieval Studies Steering Committee members can be found here.

Art and Art History

Patty Cohn, Center for Art and Dance 200
507-786-3248
cohn@stolaf.edu
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

Intended Learning Outcomes for the Art History Major

Distinction

Information about the criteria considered in conferring distinction is available in the Department of Art and Art History. See Academic Honors (p. 25).

Visual Arts Education Teaching License

St. Olaf offers a K-12 teaching license in studio art. See the Education Department's website 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 Cites 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 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 a variety of 200-level courses. 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 take ART 282: Topics in Museum Studies and relevant courses 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.

Requirements

Requirements for a Studio Art Major

Students majoring in studio art must earn a minimum of ten credits.
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 102</td>
<td>Foundation Two-Dimensional Media (Art 106: Drawing from Nature in the Bahamas can be taken instead of Art 102)</td>
<td>1.00</td>
</tr>
<tr>
<td>ART 103</td>
<td>Foundation Three-Dimensional Media</td>
<td>1.00</td>
</tr>
<tr>
<td>ART 104</td>
<td>Foundation New Media</td>
<td>1.00</td>
</tr>
<tr>
<td>ART 343</td>
<td>Senior Studies in Studio Art</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td>Select an elective</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td>Select two art history courses</td>
<td>2.00</td>
</tr>
<tr>
<td></td>
<td>Select one level II course from each of three different areas. (See course listings by areas below.)</td>
<td>3.00</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 225</td>
<td>Architectural Design I</td>
<td>1.00</td>
</tr>
<tr>
<td>ART 232</td>
<td>Figure Drawing</td>
<td>1.00</td>
</tr>
<tr>
<td>ART 233</td>
<td>Advanced Two-Dimensional Studio</td>
<td>1.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 221</td>
<td>Oil/Acrylic Painting</td>
<td>1.00</td>
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</table>

#### Printmaking

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 226</td>
<td>Printmaking: Relief and Lithography</td>
<td>1.00</td>
</tr>
<tr>
<td>ART 227</td>
<td>Printmaking: Intaglio and Monoprints</td>
<td>1.00</td>
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</tbody>
</table>

#### Graphic Design

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 236</td>
<td>Graphic Design</td>
<td>1.00</td>
</tr>
</tbody>
</table>

#### Three-Dimensional Media

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 207</td>
<td>Ceramics</td>
<td>1.00</td>
</tr>
<tr>
<td>ART 234</td>
<td>Intermediate Ceramics</td>
<td>1.00</td>
</tr>
</tbody>
</table>

#### Sculpture

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 223</td>
<td>Sculpture/Metal Casting</td>
<td>1.00</td>
</tr>
<tr>
<td>ART 224</td>
<td>Sculpture/Direct Metal</td>
<td>1.00</td>
</tr>
</tbody>
</table>

#### New Media

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 205</td>
<td>Photography</td>
<td>1.00</td>
</tr>
<tr>
<td>ART 238</td>
<td>Intermediate Photography</td>
<td>1.00</td>
</tr>
</tbody>
</table>

#### Interactive Image

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART 228</td>
<td>Animated Art</td>
<td>1.00</td>
</tr>
</tbody>
</table>

#### Digital Video

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 229</td>
<td>Digital Filmmaking</td>
<td>1.00</td>
</tr>
<tr>
<td>ART 240</td>
<td>Topics in the Fine Arts</td>
<td>1.00</td>
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</tbody>
</table>

### Performance

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 240</td>
<td>Topics in the Fine Arts (depending on topic)</td>
<td>1.00</td>
</tr>
</tbody>
</table>

### Graphic Design

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 236</td>
<td>Graphic Design</td>
<td>1.00</td>
</tr>
</tbody>
</table>

1. Depending on the topic, ART 240 Topics in the Fine Arts may count toward Two-Dimensional Media or Three-Dimension Media requirement.

2. 2D or 4D, depending on instructor

### Majors must participate in two juried shows. To fulfill the requirements of the studio art major and studio art education licensure, each student must either enter our student juried show in spring semester twice, or enter our student juried show once and one other non-class related exhibition on or off campus. Students unable to meet this requirement must speak with their advisor or the department chair.

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

### Requirements for an Art History Major

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 153</td>
<td>Introduction to Art History</td>
<td>1.00</td>
</tr>
<tr>
<td>ART 350</td>
<td>The Methods of Art History</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td>Select one course in studio art</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td>Select a minimum of six courses from the following.</td>
<td>6.00</td>
</tr>
</tbody>
</table>

At least two courses must focus on Asian, African, Indigenous American, or Near Eastern/Islamic art; at least two courses must focus on American or European art; one course must focus on American or European art created before 1700 CE; one course must focus on American or European art created after 1700 CE.

#### Courses that focus on Asian, African, or Near Eastern/Islamic art created before 1700 CE

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 259</td>
<td>The Arts of China</td>
<td></td>
</tr>
<tr>
<td>ART 260</td>
<td>The Arts of Japan</td>
<td></td>
</tr>
<tr>
<td>ASIAN 310</td>
<td>Buddhism through Text and Image</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>ART 269</td>
<td>African Art History</td>
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<tr>
<td>ASIAN 270</td>
<td>Visual Culture of Modern China</td>
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#### Courses that focus on European and American art created before 1700 CE

<table>
<thead>
<tr>
<th>Code</th>
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<tr>
<td>ART 254</td>
<td>Italian Renaissance Art</td>
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<tr>
<td>ART 255</td>
<td>Italian Art in Context (abroad)</td>
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<tr>
<td>ART 263</td>
<td>Medieval Art</td>
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#### Courses that focus on European and American art created after 1700 CE

<table>
<thead>
<tr>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>ART 246</td>
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</tr>
<tr>
<td>ART 251</td>
<td>Art 1776-1880, Revolutionary Art</td>
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ART 252 Art 1880-1945 "The Shock of the New"
ART 253 Art Since 1945
ART 265 African-American Art
ART 277 Gender and Visual Culture
ART 280 Art Now: Critical Issues in Contemporary Art
ART 282 Topics in Museum Studies
ART 256 A History of Photography
PHIL 243 Aesthetics

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

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

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

Total Credits 9

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

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.

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 photomontage, 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. Also counts toward film and media studies major and concentration.

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. Offered during Interim in alternate years. Apply through International and Off-Campus Studies.
Prerequisite: sophomore standing or above.

Level II Studio Courses

ART 205: Photography
This course introduces students to digital photographic processes as a 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 and readings. Students develop critical skills and the ability to analyze and interpret photographic work. Materials fee. Offered each semester. Also counts toward management 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. Also counts toward management studies concentration.

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 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. 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. 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. Also counts toward management studies concentration.
Prerequisite: ART 102 or ART 103 or ART 104 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. Also counts toward management studies concentration.
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. Also counts toward management studies concentration.
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. Also counts toward film and media studies major and concentration.
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. Also counts toward film and media studies major and media studies and management 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. Materials fee. Offered alternate years.
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. Materials fee. Offered alternate years.
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 or permission of 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. Offered periodically. Also counts toward management studies concentration.
Prerequisite: ART 104 or permission of the instructor.
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.
Prerequisite: 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. Offered during Interim in alternate years. Apply through International and Off-Campus Studies. Also 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
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 periodically.
Prerequisite: studio art major or permission of the instructor.

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. 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 alternate years.

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.

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)
What kinds of stories do historians, writers, and artists tell about the cities in which they live? How are these stories reflected in the architecture and urban fabric of the cities themselves? And how do the geography and environment of Italy shape both the lore about a city and its actual built environment? To answer these questions, students explore the representations of Italian cities in literature and visual arts and the documented and architectural realities of urban development. The majority of the course focuses on a study of the city of Florence; students make shorter visits to other Italian cities and study the facts and fictions about each city's urban history.
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.

ART 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. Also counts toward Asian studies and Chinese majors and Asian studies concentration.

ART 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: 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. Also counts toward Asian studies and Japanese majors and Asian studies concentration.

ART 261: O'Keeffe's Art and New Mexico (off-campus)
Students study Georgia O'Keeffe's New Mexican art, natural and cultural contexts. Three weeks at Ghost Ranch follow a week in Santa Fe with the Georgia O'Keeffe Museum and other resources. Discussions, readings, activities, and field trips help students gain insight into the desert as a source of spiritual quest and inspiration to nature writers and artists. They learn about Native American cultures and the region as a place women found liberation and scientists created the atom bomb. Also counts toward environmental studies and women's and gender studies majors, and environmental studies and women's and gender studies concentrations.

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. Also counts toward medieval studies major.

ART 264: Race and Difference in Medieval Art
Were the Middle Ages white? This seminar is an introduction to the ways that conceptions of race and difference were active in the visual culture of the later Middle Ages (ca. 1000-1500) in Europe, a period that is often mistakenly racialized as White in popular culture. The course also examines how European colonialism shapes our ideas about medieval art and how medieval art has been used to support racist and white supremacist ideologies. Offered alternate years. Also counts toward medieval studies and race and ethnic studies major and race and ethnic studies concentration.

ART 265: African-American Art
This course is a survey of African-American art, from folk and decorative arts of the 19th century, to Modernist painting and sculpture in the 20th, to the multi-media productions of today. Issues of race and identity are explored through examinations of the visual productions of African American artists. The course is discussion-based. Working in groups, students learn to closely examine artworks and related texts. Individual research and writing projects deepen students' engagement with the material. Offered periodically. Also counts toward race and ethnic studies major and Africa and the African Diaspora and race and ethnic studies concentrations.

ART 267: Arts of the Islamic Worlds
This course explores the diverse artistic heritages Islamic art, from early images of power and piety, to the construction of cities and ritual spaces, to the appropriation and redefinition of imagery with the development and spread of Islam. The course also examines the use and destruction of ancient images within the context of historical and contemporary attitudes toward visual images. Offered periodically. Also counts toward ancient studies major and Middle Eastern studies concentration.

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. Also counts toward Africa and the African Diaspora concentration.

ASIAN 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. Offered alternate years. Also counts toward Chinese major.

ART 274: Sacred Sites of Asia
Students will encounter and interpret a variety of religious sites in Asia past and present. By considering the sacred from a variety of theoretical perspectives, students come to understand how the sacred reflects religious and cultural beliefs and can serve as a marker of identity. First offered fall semester 2022-23, then offered periodically during the fall semester. Also counts toward Asian studies, Chinese, and Japanese majors and Asian studies concentration.

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.
**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. Offered periodically. Also counts toward gender and sexuality studies major and concentration.

**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 periodically.

**ART 282: Topics in Museum Studies**
What is a museum? Is it an impartial space to display and store valued objects that objectively reflect culture, or is it a more complicated organization that evolves and responds to the emerging needs and challenges of individuals and communities? In this course, students explore these questions, consider how museums can be understood as systems of power, and become acquainted with the various roles people play within them. Specific topic varies by instructor. May be repeated if topics differ. Offered alternate years.

**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.

**ASIAN 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. Offered alternate years. Also counts toward Chinese and Japanese majors.

**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. Offered annually.
Prerequisite: art history major or permission of the instructor.

**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**
ENGL 269 Art, Design, and Literature in Britain Since 1950

PHIL 243 Aesthetics

**Faculty**

**Chair, 2021-2022**
Peter B.B. Nelson
Associate Professor of Art and Art History
new media; photography

D'Angelo Christian
Visiting Assistant Professor of Art and Art History

Irve W. Dell
Professor of Art and Art History; Associate Dean of Fine Arts
sculpture; performance; installation; public art

Sophie Eisner
Visiting Assistant Professor of Art and Art History

Nathan Knutson
Adjunct Instructor in Art and Art History

Karil J. Kucera
Professor of Art and Art History and Asian Studies; Associate Dean of Interdisciplinary and General Studies
Asian art history; text/image; sacred sites

Courtney M. Leonard
Assistant Professor of Art and Art History

Hannah Ryan
Assistant Professor of Art and Art History

John Saurer
Professor of Art and Art History
sculpture; drawing; printmaking; installation

Christina Spiker
Visiting Assistant Professor of Art and Art History

Nancy M. Thompson
Professor of Art and Art History
medieval art in Europe; medieval and early modern art in Italy; women's and gender studies
Michon J. Weeks
Associate Professor of Practice in Art and Art History
drawing; painting; design

Asian Conversations
Laurel Brook, Tomson 368
507-786-3383
brookl@stolaf.edu
wp.stolaf.edu/asian-studies/asian-conversations

Asian Conversations (ASCON) is a high-impact learning community about Asia, along with a sequence of Chinese or Japanese language study for participants' first two years of college. The program is dedicated to providing students with a comprehensive global perspective with exceptional disciplinary and interdisciplinary approaches on Asia (such as art, history, linguistics, literature, political science, and religion) as well as a faculty-led experiential interim to China and Japan during the sophomore year. Students from all academic backgrounds and pathways are welcome, as long as they are committed to the study of Asia. Asian Conversations highlights critical thinking, inclusive conversation, and cross-disciplinary collaboration for not only a better understanding of Asian languages and societies but also the development of our students to become skillful, thoughtful, and impactful global citizens.

Asian Conversations is open to incoming students who are interested in studying Asia and enrolled concurrently in level-appropriate Chinese or Japanese classes. Entering students enrolled in the Asian Conversations' First-Year Seminar and Writing and Rhetoric sections will be eligible for the second-year Asian Conversations sequence: ASCON 215/216 and ASCON 220 the following year. Whether students plan to major in natural sciences, social sciences, humanities, or anything else, Asian Conversations offers an integrated, international, and innovative curriculum to complete required study in world languages and cultures as well as the liberal arts.

Intended Learning Outcomes for the Program
See Asian Studies (p. 40) for information about Chinese language courses, Japanese language courses, and Asian Studies curriculum.

Program Overview

Year 1

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Year 2

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<td>JAPAN 302</td>
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Course Equivalents for OLE Core Curriculum Requirements
By successfully completing ASCON 215 or ASCON 216 a student fulfills the following OLE Core general curriculum requirements.

- Global Histories and Societies
- OLE Experience in Practice

By successfully completing ASCON 220, a student fulfills the following OLE Core requirement:

- Writing Across the Curriculum

Courses

ASCON 215: Asian Conversations II (abroad)
Students pursue guided fieldwork experience in China and Japan. Activities and readings in this course build on the topics from ASCON 210 and language study. Students continue to explore their understanding of Asia through language activities, site visits, and ethnographic observations. Students develop projects and follow a process of inquiry that will help them understand how ordinary people construct “Asian” culture and society today. Offered annually during Interim. Counts toward Asian studies, Chinese, and Japanese majors and Asian studies concentration.

Prerequisite: ASCON 210.
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 OLE Core curriculum 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.

Please see the Chinese major (p. 62) or Japanese major (p. 137) pages for requirements specific to those majors.

Intended Learning Outcomes for the Major

Distinction

See Academic Honors (p. 25)

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 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. 39).

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); Term in Taiwan: Japan Studies, Waseda University (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, Yonsei University in Seoul, Korea; and several Interim programs. See International and Off-Campus Studies for more information.

Asian studies courses taken on St. Olaf off-campus programs can often be counted toward a major in Asian studies, Chinese, or Japanese as well as the concentration in Asian 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 9 courses (9 credits):

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td>Two courses in Chinese or Japanese above 112 or its equivalent</td>
<td>2.00</td>
</tr>
<tr>
<td></td>
<td>Senior Seminar:</td>
<td></td>
</tr>
<tr>
<td>ASIAN 399</td>
<td>Seminar for Asian Studies Majors</td>
<td>1.00</td>
</tr>
<tr>
<td>or ASIAN 397</td>
<td>Seminar: Human Rights/Asian Context</td>
<td></td>
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<tr>
<td></td>
<td>Six electives, with the following stipulations:</td>
<td>6.00</td>
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<td></td>
<td>At least two at level II or level III, taken on campus;</td>
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<tr>
<td></td>
<td>Not more than two at level I;</td>
<td></td>
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<tr>
<td></td>
<td>No more than four elective courses about any one country;</td>
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<tr>
<td></td>
<td>No level I or level II language courses may count.</td>
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<tr>
<td></td>
<td>Total Credits</td>
<td>9</td>
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</tbody>
</table>

Students who fulfill the language requirement through proficiency testing in an Asian language must take 8 courses (8 credits):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Senior Seminar:</td>
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<tr>
<td>ASIAN 399</td>
<td>Seminar for Asian Studies Majors</td>
<td>1.00</td>
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<tr>
<td>or ASIAN 397</td>
<td>Seminar: Human Rights/Asian Context</td>
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<tr>
<td></td>
<td>Seven electives, with these stipulations:</td>
<td>7.00</td>
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<tr>
<td></td>
<td>At least two at level II or level III, taken on campus;</td>
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<td></td>
<td>No more than two at level I;</td>
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<tr>
<td></td>
<td>No more than four elective courses about any one country;</td>
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</tr>
<tr>
<td></td>
<td>No level I or level II language courses may count.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>8</td>
</tr>
</tbody>
</table>

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.

For students double-majoring in Asian Studies and Chinese or Japanese, the following rules apply: 231 and 232 can count for both the language and area studies majors; one 300-level course can count for both the language and area studies major; two level three language courses can count for both the language and area studies major; and two of the three Asian Conversations courses can count towards the language majors with the third course counting for the area studies major.

*By completing this major, the student also satisfies the OLE Core Writing requirement.*

**Requirements for the Concentration**

Students with a major in another department may choose a concentration in Asian studies.

An Asian studies concentration consists of six courses focused on Asia:

1. At least two of the six courses must be taken at level II or level III on campus
2. Only one Asian language course may count toward this concentration

**Courses**

**ASIAN 121: Asian Cultures in Comparative Perspectives**

This course is a broad introduction to the history of East Asia as a region from the end of the nineteenth century to the 1990s. Through three spatial modules -- the Sinophone (Chinese-speaking) World, the Korean Peninsula, and the Japanese Archipelago -- students explore the interconnections and divisions between emergent nation-states and empires at a time of rapid social, cultural, and political change. Offered annually. Also counts toward Chinese and Japanese majors.

**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/popcultures, body images, sexuality, practices of different Asian communities, and various contemporary issues are explored through interactive in-class activities, films, presentations, and field trips. Offered periodically. Also counts toward Chinese, Japanese, and race and ethnic studies majors and race and ethnic studies concentration.

**ASIAN 126: Language in Japanese 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. Offered alternate years. Also counts toward Japanese major and linguistic studies concentration.

**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 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, and independent and commercial films. All readings are in English. FLAC component available. Offered periodically. Also counts toward Chinese and film and media studies majors and film and media studies concentration.
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. Depending on course content, can also count toward Chinese and/or Japanese majors.
Prerequisite: determined by instructor.

ASCON 215: Asian Conversations II (abroad)
Students pursue guided fieldwork experience in China and Japan. Activities and readings in this course build on the topics from ASCON 210 and language study. Students continue to explore their understanding of Asia through language activities, site visits, and ethnographic observations. Students develop projects and follow a process of inquiry that will help them understand how ordinary people construct "Asian" culture and society today. Offered annually during Interim. Counts toward Asian studies, Chinese, and Japanese majors and Asian studies concentration.
Prerequisite: ASCON 210.

ASCON 216: Asian Conversations II (on campus)
Students pursue guided fieldwork experience in the United States. Activities and readings in this course build on the topics from ASCON 210 and three semesters of language study. Students reflect on the experience of Asians in America through readings, site visits, and ethnographic observations. 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 as needed. Counts toward Asian studies, Chinese, and Japanese majors and Asian studies concentration.
Prerequisite: ASCON 210.

ASCON 220: Asian Conversations III
In this final semester of Asian Conversations students examine modern reinterpretations of traditional Asia. Students engage with primary and secondary texts through written and oral presentation, including materials collected during Interim. Offered annually in the spring semester. Counts toward Asian studies, Chinese, and Japanese majors and Asian studies concentration.
Prerequisite: CHIN 231 or JAPAN 231, and ASCON 215 or ASCON 216.

ASIAN 230: The Philosophy of Anime
This course considers works of 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. Foreign Language Across the Curriculum (FLAC) component course available. Offered periodically. Also counts toward Chinese and Japanese majors.

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 -- novels, novellas, and short stories -- and considers works within their socio-historical contexts as well as within larger trends and developments in Japanese and literature. Offered alternate years. Also counts toward Japanese major.

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. Offered annually. Also counts toward Chinese major.

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 19th century to the early 21st 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. Also counts toward Chinese major.

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. Offered periodically. Also counts toward Chinese and Japanese majors.

ASIAN 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. Offered alternate years. Also counts toward Chinese major.

ASIAN 282: Second Language Acquisition and Pedagogy in an Asian Context
This interdisciplinary course explores principles and approaches in second language learning and teaching with the focus on Asian languages. Through debunking myths in second language learning, students will learn key factors affecting second language learning and effective language learning strategies. Skills in teaching a second language in Asian context are also discussed. However, this course focuses on the research and theoretical understanding of language acquisition rather than on pedagogical methods of language teaching. Offered periodically. Also counts toward Chinese and Japanese majors and linguistic studies concentration.

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. Depending on course content may also count toward Chinese and Japanese majors.

ASIAN 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. Offered alternate years. Also counts toward Chinese and Japanese majors.
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. Offered periodically. Also counts toward Chinese and Japanese majors.

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. Also counts toward Chinese and Japanese majors.

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. Also counts toward Chinese and Japanese majors.

Prerequisites: junior or senior Asian Studies, Chinese, or Japanese major.

ART 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. Also counts toward Asian studies and Chinese majors and Asian studies concentration.

ART 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. Also counts toward Asian studies and Japanese majors and Asian 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. Offered periodically during Interim. Apply through International and Off-Campus Studies. Counts toward Asian studies, Japanese, and environmental studies majors and Asian studies and environmental studies concentrations.

Prerequisites: preference given to students with prior coursework in either Asian studies or environmental studies.

AS/PS 255: 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. Counts toward Asian studies, Chinese, Japanese, and political science majors and Asian studies concentration.

Prerequisite: one previous course in Asian studies or political science is recommended.

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. Offered periodically. Counts toward Asian studies and religion majors and Asian 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 areessential context. Offered periodically. Counts toward Asian studies and religion majors and Asian studies concentration.

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. Offered periodically. Counts toward Asian studies, Chinese, Japanese, and religion majors and Asian studies concentration.

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. Offered periodically. Counts toward Asian studies, Chinese, Japanese, and religion majors and Asian studies concentration.
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. Offered annually. Counts toward Asian studies, Chinese, Japanese, and religion majors and Asian studies concentration.

HIST 250: China: Past and Present
This course introduces the history of ancient and imperial China beginning with the earliest historical records through the 19th century. In this broad sweep of history, students engage with works of literature, philosophy, religion, medicine, the arts, and political statecraft in English translation. Rather than focusing solely on political history and dynastic change, this course also explores the cultural and social lives of ordinary people as a central theme. Offered annually. Also counts toward Asian studies and Chinese majors and Asian studies concentration.

HIST 251: Revolutionary China
This course explores China across the tumultuous 20th century. Beginning in 1911, students discuss the schools of thought that changed daily life in China: fascism, nationalism, anarchism, feminism, socialism, and communism. The course examines China post-1949 through the reform period of the 1980s. Through close readings of primary sources in English translation, students investigate what constitutes revolution as a theory and practice in modern China, and how a revolution begins, continues, declines, and rekindles. Offered annually. Also counts toward Asian studies and Chinese majors and Asian studies and 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. Also counts toward Asian studies and Chinese majors and Japanese studies and management studies concentration.

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. Also counts toward Asian studies and Japanese majors and Asian studies 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,” “Nationalism and Communism in Southeast Asia,” and “Engendering Modern East Asia.” May be repeated if topic is different. Offered periodically. Also counts toward Asian studies, Chinese, and Japanese majors and Asian studies concentration.

PHIL 249: 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. Also counts toward Asian studies major.

PSCI 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. Offered periodically. Also counts toward Asian studies, Chinese, and Japanese majors and Asian studies concentration.

Prerequisite: previous course in Asian studies or political science, or permission of 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. Students attend three classes and one laboratory weekly. Offered annually in the fall semester.

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. Students attend three classes and one laboratory weekly. Offered annually in the spring semester.

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. Students attend three classes and one laboratory weekly. Offered annually in the fall semester. Also counts toward Asian studies major.

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. Students attend three classes and one laboratory weekly. Offered annually in the spring semester. Also counts toward Asian studies major and 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. Offered annually in the fall semester. Also counts toward Asian studies major and management studies concentration.
Prerequisite: CHIN 232 or placement.

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. Offered annually in the spring semester. Also counts toward Asian studies major and management studies concentration.
Prerequisite: CHIN 301 or placement.

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. Offered annually. Also counts toward Asian studies major.
Prerequisite: CHIN 302 or placement.

CHIN 351: Chinese Language and Society through the Media
This advanced Chinese 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, performances, and group projects. Taught in Chinese. Offered annually. Also counts toward Asian studies major.
Prerequisite: CHIN 302 or placement.

CHIN 360: Professional Chinese
This advanced Chinese language course assists students in acquiring content knowledge and language skills in professional and business settings. Course materials include profession-related conversations, news articles, website blogs, and radio and TV news. Class activities include lectures, language drills, discussions, presentations, and group projects. Specialized knowledge in business and economics is not required to take this course. Taught in Chinese. Offered periodically. Also counts toward Asian studies major and concentration.
Prerequisite: Chinese 302 or placement.

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. Does not count toward Japanese major.
Prerequisite: JAPAN 111 or equivalent.

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. Does not count toward Japanese major.

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. Individual language laboratory visits are also required. Offered annually in the fall semester. Also counts toward Asian studies major and concentration.
Prerequisite: JAPAN 112 or 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. Individual language laboratory visits are also required. Offered annually in the spring semester. Also counts toward Asian studies major and Asian studies and management studies concentrations.
Prerequisite: JAPAN 231 or 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. Offered annually in the fall semester. Also counts toward Asian studies major and Asian studies and management studies concentrations.
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. Offered annually in the spring semester. Also counts toward Asian studies major and Asian studies and management studies concentrations.
Prerequisite: JAPAN 301 or 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. Also counts toward Asian studies major and concentration.
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.

HIST 240 Methods Seminar: Histories of Africa, Asia, and Latin America (depending on content)

PHIL 127 Zen and the Art of Judo

Faculty
Chair, 2021-2022
Katherine Tegtmeyer Pak
Professor of Political Science and Asian Studies
Asian politics; comparative democracy; immigration; citizenship; human rights

Hiroe Akimoto
Visiting Instructor in Asian Studies
Japanese language instruction

Eric Becklin
Visiting Instructor in Asian Studies
Chinese Christianity; republican China; religion and place

Hui Bi
Adjunct Assistant Professor of Asian Studies
Chinese language instruction

Rika Ito (On sabbatical 2021-22)
Professor of Asian Studies
sociolinguistics; language ideology, language in media; Japanese

Karil J. Kucera
Professor of Art and Art History and Asian Studies; Associate Dean of Interdisciplinary and General Studies
Asian art history; text/image; sacred sites

Stephanie Montgomery (On research leave 2021-22)
Assistant Professor of History and Asian Studies

Joanne Quimby
Associate Professor of Asian Studies
modern Japanese literature, feminist literary theory, gender and sexuality studies, Japanese film cultural studies, Japanese language

Hsiang-Lin Shih
Assistant Professor of Asian Studies
Chinese literature; classical and modern eras

Christina Spiker
Visiting Assistant Professor of Art and Art History

Jeffrey Walker
Visiting Assistant Professor of Asian Studies
modern Japanese literature

Thomas A. Williamson
Associate Professor of Sociology/Anthropology
Southeast Asia; theory; globalization; medical anthropology

Ka F. Wong
Associate Professor of Asian Studies
language pedagogy; cultural studies; Asian American studies; visual culture

Sungha Yun
Assistant Professor of Religion and Asian Studies

Ying Zhou
Associate Professor of Asian Studies
second language acquisition and language pedagogy

Biology
Kathie Towler, Regents Science 260
507-786-3100
towler2@stolaf.edu
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 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 Science requirement of the OLE Core 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 Distinction

See Academic Honors (p. 25)

The Biology Department honors a limited number of graduating majors with distinction in biology. By March 1, the Biology Department will invite seniors who have distinguished themselves through their biology major coursework to apply for distinction. Evaluation of candidates occurs in the spring semester. More information is available on the biology website.

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 297 or 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. BIO 297 is independent research that can be taken for 0.25, 0.5 or 1 credit. Each summer, many biology faculty participate in CURI 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.

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 122, 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.

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation course</td>
<td>Biology courses (explained in more detail below this table)</td>
<td>1.00</td>
</tr>
<tr>
<td>At least one course from each of four core categories</td>
<td></td>
<td>4.0</td>
</tr>
<tr>
<td>At least one level III biology course</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>Two elective courses</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Select one of the following sequences (CHEM 126 and CH/BI 126 require completion of a calculus course):</td>
<td></td>
</tr>
<tr>
<td>CHEM 121 &amp; CHEM 123 &amp; CHEM 126</td>
<td>General Chemistry and Atomic and Molecular Structure and Energies and Rates of Chemical Reactions</td>
<td>2.00-3.00</td>
</tr>
<tr>
<td>CHEM 122 &amp; CHEM 126</td>
<td>Introductory Chemistry and Energies and Rates of Chemical Reactions</td>
<td>2.00-3.00</td>
</tr>
<tr>
<td>CHEM 125 &amp; CHEM 126</td>
<td>Structural Chemistry and Equilibrium and Energies and Rates of Chemical Reactions</td>
<td>2.00-3.00</td>
</tr>
<tr>
<td>CH/BI 125 &amp; CH/BI 126</td>
<td>Integrated Chem/Bio I: Chemical Concepts with Biological Applications and Integrated Chem/Bio II: Thermodynamics and Kinetics with Bio Relevance</td>
<td>2.00-3.00</td>
</tr>
</tbody>
</table>

Total Credits 10-11

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
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 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.

• Independent Research taken as BIO 297 does not count toward the
major and 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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 379</td>
<td>Biochemistry I</td>
<td>1.00</td>
</tr>
<tr>
<td>NEURO 239</td>
<td>Cellular and Molecular Neuroscience</td>
<td>1.00</td>
</tr>
<tr>
<td>PSYCH 238</td>
<td>Biopsychology</td>
<td>1.00</td>
</tr>
<tr>
<td>ENVST 281</td>
<td>Topics in Environmental Studies (when topic includes appropriate biology content)</td>
<td>1.00</td>
</tr>
</tbody>
</table>

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 Emily
Mohl (mohl@stolaf.edu).

• All of the level II and III courses in biology have prerequisites.
Please consult the course descriptions for this information.

*By completing this major, the student also satisfies the OLE Core Writing
in the Major requirement.

Courses

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. Students attend
lectures plus one two-hour laboratory per week. Offered periodically.
BIO 123: Human Biology
This course focuses on the wonderous 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 lectures plus one two-hour laboratory per week. Offered annually.

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. Also counts toward gender and sexuality 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 per week. Placement via online placement survey 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.

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 131: Field Paleontology in Florida (off campus)
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 periodically during Interim. Apply through International and Off-Campus Studies.

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. Includes laboratory component. 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 137: 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. Also counts toward biomolecular science concentration.

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 three-hour laboratory per week. Nursing and kinesiology majors may pre-register for this course. This course may not be taken after completion of CH/BI 227 or BIO 227. Offered in the fall semester. Also counts toward the kinesiology 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. Also counts toward biomolecular science and neuroscience concentrations.

Prerequisites: CHEM 121/123, or CHEM 122, or CHEM 125, 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 per week. Counts toward "cell biology" core category. Also counts toward biomolecular science and neuroscience concentrations.

Prerequisites: MATH 119 or MATH 120.

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 three-hour laboratory per week. Nursing and kinesiology majors may pre-register for this course. This course may not be taken after completion of CH/BI 227 or BIO 227. Offered in the fall semester. Also counts toward the kinesiology 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. Also counts toward biomolecular science concentration.

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). Students attend lectures plus one three-hour laboratory per week. 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. Also counts toward biomolecular science and neuroscience concentrations.

Prerequisites: CHEM 121/123, or CHEM 122, or CHEM 125, 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 per 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. Offered periodically. Also counts toward management studies concentration.

Prerequisite: an introductory science course.
**BIO 231: Microbiology**
Microbiology examines the morphology, composition, metabolism, and genetics of microorganisms 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 CHM 122 or CH/BI 125.

**BIO 242: Vertebrate Biology**
Students focus on the natural history of Upper Midwest vertebrates and phyllogenetic, 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. Offered annually. Counts as “comparative organismal biology” core category. 
**Prerequisites:** BIO 150.

**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 each semester. Also counts toward kinesiology major and neuroscience concentration. 
**Prerequisite:** BIO 143, or BIO 150 and BIO 227 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. Students attend lectures plus one three-hour laboratory per week. In laboratory, 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. Offered periodically. Also 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. Also counts toward neuroscience concentration. 
**Prerequisites:** BIO 150.

**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. Offered during Interim. 
**Prerequisite:** BIO 227 or CH/BI 227.

**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; and CHEM 121/123 or CHEM 126; and CHEM 126; and CHEM 126; and CHEM 127; and CHEM 127; and CHEM 127; and BIO 227 or CH/BI 227 recommended.

**BIO 252: Plant Evolution and Systematics**
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.

**BIO 253: Water in Morocco: Precious, Precarious, and Problematic (abroad)**
Students examine water from a scientific perspective -- chemical, physiological, ecological -- and delve into the historical, political, economic, and social implications in Morocco -- a country of diverse cultures and biotic zones from two oceans, mountain ranges, and the driest of dry deserts. Students learn through readings, lectures, student presentations, and field trips. This class is suitable for any student with sophomore standing. Bio 150 OR ENVST 137 highly recommended. Offered during Interim. Apply through International and Off-Campus Studies. Also counts toward environmental studies major (natural science elective) and Middle Eastern studies concentration.
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. Also counts toward environmental studies major (all emphases) and environmental studies and mathematical biology concentrations.
Prerequisite: BIO 150.

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 students 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.

BIO 272: Evolutionary Medicine
The field of evolutionary medicine represents the intersection of evolution and medicine. Students use evolutionary biology to understand, prevent, and treat disease; in turn, they use biomedical data to advance evolutionary biology understanding. Some topics in this field are a mismatch between our evolved bodies and modern environments, evolutionary perspectives on cancer, and individual vs. public health. Students explore the material through large and small group discussions of readings, and short lectures interspersed with activities. Offered periodically.
Prerequisites: BIO 150 and at least one 200-level BIO or CH/BI course.

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. Students attend lectures plus one three-hour laboratory per week. Counts as "comparative organismal biology" core category. Also counts toward gender and sexuality studies major and concentration if approved by petition.
Prerequisites: BIO 150 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 Peru, assessing patient needs in a public hospital, a homeless shelter, orphanages, and a small village. Week four involves discussion and writing reflective journals. Offered during Interim. Apply through International and Off-Campus Studies.
Prerequisites: BIO 143 or BIO 150, and BIO 291.

BIO 287: Island Biology in the Bahamas (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 during Interim in alternate years. Apply through International and Off-Campus Studies.
Prerequisite: one science course.

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. Apply through International and Off-Campus Studies.
Prerequisite: BIO 150 or permission of instructor.

BIO 290: Medical Terminology (0.25 credit)
This course provides the framework for understanding medical language and terminology used by healthcare professionals, and helps students learn common medical terms essential for safe patient care and effective communication between interprofessional healthcare teams. This course is intended for students preparing for graduate studies in nursing, physician assistant, occupational therapy, physical therapy and other allied health areas, and is not recommended for nursing majors or for students preparing to apply for admission into a school of medicine, dentistry or podiatry. Offered annually in the spring semester. Does not count toward biology major.
Prerequisites: BIO 143 and BIO 243.

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. May be repeated if topic is different. Does not count toward biology major.
Prerequisite: permission of the instructor.
**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. 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.

**Prerequisites:** vary.

**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 297: Independent Research (0.25, 0.50, 1.00)**

Independent research is offered for students dedicated to an independent research experience. Emphasis is placed on the iterative process of experimentation and analysis. Students interested in independent research may enroll in BIO 297 or BIO 398. Each course requires a faculty supervisor, who makes the decision as to which course is appropriate. Pass/No Pass. Offered each semester and during Interim. Does not count toward biology major requirements.

**Prerequisite:** approval of instructor.

**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 website.

**BIO 299: Human Gross Anatomy (0.25)**

Human gross anatomy students participate in the dissection of both a female and a male cadaver, preparing cadavers for use in the Human Anatomy and Physiology course, BIO 243. In addition, students serve as TAs for one lab section of BIO 243, conduct guided showings of the cadavers for approved courses such as Biology of Women and Human Biology, and participate in the annual Human Anatomy Chapel service. Does not count toward biology major. Application required. Offered annually during the fall semester.

**Prerequisite:** BIO 243.

**BIO 315: Principles of Bioinformatics**

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. From mining large genetic sequence databases to simulating population dynamics, we explore how computational tools are becoming essential to the study of a broad range of biological systems. Students participate in a semester-long project that allows them to sequence and publish their own DNA and analyze their evolutionary history. Students attend lectures plus one three-hour laboratory per week. Also counts toward biomolecular science and mathematical biology concentrations.

**Prerequisite:** BIO 233.

**BIO 324: Evolutionary Genetics**

In this seminar course, students explore new advances and applications at the intersection of evolution and genetics. Short lectures and in-class activities provide students with the necessary background to analyze primary scientific articles, and small group discussions provide a forum for student-led discourse and critique of these articles. Each student undertakes a literature research project on a topic of their choice; this semester-long project includes regular faculty consultation and peer review. Also counts toward biomolecular science concentration.

**Prerequisite:** BIO 233 or permission of the instructor.

**BIO 347: Surviving/Thriving in Extreme Environments: Biochemistry of Adaptation**

How does an entire ensemble of an organism's biochemistry adjust with seasonal or diurnal changes? This course explores the newest thinking about how life has evolved to be fine-tuned to the environment, has managed to populate the range of environments found on earth, and has responded to climate change. Students combine textbook reading with supplemental primary literature and laboratory-based experiences to develop individual research topics, leading to a review paper or symposium. Students attend lectures plus one three-hour laboratory per week. Offered alternate years. Also counts toward biomolecular science concentration.

**Prerequisites:** BIO 227 or CH/BI 227 or CHEM 379.

**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 master skills in molecular genetics and generate 3-D computer models of their datasets. Offered periodically during Interim. Apply through International and Off-Campus Studies.

**Prerequisite:** BIO 227 or CH/BI 227.

**BIO 363: Limnology**

Limnology is the study of inland freshwaters, which includes lakes, ponds, reservoirs, rivers, streams, and wetlands. This course examines the physical, chemical, and biological drivers of freshwater ecology. Class periods will introduce students to the fundamental concepts and knowledge of limnology, while the laboratory exercises will provide hands-on experience studying freshwaters. This course will build upon fundamental concepts to examine real-world problems facing freshwater ecosystems (e.g. hydropower, invasive species, pollution, climate change). Students attend lectures plus one three-hour laboratory per week.

**Prerequisite:** 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. Also 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. Also 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. Also 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 one three-hour laboratory per week. Also counts toward biomolecular science concentration.
Prerequisites: BIO 227 or CH/BI 227, 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. Students attend lectures plus one three-hour laboratory per week. Also 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. Also counts toward neuroscience concentration.
Prerequisites: 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. Students attend lectures plus one three-hour laboratory per week. Also counts toward neuroscience concentration.
Prerequisite: BIO 150.

BIO 387: Neuroethology
Neuroethology is the study of how nervous systems generate natural behaviors in animals. The nervous system connects an animal with its environment, determining how an animal perceives, learns, and reacts to stimuli. This course explores the neural mechanisms underlying diverse behaviors - such as escape reflexes, locomotion, and communication - in a wide range of invertebrate and vertebrate species and based on an evolutionary framework. Lecture concepts are explored through laboratory experimentation and different forms of scientific communication. Students attend lectures plus one three-hour laboratory per week. Offered in alternate years with BIO 386 (Animal Behavior). Also counts toward the neuroscience concentration.
Prerequisite: MATH 120 or equivalent and one of the following: BIO 233, BIO 247, BIO 266, NEURO 239, or PSYCH 238 or permission of instructor.

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. Also 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 395: Biomedical Innovation Scholars Program
Teams of science, engineering, nursing, and economics students research the potential for commercialization of a novel medical technology. Students gain experience with medical procedures, market research, the FDA approval process, financial analysis, the health insurance industry, business ethics, intellectual property law, and human subjects research ethics. At the end of this practicum, students write a business plan and deliver a professional presentation of their recommendations to staff at the partner company, investment group, or medical organization. Offered annually during Interim. Does not count toward biology major.
Prerequisite: permission of instructor.
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 website.

**Faculty**

**Chair, 2021-2022**  
Steven A. Freedberg  
Professor of Biology  
evolutionary biology; computer simulation modeling; bioinformatics

**Diane K. Angell**  
Associate Professor of Practice in Biology  
conservation biology; ecology; evolutionary biology

**Lisa M. Bowers**  
Associate Professor of Biology  
microbiology; genetics; molecular biology; synthetic biology

**Jennifer Brentrup**  
Visiting Assistant Professor of Biology and Environmental Studies

**Eric Cole**  
Professor of Biology  
developmental biology; invertebrate zoology; cell biology

**Steven Cole**  
Visiting Instructor in Biology

**Kevin M. Crisp**  
Professor of Biology  
electrophysiology; computational neuroscience; microglia

**James A. Demas**  
Associate Professor of Biology and Physics  
neuronal biophysics; sensory circuits; retinal neurophysiology

**Sara E. Fruehling**  
Associate Professor of Practice in Biology  
microbiology; virology; genetics

**John L. Giannini**  
Associate Professor of Biology  
cell biology; membrane transport associated with plants and fungi

**Josie Griffin**  
Visiting Instructor in Biology

**Kim A. Kandl**  
Associate Professor of Biology  
cell biology; molecular biology; genetics

**Norman Lee**  
Assistant Professor of Biology

**Laura L. Listenberger**  
Associate Professor of Biology and Chemistry  
lipid biochemistry; cell and molecular biology

**Emily K. Mohl**  
Associate 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**  
Associate Professor of Biology  
evolutionary biology; molecular ecology; gene expression analysis

**Kathleen L. Shea**  
Professor of Biology and Environmental Studies, Curator of Natural Lands  
plant ecology and evolution; restoration ecology; agroecology

**Charles E. Umbanhowar**  
Professor of Biology and Environmental Studies  
prairie ecology; botany; paleoecology; fire ecology; biogeochemistry

**Anne Walter**  
Professor of Biology  
comparative animal and cell physiology; membrane physiology and biophysics; comparative enzymology; applying biology in international settings

**Biomolecular Science**

Kathie Towler, Regents Science 260  
507-786-3100  
towler2@stolaf.edu  
wp.stolaf.edu/bmols/biomolecular-science

Biomolecular science explores the interface between the traditional disciplines of biology and chemistry. Students who meet the requirements of the concentration have the opportunity to have their degree accredited by the American Society for Biochemistry and Molecular Biology.

**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 the laboratory.
**Intended Learning Outcomes for the Concentration**

### Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>The following core courses must be completed:</strong></td>
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</tr>
<tr>
<td>BIO 150</td>
<td>Evolutionary Foundations of Biodiversity</td>
<td>1.00</td>
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<tr>
<td>BIO 227</td>
<td>Cell Biology</td>
<td>1.00</td>
</tr>
<tr>
<td>BIO 233</td>
<td>Intermediate Genetics</td>
<td>1.00</td>
</tr>
<tr>
<td>BMOLS 201</td>
<td>Explorations in Biomolecular Science (0.25)</td>
<td>0.25</td>
</tr>
<tr>
<td>CHEM 125</td>
<td>Structural Chemistry and Equilibrium</td>
<td>1.00</td>
</tr>
<tr>
<td>CHEM 126</td>
<td>Energies and Rates of Chemical Reactions</td>
<td>1.00</td>
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<tr>
<td>CHEM 247</td>
<td>Organic Chemistry I and Synthesis Laboratory I (0.25)</td>
<td>1.25</td>
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<tr>
<td>&amp; CHEM 253</td>
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<tr>
<td>CHEM 248</td>
<td>Organic Chemistry II and Synthesis Laboratory II (0.25)</td>
<td>1.25</td>
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<tr>
<td>&amp; CHEM 254</td>
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<tr>
<td>CHEM 379</td>
<td>Biochemistry I and Experimental Biochemistry Lab (0.25)</td>
<td>1.25</td>
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<tr>
<td>&amp; CHEM 373</td>
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</tbody>
</table>

### Experiential Learning Component

Participation in an experiential learning component (see below)

### Electives

Select at least two level III electives from the following: 2.00

- BIO 315: Principles of Bioinformatics
- BIO 324: Evolutionary Genetics
- BIO 347: Surviving/Thriving in Extreme Environments: Biochemistry of Adaptation
- BIO 364: Molecular Biology
- BIO 372: Developmental Biology
- BIO 382: Immunology
- BIO 383: Evolutionary Biology
- BIO 391: Selected Topics (when appropriate, by petition)
- CHEM 360: Medicinal Chemistry
- CHEM 384: Bioanalytical Chemistry
- CHEM 385: Biochemistry II
- CHEM 391: Selected Topics in Chemistry (when taught as Biophysical Chemistry)

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 approved by the Biomolecular Science Director and presented to the biomolecular science community.

### 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. While required of all biomolecular science concentrators, this course is open to all interested students. P/N only. Offered annually in the spring semester.

**Prerequisite:** BIO 150; CHEM 121 and CHEM 123, or CHEM 122, or 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, 2021-2022**

- Lisa M. Bowers
  Associate Professor of Biology
  microbiology; genetics; molecular biology; synthetic biology

- 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

- Eric Cole
  Professor of Biology
  developmental biology; invertebrate zoology; cell biology

- James A. Demas
  Associate Professor of Biology and Physics
  neuronal biophysics; sensory circuits; retinal neurophysiology

- Steven A. Freedberg
  Professor of Biology
evolutionary biology; computer simulation modeling; bioinformatics

Cassandra Joiner  
Assistant Professor of Chemistry  
chemical biology and protein biochemistry

Kim A. Kandl  
Associate Professor of Biology  
cell biology; molecular biology; genetics

Laura L. Listenberger  
Associate Professor of Biology and Chemistry  
lipid biochemistry; cell and molecular biology

Gregory W. Muth  
Associate Professor of Chemistry  
biochemistry

Jeffrey J. Schwinefus  
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

Stacey Argabright, Regents Science 336  
Phone: 507-786-3104  
chemistry@stolaf.edu  
wp.stolaf.edu/chemistry

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Four First-Year Options</td>
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<tr>
<td>Option A:</td>
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<tr>
<td>CHEM 121 &amp; CHEM 123 &amp; CHEM 126</td>
<td>General Chemistry and Atomic and Molecular Structure and Energies and Rates of Chemical Reactions</td>
<td>3.00</td>
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<tr>
<td>Option B:</td>
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<tr>
<td>CHEM 122 &amp; CHEM 126</td>
<td>Introductory Chemistry and Energies and Rates of Chemical Reactions</td>
<td>2.00</td>
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<tr>
<td>Option C:</td>
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<tr>
<td>CHEM 125 &amp; CHEM 126</td>
<td>Structural Chemistry and Equilibrium and Energies and Rates of Chemical Reactions</td>
<td>2.00</td>
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<tr>
<td>Option D:</td>
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Upper-Level Core Courses

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHEM 247 &amp; CHEM 253</td>
<td>Organic Chemistry I and Synthesis Laboratory I (0.25)</td>
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<td>CHEM 248 &amp; CHEM 254</td>
<td>Organic Chemistry II and Synthesis Laboratory II (0.25)</td>
<td>1.25</td>
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<tr>
<td>CHEM 255 &amp; CHEM 256</td>
<td>Analytical Chemistry and Analytical Laboratory (0.25)</td>
<td>1.25</td>
</tr>
<tr>
<td>CHEM 371 &amp; CHEM 357</td>
<td>Physical Chemistry and Physical Laboratory (0.25)</td>
<td>1.25</td>
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</tbody>
</table>

Department Seminars

Attendance at 12 departmental seminars after declaration of major

After the first year, the order of courses is not prescribed, but Chem 248 does serve as prerequisite to several upper-level courses. 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.

Intended Learning Outcomes for the Major

Distinction

See Academic Honors (p. 25)
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 297 Independent Research (0.25, 0.50, 1.00), CHEM 298 Independent Study, CHEM 398 Independent Research, 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/information-for-current-chemistry-majors/earning-distinction-in-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. 57) 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, and neuroscience. 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 Lancaster University (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 or the Piper Center for Vocation and Career for more information on these programs.

### Requirements

#### Requirements for a Graduation Major

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<tr>
<th>Code</th>
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<tr>
<td></td>
<td><strong>Chemistry Department Seminars</strong></td>
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<td></td>
<td>Attendance at 12 departmental seminars after declaration of major</td>
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<tr>
<td></td>
<td><strong>Introductory Sequence</strong></td>
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<td>Select one of the following options:</td>
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<td><strong>Option A:</strong></td>
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<tr>
<td>CHEM 121</td>
<td>General Chemistry and Atomic and Molecular Structure</td>
<td>3.00</td>
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<tr>
<td>&amp; CHEM 123</td>
<td>and Energies and Rates of Chemical Reactions</td>
<td></td>
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<tr>
<td>&amp; CHEM 126</td>
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<tr>
<td></td>
<td><strong>Option B:</strong></td>
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<tr>
<td>CHEM 122</td>
<td>Introductory Chemistry and Energies and Rates of Chemical Reactions</td>
<td>2.00</td>
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<tr>
<td>&amp; CHEM 126</td>
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<td></td>
<td><strong>Option C:</strong></td>
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</tr>
<tr>
<td>CHEM 125</td>
<td>Structural Chemistry and Equilibrium</td>
<td>2.00</td>
</tr>
<tr>
<td>&amp; CHEM 126</td>
<td>and Energies and Rates of Chemical Reactions</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Option D:</strong></td>
<td></td>
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<tr>
<td>CH/BI 125</td>
<td>Integrated Chem/Bio I: Chemical Concepts with Biological Applications</td>
<td>2.00</td>
</tr>
<tr>
<td>&amp; CH/BI 126</td>
<td>and Integrated Chem/Bio II: Thermodynamics and Kinetics with Bio Relevance</td>
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<tr>
<td></td>
<td><strong>Upper-Level Core Courses</strong></td>
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</tr>
<tr>
<td>CHEM 247</td>
<td>Organic Chemistry I and Synthesis Laboratory I (0.25)</td>
<td>1.25</td>
</tr>
<tr>
<td>&amp; CHEM 253</td>
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<tr>
<td>CHEM 248</td>
<td>Organic Chemistry II and Synthesis Laboratory II (0.25)</td>
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<tr>
<td>&amp; CHEM 254</td>
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<tr>
<td>CHEM 255</td>
<td>Analytical Chemistry and Analytical Laboratory (0.25)</td>
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<tr>
<td>&amp; CHEM 256</td>
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<tr>
<td>CHEM 371</td>
<td>Physical Chemistry and Physical Laboratory (0.25)</td>
<td>1.25</td>
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<tr>
<td>&amp; CHEM 357</td>
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<td>Select at least one additional course from the following:</td>
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<tr>
<td>CHEM 252</td>
<td>Organometallic Chemistry</td>
<td>1.00</td>
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<td>CHEM 280</td>
<td>Organic Analysis and Theory</td>
<td>1.00</td>
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<tr>
<td>CHEM 298</td>
<td>Independent Study</td>
<td>1.00</td>
</tr>
<tr>
<td>CHEM 360</td>
<td>Medicinal Chemistry</td>
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<tr>
<td>CHEM 379</td>
<td>Biochemistry I</td>
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<td>CHEM 382</td>
<td>Instrumental Analysis</td>
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<tr>
<td>CHEM 384</td>
<td>Bioanalytical Chemistry</td>
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<tr>
<td>CHEM 386</td>
<td>Advanced Inorganic Chemistry</td>
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<tr>
<td>CHEM 388</td>
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<tr>
<td>CHEM 391</td>
<td>Selected Topics in Chemistry</td>
<td>1.00</td>
</tr>
</tbody>
</table>
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. 87) in chemistry. In addition to the chemistry major, additional science courses and the professional education sequence (p. 86) 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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 247</td>
<td>Organic Chemistry I</td>
<td>1.00</td>
</tr>
<tr>
<td>CHEM 248</td>
<td>Organic Chemistry II</td>
<td>1.00</td>
</tr>
<tr>
<td>CHEM 253</td>
<td>Synthesis Laboratory I (0.25)</td>
<td>0.25</td>
</tr>
<tr>
<td>CHEM 254</td>
<td>Synthesis Laboratory II (0.25)</td>
<td>0.25</td>
</tr>
<tr>
<td>CHEM 255</td>
<td>Analytical Chemistry</td>
<td>1.00</td>
</tr>
<tr>
<td>CHEM 256</td>
<td>Analytical Laboratory (0.25)</td>
<td>0.25</td>
</tr>
<tr>
<td>CHEM 257</td>
<td>Physical Laboratory (0.25)</td>
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</tr>
<tr>
<td>CHEM 371</td>
<td>Physical Chemistry</td>
<td>1.00</td>
</tr>
<tr>
<td>CHEM 379</td>
<td>Biochemistry I</td>
<td>1.00</td>
</tr>
<tr>
<td>CHEM 382 &amp; CHEM 378</td>
<td>Instrumental Analysis and Instrumental Analysis Laboratory (0.25)</td>
<td>1.25</td>
</tr>
<tr>
<td>CHEM 386</td>
<td>Advanced Inorganic Chemistry</td>
<td>1.00</td>
</tr>
</tbody>
</table>

One laboratory experience must include either biochemistry topics or inorganic topics. CHEM 297 Independent Research (0.25, 0.50, 1.00), CHEM 396 Directed Undergraduate Research, 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/.

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.
Courses

CHEM 107: Forensic Science with Lab
This course introduces the fundamentals of forensic science. Class periods may focus on the historic development of forensic science, proper collection and storage of evidence, background in scientific concepts, scientific techniques used to analyze evidence, the types of information that can be obtained, and the statistical methods for making a case in a court of law. Some topics that may be covered include hair, drug, paint, fiber, fingerprint, accelerant, or DNA analysis. The laboratory component features 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 annually in the fall semester. Also counts toward biomolecular science concentration.

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. Also counts toward biomolecular science concentration.

CHEM 122: Introductory Chemistry
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 four classes and one three-hour laboratory each week. Students planning to continue in chemistry should consider concurrent registration in MATH 119 or MATH 120. The course cannot be taken in conjunction with or after credit in CHEM 121. Offered annually in the fall semester. Also counts toward biology major and biomolecular science concentration.

Prerequisites: placement via online placement survey.

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. Also counts toward biomolecular science concentration.

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 per week. Students planning to continue in chemistry should consider concurrent registration in MATH 119 or MATH 120. The course cannot be taken in conjunction with or after credit in CHEM 121 or CHEM 122. Offered annually in the fall semester. Also counts toward biology major and biomolecular science concentration.

Prerequisite: placement via online placement survey.

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 per week. Placement via online placement survey 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. Also counts toward biomolecular science concentration.

Prerequisite: CHEM 125, or CHEM 122, or CHEM 121 and CHEM 123, and concurrent or previous enrollment in MATH 119 or MATH 120, or permission of instructor.

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.
**CHEM 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 per 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. Also counts toward biomolecular science concentration.
Prerequisite: CHEM 126 or CH/BI 126 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. Also 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. Also 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. Also 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. Also counts toward environmental studies major (all emphases) and environmental studies and management studies concentrations.
Prerequisites: CHEM 126 or CH/BI 126 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. Students attend one four-hour laboratory per week. P/N only. Offered each semester. Also counts toward environmental studies major (all emphases) and environmental studies and management studies concentrations.
Prerequisite: concurrent registration in CHEM 255.

**CHEM 280: 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 294: Academic Internship**

**CHEM 297: Independent Research (0.25, 0.50, 1.00)**
Independent research is offered for students dedicated to an in-depth research experience. Emphasis is placed on the iterative process of experimentation and analysis. Students interested in independent research may enroll in CHEM 297 or CHEM 398. Each course requires a faculty supervisor, who will make the decision as to which course is appropriate. May be taken more than once. Pass or No Pass (P/N) only (may not be taken for a grade). Offered each term.
Prerequisite: permission of the instructor.
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. Students attend one four-hour laboratory per week. P/N only. Offered each semester.
Prerequisite: concurrent registration in CHEM 371.

CHEM 360: Medicinal Chemistry
In this course students gain an appreciation for the drug development process, including how natural products are isolated and utilized as starting points for drug development, how molecular structure relates to biological activity, and how research into the mechanism of disease leads to the targeted development of drugs. Offered alternate years during Interim. Also counts toward biomolecular science concentration.
Prerequisite: CHEM 248.

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 126 or permission of instructor and concurrent registration in CHEM 357; MATH 126 or MATH 128; previous completion of PHYS 124 or PHYS 130 is recommended.

CHEM 373: Experimental Biochemistry Lab (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. Also counts toward neuroscience and biomolecular science concentrations.
Prerequisite: previous or concurrent registration in CHEM 379.

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. Students attend one four-hour laboratory per week. 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. Also counts toward biology major and neuroscience and biomolecular science concentrations.
Prerequisite: CHEM 248.

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.
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 during Interim in alternate years. Also 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. Also 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. Also 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
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 Course
BMOLS 201 Explorations in Biomolecular Science (0.25)

Faculty
Chair, 2021-2022
Douglas J. Beussman
Professor of Chemistry
analytical area - mass spectrometry; chemical instrumentation; proteomics; forensic science; bioanalytical

Beth R. J. Abdella
Associate Professor of Chemistry
bio-organic chemistry

Brice Erickson
Visiting Assistant Professor of Chemistry

Robert M. Hanson
Professor of Chemistry
organic chemistry; stereoselectivity in organic synthesis; chemical informatics

Paul T. Jackson
Associate Professor of Chemistry and Environmental Studies
green chemistry; environmental chemistry; water quality; sustainability

Cassandra Joiner
Assistant Professor of Chemistry
chemical biochemistry and protein biochemistry

Laura L. Listenberger
Associate Professor of Biology and Chemistry
lipid biochemistry; cell and molecular biology

Elodie Marlier
Assistant Professor of Chemistry
inorganic chemistry

Gregory W. Muth
Associate Professor of Chemistry
biochemistry

William P. Roberts
Visiting Assistant Professor of Chemistry
organic chemistry

Rodrigo Sanchez-Gonzalez
Associate Professor of Chemistry
departmental projects; energy; non-equilibrium systems

Mary Walczak
Professor of Chemistry, Associate Dean of Natural Sciences and Mathematics
chemistry education; analytical and physical chemistry; surface science

Chinese
Laurel Brook, Tomson 368
507-786-3383
brookl@stolaf.edu
wp.stolaf.edu/asian-studies wp.stolaf.edu/chinese

(Offered within the Department of 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, politics and religion.

The Chinese Major
To fulfill a Chinese major, students will demonstrate both linguistic and cultural competence.

For linguistic and language skills, the Chinese language major students will possess proficiency in listening, speaking, reading, and writing at the American Council of Teaching Foreign Languages (ACTFL) Intermediate-High level or above as well as metalinguistic and intercultural awareness of the use of Chinese language in different social milieus.

Regarding cultural knowledge, students will have the ability to analyze, interpret, and critique various discourses and cultural productions such as literature, art, history, religion, philosophy, and politics in both social-cultural and global-contemporary contexts.

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 either our Term in China program in Shanghai or at one of the institutions affiliated with our Term in Taiwan program.

Requirements
The Chinese major consists of nine courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>CHIN 231</td>
<td>Intermediate Chinese I</td>
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<tr>
<td>CHIN 232</td>
<td>Intermediate Chinese II</td>
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</tr>
<tr>
<td>CHIN 301</td>
<td>Third-Year Chinese I</td>
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<tr>
<td>CHIN 302</td>
<td>Third-Year Chinese II</td>
<td>1.00</td>
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<tr>
<td>One language course above CHIN 302 2</td>
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</tr>
<tr>
<td>Four courses, taught in English, focused on China/Chinese language and culture 3</td>
<td>4.00</td>
<td></td>
</tr>
</tbody>
</table>

Recommended
- FLAC course(s), study abroad, internships, or other immersion experiences in China. 4

Total Credits: 9

1. If a student places in a Chinese language course above CHIN 231 Intermediate Chinese I (e.g., CHIN 232 Intermediate Chinese II or CHIN 301 Third-Year Chinese I), the student will fulfill the total 9 credits requirement by taking additional upper-level language courses (above CHIN 302) and/or courses in English that focus on China/Chinese language and culture.
2. The following courses currently fulfill this requirement: CHIN 320 Special Topics in Chinese, CHIN 351 Chinese Language and Society through the Media, CHIN 360 Professional Chinese, or the equivalent of a CHIN 320 or above course taken during Term in China at ECNU and/or other approved study abroad language programs.
3. At least one course must examine transnationalism/regionalism/global perspectives or compare China/Chinese with other countries/cultures through specific disciplines (e.g. art, religion, literature, history, philosophy, economics, and political science).
4. Students are awarded certification of applied foreign language competence (AFLC) on their transcripts after successful completion of two FLAC courses. FLAC courses carry 0.25 credits each (unless offered during Interim, when they hold zero credit) and are designed to be taken concurrently with the following courses:
   - ASIAN 156 Contemporary China Through Film (in English translation)
   - ASIAN 237 Modern Chinese Literature and Society
   - ASIAN 270 Visual Culture of Modern China
   - HIST 250 China: Past and Present
   - HIST 251 Revolutionary China

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

Courses
For information about the China studies concentration and the Asian studies major, see Asian Studies (p. 40).

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. Students attend three classes and one laboratory weekly. Offered annually in the fall semester.

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. Students attend three classes and one laboratory weekly. Offered annually in the spring semester.

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. Students attend three classes and one laboratory weekly. Offered annually. Also counts toward Asian studies major.
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 level on the ACTFL proficiency scale. Students attend three classes and one laboratory weekly. Offered annually in the spring semester. Also counts toward Asian studies major and 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. Offered annually in the fall semester. Also counts toward Asian studies major and management studies concentration.
Prerequisite: CHIN 232 or placement.

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. Offered annually in the spring semester. Also counts toward Asian studies major and management studies concentration.
Prerequisite: CHIN 301 or placement.

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. Offered annually. Also counts toward Asian studies major.
Prerequisite: CHIN 302 or placement.

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. Offered annually. Also counts toward Asian studies major.
Prerequisite: CHIN 302 or placement.

CHIN 360: Professional Chinese
This advanced Chinese language course assists students in acquiring content knowledge and language skills in professional and business settings. Course materials include profession-related conversations, news articles, website blogs, and radio and TV news. Class activities include lectures, language drills, discussions, presentations, and group projects. Specialized knowledge in business and economics is not required to take this course. Taught in Chinese. Offered periodically. Also counts toward Asian studies major and concentration.
Prerequisite: CHIN 302 or placement.

CHIN 394: Academic Internship

CHIN 398: Independent Research

Courses focused on China/Chinese
ART 259 The Arts of China
ASIAN 156 Contemporary China Through Film (in English translation)
ASIAN 236 Chinese Literature (in English translation)
ASIAN 237 Modern Chinese Literature and Society
ASIAN 270 Visual Culture of Modern China
HIST 250 China: Past and Present
HIST 251 Revolutionary China

Courses Focused on China/Chinese with Cross-Cultural/Regional/Global Comparative Perspectives
ASCON 215 Asian Conversations II (abroad)
ASCON 216 Asian Conversations II (on campus)
ASCON 220 Asian Conversations III
ASIAN 121 Asian Cultures in Comparative Perspectives
ASIAN 123 Asia in America
ASIAN 200 Topics in Asian Studies
ASIAN 268 The Art of Calligraphy: Techniques and Appreciation
ASIAN 282 Second Language Acquisition and Pedagogy in an Asian Context
ASIAN 300 Topics in Asian Studies
ASIAN 310 Buddhism through Text and Image
ASIAN 333 What is a Hero?
ASIAN 397 Seminar: Human Rights/Asian Context
ASIAN 399 Seminar for Asian Studies Majors
AS/PS 255 Politics in Asia
AS/RE 256 Religions of China and Japan
AS/RE 257 Buddhism
AS/RE 289 Buddhism, Peace and Justice
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. 30) and medieval studies (p. 160), two interdisciplinary majors administered by the Department of Classics, are described elsewhere in this catalog.

Intended Learning Outcomes for the Greek Major

Intended Learning Outcomes for the Latin Major

Intended Learning Outcomes for the Classics Major

Distinction

See Academic Honors (p. 25)

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 more than forty years the Department of Classics has offered students the opportunity to study abroad during January. CLASS 251 Classical Studies in Greece (abroad) alternates with CLASS 253 Classical Studies in Italy (abroad). Both courses focus on ancient history and art. Students who have taken Greek, Latin, or other courses in ancient studies receive priority in the selection process.

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, the University of Arizona, UCLA, the University of Colorado, the University of Florida, the University of Georgia, the University of Illinois, the University of Massachusetts-Amherst, the University of Minnesota, the University of Missouri, the University of Texas, the University of
Virginia, and Washington University in St. Louis. Others have been accepted into graduate programs in classical archeology at Cornell University, 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 Minnesota, the University of Oslo, the University of Southampton, and the University of Toronto.

**Requirements**

**Requirements for the Greek Major**

<table>
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<td></td>
<td>One classics course</td>
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<tr>
<td>Total Credits</td>
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1 Students who begin Greek at GREEK 231 or higher have the option of taking six courses in Greek

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

**Requirements for the Latin Major**

<table>
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<td></td>
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<tr>
<td>Total Credits</td>
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1 Students who begin Latin at LATIN 231 or higher have the option of taking six courses in Latin

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

**Requirements for the Classics Major**

<table>
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<tr>
<td></td>
<td>Three courses in the other language</td>
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<td></td>
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1 Students who begin one of the languages at the 231 level or higher have the option of taking five courses in that language

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

**Requirements for the Latin Major with K-12 Teaching License**

<table>
<thead>
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<td>One ancient Roman history course</td>
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<td>EDUC 349 Teaching of Latin, K-12</td>
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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 GREEK 111 and GREEK 112 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 GREEK 111 and GREEK 112 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. Also counts toward linguistic studies concentration.

**Prerequisite:** GREEK 231 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. Also counts toward ancient studies major and linguistic studies concentration.

**Prerequisite:** GREEK 231 or equivalent.

**GREEK 294: Academic Internship**

**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. Also counts toward linguistic studies concentration.
Prerequisite: GREEK 231 or equivalent.

GREEK 394: Academic Internship

GREEK 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.

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 LATIN 111 and LATIN 112 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 LATIN 111 and LATIN 112 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 Caecilius*) 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. Also counts toward linguistic studies concentration.
Prerequisite: LATIN 112 or equivalent.

LATIN 235: Medieval Latin
Students expand their knowledge of Latin by exploring the diverse and creative literature of the Middle Ages, ca. 300-1500 CE. This course emphasizes the role of Latin as the language of religious life in Medieval Europe. Topics encountered typically include scripture, pilgrims, relics, miracles, saints, crusaders, monastics, and the black death. Offered annually in the spring semester. Also counts toward ancient studies, and medieval studies majors, and concentrations in linguistic studies and international relations. 
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. Also counts toward ancient studies and medieval studies majors.
Prerequisite: LATIN 231 or equivalent.

LATIN 294: Academic Internship

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 Epitapistry,” “Augustan Elegy.” Offered periodically. Also 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. Also 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. Also 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. Also 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. Also 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. Also 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. Also counts toward ancient studies and medieval studies majors.
Prerequisite: LATIN 231 or equivalent.

LATIN 378: Academic Internship
LATIN 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.

LATIN 398: Independent Research

Classics Courses Requiring No Knowledge of Greek or Latin
CLASS 120: Greek and Roman Myth
With their tales of shape-shifting, vengeance, heroic quests, and tragic turns of fortune, the myths of the ancient Greeks and Romans have long inspired artists, poets, and philosophers. Even today, they continue to influence how human beings view the world and interact with one another. In this course students read thought-provoking stories about gods, heroes, and mortals, explore them in their original contexts, and investigate their connections with modern times and with students own experiences. Offered annually. Also counts toward ancient studies, Greek, and Latin majors.

CLASS 124: The Many Faces of Homer
This course entails a careful reading of the Iliad and Odyssey - two of the earliest and most influential epics of human history - with attention to their Greek historical and cultural contexts. The course then explores some of the many reincarnations of Homer's epics in later generations, from Monteverdi's opera Return of Ulysses to David's painting Anger of Achilles to the Coen brothers' film O Brother, Where Art Thou? Offered periodically during Interim. Also counts toward ancient studies, Greek, and Latin majors.

CLASS 125: Dawn of Democracy
Today, countries from Uruguay to South Korea to the United States all proudly claim to be “democracies.” In this class, students investigate the dawn of democracy in ancient Athens to understand democracy's origins and what “rule of the people” meant to the Greeks--something radically different from modern political systems that claim the same title. Students read and discuss ancient sources (in English translation) and experience Athenian democracy for themselves through a historical role-immersion game. Offered periodically during Interim. Also counts toward ancient studies, Greek, and Latin majors.

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. Also counts toward ancient studies, Greek, and Latin majors.

CLASS 239: Classics and Race: From Antiquity to America
Students in this course develop critical, historically informed, cross-cultural perspectives on race in the United States by investigating the roots of racial thought in the world of the Greeks and Romans over two millennia ago. Topics include comparative racial formation; ancient theories of race and their impacts on the modern world; racist structures across time and space; and the contingency of cultural responses to ethnic difference and “otherness.” Readings range from antiquity to 21st-century America. Offered periodically in fall and spring semesters. Also counts toward ancient studies, classics, Greek, and Latin majors.
CLASS 240: Gender and Sexuality in the Ancient World
This course explores the social construction and function of sex and gender in ancient Greece and Rome. It uses both literature and visual art to analyze the role of sexuality in everyday society and in the lives of several of the more famous figures from antiquity. Readings also include modern histories and theories of sexuality, especially those that investigate the influence of the Greeks and Romans on modern conceptions of sexuality. Offered in alternate years. Also counts toward ancient studies, Greek, Latin, and gender and sexuality studies majors and gender and sexuality studies concentration.

CLASS 243: The World of the Ancient Greeks
This course takes students on an exciting journey back to the world of the ancient Greeks, a land of democracy and tyranny, comedy and tragedy, myth and mystery and much more. Students explore ancient Greek society from an interdisciplinary perspective, analyzing its literature, art, and ideas in the light of their historical and cultural contexts. The course ranges far, both chronologically and geographically, from the palaces of the Bronze Age to the Library of Alexandria. Offered every other year. Also counts toward majors in Ancient Studies, Greek, and Latin.

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. Also counts toward ancient studies, Greek, and Latin majors.

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, the Peloponnese, and Thessaloniki. When not visiting museums and archaeological sites, students have the opportunity to experience modern Greek culture as well. Offered during Interim in alternate years. Apply through International and Off-Campus Studies. Also counts toward ancient studies, Greek, and Latin majors.

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, and Pompei. When not visiting museums and archaeological sites, students have the opportunity to experience modern Italian culture as well. Offered during Interim in alternate years. Apply through International and Off-Campus Studies. Also counts toward ancient studies, Greek, and Latin majors.

CLASS 260: Sports and Recreation in the Ancient World
This course explores life, death, and entertainment in the ancient world, particularly Rome. Students focus especially on how and why people take part in sporting events and on how sport intersected with gender, social class, and economics. Topics include the history of sport, slavery and marginal groups, demography, gladiatorial events, and entertainment and politics. The primary focus of the course is the interpretation of ancient sources, but students also evaluate modern views of ancient entertainment. Also counts toward ancient studies major.

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, 2021-2022
Anne H. Groton
Professor of Classics
Greek and Roman drama; classical languages and literature

Hilary J. Bouxsein
Visiting Assistant Professor of Classics
Greek poetry; classical languages and literature

Kyle Helms
Assistant Professor of Classics
Latin prose; classical languages and literature

Steve T. Reece (On sabbatical 2021-22)
Professor of Classics
Greek and Roman epic; classical languages and literature

Kathryn L. Steed
Adjunct Assistant Professor of Classics

Collaborative Undergraduate Research and Inquiry

Tomson 283
507-786-2128
curi@stolaf.edu
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. A general email announcement inviting students to apply for summer research, the Steen Fellowships and Magnus the Good Collaborative Fellowships 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.

CURI promotes collaborations between students and faculty during the academic year through four different programs:

1. Our summer program supports mentored undergraduate research across all departments and majors, with variation in availability depending on professors’ participation. Throughout the experience, students learn how research is conducted in a specific field. The program offers students opportunities to reflect and further evaluate where their skills, interests, and values best
Research Opportunities at St. Olaf
Research opportunities can be discovered in a variety of settings; talk to faculty members about which classes support original research as well as about how to be involved in each faculty member's current research projects. The Elevator database (https://elevator.stolaf.edu/curi) displays information about recent projects and helps students identify a professor's area of study. You can also find research posters hanging in hallways throughout the academic buildings. Besides these informal exchanges, students have several options to explore opportunities during the academic year and in the summer.

Course Credit and OLE CORE
Students do not earn course credit for summer research because they are paid employees of the college. The remuneration also includes housing on campus. Steen Fellows and Magnus Fellows earn stipends instead of wages. These opportunities do not allow students to earn course credit. Students participating in summer research may be able to complete their OLE Experience in Practice general education credit.

Academic Year
There are several ways in which students can participate in undergraduate research during the academic year. Many majors require students to conduct original research in structured seminars. 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) under the "396" code. Students are encouraged to discuss these opportunities with associated faculty and department chairs.

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.

Computer Science
Ellen Haberoth, Regents Math 307
507-786-3113
habero1@stolaf.edu

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 areas of computing, such as Information Systems (IS), the study of computer science serves as excellent preparation for careers in any computing-related field, because the concepts of computer science provide insights into all types of computation. While specific computing systems come and go, the principles of CS endure for the long term, and people 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 CS program emphasizes development of creative problem-solving and analytical thinking abilities, interpersonal skills, ethical analysis and awareness, and realistic applications. Development of these skills 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) and project-based learning; 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

Distinction
See Academic Honors (p. 25)
Other Fields

Certain courses in computer science can count toward other majors and concentrations.

Majors

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Concentrations

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<td>CSCI 276</td>
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<td>CSCI 333</td>
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<tr>
<td></td>
<td><strong>Mathematical Biology</strong></td>
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<tr>
<td>CSCI 125</td>
<td>Computer Science for Scientists and Mathematicians</td>
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<td>CSCI 251</td>
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<tr>
<td></td>
<td><strong>Neuroscience</strong></td>
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<tr>
<td>CSCI 353</td>
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<tr>
<td>CSCI 125</td>
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Check with the relevant programs for limitations and details.

Also certain courses in other departments can count toward a computer science major:

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<tr>
<td>PHYS 130</td>
<td>Analytical Physics I</td>
<td>1.00</td>
</tr>
<tr>
<td>PHYS 246</td>
<td>Electronics</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Check with the computer science program for limitations and details.

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 (called a CSMaP) with a computer science faculty member. 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. Students are strongly advised to complete at least one of CSCI 241 or 251 no later than the spring of their sophomore year.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Required Computer Science courses</strong></td>
<td></td>
</tr>
<tr>
<td>CSCI 121</td>
<td>Principles of Computer Science</td>
<td>1.00</td>
</tr>
<tr>
<td>or CSCI 125</td>
<td>Computer Science for Scientists and Mathematicians</td>
<td>1.00</td>
</tr>
<tr>
<td>or PHYS 130</td>
<td>Analytical Physics I</td>
<td></td>
</tr>
<tr>
<td>or prior experience approved by the program director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCI 221</td>
<td>Introduction to Data Structures in C++</td>
<td>1.00</td>
</tr>
<tr>
<td>CSCI 241</td>
<td>Hardware Design</td>
<td>1.00</td>
</tr>
<tr>
<td>CSCI 251</td>
<td>Software Design and Implementation</td>
<td>1.00</td>
</tr>
<tr>
<td>CSCI 263</td>
<td>Ethical Issues in Software Design</td>
<td>1.00</td>
</tr>
<tr>
<td>CSCI 353</td>
<td>Analysis of Algorithms</td>
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</tr>
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</table>

**Required Mathematics courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MATH 220</td>
<td>Elementary Linear Algebra</td>
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<tr>
<td>MATH 234</td>
<td>Discrete Mathematical Reasoning</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**Three elective upper-level courses**

Select at least two of the following designated courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 273</td>
<td>Operating Systems</td>
<td></td>
</tr>
<tr>
<td>CSCI 276</td>
<td>Programming Languages</td>
<td></td>
</tr>
<tr>
<td>CSCI 300</td>
<td>Topics in Computer Science (when topic is Artificial Intelligence)</td>
<td></td>
</tr>
<tr>
<td>CSCI 333</td>
<td>Theory of Computation</td>
<td></td>
</tr>
</tbody>
</table>

Other electives include

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 200</td>
<td>Topics in Computer Science</td>
<td></td>
</tr>
<tr>
<td>CSCI 284</td>
<td>Mobile Computing Applications</td>
<td></td>
</tr>
<tr>
<td>CSCI 300</td>
<td>Topics in Computer Science</td>
<td></td>
</tr>
<tr>
<td>CSCI 333</td>
<td>Theory of Computation</td>
<td></td>
</tr>
<tr>
<td>CSCI 336</td>
<td>Logic Programming</td>
<td></td>
</tr>
<tr>
<td>CSCI 356</td>
<td>Parallel and Distributed Computing</td>
<td></td>
</tr>
</tbody>
</table>
Courses in computer science satisfy the following OLE Core curriculum requirements: Quantitative and Computational Reasoning, Writing Across the Curriculum, Natural Science, and Ethical Reasoning in Context. See the Class and Lab Schedule 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 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 teaches introductory programming with a focus on handling data. Emphases include programming concepts and structures, writing computer code to solve quantitative problems, and the use of programming to analyze data. The primary tool is the Python programming language. Students work individually and in teams to apply basic principles and explore real-world datasets with a sustainability theme. Offered annually. Also counts toward statistics and mathematical biology concentrations; one of CSCI 121, CSCI 125, or CSCI 251 counts toward linguistic studies concentration.

**Prerequisite:** calculus or consent of the instructor.

**CSCI 200: Topics in Computer Science**
Students explore special topics in computer science. Topics may vary from year-to-year. May be repeated if topics are different. Offered periodically.

**Prerequisite:** permission of instructor.

**CSCI 201: Topics in Computer Science (0.50)**
Students explore special topics in computer science. Topics may vary from year-to-year. The workload in this course is commensurate with a 0.50-credit course. May be repeated if topics are different. Offered periodically.

**Prerequisite:** permission of instructor.

**CSCI 202: Topics in Computer Science (0.25)**
Students explore special topics in computer science. Topics may vary from year-to-year. The workload in this course is commensurate with a 0.25-credit course. May be repeated if topics are different. Offered periodically.

**Prerequisite:** permission of instructor.

**CSCI 211: Introduction to Data Structures in C++**
This course introduces students to the C++ programming language and common data structures. Students develop their understanding of how machines store and operate on data, down to the individual bits. Students learn about storage space and run-time requirements of common data structures, including stacks, queues, linked lists, and trees. Combined with their deeper understanding of how the computer processes data, students analyze programs for efficiency and to apply the right data structure for specific scenarios. Offered each semester.

**Prerequisite:** CSCI 121 or CSCI 125 or equivalent or permission of instructor.

**CSCI 241: Hardware Design**
This course explores computer hardware and how the code we write uses it, taught through in-class labs and daily assignments focusing on the Raspberry Pi single-board computer. Topics include an introduction to computer systems, C language programming, an overview of computer organization, the component-level design of computer hardware, forms of parallelism, machine-level implementation of programming language features, memory organization, digital logic, microprogrammed and RISC architectures, multi-core architectures, and assembly programming. Offered annually. Also counts toward management studies concentration.

**Prerequisite:** CSCI 121 or permission of 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 multi-week 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. Offered each semester. Also counts toward mathematical biology and management studies concentrations; one of CSCI 121, CSCI 125, CSCI 251 counts toward linguistic studies concentration.

**Prerequisite:** CSCI 221 or permission of instructor.

**CSCI 252: Software Design and Implementation Lab (0.25)**
In this two-hour lab, 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 each semester.

**Prerequisite:** concurrent registration in CSCI 251.
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. Also counts toward management studies concentration.
Prerequisite: CSCI 251.

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 multitask network programming to kernel modifications. Topics include operating system principles, implementation as system calls, process scheduling and dispatch, concurrency, inter-process communication, programming with threads and sockets, low-level memory management, device management, file systems, security and protection mechanisms, virtual machines, and kernel programming. Offered alternate years.
Prerequisites: CSCI 241 and CSCI 251, or permission of instructor.

CSCI 276: Programming Languages
The course begins with a survey of several popular programming languages, learning to write some code in each of them. We then consider important language features that have been used to describe entire categories of languages. Topics include programming language semantics, programming language translation, parsing, memory structures, abstraction mechanisms, and language translation systems and types. Offered alternate years. Also counts toward linguistic studies concentration.
Prerequisites: CSCI 241 and CSCI 251, or permission of instructor.

CSCI 284: Mobile Computing Applications
Mobile devices are actually sophisticated and powerful computers. 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.
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 301: Advanced Topics in Computer Science (0.50)
Students explore special topics in computer science at a level commensurate with other Level III courses in Computer Science, and with appropriate prior experience in Computer Science topics. The workload in this course is commensurate with a 0.50-credit course. Topics may vary from year-to-year. May be repeated if topics are different. Offered periodically.
Prerequisite: 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. Also counts toward neuroscience and linguistic studies concentrations.
Prerequisite: a proof writing course (such as MATH 232, 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.

MSCS 341: Algorithms for Decision Making
This course introduces students to the subject of machine learning. The primary focus is the development and application of powerful machine learning algorithms applied to complex, real-world data. Topics covered include linear regression, nearest neighbor models, k-means clustering, shrinkage methods, decision trees and forests, boosting, bagging, support vector machines, and hierarchical clustering. Applications are taken from a wide variety of disciplines, including biology, economics, public policy, public health, and sports. Familiarity with a programming language such as R or Python is highly recommended. Offered on a regular basis. Counts toward computer science and mathematics majors and statistics and data science concentration.
Prerequisite: MATH 220, CSCI 251, or STAT 272 or permission of the instructor.

CSCI 353: Analysis of Algorithms
This course surveys standard topics in the study of algorithms, with an emphasis on complexity analysis and implementation experience. Topics include asymptotic analysis, searching and sorting, divide and conquer, basic graph algorithms, greedy algorithms, dynamic programming, and NP-complete problems. Offered annually in spring semester. Also counts toward neuroscience concentration.
Prerequisites: MATH 234 and CSCI 251, or consent of the instructor.

CSCI 356: Parallel and Distributed Computing
Parallel and Distributed Computing (PDC) is all around us. Virtually all computers, from cell phones to powerful servers, feature multicore Parallel Computing; and clouds of networked remote Distributed Computing systems provide familiar services from web search to email to online shopping. This course presents PDC concepts and applications through hands-on experiences with widely used PDC technologies including OpenMP, C++11 threads, MPI, and Hadoop, and develops effective PDC problem-solving skills through industry-proven parallel programming patterns. Offered alternate years in the spring semester.
Prerequisite: CSCI 241 and CSCI 251.
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 353 and CSCI 263, or permission of instructor.

CSCI 391: Ghana International Capstone (abroad)
Class members participate in a team research project abroad. The central activity of the project teams is to implement an applied, interdisciplinary research project in collaboration with a host community in West Africa. This research project drives the other elements of the course, which include readings from the research literature, ethical analysis of their project applying CSCI 263 principles, documentation practices, and writing a research paper for public presentation. Offered annually during Interim. Apply through International and Off-Campus Studies.
Prerequisites: computer science major with senior standing and completion of or concurrent enrollment in computer science core courses, ordinarily including CSCI 353 and CSCI 263, or permission of instructor.

CSCI 394: 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 396: 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.

CSCI 398: Independent Research

Faculty
Director, 2021-2022
Ryota Matsuura
Associate Professor of Mathematics, Statistics, and Computer Science mathematics education; algebraic number theory

Richard A. Brown
Professor of Mathematics, Statistics, and Computer Science computer science; parallel/distributed systems

Jaime I. Davila
Assistant Professor of Mathematics, Statistics, and Computer Science

Olaf A. Hall-Holt
Associate Professor of Mathematics, Statistics, and Computer Science computational geometry; computer vision/graphics

Charles Huff
Professor of Psychology
social psychology; moral psychology; science and technology studies; psychology of religion

Elizabeth A. Jensen
Assistant Professor of Mathematics, Statistics, and Computer Science

Steven McKelvey
Professor of Mathematics, Statistics, and Computer Science operations research; wildlife modeling

Matthew P. Richey (On sabbatical 2021-22)
Professor of Mathematics, Statistics, and Computer Science applied and computational mathematics

Matthew Wright
Associate Professor of Mathematics, Statistics, and Computer Science applied and computational topology

Dance
Patty Cohn, Center for Art and Dance 200
507-786-3248
dance@stolaf.edu
wp.stolaf.edu/dance

The St. Olaf College Dance Department engages students in the study of dance as a vital form of human expression, understanding, communication, and interaction. Partnering with the College's liberal arts curriculum and making connections with other academic fields, the dance program encourages the exploration of complex ideas through investigation, knowledge, and expression of the body. The Department of Dance prepares students for a range of career and vocational options.

St. Olaf College 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 preparing dance majors for a range of career and vocational options including performing, creating, teaching, and writing about dance, as well as integrating their dance studies' skills and experiences into a myriad of other fields.

Intended Learning Outcomes for the Major
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 (a dance, a paper, etc.) 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© is a student dance company comprised of a range of separate projects and pieces offering a wide variety of performing opportunities. It is open by audition to **ALL** students. Companydance strives to be inclusive and accommodating to the evolving interests, needs, and abilities of a broad spectrum of students (dance majors and non-majors), while encouraging student responsibility, creative collaboration, community building, and of course great dancing.

To provide for the optimum growth and safety for the students in Companydance, each member is required to be concurrently enrolled in a dance movement-intensive class at an appropriate level. Auditions for Companydance are held during the first week of the fall term. Students selected to be a part of Companydance will be registered for Dance 180 every semester they are involved.

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. Students selected to be a part of Veselica will registered for Dance 170 every semester they are involved.

**Distinction**

See **Academic Honors** (p. 25)

Details about the distinction process can be found on the Dance Department web page.

**Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Language-Intensive Courses (Theory)</strong></td>
<td><strong>6.00</strong></td>
</tr>
<tr>
<td>DANCE 100</td>
<td>Introduction to Dance</td>
<td>1.00</td>
</tr>
<tr>
<td>DANCE 124</td>
<td>World Dance Traditions</td>
<td>1.00</td>
</tr>
<tr>
<td>DANCE 150</td>
<td>Movement, the Camera, and the Creative Process</td>
<td>1.00</td>
</tr>
<tr>
<td>DANCE 231</td>
<td>Fundamentals of Choreography and Improvisation</td>
<td>1.00</td>
</tr>
<tr>
<td>DANCE 246</td>
<td>Dance in the United States</td>
<td>1.00</td>
</tr>
<tr>
<td>DANCE 270</td>
<td>Dance Anatomy and Kinesiology</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td><strong>Movement-Intensive Courses (Technique)</strong></td>
<td><strong>1.50</strong></td>
</tr>
</tbody>
</table>

Select movement-intensive courses in at least two different genres (African Diaspora, ballet, modern, international, etc.) from the following list of classes to total 1.50 credits. Technical proficiency in a primary genre of dance at the 200 level (expected) or 300 level (preferred) and proficiency in a secondary genre of dance at the 100 level must be met.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANCE 112</td>
<td>The African Diaspora in Contemporary Dance I (0.25)</td>
<td></td>
</tr>
<tr>
<td>DANCE 113</td>
<td>Hip Hop I (0.25)</td>
<td></td>
</tr>
<tr>
<td>DANCE 240</td>
<td>The African Diaspora in Contemporary Dance II (0.50)</td>
<td></td>
</tr>
<tr>
<td>or DANCE 241</td>
<td>The African Diaspora in Contemporary Dance II (0.25)</td>
<td></td>
</tr>
<tr>
<td>DANCE 260</td>
<td>Hip Hop II (0.50)</td>
<td></td>
</tr>
<tr>
<td>or DANCE 261</td>
<td>Hip Hop II (0.25)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Ballet</strong></td>
<td></td>
</tr>
<tr>
<td>DANCE 121</td>
<td>Ballet I (0.25)</td>
<td></td>
</tr>
<tr>
<td>DANCE 130</td>
<td>Advanced Beginning Ballet (0.50)</td>
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</tr>
<tr>
<td>or DANCE 131</td>
<td>Advanced Beginning Ballet (0.25)</td>
<td></td>
</tr>
<tr>
<td>DANCE 220</td>
<td>Ballet II (0.50)</td>
<td></td>
</tr>
<tr>
<td>or DANCE 221</td>
<td>Ballet II (0.25)</td>
<td></td>
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<tr>
<td>DANCE 320</td>
<td>Ballet III (0.50)</td>
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<tr>
<td>or DANCE 321</td>
<td>Ballet III (0.25)</td>
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<tr>
<td></td>
<td><strong>International and Social</strong></td>
<td></td>
</tr>
<tr>
<td>DANCE 106</td>
<td>Ballroom I (0.25)</td>
<td></td>
</tr>
<tr>
<td>DANCE 108</td>
<td>American Dance: Native and Immigrant Traditions (0.25)</td>
<td></td>
</tr>
<tr>
<td>DANCE 109</td>
<td>International Dance I: A Survey (0.25)</td>
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<tr>
<td>DANCE 206</td>
<td>Ballroom II (0.25)</td>
<td></td>
</tr>
<tr>
<td>DANCE 207</td>
<td>Art of Couple Dancing (0.25)</td>
<td></td>
</tr>
<tr>
<td>DANCE 209</td>
<td>International Dance II: Selected Dance Cultures (0.25)</td>
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</tr>
<tr>
<td></td>
<td><strong>Modern</strong></td>
<td></td>
</tr>
<tr>
<td>DANCE 111</td>
<td>Modern Dance I (0.25)</td>
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</tr>
<tr>
<td>DANCE 210</td>
<td>Modern Dance II (0.50)</td>
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</tr>
<tr>
<td>or DANCE 211</td>
<td>Modern Dance II (0.25)</td>
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</tr>
<tr>
<td>DANCE 250</td>
<td>Modern Dance II: Technique Emphasis (.50)</td>
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</tr>
<tr>
<td>or DANCE 251</td>
<td>Modern Dance II: Technique Emphasis (.25)</td>
<td></td>
</tr>
<tr>
<td>DANCE 310</td>
<td>Modern III (0.50)</td>
<td></td>
</tr>
<tr>
<td>or DANCE 311</td>
<td>Modern III (0.25)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Other Topics</strong></td>
<td></td>
</tr>
<tr>
<td>DANCE 107</td>
<td>Topics in Rhythm in Dance (0.25)</td>
<td></td>
</tr>
<tr>
<td>DANCE 141</td>
<td>Topics in Movement Studies in Dance (0.25)</td>
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</tr>
<tr>
<td>DANCE 160</td>
<td>Conditioning: Practice and Principles (0.25)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Senior Dance Capstone Project</strong></td>
<td><strong>3.00</strong></td>
</tr>
<tr>
<td>DANCE 399</td>
<td>Senior Dance Seminar 2</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Area of Specialty  2.00
DANCE Companies and Productions

Dance company participation

Majors are required to participate in one of the dance companies for a minimum of three semesters.

DANCE 170 Veselica International Dance Ensemble (0 Cr)
DANCE 180 Companydance® (0 Cr)

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. Must be taken fall of senior year. Final projects may take the form of a research paper, performance, choreography, or blended project.
3. Each student designs an individualized area of specialty derived from their own interests and investigation. The Area of Specialty involves the student's selection of the following: 1) Content Area: A topic or idea the student has engaged with during their College curricular experiences and chooses to further explore via their Senior Dance Capstone Project AND 2) Presentation Option: A means for presenting the student's chosen content in the form of an area of specialty. Previous presentation options have included group choreography, solo performance, written, or blended.

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

The dance major curriculum is compatible with other majors. Recent and current double majors include kinesiology, psychology, biology, Race and Ethnic Studies, environmental studies, economics, 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. Students receive credit but not GE credit for a repeated course. GE credit is granted only once. (0.50) movement-intensive courses can only be taken once and include additional outside of class course work. Students ready to take an intermediate-level movement-intensive course MUST have instructor approval.

DANCE 106: Ballroom I (0.25)
Ballroom classes are taught from a social and aesthetic perspective. In this course, students learn fundamental steps, rhythms, and styling in foxtrot, slow waltz, east coast swing, and cha cha. May be repeated with permission of instructor. P/N only. Offered each semester.

DANCE 107: Topics in Rhythm in Dance (0.25)
Students explore dance genres that embody a strong rhythmic foundation. They experience rhythmic pattern as an organizing principle for the human body, an expressive capacity, and a social connector. Students investigate the cultural and social milieu from which dance genres emerge. Dance genres could include, hip hop, African, Asian, and Caribbean dance forms, tap dance, or jazz dance. May be repeated. 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, Bon odori, contras, hula, squares, and vintage dance forms such as Charleston, among others. May be repeated. 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 vernacular/community dance from around the world with emphasis on European and Near Eastern forms. May be repeated. 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. May be repeated. P/N only. Offered each semester.

DANCE 112: The African Diaspora in Contemporary Dance I (0.25)
This course introduces dance techniques and styles with attention to aesthetics influenced by the African Diaspora. Students explore alignment, polyrhythm, and a polycentric body awareness while combining various movement vocabularies at a beginning level. May be repeated. P/N only. Offered each semester.

DANCE 113: Hip Hop I (0.25)
This course explores the dance techniques of Party Dances, which began being termed “Hip Hop” dance in the 1980s. As a transformation of styles with Africanist parentage, this course focuses on the rhythm and groove embedded by the New York beginnings of proper Hip Hop. The course exposes students to the influence of Hip Hop on various cultures through the study of Party Dances and styles from New York to California, 1980s to 2000s. May be repeated. P/N only. Offered each 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. May be repeated. P/N only. Offered annually.

DANCE 141: Topics in Movement Studies in Dance (0.25)
Students learn special topics in dance in a movement intensive environment. Students study the historical, social, and cultural context in which the dance topic emerged and currently functions and the physical and expressive capacities that distinguish it from other forms. Dance topics could include somatics, Gaga, contact improvisation, yoga, partnering, or aerial dance. Topics may vary from year to year. May be repeated. P/N only. Offered each semester. No prerequisite.
DANCE 160: Conditioning: Practice and Principles (0.25)
Students engage in the physical practice and theory of the Pilates mat conditioning system. Students increase strength, flexibility, stamina, coordination and body/mind awareness through mindful practice of dynamic alignment, correct body usage, breath control, and anatomical study. The course utilizes rhythmic repetition and flowing movement. Additional exercise props will be used. This course includes repertoire developed to help improve key dance specified areas and is appropriate for all populations and levels of fitness. May be repeated. P/N only. Offered annually.

DANCE 170: Veselica International Dance Ensemble (0 Cr)
Veselica International Dance Ensemble introduces student performers and audiences to dance as a global art, expanding their awareness of the spectrum of dance forms and contexts in the world. Student performers develop skills by performing a variety of dance forms and experience the process of working together in an ensemble to create quality performances. Interested students can choreograph or stage international dance works, and members of the ensemble may also work with guest choreographers. The ensemble is open by audition to all students. P/N only. May be repeated.

DANCE 180: Companydance© (0 Cr)
Companydance© is a student dance company offering a wide variety of performing opportunities. Companydance© strives to be inclusive and to accommodate the evolving interests, needs, and abilities of a broad spectrum of students (dance majors and non-majors), while encouraging student responsibility, creative collaboration, community building, and, of course, great dancing. To provide for the optimum growth and safety, each member is required to be concurrently enrolled in a dance movement-intensive class at an appropriate level. P/N only. May be repeated. Offered every semester.

DANCE 206: Ballroom II (0.25)
This course provides instruction in basic steps, rhythms, and styling for quickstep, samba, tango, and west coast swing. Students also learn advanced patterns in slow waltz, building on material learned in DANCE 106. Ticket/transportation fee required. May be repeated. P/N only. Offered alternate years, usually in the spring semester.

Prerequisite: DANCE 106 or permission of instructor.

DANCE 207: Art of Couple Dancing (0.25)
This course focuses on social dance forms performed in pairs. Students work on developing the skills necessary for success with such forms, including communicating non-verbally with a partner, particularly in lead/follow situations; giving weight and counter-balancing with a partner; rotating as a pair while progressing around the floor, etc. Repertoire for the class includes a range of social/ vernacular dance forms such as Viennese waltz, salsa rueda, rumba, schottische, and hambo, among others. May be repeated. Offered alternate years, usually in the spring semester.

Prerequisite: DANCE 106 or DANCE 108 or DANCE 109 or DANCE 206 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. Ticket/transportation fee required. May be repeated. P/N only. Offered periodically.

Prerequisite: DANCE 108 or DANCE 109 or DANCE 124 or permission of instructor.

The following movement-intensive courses are offered at both 0.50 credit (DANCE 130, DANCE 210, DANCE 220, DANCE 240, DANCE 260, DANCE 310, DANCE 320) and 0.25 credit (DANCE 131, DANCE 211, DANCE 221, DANCE 241 DANCE 261, 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.

Prerequisite: DANCE 121 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. Offered annually.

Prerequisite: DANCE 121 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 DANCE 111, 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 DANCE 111, 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. May be repeated. Offered each semester.

Prerequisites: DANCE 111 and 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: two terms of DANCE 121 or DANCE 130 or DANCE 131 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. May be repeated. Offered each semester.

Prerequisite: two terms of DANCE 121 or DANCE 130 or DANCE 131 or permission of the instructor.
DANCE 240: The African Diaspora in Contemporary Dance II (0.50)
This course builds on an existing understanding of alignment, coordination, and polyrhythm to introduce more mentally and physically difficult movements and a broad vocabulary. Developing a performance range is emphasized. The course demands an intermediate sense of kinesthetic awareness, efficient athleticism, and embodied familiarity with movement influenced by the African Diaspora. Floor work, inversions, and improvisation may be included. May be repeated. Offered annually in the spring semester.
Prerequisite: DANCE 112 or permission of instructor.

DANCE 241: The African Diaspora in Contemporary Dance II (0.25)
This course builds on an existing understanding of alignment, coordination, and polyrhythm to introduce more mentally and physically difficult movements and a broad vocabulary. Developing a performance range is emphasized. The course demands an intermediate sense of kinesthetic awareness, efficient athleticism, and embodied familiarity with movement influenced by the African Diaspora. Floor work, inversions, and improvisation may be included. Offered annually in the spring semester.
Prerequisite: DANCE 112 or permission of instructor.

DANCE 260: Hip Hop II (0.50)
This course explores the Hip Hop dance canon through Party Dance technique, and styles under the umbrella of Hip Hop. Beginning where DANCE 113 Hip Hop I ends, it focuses on rhythm, groove, and extends into complex footwork. As an intermediate-level course, these foci are explored intricately and in-depth, with expectations that students work toward intellectual and clear kinesthetic comprehension exhibited in the body through performance. Students investigate the influence of Hip Hop as a genre on various cultures through the study of street dance technique.
Prerequisite: DANCE 113 or permission of instructor.

DANCE 261: Hip Hop II (0.25)
This course explores the Hip Hop dance canon through Party Dance technique, and styles under the umbrella of Hip Hop. Beginning where DANCE 113 Hip Hop I ends, it focuses on rhythm, groove, and extends into complex footwork. As an intermediate-level course, these foci are explored intricately and in-depth, with expectations that students work toward intellectual and clear kinesthetic comprehension exhibited in the body through performance. Students investigate the influence of Hip Hop as a genre on various cultures through the study of street dance technique. May be repeated.
Prerequisite: DANCE 113 or permission of instructor.

DANCE 310: Modern III (0.50)
This course builds on the concepts and components of DANCE 111 Modern Dance I and DANCE 210 Modern Dance II and DANCE 211 Modern Dance II. Offered each semester.
Prerequisite: DANCE 210 or DANCE 211 for at least two terms with two different instructors or DANCE 250 or DANCE 251 or permission of the instructor.

DANCE 311: Modern III (0.25)
This course builds on the concepts and components of DANCE 111 Modern Dance I and DANCE 210 Modern Dance II and DANCE 211 Modern Dance II. Offered each semester.
Prerequisite: DANCE 210 or DANCE 211 for at least two terms with two different instructors or DANCE 250 or DANCE 251 or permission of the instructor.

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 periodically.
Prerequisite: DANCE 220 or DANCE 221 or permission of the instructor.

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. Offered periodically.
Prerequisite: DANCE 220 or DANCE 221 or permission of the instructor.

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 the Americas. 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 alternate years during Interim.

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 in the spring semester. Also counts toward media and film studies concentrations.

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 243: Southeast Asian Performing Arts
This course introduces students to the performing arts of Southeast Asia and the vital role they play historically and today. An interdisciplinary exploration featuring lectures, discussions, videos and experiential sessions teaches students about dance, dramatic and musical arts of Cambodia, Indonesia, Malaysia, and the Philippines as well as Burma, Laos, Thailand and Vietnam. The course focuses on the role of performing arts in everyday life, religious-ritual practice, and politics as well as artistic expression. Offered periodically. Also counts toward Asian studies major and concentration.

DANCE 246: Dance in the United States
Students trace and integrate the African-American and Euro-American dance traditions of the late 19th century, 20th century, and early 21st century. The course focuses on the theatrical dance genres of ballet, modern, and jazz (includes tap and some musical theater dance) and also examines social dance as the predecessor of some theatrical dance genres. The course also attends to the economic, religious, political, and social forces that have affected the development of dance in the United States, particularly race, ethnicity, and gender and the intersection with other forms of structured inequality. Video examples supplement reading, live dance viewing, physical exploration, class lecture, mid-term and final exams, writing assignments, and discussion. No dance experience required. Ticket/transportation fee required. Offered annually in the spring semester. Also counts toward race and ethnic studies and gender and sexuality studies majors and race and ethnic studies and gender and sexuality studies concentrations.

DANCE 270: Dance Anatomy and Kinesiology
Students study musculoskeletal anatomy (structure) and kinesiology (science of human motion) from the perspective of dance training and performance. Students learn anatomical terminology, identify select bones (major features, articulations) and muscles (locations, actions), and analyze their influence during coordinated movement patterns. Students learn joint structure and mechanics, alignment and imbalances, movement behavior, conditioning needs, and injury prevention. Students learn to notice, measure, experience, sense, and reflect upon the impact of anatomical characteristics and anomalies. Offered alternate years in the fall semester.
Prerequisite: students taking this course should have previous experience in a movement intensive practice similar to dance, athletics, or kinesiology.

DANCE 290: Topics in Dance
Students investigate a specific topic in dance through lecture, readings, class discussions, the viewing of live and recorded dance, and group projects. Potential topics could include dance and social justice, politics and the performing arts, dance and gender, dance aesthetics and ethics. Topics vary from term to term. May be repeated if topic is different. Offered periodically.

DANCE 294: Academic Internship
DANCE 296: Directed Undergraduate Research
DANCE 299: 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. Offered annually in the fall semester.
Prerequisite: senior dance major.

Faculty
Chair, 2021-2022 Interim and Spring
Heather J. Klopchin (on leave in the Fall 2021)
Professor of Dance
modern dance; ballet; jazz dance; dance history; Companydance

Chair, 2021-2022 Fall
Anne von Bibra
Visiting Assistant Professor of Dance
dance ethnology; ballroom; Veselica

Andrea Conger
Visiting Assistant Professor of Sociology and Anthropology

Penelope Freeh
Adjunct Assistant Professor of Dance

Karla Grotting
Adjunct Instructor in Dance

Janice Roberts
Professor of Dance
modern dance; choreography; Companydance

Anthony W. Roberts
Artist in Residence in Dance
modern dance; dance technology; Companydance

Djenane Saint Juste
Adjunct Instructor of Dance

Marciano Silva dos Santos
Adjunct Assistant Professor of Dance

Pramila Vasudevan
Adjunct Instructor in Dance

Arneshia L. Williams
Visiting Assistant Professor of Dance
African Diaspora in Contemporary Dance, hip hop dance; modern dance; Companydance
Economics

Solvei Robertson, Holland Hall 317
507-786-3149
roberts1@stolaf.edu
wp.stolaf.edu/economics

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 Department of Economics seeks to create an inclusive and diverse 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 Majors in Economics and Quantitative Economics

The department offers students two majors in the field of economics: (1) Economics and (2) Quantitative Economics. Either major is appropriate for all students, though students considering graduate study in economics or finance, or those considering careers in economic research, finance, banking, or regulatory affairs are encouraged to consider the major in Quantitative Economics. The Quantitative Economics major requires a higher level of foundational mathematics (linear algebra) and that a student complete two courses that include quantitative research in economics, either advanced mathematical modeling or econometric analysis. However, a student who decides to not complete the higher-level math course or the quantitative research components will still easily complete the requirements for the Economics major. The detailed requirements for both majors are shown on the “Requirements (p. 81)” tab.

The economics curriculum at St. Olaf includes theory, applications, institutional studies, and quantitative analysis. Where possible, economics courses also explore historical developments and ethical concerns.

The department offers areas of emphasis for its majors who desire more focused study in finance, management, and international economics analysis and 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 in Economics

Intended Learning Outcomes for the Major in Quantitative Economics

Distinction

See Academic Honors (p. 25).

The criteria and guidelines for Distinction in Economics and for Distinction in Quantitative Economics can be found through the Economics Department web page.

Special Programs

Areas of Emphasis

Areas of emphasis provide the opportunity for economics and quantitative economics majors to pursue a more extensive and focused program of study beyond the normal major requirements. Courses completed for areas of emphasis are in addition to those completed to fulfill requirements for the major, except that ECON 384 Econometrics: Cross-Sectional and Panel Data or ECON 385 Econometrics: Time Series and Forecasting may fulfill a core requirement (when paired with STAT 272) and also count towards an area of emphasis. Otherwise, courses taken to fulfill requirements for an area of emphasis may not also fulfill requirements for either of the majors.

Please see Requirements (p. 81) 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 Asian studies, management studies, Latin American studies, statistics, environmental studies, gender and sexuality 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 complete the major in quantitative economics, if possible, and to take additional courses in economic analysis, mathematics, and statistics beyond those required for the major. We also recommend that students 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 either Econometrics: Cross-Sectional and Panel Data (ECON 384) or Econometrics: Time Series and Forecasting (ECON 385). We recommend that students choosing the major in economics complete Elementary Linear Algebra (MATH 220) prior to taking ECON 384 or ECON 385 when practical. The following

The economics curriculum at St. Olaf includes theory, applications, institutional studies, and quantitative analysis. Where possible, economics courses also explore historical developments and ethical concerns.

The department offers areas of emphasis for its majors who desire more focused study in finance, management, and international economics analysis and 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.
Courses in mathematics, listed in order of importance, are recommended: Multivariable Calculus (MATH 226), Real Analysis I (MATH 244) and Differential Equations I (MATH 230). A concentration in Statistics and Data Science (p. 243) 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 research practicum, Directed Undergraduate Research (ECON 396), the Center for Interdisciplinary Research (CIR), or a statistically related CURI project is also recommended. Finally, the American Economic Association provides additional information for undergraduate students interested in graduate work in economics here.

**Requirements**

**Requirements for the Economics Major**

 Majors in economics must meet the following minimum requirements:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 261</td>
<td>Intermediate Macroeconomic Theory</td>
<td>3.00-4.00</td>
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<tr>
<td>ECON 262</td>
<td>Intermediate Microeconomic Theory</td>
<td></td>
</tr>
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</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 260</td>
<td>Introductory Econometrics</td>
</tr>
<tr>
<td>STAT 272</td>
<td>Statistical Modeling and Econometrics: Cross-Sectional and Panel Data</td>
</tr>
<tr>
<td>STAT 272 &amp; ECON 385</td>
<td>Statistical Modeling and Econometrics: Time Series and Forecasting</td>
</tr>
</tbody>
</table>

At least four economic analysis courses: at least one at level II and at least two at level III.

Foundation course:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MATH 120</td>
<td>Calculus I (or equivalent or higher credit)</td>
<td>1.00</td>
</tr>
<tr>
<td>or MATH 119</td>
<td>Calculus I with Review</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Total Credits** 8-9

1 Core courses -- ECON 261 and ECON 262; and ECON 260, or STAT 272 plus ECON 384, 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. The department does not accept transfer credit for core courses.

2 Students who take STAT 272 instead of ECON 260 must complete either ECON 384 or ECON 385. When taken to complete the core requirement, ECON 384 and ECON 385 may simultaneously fulfill the requirements for economic analysis or requirements for an area of emphasis.

3 Four economic analysis courses, at least two at Level III and at least one at Level II are required. A student may not count both ECON 384 and ECON 385 as economic analysis courses towards the major in quantitative economics. Economic analysis courses are those ECON courses numbered 200-249, 370-385, and 399.

Students studying off-campus, through St. Olaf affiliated programs or at other accredited colleges and universities, 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.

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

**Requirements for the Quantitative Economics Major**

 Majors in quantitative economics must meet the following minimum requirements:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 261</td>
<td>Intermediate Macroeconomic Theory</td>
<td>3.00-4.00</td>
</tr>
<tr>
<td>ECON 262</td>
<td>Intermediate Microeconomic Theory</td>
<td></td>
</tr>
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</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 260</td>
<td>Introductory Econometrics</td>
</tr>
<tr>
<td>STAT 272</td>
<td>Statistical Modeling and Econometrics: Cross-Sectional and Panel Data</td>
</tr>
<tr>
<td>STAT 272 &amp; ECON 385</td>
<td>Statistical Modeling and Econometrics: Time Series and Forecasting</td>
</tr>
</tbody>
</table>

Four economic analysis courses, at least one at Level II and at least two at Level III

Foundation Course:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 220</td>
<td>Elementary Linear Algebra</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Quantitative Research Experience: (two experiences, 0.0 credits)

**Total Credits** 8-9

1 Core courses -- ECON 260, ECON 261, and ECON 262 -- all require an introductory economics course and calculus (usually ECON 121 and MATH 120). Core courses, including STAT 272, may not be taken S/U. The department does not accept transfer credit for core courses.

2 Students who take STAT 272 instead of ECON 260 must complete either ECON 384 or ECON 385. When taken to complete the core requirement, ECON 384 and ECON 385 may simultaneously fulfill the requirements for economic analysis or requirements for an area of emphasis.

3 Four economic analysis courses, at least two at Level III and at least one at Level II are required. A student may not count both ECON 384 and ECON 385 as economic analysis courses towards the major in quantitative economics. Economic analysis courses are those ECON courses numbered 200-249, 370-385, and 399.
Students must complete two courses in economics designated as Quantitative Research (QR) courses. The QR designation indicates that the course includes a substantial research component that involves advanced mathematical and/or econometric modeling. These can be courses taken to satisfy requirements for the major, to fulfill requirements for an area of emphasis, or as general electives.

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

Areas of Emphasis

The Economics Department offers three optional Areas of Emphasis that students may complete in addition to a major in economics or quantitative economics. There is one economics area: international economic analysis and policy and, and two management areas: (2) management and (3) 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 can be found on the Economics Department web page. Please contact the Economics Department for names of the current area directors.

Courses counted toward an area of emphasis may not also be counted toward any requirements for the economics major.

International Economic Analysis and Policy Emphasis

The purpose of the International Economic Analysis and Policy emphasis is to provide a structured program of study beyond the major, so that students will expand their understanding of the international economy, and be better prepared for careers in the private and public sectors.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 382</td>
<td>International Economics</td>
<td>1.00</td>
</tr>
<tr>
<td>Choose two of the following:</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>ECON 210</td>
<td>Argentina and World Agricultural Trade (abroad)</td>
<td></td>
</tr>
<tr>
<td>ECON 218</td>
<td>Economic Progress in China (abroad)</td>
<td></td>
</tr>
<tr>
<td>ECON 243</td>
<td>Economic Development</td>
<td></td>
</tr>
<tr>
<td>An off-campus economic analysis course approved by the emphasis director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective course outside of Economics Department that relates to international topics</td>
<td>1.00</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 4

Management Emphasis

The purpose of the management emphasis is to provide a structured program of study beyond the economics major to better prepare students for immediate careers in the private and public sectors.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 225</td>
<td>Principles of Accounting</td>
<td>1.00</td>
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<tr>
<td>MGMT 237</td>
<td>Managerial Accounting</td>
<td>1.00</td>
</tr>
<tr>
<td>MGMT 251</td>
<td>Management</td>
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</tr>
<tr>
<td>MGMT 383</td>
<td>Management Policy and Strategy</td>
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<td>1.00</td>
</tr>
<tr>
<td>MGMT 250</td>
<td>Marketing</td>
<td></td>
</tr>
<tr>
<td>MGMT 252</td>
<td>Legal Aspects of Business</td>
<td></td>
</tr>
<tr>
<td>MGMT 256</td>
<td>Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>MGMT 281</td>
<td>Corporate Finance</td>
<td></td>
</tr>
<tr>
<td>Other MGMT course (to be negotiated)</td>
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</tr>
</tbody>
</table>

Total Credits 5

Finance Emphasis

The purpose of the finance area of emphasis is to provide a structured program of study beyond the economics major to better prepare students for immediate careers in the private and public sectors.

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>MGMT 225</td>
<td>Principles of Accounting</td>
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</tr>
<tr>
<td>MGMT 237</td>
<td>Managerial Accounting</td>
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</tr>
<tr>
<td>MGMT 281</td>
<td>Corporate Finance</td>
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<tr>
<td>MGMT 380</td>
<td>Investments</td>
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<tr>
<td>Choose one of the following:</td>
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<tr>
<td>MGMT 250</td>
<td>Marketing</td>
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<tr>
<td>MGMT 251</td>
<td>Management and Management (both must be taken to fulfill the elective)</td>
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<tr>
<td>MGMT 252</td>
<td>Legal Aspects of Business</td>
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<td>MGMT 256</td>
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<tr>
<td>ECON 374</td>
<td>Money and Banking</td>
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<tr>
<td>ECON 382</td>
<td>International Economics</td>
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</tr>
<tr>
<td>ECON 385</td>
<td>Econometrics: Time Series and Forecasting</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 5

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 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.

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. This course does NOT count toward the economics major, but is the prerequisite for all higher-level economics courses. Also counts toward environmental studies major (social science emphasis) and management studies concentration.

Core Courses

ECON 260: Introductory Econometrics
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 260 is required for economics majors who do not take both STAT 272 and either ECON 384 or ECON 385. Credit toward the economics major will not be given for ECON 260 following completion of STAT 272. Also counts toward environmental studies major (social science emphasis).
Prerequisite: MATH 119 or MATH 120 and one of ECON 110 - ECON 121, or permission of instructor.

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 ECON 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 ECON 110-121 or permission of 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 ECON 110-121 or permission of instructor.

ECON 210: Argentina and World Agricultural Trade (abroad)
Argentina is a global leader in production and exports of several major agricultural products: corn, soy, beef, and wine. Students explore the economic and political factors that affect these goods' internal markets and how domestic production responds to these factors and world market conditions. Students gain an understanding of international commodity trade, futures markets, and the economics of agricultural production through readings, discussions, and meetings with experts in Argentine agriculture. Offered periodically during Interim. Apply through International and Off-Campus Studies.
Prerequisite: one of ECON 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 periodically.
Prerequisites: one of ECON 110 or ECON 121.

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 ECON 110-121 or permission of instructor.

ECON 240: Introduction to Law and Economics
This course applies standard microeconomic theory and concepts to understand the law and the legal system. There are two primary approaches to "Law and Economics." The first uses economics to understand how changes in legal rules affect human behavior. The second uses economics to explain the structure and variation of the legal rules themselves. This is an introductory course to the economics of law aimed at introducing students to both approaches. Offered annually.
Prerequisite: one of ECON 110-121 or permission of the 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. Also counts toward environmental studies major (all emphases) and concentration.
Prerequisite: one of ECON 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. Also counts toward environmental studies (social science emphasis) and Latin American studies majors and Latin American studies concentration.
Prerequisite: one of ECON 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.
Prerequisite: one of ECON 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 ECON 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.
Prerequisite: ECON 262 and one of ECON 260, ECON 263, or STAT 272; 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 one of ECON 260 or ECON 263 or STAT 272, or permission of instructor.

ECON 373: Health Care, Behavioral Economics, and Technology
In this course, students explore the technological and social forces that cause change in the health-care sector over time. Topics include health incentives, diffusion of technology, big data, uncertainty in health care decision-making, expertise and the health care workforce, and the personalization of medicine. A semester-long research project trains students in empirical research and effective academic writing. Offered periodically.
Prerequisites: ECON 262 and one of ECON 260 or 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.
Prerequisite: ECON 261 and one of ECON 260 or 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.
Prerequisites: ECON 262 and one of ECON 260 or ECON 263 or STAT 272.

ECON 378: Comparative Economic Analysis of Legal Systems
This course explores legal systems vastly different from that in the United States and uses economic analysis to understand both the reasons for the peculiarities and their relative success or failure. The objective of this course is to deepen students’ understanding of the basic economic principles used to analyze legal institutions and to teach them how to apply economic concepts to important contemporary and historical topics. Offered annually.
Prerequisites: ECON 262 and one of ECON 260 or ECON 263 or STAT 272, or permission of instructor.
**ECON 380: American Economic History**
This course focuses on the development of the U.S. economy since colonial times and the contributions and limitations of economic analysis and quantitative methods in understanding the economy's evolution. The course explores how economic analysis illuminates past trends and events, and how the historical record can further our understanding of economic principles, theory, and current economic problems. Course topics include colonialism, slavery, industrialization, the economic effects of wars, and the Great Depression.

**Prerequisites:** ECON 261 and/or ECON 262 (at the discretion of the instructor) and one of ECON 260 or ECON 263 or STAT 272, or permission of the instructor.

**ECON 382: International Economics**
This course offers 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 one of ECON 260 or ECON 263 or STAT 272, or permission of instructor.

**ECON 384: Econometrics: Cross-Sectional and Panel Data**
This course emphasizes theoretical foundations, mathematical structure, and applications of major econometric techniques appropriate for cross-sectional and panel data. Topics to be covered include generalized least squares, dummy variables, non-linear models, instrumental variables techniques, fixed- and random-effects models, and limited dependent variable models. This course is recommended for students interested in analysis of issues in microeconomics and public policy. Offered annually. ECON 384 and ECON 385 may not both be used to satisfy the economic analysis requirements for either the economics or quantitative economics major.

**Prerequisite:** ECON 262 and one of ECON 260, ECON 263, or STAT 272; or permission of instructor.

**ECON 385: Econometrics: Time Series and Forecasting**
This course emphasizes the theoretical foundations, mathematical structure, and applications of major econometric techniques appropriate for time-series data. Topics covered include generalized least squares, single-equation time-series models, multi-variable time-series models, forecasting and forecast evaluation, and seasonality. This course is recommended for students interested in analysis of issues in macroeconomics and finance. Offered annually. ECON 384 and ECON 385 may not both be used to satisfy the economic analysis requirements for either the economics or quantitative economics major. Completion of MATH 220 may be helpful but is not required.

**Prerequisites:** ECON 261 and one of ECON 260 or 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 one of ECON 260 or 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**

**Courses that Count Toward the Quantitative Research (QR) Experience**
The following courses carry the quantitative research (QR) designation for students pursuing the major in Quantitative Economics. These courses remain open to all students who have completed the prerequisites.

- **ECON 371** Economics of Public Policy
- **ECON 372** Behavioral Economics
- **ECON 373** Health Care, Behavioral Economics, and Technology
- **ECON 374** Money and Banking
- **ECON 376** Labor Economics and Employment Relations
- **ECON 382** International Economics
- **ECON 384** Econometrics: Time Series and Forecasting
- **ECON 385** Econometrics: Cross-Sectional and Panel Data
- **ECON 386** Econometrics: Cross-Sectional and Panel Data
- **ECON 394** Academic Internship
- **ECON 396** Directed Undergraduate Research
- **ECON 398** Seminar in Economics
- **ECON 399** Seminar in Economics

In addition, some sections of ECON 396 Directed Undergraduate Research and ECON 399 Seminar in Economics will be designated as QR depending on the topic and requirements of the instructor.

**Related Courses**
For courses in finance, management, and accounting, please see the Management Studies (p. 148) section of this catalog.

**Faculty**

**Chair, 2021-2022**
Ashley R. Hodgson
Associate Professor of Economics
health care economics; behavioral economics; microeconomic theory; public policy; industrial organization

Mahsa Akbari
Assistant Professor of Economics

Duman Bahrami-Rad
Visiting Assistant Professor of Economics
Marcus Bansah  
Assistant Professor Economics

Anthony Becker  
Professor of Economics  
econometrics; forecasting; economic damages; microeconomic theory; public policy

Seth I. Binder  
Associate Professor of Economics and Environmental Studies  
environmental and natural resource economics and policy; development economics; applied microeconomics; environmental economics

Sian E. Christie  
Entrepreneur in Residence  
marketing; entrepreneurship; strategy; organizational storytelling

Adam J. Dowd  
Adjunct Instructor in Economics

Richard Goedde  
Associate Professor of Economics  
management

Colin Harris  
Tomson Family Assistant Professor of Law and Economics

Rebecca P. Judge  
Professor of Economics and Environmental Studies  
environmental economics; public policy

Jerry K. Lee  
Financial Executive in Residence  
finance; financial accounting; managerial accounting

Allison O. Luedtke  
Assistant Professor of Economics

Douglas Mugabe  
Visiting Assistant Professor of Economics

Vernon Pollard  
Visiting Instructor in Economics  
financial accounting; managerial accounting; personal finance

Brandt A. Richardson  
Visiting Assistant Professor of Economics

Bruce A. Wambheim  
Visiting Instructor in Economics  
monetary theory; economic history; international economics

Education

Mijung Kim, Tomson 290  
507-786-3245  
kim31@stolaf.edu  
wps.stolaf.edu/education

Overview of the Education Major

The Education major prepares people to be highly-qualified, reflective, licensed teachers. The major supports students in integrating 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. The Education major is sequential and culminates with the 14-week student teaching semester — EDUC 389 Student Teaching (3.0 credits) and capstone courses — EDUC 381 Senior Seminar (.5 credits) and EDUC 385 Issues in Education (.5 credits). To ensure depth, breadth, and mastery in their licensure areas, students majoring in Education must also major in their content licensure areas. If a student elects an Education major, a major in one of the following content areas is also required: English, Mathematics, Biology, Chemistry, Physics, Theater, Art, French, German, Spanish, Latin.

The Education Department also supports two stand-alone majors: a BA in Social Studies Education and a BM in Music Education.

Most Education majors 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 sixth in the nation in the number of graduates who earn Ph.D.s in education.

Intended Learning Outcomes for the Major

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 issues of education. The concentration does not lead to teaching licensure. Educational Studies provides important foundational work toward achieving a number of post-baccalaureate goals including various vocations (e.g., management, arts education, coaching, environmental education, youth ministry, classroom teaching, teaching English abroad) and service opportunities (e.g., Peace Corps, Lutheran Volunteer Corps, AmeriCorps, Fulbright, etc.).

The Educational Studies Concentration — TEFL Certificate track is for students seeking a Teaching English as a Foreign Language certificate. (NOTE that proof of obtaining the TEFL "certificate" is listed on student transcripts. There is no actual "certificate" generated.)

The requirements for the concentration include core courses within the Education Department and interdisciplinary elective options.

Intended Learning Outcomes for the Concentration

Overview of the Teacher Education Program

The St. Olaf Teacher Education Program is approved by the Minnesota Professional Educator Licensing and Standards Board (PELSB) to recommend its graduates for teaching licensure in Minnesota. To be eligible for a teaching license through St. Olaf, students must meet the PELSB requirements of their teaching content area (English, mathematics, music, social studies, etc.), complete a major in this same content area (except for ESL licensure candidates), 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 tests in pedagogy and content area. Testing requirements may differ for students seeking licensure in other states; students should contact Rosie Pfarr-Baker, Director of Field Experiences and Licensure, for assistance in working with the teacher licensure agency in those states.

Note: Because of periodic changes in licensure requirements, students should maintain frequent contact with the Education Department regarding their program.

The requirements of the social studies education major (p. 230) and music education major (p. 163) are described elsewhere in this catalog.

St. Olaf offers several licenses in education:

1. Secondary 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-grade 12 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 an elementary (K-6) classroom teaching license. Students interested in elementary education may take some education courses at St. Olaf, but must complete requirements for the license after graduation at a different institution. Contact Robert McClure, Associate Professor of Practice in Education, for further information.

Student Teaching Opportunities

Student Teaching Locally
Students indicate preferences for student teaching placement areas 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. A vehicle (or access to public transportation) is needed for transportation to the school. Students are not permitted to student teach in their home schools.

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. Applicants must carry a minimum overall and content area GPA of 3.3. 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 Chicago
Students can student teach in Chicago, IL through the Chicago Semester program. Students participating in Chicago Semester are placed with mentor teachers in Chicago Public Schools who are committed to urban education. Applicants must carry a minimum overall and content area GPA of 3.3. Contact Rosie Pfarr-Baker, Director of Field Experiences and Licensure, for further information.

Requirements

Requirements for the Education Major (9.5 credits)

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<th>Code</th>
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<tr>
<td>EDUC 231</td>
<td>Understanding Substance Abuse (0 credit)</td>
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<tr>
<td>EDUC 272</td>
<td>Counseling and Communication in Schools (0.50)</td>
<td>0.50</td>
</tr>
<tr>
<td>EDUC 290</td>
<td>Educational Psychology</td>
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<tr>
<td>EDUC 291</td>
<td>Instructional Technology (0 credit)</td>
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</tr>
<tr>
<td>EDUC 330</td>
<td>Principles of Education, K-12</td>
<td>1.00</td>
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<tr>
<td>EDUC 374</td>
<td>Reading in the Content Area (0.50)</td>
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</tr>
<tr>
<td>EDUC 375</td>
<td>Differentiated Instruction for Exceptional Learners (0.50)</td>
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<tr>
<td>EDUC 378</td>
<td>Multicultural Education in Hawaii: Seminar and Practicum (off-campus) ((offered even years))</td>
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<tr>
<td>or EDUC 379</td>
<td>Urban Education Practicum and Seminar (off-campus)</td>
<td>1.00</td>
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<tr>
<td>EDUC 3XX</td>
<td>Special Methods (varies by content area)</td>
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<tr>
<td>EDUC 381</td>
<td>Senior Seminar (0.50)</td>
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</tr>
<tr>
<td>EDUC 385</td>
<td>Issues in Education (0.50)</td>
<td>0.50</td>
</tr>
<tr>
<td>EDUC 389</td>
<td>Student Teaching (3.0)</td>
<td>3.00</td>
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</table>

Total Credits 9.5

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

Requirements for 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. 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>EDUC 260</td>
<td>Foundations in Education</td>
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<tr>
<td>EDUC 272</td>
<td>Counseling and Communication in Schools (0.50)</td>
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</tr>
<tr>
<td>EDUC 290</td>
<td>Educational Psychology</td>
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</tr>
</tbody>
</table>

Extensive Interim Field Experience
Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 170</td>
<td>Urban Schools and Communities (off-campus)</td>
<td>1.00</td>
</tr>
</tbody>
</table>
EDUC 270  Exploring Teaching (offered odd years)
EDUC 378  Multicultural Education in Hawaii: Seminar and Practicum (off-campus) (offered even years)

Electives
Select 2 credits of the following with an educational or social/cultural theme:

- ENGL 205  American Racial and Multicultural Literatures
- ENGL 242  Children's and Young Adult Literature
- FAMST 242  Family Relationships
- GSS 121  Introduction to Gender and Sexuality Studies
- MEDIA 260  Media and Screen Cultures
- MUSIC 237  World Music
- PSYCH 125  Principles of Psychology
- PSYCH 236  Conditioning and Learning
- PSYCH 241  Developmental Psychology
- SOAN 264  Race and Class in American Culture

Total Credits 5.5

TEFL Certificate Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDUC 245</td>
<td>Teaching and Learning English Grammar (0.50)</td>
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</tr>
<tr>
<td>EDUC 250</td>
<td>Second Language Acquisition</td>
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</tr>
<tr>
<td>EDUC 260</td>
<td>Foundations in Education</td>
<td></td>
</tr>
</tbody>
</table>

Extensive Interim Field Experience

- EDUC 270  Exploring Teaching (offered odd years) 1.00

Electives
Select 2 credits of the following with an educational or social/cultural theme:

- ENGL 205  American Racial and Multicultural Literatures
- ENGL 242  Children's and Young Adult Literature
- FAMST 242  Family Relationships
- GSS 121  Introduction to Gender and Sexuality Studies
- LNGST 250  English Language and Linguistics
- MEDIA 260  Media and Screen Cultures
- MUSIC 237  World Music
- PSYCH 125  Principles of Psychology
- PSYCH 236  Conditioning and Learning
- PSYCH 241  Developmental Psychology

Total Credits 5.5

Teacher Education Program
Requirements and Procedures

Overall Requirements for a Teaching License and Admission Criteria

Education courses and field experiences have been aligned to meet all of the Minnesota PELSB 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:
   - Carry 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
   - Earn a B or better in EDUC 290
   - Receive rating of "Basic" or better on Disposition Assessments and Field Experience Evaluations
   - Successfully complete 20 hours field experience in EDUC 290
   - Meet Standards of Effective Practice (SEP) standards in EDUC 290
   - Successfully complete other content-area requirements (e.g., entrance into music program, interview with world language faculty member)

2. Candidate to Student Teacher:
   - Maintain a minimum overall and content area GPA of 3.0
   - Earn a B or better in all education courses
   - Receive 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(s) in a diverse classroom setting (minimum of 80 hours)
   - Complete a minimum 120 hours total of field experience
   - Meet SEP standards embedded in all education courses
• Successfully complete Candidate Portfolio and Presentation, which provides evidence of meeting SEP standards, to education faculty members
• Take all Pedagogy and Content licensure tests

3. Student Teacher to Minnesota teaching license:
• Earn a B or better in all education courses
• Receive rating of “Basic” or better on all Disposition Assessments and Field Experience Evaluations
• Successfully complete student teaching
• Successfully complete the edTPA assessment
• Present evidence demonstrating competency in all Minnesota content area standards to education faculty members
• 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 licensure tests

Students at each transition point must also meet the following requirements:
• Receive 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

Candidates are encouraged to focus on their OLE Core curriculum requirements, their content area major, a second teaching area, such as ESL (English as a Second Language), and multicultural experiences. Students generally apply to the teacher education program in their sophomore year, and planning with faculty members of the Education Department and their content area is required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 170</td>
<td>Urban Schools and Communities (off-campus) (if not taken in first year; offered during Interim)</td>
<td>1.00</td>
</tr>
<tr>
<td>EDUC 231</td>
<td>Understanding Substance Abuse (0 credit)</td>
<td>0.00</td>
</tr>
<tr>
<td>EDUC 290</td>
<td>Educational Psychology</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**Junior Year**
Most students apply to the teacher education program prior to their junior year. Courses are sequenced.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
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<td>Understanding Substance Abuse (0 credit) (if not taken in sophomore year)</td>
<td>0.00</td>
</tr>
<tr>
<td>EDUC 272</td>
<td>Counseling and Communication in Schools (0.50)</td>
<td>0.50</td>
</tr>
<tr>
<td>EDUC 290</td>
<td>Educational Psychology (if not taken in sophomore year)</td>
<td>1.00</td>
</tr>
<tr>
<td>EDUC 291</td>
<td>Instructional Technology (0 credit) (taken concurrently with EDUC 330)</td>
<td>0.00</td>
</tr>
<tr>
<td>EDUC 330</td>
<td>Principles of Education, K-12 (after EDUC 290, before special methods)</td>
<td>1.00</td>
</tr>
<tr>
<td>EDUC 374</td>
<td>Reading in the Content Area (0.50) (after EDUC 330)</td>
<td>0.50</td>
</tr>
<tr>
<td>EDUC 375</td>
<td>Differentiated Instruction for Exceptional Learners (0.50)</td>
<td>0.50</td>
</tr>
</tbody>
</table>

an EDUC Interim course (if not taken in junior year) 1.00

**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.

<table>
<thead>
<tr>
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<tr>
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<tr>
<td>EDUC 374</td>
<td>Reading in the Content Area (0.50) (if not taken in junior year)</td>
<td>0.50</td>
</tr>
<tr>
<td>EDUC 375</td>
<td>Differentiated Instruction for Exceptional Learners (0.50) (if not taken in junior year)</td>
<td>0.50</td>
</tr>
</tbody>
</table>

an EDUC Interim course (if not taken in junior year) 1.00

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**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/](http://wp.stolaf.edu/education/licenses/)
EDUC 3XX: Special Methods of Teaching (in content area) (if student teaching post graduate) 1.00
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 Does not count as EDUC interim requirement for licensure
² Their baccalaureate degree from St. Olaf must be completed in advance. See the Education Department or the registrar for guidelines.

Courses
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. P/N only. Preference given to first-year students but all students may apply. Offered during Interim. Apply through the Education Department. Also counts toward race and ethnic studies major and concentration.

EDUC 231: Understanding Substance Abuse (0 credit)
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 in students' 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. Also counts toward linguistic studies concentration.

EDUC 250: Second Language Acquisition
Students examine how humans learn language as well as how they learn more than one language, as is the case for the vast majority of people. Students also explore the factors that enable or hinder language learning and whether bilinguals are smarter. These are just some of the fascinating issues addressed in the course that combines study of theory, fieldwork-based analysis of learner language, and pedagogical considerations, including a focus on both English and World Language learners. Offered annually in the fall semester. Required for ESL licensure and TEFL certificate. Also counts toward linguistic studies concentration.

Prerequisite: WRIT 120 or equivalent.

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. Also counts toward race and ethnic studies major and concentration.

EDUC 270: Exploring Teaching
This course provides full-time placement in a school setting for students wanting to explore a career in teaching or gain greater understanding of teaching as a profession. Directed by host teachers, students may observe, assist within the classroom, tutor, teach, coach, attend faculty meetings and functions, and meet with school personnel. Students attend weekly seminars and complete assigned readings and reflective writings. Offered alternate Interims, odd years. Counts as the Interim requirement for the non-licensure and TEFL certificate education concentration.

Prerequisite: EDUC 260 or EDUC 290.

EDUC 272: 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 students' well-being is emphasized. Professional ethics and liability are major components of the course, and role playing is used 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 sophomore or junior year. Offered each semester.

Prerequisite: EDUC 260 or EDUC 290 or permission of instructor.
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. Also counts toward management studies concentration.

EDUC 291: Instructional Technology (0 credit)
In this course students learn about effectively integrating 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 293: Refugee and Immigrant Experiences in Faribault, MN
Students explore the challenges and opportunities that have occurred in Faribault for people with refugee and immigrant backgrounds and educators and community members working with those communities to create supportive contexts (including educational, social, economic, political) that meet the needs and aspirations of those communities. Offered periodically. Also counts toward race and ethnic studies major and concentration.

Prerequisites: EDUC 260 or EDUC 290 or permission of instructor.

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 development of a literature unit. Required 10-hour field experience. Offered annually in the first-half of the spring semester. Also counts toward linguistic studies concentration.

Prerequisites: 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. Open to juniors and seniors only. Offered each semester.

Prerequisite: EDUC 290 and acceptance into the teacher education program.

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 the 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.

Prerequisite: EDUC 260 or EDUC 290 or permission of instructor.

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 10-20 hour field experience component. Offered periodically in the spring semester.

Prerequisite: EDUC 330.

EDUC 344: Service/Learning in City and Refugee Camp Schools, Djibouti (abroad)
In this course, students develop cultural and educational competency in the country of Djibouti, a traditional Somali homeland with deep ties to Minnesota. Students learn about Somali language, culture, and educational approaches, as well as migration push/pull factors and causes and effects of trauma. Other topics include ethics of service and interculturally sensitive practice. The bulk of time consists of volunteer service in schools in Djibouti City and Ali Addeh Refugee Camp. Offered alternate years during Interim. Apply through International and Off-Campus Studies.

Prerequisite: open to juniors and seniors, with priority to alums of EDUC 290.

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 writing, literature, reading, speech, listening, and media literacy. In addition, students explore topics including multicultural literature, adolescent literature, responding to and evaluating writing, unit planning in the language arts, and the Common Core State Standards for Literacy. Required 20-hour field experience component. Offered annually in the spring semester. Also counts toward linguistic studies concentration.

Prerequisite: EDUC 330.

EDUC 346: Who is My Neighbor? Ethics of Refugee and Immigrant Education
This course addresses the reception of migrants in relationship to education and ethics. Students interrogate laws, policies, practices, and foundational belief systems involved in immigration while learning about normative perspectives in ethics. They interrogate best practices for teaching and interacting with refugees, immigrants and immigrant communities that reflect moral responsibility. Required for ESL licensure, and highly relevant for all educators and those interested in immigration. 10-hour service component working with migrants in the community. Open to juniors and seniors. Offered annually in the fall semester.

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. Should be taken concurrently with EDUC 347. Offered annually in the spring semester. Also 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. Arranged with Classics and Education chairs and the Latin instructor. Required 10-20 hour field experience component. Offered annually in the fall semester.
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 20-hour field experience component. Offered annually in the spring semester.
Prerequisite: EDUC 330.

EDUC 352: Methods in EAL and World Language Instruction
This course provides a foundation in language education methods for K-12 ESL and K-12 World Language licensure. It is designed to provide the necessary knowledge base for students preparing to teach ESL and/or world languages in the schools. This base includes both theoretical background and practical strategies for planning and carrying out an effective language education program in ESL or World Languages. Required 20-hour field experience component. Offered annually in the spring semester. Also counts toward linguistic studies concentration.
Prerequisites: EDUC 250 and 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 10-hour 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. Optional 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 20-hour 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 20-hour 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 theater education. Through readings, class discussions, and active participation in teaching situations (including microteaching), students become familiar with the theory and practice of teaching theater K-12. Students learn about issues faced by the profession and how to manage a theater production program. Required 10-20 hour field experience component. Offered periodically in the spring semester.
Prerequisite: EDUC 330.

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). Required 10-hour field experience. 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 general education 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 environment. 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 for examining race, ethnicity, power, and privilege in U.S. schools. Fulfills EDUC 382: Human Relations requirement. P/N only. Intended for education major/licensure students and educational studies concentrators; cannot fulfill the Interim requirement for TEFL certification. Offered alternate Interims, even years. Apply through the Education Department. Also counts toward race and ethnic studies major and concentration.  
Prerequisite: EDUC 260 and EDUC 290, 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 for a teacher in a Minneapolis/St. Paul public school. The Intern 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, reflective journals, and guest speakers will complement the experience. Fulfills EDUC 382: Human Relations requirement. Intended for education major/licensure students. P/N only. Offered during Interim. Apply through the Education Department by Oct.15. Also counts toward race and ethnic studies major and concentration.

Prerequisites: 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 378: Multicultural Education in Hawaii; EDUC 379: Urban Education Seminar and Practicum; or pre-approved internships in multicultural schools. 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)
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 during Interim. Cannot be taken concurrently with EDUC 389.  
Prerequisite: completion of EDUC 389 or equivalent.

EDUC 394: Academic Internship
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, 2021-2022 Interim and Spring  
Elizabeth A. Leer  
Associate Professor of Education  
English education; reading; curriculum and instruction

Director of Field Experience and Licensure, 2021-2022  
Rosemary A. Pfarr-Baker  
Visiting Instructor in Education  
counseling; educational opportunity; Director of Field Experience and Licensure

Anne Breckbill  
Adjunct Instructor in Education, Licensed Independent Clinical Social Worker, and Licensed Alcohol and Drug Counselor  
chemical, emotional, and mental health education

Timothy Buzza  
Adjunct Instructor in Education
study. The traditional methodologies of literary history and genre
students are exposed to a variety of conceptual approaches to literary
form (critical and creative approaches).
both in content (authors, literary genres, and historical periods) and in
deeply and to range widely, crossing borders and exploring diversity
and Viet Thanh Nguyen, the English major encourages students to dig
Dickinson, Toni Morrison, Chimamanda Ngozi Adichie, Danez Smith,
Drawing on 1500 years of literature from Geoffrey Chaucer to Emily
knowledge and inspiration.
recorded and reflected on their lives, imagined different worlds, and
Literature is one of the most compelling ways humans have
expressed in shaping their course of study to their individual interests and
Some of our majors aspire to enter graduate programs in literature;
some plan to teach; some are working toward establishing themselves
as 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
Overview of English and Creative Writing Majors
The English Department offers three distinct majors: a ten-course
English major (or "graduation major"), a modified version of the
standard major for students who wish to receive a teaching license
(the English major with Communication Arts/Literature Teaching
Licensure), and a major in Creative Writing.
The standard English major requires ten courses: English 185, one
course in each of three specified categories (American literature,
Anglophone literature, and British literature), one course that fulfills
the department's antiracism requirement, and five electives. Among
the courses taken at level II, at least one must be in literature before
1800. Among the ten courses required for the major, at least two
must be at level III, and at least one of these level III courses must be
in literary studies. Independent research cannot count as one of a
student's two level III major requirements.
The English major with Communication Arts/Literature Teaching
Licensure requires nine courses in the English Department and
additional coursework in other departments. The nine required
courses in the English Department are English 150, English 185, English
1805, English 242, English 256 or another Shakespeare course, one
level II literary history course, one level II cross-disciplinary or genre
course, and two level III electives. Among the level II courses, one
must be in literature before 1800, and one in literature after 1800.
Independent research cannot count as one of a student's two level
III major requirements. Other required courses include Linguistics
250, Theater 120, and Media Studies 160. Students should consult
the Education Department for further information and clarification of
requirements.
The creative writing major requires ten courses. This major requires
a minimum of five courses in creative writing: two level II creative writing
workshops, English 150 or one additional level II creative writing
workshop, and two level III advanced creative writing workshops.
It also requires a minimum of three courses in literary studies:
English 185 and a minimum of one course in two of three categories
(American, Anglophone, and British). In addition to these eight courses,
students must complete a minimum of two electives in creative writing and/or literary studies. Among the courses taken in literary studies, at least one must be in literature before 1800. Among the ten courses required for the major, one course must fulfill the English Department’s antiracism requirement.

**OLE Core Curriculum**

Many English courses carry OLE Core curriculum attributes in Creativity, and Writing Across the Curriculum. Some carry Global Histories and Societies, Power and Race, or Ethical Reasoning in Context attributes.

**Intended Learning Outcomes for the Major**

**Distinction**

See Academic Honors (p. 25)

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 their senior year. To be a candidate for departmental distinction, at the beginning of spring semester of their senior year, 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. Early in the spring term, the department invites all senior majors who have met the GPA threshold to apply to be candidates for distinction. Students interested in distinction should obtain guidelines from the Department Distinction Coordinator before applying. Students who are planning to graduate in December are welcome to consult with the department chair about the possibility of early submission of a distinction portfolio. Students interested in this option should consult the department chair no later than September of their senior year.

**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 Dublin, University College Dublin, and National University of Ireland Galway; Interim study in the Caribbean; fall semester 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 for further information.) Generally speaking, students can use a maximum of two courses taken during off-campus study to fulfill requirements in the English major (aside from St. Olaf off-campus interim programs). Students who are interested in applying additional off-campus study coursework toward the English major should consult with the Department Chair prior to their departure.

**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. The graduate school requirements for programs leading to an M.F.A. in creative writing, a Ph.D. in literary studies or comparative literature, or a Ph.D. in Rhetoric and Composition are significantly different. Students interested in pursuing one of these paths should choose an academic advisor with relevant expertise and plan their coursework carefully. 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 English major**

The standard English major is organized around three categories (American literature, Anglophone literature, and British literature) and requires ten courses: English 185, three courses in specified categories, one course that fulfills the department’s antiracism requirement, and five electives. Among the courses taken at level II, at least one must be in literature before 1800. Among the ten courses required for the major, at least two must be at level III, and at least one of these level III courses must be in literary studies. Independent research cannot count as one of a student’s two level III major requirements.\(^1\), \(^2\), \(^3\)

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENGL 185</td>
<td>Literary Studies</td>
<td>1.00</td>
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<tr>
<td>ENGL 203</td>
<td>Asian American Literature</td>
<td>1.00</td>
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<td>ENGL 205</td>
<td>American Racial and Multicultural Literatures</td>
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<td>Writing America 1588-1800</td>
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<tr>
<td>ENGL 251</td>
<td>Major Chicano/a Authors</td>
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<tr>
<td>ENGL 261</td>
<td>Counterculture and American Literature</td>
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<td>ENGL 263</td>
<td>Narratives of Social Protest</td>
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<td>ENGL 279</td>
<td>Psychopathy in American Culture</td>
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<tr>
<td>ENGL 340</td>
<td>Advanced Studies in Literary Eras: American</td>
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<tr>
<td>ENGL 345</td>
<td>Topics in American Racial and Multicultural Literatures</td>
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<tr>
<td>ENGL 392</td>
<td>Major American Authors</td>
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<tr>
<td>ENGL 201</td>
<td>Transatlantic Anglophone Literature</td>
<td>1.00</td>
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<td>ENGL 204</td>
<td>South Asian Literature</td>
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<td>ENGL 206</td>
<td>African Literature</td>
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<tr>
<td>ENGL 212</td>
<td>Literature of the Eastern Caribbean (abroad)</td>
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<td>ENGL 347</td>
<td>Topics in Post-Colonial Literatures</td>
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<td>ENGL 208</td>
<td>Black and Asian British Literatures</td>
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<tr>
<td>ENGL 222</td>
<td>Ecocriticism and Renaissance Literature</td>
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<tr>
<td>ENGL 223</td>
<td>Old and Middle English Literature: The Weird and the Wonderful</td>
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</tbody>
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\(^1\) Students interested in this option should consult the department chair no later than September of their senior year.

\(^2\) 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 their senior year.

\(^3\) Generally speaking, students can use a maximum of two courses taken during off-campus study to fulfill requirements in the English major (aside from St. Olaf off-campus interim programs). Students who are interested in applying additional off-campus study coursework toward the English major should consult with the Department Chair prior to their departure.
ENGL 225  Neoclassical and Romantic Literatures
ENGL 228  Romantic/Victorian/Modern British Literature
ENGL 229  Twentieth-Century British and Irish Literature
ENGL 243  Arthurian Legend and Literature
ENGL 256  Shakespeare and His Contemporaries
ENGL 269  Art, Design, and Literature in Britain Since 1950
ENGL 271  Literature and the Scientific Revolution
ENGL 330  Advanced Studies in Literary Eras: British
ENGL 380  Shakespeare
ENGL 391  Major British Authors
ENGL 395  Chaucer from an Ethical Perspective

Once Course that Satisfies the English Department Antiracism Requirement:  1.00

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>ENGL 203</td>
<td>Asian American Literature</td>
<td>1.00</td>
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<tr>
<td>ENGL 205</td>
<td>American Racial and Multicultural Literatures</td>
<td>1.00</td>
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<tr>
<td>ENGL 208</td>
<td>Black and Asian British Literatures</td>
<td>1.00</td>
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<tr>
<td>ENGL 232</td>
<td>Writing America 1588-1800</td>
<td>1.00</td>
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<tr>
<td>ENGL 360</td>
<td>Literary Criticism and Theory</td>
<td>1.00</td>
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</tbody>
</table>

Five Elective Courses  5.00

Total Credits  10

1. The pre-1800 requirement can be fulfilled concurrently with one of the category requirements (American, Anglophone, British) or the antiracism requirement.

2. The antiracism requirement cannot be fulfilled concurrently with one of the category requirements (American, Anglophone, British).

3. At least one of the level III requirements must be fulfilled with a literary studies course (not a level III creative writing workshop).

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

Requirements for the English major plus Communication Arts/Literature (CAL) Teaching Licensure

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENGL 150</td>
<td>The Craft of Creative Writing</td>
<td>1.00</td>
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<tr>
<td>ENGL 185</td>
<td>Literary Studies</td>
<td>1.00</td>
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<tr>
<td>ENGL 205</td>
<td>American Racial and Multicultural Literatures</td>
<td>1.00</td>
</tr>
<tr>
<td>ENGL 242</td>
<td>Children's and Young Adult Literature</td>
<td>1.00</td>
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</tbody>
</table>

ENGL 256  Shakespeare and His Contemporaries (or another Shakespeare course)  1.00

One literary history course  1.00

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENGL 220</td>
<td>Topics in Literary History</td>
<td>1.00</td>
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<tr>
<td>ENGL 222</td>
<td>Ecocriticism and Renaissance Literature</td>
<td>1.00</td>
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<tr>
<td>ENGL 223</td>
<td>Old and Middle English Literature: The Weird and the Wonderful</td>
<td>1.00</td>
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<tr>
<td>ENGL 225</td>
<td>Neoclassical and Romantic Literatures</td>
<td>1.00</td>
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<tr>
<td>ENGL 228</td>
<td>Romantic/Victorian/Modern British Literature</td>
<td>1.00</td>
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<tr>
<td>ENGL 229</td>
<td>Twentieth-Century British and Irish Literature</td>
<td>1.00</td>
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<tr>
<td>ENGL 232</td>
<td>Writing America 1588-1800</td>
<td>1.00</td>
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<tr>
<td>ENGL 271</td>
<td>Literature and the Scientific Revolution</td>
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One cross-disciplinary or genre course  1.00

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENGL 260</td>
<td>Topics in Cross-Disciplinary Literary Study</td>
<td>1.00</td>
</tr>
<tr>
<td>ENGL 261</td>
<td>Counterculture and American Literature</td>
<td>1.00</td>
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<tr>
<td>ENGL 262</td>
<td>Topics: Literature and History</td>
<td>1.00</td>
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<tr>
<td>ENGL 263</td>
<td>Narratives of Social Protest</td>
<td>1.00</td>
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<tr>
<td>ENGL 264</td>
<td>Topics in Gender and Literature</td>
<td>1.00</td>
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<tr>
<td>ENGL 266</td>
<td>Romanticism and Rock Music</td>
<td>1.00</td>
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<tr>
<td>ENGL 267</td>
<td>Monsters: Myths and Movies from the 19th to 21st Centuries</td>
<td>1.00</td>
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<tr>
<td>ENGL 268</td>
<td>Literature and Modern Philosophy</td>
<td>1.00</td>
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<tr>
<td>ENGL 275</td>
<td>Literature and Film</td>
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<tr>
<td>ENGL 276</td>
<td>Literature and the Environment</td>
<td>1.00</td>
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<tr>
<td>ID 258</td>
<td>Theater in London (abroad)</td>
<td>1.00</td>
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</table>

Two level III literature electives  2.00

Additional requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>WRIT 120</td>
<td>Writing and Rhetoric</td>
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<tr>
<td>LNGST 250</td>
<td>English Language and Linguistics</td>
<td>1.00</td>
</tr>
<tr>
<td>THEAT 120</td>
<td>Public Speaking</td>
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</tr>
<tr>
<td>FMS 160</td>
<td>The Media Landscape</td>
<td>1.00</td>
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</tbody>
</table>

Education Department courses

Further courses required in Education Department

Note: Students who anticipate using transfer credit (such as credit earned during study abroad) to fulfill major requirements should consult the English Department chair. There are limits on the use of transfer credit for this purpose.
Requirements for the creative writing major

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td><strong>Two 200-Level Creative Writing Workshops</strong></td>
<td>2.00</td>
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<tr>
<td>ENGL 291</td>
<td>Intermediate Creative Nonfiction Writing</td>
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<tr>
<td>ENGL 292</td>
<td>Intermediate Poetry Writing</td>
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<td>ENGL 293</td>
<td>Intermediate Fiction Writing</td>
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<tr>
<td>ENGL 150 or an Additional 200-Level Creative Writing Workshop</td>
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<td></td>
<td><strong>Two 300-Level Creative Writing Workshops</strong></td>
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<tr>
<td>ENGL 371</td>
<td>Advanced Poetry Writing Workshop</td>
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<tr>
<td>ENGL 372</td>
<td>Advanced Fiction Writing Workshop</td>
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<tr>
<td>ENGL 373</td>
<td>Advanced Creative Nonfiction Writing Workshop</td>
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<td></td>
<td><strong>One Core Course in Literary Studies</strong></td>
<td>1.00</td>
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<tr>
<td>ENGL 185</td>
<td>Literary Studies</td>
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<td></td>
<td><strong>One Course in Two of Three Categories: American Literature, Anglophone Literature, or British Literature</strong></td>
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<tr>
<td></td>
<td><strong>American Literature</strong></td>
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<td>ENGL 203</td>
<td>Asian American Literature</td>
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<td>ENGL 205</td>
<td>American Racial and Multicultural Literatures</td>
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<td>ENGL 207</td>
<td>Women of the African Diaspora</td>
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<td>Psychopathy in American Culture</td>
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<td>ENGL 340</td>
<td>Advanced Studies in Literary Eras: American</td>
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<td>ENGL 345</td>
<td>Topics in American Racial and Multicultural Literatures</td>
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<td>ENGL 392</td>
<td>Major American Authors</td>
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<td></td>
<td><strong>Anglophone Literature</strong></td>
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<td>ENGL 201</td>
<td>Transatlantic Anglophone Literature</td>
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<td>ENGL 204</td>
<td>South Asian Literature</td>
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<td>ENGL 206</td>
<td>African Literature</td>
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<td>ENGL 347</td>
<td>Topics in Post-Colonial Literatures</td>
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<td></td>
<td><strong>British Literature</strong></td>
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<td>ENGL 330</td>
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<td>ENGL 380</td>
<td>Shakespeare</td>
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<tr>
<td>ENGL 395</td>
<td>Chaucer from an Ethical Perspective</td>
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</table>

Two Elective Courses 2.00

Total Credits 10

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Courses

Writing and Rhetoric (WRIT 120) 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 WRIT 120. 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. Offered periodically. Also counts toward race and ethnic studies major and Africa and the African Diaspora and race and ethnic studies concentrations.
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. Offered periodically.

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. Offered periodically.

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. This course is only recommended for students interested in pursuing the English major, the modified English major with a teaching license, or the creative writing major. Offered each semester.
Prerequisite: Writing and Rhetoric (WRIT 120) or equivalent.

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. Offered periodically. Also counts toward race and ethnic studies major and concentration.
Prerequisite: WRIT 120 or equivalent.

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: WRIT 120 or equivalent.

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. Offered annually. Also counts toward race and ethnic studies major and Africa and the African Diaspora, educational studies, and race and ethnic studies concentrations.
Prerequisite: WRIT 120 or equivalent.

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. Offered periodically.
Prerequisite: WRIT 120 or equivalent.

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. Also counts toward Africa and the African Diaspora concentration.
Prerequisite: WRIT 120 or equivalent.

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: WRIT 120 or equivalent.
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. Offered alternate years in the fall semester. Also counts toward film and media studies and race and ethnic studies majors and film and media studies, Middle Eastern studies, and race and ethnic studies concentrations.
Prerequisite: WRIT 120 or equivalent.

ENGL 214: Exploring the U.S.-Mexico Borderlands (off-campus)
This course introduces students to the complex history of the U.S.-Mexico “borderlands” through a two-week off-campus study program in the Arizona-Sonora border region. Students meet with scholars, activists, and governmental officials to learn about the politics of immigration specific to the area, as well as environmental and cultural issues particular to the region. Students are expected to do a considerable amount of walking, including a day trip to Nogales, Sonora and a mountain desert hike. Offered annually during Interim. Apply through International and Off-Campus Studies. Also counts toward race and ethnic studies major and concentration.
Prerequisite: WRIT 120 or equivalent.

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. Offered periodically.
Prerequisite: WRIT 120 or equivalent.

ENGL 222: Ecocriticism and Renaissance Literature
This course introduces students to ecocriticism as a method of literary study by surveying English literature of the sixteenth and seventeenth centuries. Students read ecocritical theory and study poetry, plays, and prose works by authors including William Shakespeare, John Milton, and Margaret Cavendish. Possible course themes include pastoral, sugar and slavery, consumption and waste, the Scientific Revolution, and animals. Assignments use digital technology to gather data, analyze literature in its historical context, and write for collaborative scholarly research initiatives. Offered periodically.
Prerequisite: WRIT 120 or equivalent.

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. Also counts toward medieval studies major.
Prerequisite: WRIT 120 or equivalent.

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: WRIT 120 or equivalent.

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: WRIT 120 or equivalent.

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. Offered annually.
Prerequisite: WRIT 120 or equivalent.

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. Offered periodically.
Prerequisite: WRIT 120 or equivalent.

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. Offered annually. Also counts toward gender and sexuality studies major and educational studies and gender and sexuality studies concentrations.
Prerequisite: WRIT 120 or equivalent.

ENGL 243: Arthurian Legend and Literature
This course examines a number of foundational texts of the medieval legend of King Arthur, focusing on key motifs such as the quest and love triangle, main characters, and genres. Students explore the specific social contexts that produced these works and select modern versions that reveal the perennial appeal of the Arthurian myth. Offered periodically.
Prerequisite: WRIT 120 or equivalent.
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. Also counts toward Latin American studies and race and ethnic studies majors and Latin American studies and race and ethnic studies concentrations.
Prerequisite: WRIT 120 or equivalent.

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.
Prerequisite: WRIT 120 or equivalent.

ENGL 256: Shakespeare and His Contemporaries
Students examine Renaissance drama by Shakespeare and others 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 includes some consideration of historical context and background as well as practice in how to write about the plays. Offered periodically.
Prerequisite: WRIT 120 or equivalent.

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 folklore 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. Offered periodically.
Prerequisite: WRIT 120 or equivalent.

ID 258: Theater in London (abroad)
A full immersion in the art of theater, students attend approximately 22 performances at London and Stratford theaters. The course includes 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 and other locations offer additional cultural perspectives. Offered annually during Interim. Apply through International and Off-Campus Studies. 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. Offered periodically.
Prerequisite: WRIT 120 or equivalent.

ENGL 261: Counterculture and American Literature
This course examines the literary, musical, and popular culture expressions of several counterculture movements in America after 1945, beginning with the Beat Generation of the 1950s and extending to activist, hippie, and radical black countercultures of the 1960s and Punk, No-Wave, and Hip Hop movements of the 1960s and 70s. Students read works by writers such as Kerouac, Ginsberg, Dylan, Gil Scott Heron, Patti Smith, Lydia Lunch, Los Bros Hernandez, and Chuck D, and examine relationships between countercultural expression and historical, social, and political developments of the era.
Prerequisite: WRIT 120 or equivalent.

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.” Offered periodically.
Prerequisite: WRIT 120 or equivalent.

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: WRIT 120 or equivalent.

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. Also counts toward gender and sexuality studies major and concentration.
Prerequisite: WRIT 120 or equivalent.

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: WRIT 120 or equivalent.
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: WRIT 120 or equivalent.

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: WRIT 120 or equivalent.

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 periodically.  
Prerequisite: WRIT 120 or equivalent.

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. Offered alternate years in the fall semester.  
Prerequisite: WRIT 120 or equivalent.

ENGL 272: Global Shakespeares
Shakespeare’s statement, “all the world’s a stage,” has never been more true, as his plays have truly become global texts. This course charts some of their journeys. Students study four or five of Shakespeare’s plays and use concepts from adaptation studies to analyze various “Shakespeares” that have emerged across the globe, including translations, new plays, films, manga, and other re-mediations. Students will attend at least one performance; a ticket fee is required.  
Prerequisite: WRIT 120 or equivalent.

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. Also counts toward media studies and film studies concentrations.  
Prerequisite: WRIT 120 or equivalent.

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. Also counts toward environmental studies major (all emphases) and concentration.  
Prerequisite: WRIT 120 or equivalent.

ENGL 279: Psychopathy in American Culture
This course explores the everydayness of psychopathy in American culture. Emphasizing a psychoanalytic-Marxist methodology, the course analyzes how psychopathy gets normalized in various subcultures, inhibiting collective attempts at social justice. Areas to be explored include psychology, criminality, political economy, and the ethics of psychopathy. Texts and films/television series to be analyzed may include Dexter, Batman, The Talented Mr. Ripley, True Detective (season one), and American Psycho. Offered alternate years during Interim.  
Prerequisite: WRIT 120 or equivalent.

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.  
Prerequisite: WRIT 120 or equivalent.

ENGL 283: Crime Fiction
This course examines the development of the crime fiction genre in English, from its emergence in the 19th century to the present day, giving particular attention to form, meaning, and historical context. Students read pioneering works by Poe, classic detective stories as formulated by Doyle and Christie in England, American “hard-boiled” crime writers like Hammett and Chandler, police procedurals from both sides of the Atlantic, and examples of the sub-genre spy fiction. Offered periodically.  
Prerequisite: WRIT 120 or equivalent.

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. Offered periodically.  
Prerequisite: WRIT 120 or equivalent.

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 to ways they read, interpret, and learn from print media. In their final, digital project, students critically examine the use of new media to make humanities scholarship more public. Offered annually. Also counts toward media studies concentration.  
Prerequisite: WRIT 120 or equivalent.
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. May be repeated if topic is different. Offered annually. Also counts toward management studies concentration.
Prerequisite: WRIT 120 or equivalent.

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. May be repeated if topic is different.
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. May be repeated if topic is different.
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. May be repeated if topic is different. Also counts toward race and ethnic studies major and 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. May be repeated if topic is different.
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 385: Advanced Topics in Rhetoric and Composition: Feminist Rhetorics
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 advanced topics course provides students with a chance to build upon skills and knowledge from the 200-level rhetoric and composition courses. Topics could include presidential rhetoric, classical rhetoric, feminist rhetorics, and community literacy. Offered annually.
Prerequisite: WRIT 120 or equivalent.

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.
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.
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. Ticket fee required. Offered alternate years.
Prerequisites: 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. Also counts toward medieval studies major.
Prerequisites: ENGL 185 plus at least two English courses at level II; 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
This course introduces the craft of creative writing through contemporary readings and writing exercises in poetry and prose. Students learn to read and to write literature with attention to how a literary work is made. Emphasis on the elements of craft and revision provide preparation for students who want to continue into creative writing workshops at the 200- and 300-levels. Offered annually.
**Prerequisite:** prior or concurrent enrollment in Writing and Rhetoric.

ENGL 282: Fantasy and Science Fiction Writing
In this course students read, analyze, and write their own works of speculative fiction (e.g., fantasy, science fiction, magical realism, fabulism, slipstream, etc.). Students read and discuss short stories and novels, paying attention to form, themes, and content and apply their knowledge of these genres by crafting and workshopping their own stories through peer revision. Offered annually.
**Prerequisite:** ENGL 120 or equivalent.

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. Offered periodically. Also counts toward management studies concentration.
**Prerequisite:** ENGL 120 or equivalent.

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. Also counts toward management studies and media studies concentrations.
**Prerequisites:** ENGL 120 or equivalent and at least sophomore status.

ENGL 290: Exploring Literary Publishing
This course explores the inner workings of the publishing world from literary magazines to book publishers. Students explore the modern history and trends of publishing in America, as well as engage with hands-on projects that both illuminate readings and offer insight into the daily practices of writers and literary gatekeepers. Projects may include the drafting of a proposal for a hypothetical literary magazine, reading submissions for a magazine, and conducting a podcast interview. Offered annually.
**Prerequisite:** ENGL 282 or permission of the instructor.

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. Offered annually.
**Prerequisites:** ENGL 120 or equivalent 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 other’s writing.
**Prerequisites:** ENGL 120 or equivalent 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 other’s writing.
**Prerequisites:** ENGL 120 or equivalent and at least sophomore status.

ENGL 294: 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 workshopping of student writing.
**Prerequisites:** ENGL 293 or permission of the instructor.

ENGL 295: 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 371: Advanced Poetry 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 workshopping of student writing.
**Prerequisites:** completion of any 200-level fiction writing course such as ENGL 293 or ENGL 282 or permission of the instructor.

ENGL 372: Advanced Fiction 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 373: Advanced Creative Nonfiction Writing Workshop
Students develop and complete individual projects in creative nonfiction. Class sessions are devoted to development of writing strategies and analysis of professional and student writing.
**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

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 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, 2021-2022**

Jonathan T. Naito  
Associate Professor of English  
20th- and 21st-century British and Irish literature; postcolonial studies; black and Asian British literature; Samuel Beckett

Elisabeth G. Alderks  
Visiting Assistant Professor of Norwegian

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

**Nicolette Bucchiagia**  
Visiting Assistant Professor of English  
creative writing

**Karen Cherezwatuk**  
Professor of English  
old English; middle English; Arthurian literature; Caribbean literature; medieval European tradition

Brett B. DeFries  
Visiting Assistant Professor of English

**Ryan Eichberger**  
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

**Jennifer Kwon Dobbs** (On leave Interim and spring)  
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**  
Associate Professor of English

**Jeremy (Sequoia) Nagamatsu**  
Associate Professor of English  
fiction; creative nonfiction

**Björn Nordfjörd**  
Visiting Associate Professor of English  
American cinema; world cinema; crime fiction; adaptation and narrative theory

**Juliet Patterson**  
Associate Professor of Practice in English  
creative writing; contemporary American poetics; hybrid literature; environmental literature

**Kaethe E. Schwehn**  
Associate Professor of Practice in English  
creative writing

**Jennifer Shaiman**  
Visiting Assistant Professor of English

**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**  
Professor of English  
16th- and 17th-century English literature

**Sean Ward**  
Visiting Assistant Professor of English  
20th-century British and Anglophone literature; postcolonial studies; critical theory

**Colin Wells**  
Professor of English, Associate Dean of Humanities  
early American literature; 18th-century literature

**Environmental Conversations**

Kiara Jorgenson  
507-786-3290  
jorgen1@stolaf.edu  
wp.stolaf.edu/encon/

Environmental Conversations — or “EnCon” as it is known on campus — is an interdisciplinary learning community open to all St. Olaf students interested in an integrated exploration of environmental questions, challenges, and possibilities. As a first-year conversation program students take three sequenced courses (one each semester and one during interim) that fulfill three OLE Core curriculum requirements. Students who go on to major or concentrate in Environmental Studies also receive credit for ENVST 137: Introduction to Environmental Studies.

Students get to know one another well in EnCon by remaining in small cohorts throughout the duration of the program and by living in a common first-year dorm. “EnConners” also meet regularly to: share meals, volunteer at St. Olaf’s student-run farm STOGROW, enjoy the St. Olaf Natural Lands, and take in film nights. In EnCon conversations
begin in the classroom, but easily transfer to the community through field trips and campus events.

The Environmental Conversations curriculum is shaped by guiding questions and delivered in an integrated, collaborative fashion wherein teaching faculty work together to create and teach EnCon courses. Because the program's faculty hail from a variety of academic disciplines, students can expect to encounter methods and material from the social sciences, arts and humanities, and natural sciences.

**Intended Learning Outcomes for the Program**

Upon completion of the Environmental Conversations Program, students are equipped to demonstrate:

1. Knowledge of the integral nature of Earth's relationships, including those within and among Earth's systems and the mutual influences of Earth's systems, flow of goods and services, cultures, and worldviews;

2. Employment of such knowledge in the interpretation of environmental challenges and in the analysis of particular cases;

3. Development of creative responses to local and global environmental challenges; and

4. Reflection upon one's own ecological vocation and those of communities to which one belongs

**Admission to the Program**

Students apply to the Environmental Conversations program after they are admitted to the college. Each year about 40 first-year students are admitted to the program. EnCon is open to students of all interests, and provides an appropriate foundation for any major at the college.

**Coursework Overview**

**Fall: Life in the Anthropocene**

What are ways of understanding and/or defining “environment?” How do I consider, explore and act within the places and relationships I inhabit? How do others consider, explore and act within the places and relationships they inhabit? What are some of today's most pressing environmental challenges and what is the systemic nature of those challenges? What stories have been/are told about our environment and who narrates these stories?

**Interim: Big Data & Bigger Challenges**

How is data collected, analyzed, modeled, and applied in fields collectively understood as environmental studies? Who or what are ecological actors, systems, and services and what is their value to one another? What are ethical considerations of environmental decision-making?

**Spring: Imagineering Earth's Future**

Human beings appear hard-wired for story-telling them, creating them, and living within them. Building upon integral forms of knowledge, what are effective and creative ways to communicate environmental information? What motivates and inspires human beings to nurture existing relationships with their environment and/or to seek a change in those relationships? What are strategies and actions for solving environmental challenges? What role will I play in Earth's future?

**Course Equivalents for OLE Core Attributes**

By successfully completing the Environmental Conversations program, students complete the following OLE Core curriculum requirements:

**First-Year Seminar (FYS)**

**Writing & Rhetoric (WRR)**

**Faculty**

**Director, 2021-2022**

Kiara Jorgenson  
Assistant Professor of Religion and Environmental Studies and Religion

Anne M. Gothmann  
Assistant Professor of Environmental Studies and Physics

Paul T. Jackson  
Associate Professor of Chemistry and Environmental Studies

Anthony D. Lott  
Associate Professor of Political Science and Environmental Studies

Jeremy (Sequoia) Nagamatsu  
Associate Professor of English

Juliet Patterson  
Associate Professor of Practice in English

**Environmental Studies**

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Environmental studies explores the relationships between the earth's natural and physical systems, 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 diverse and inclusive 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; 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**

Interdisciplinary inquiry and creative practice enable both broad and focused perspectives on environmental issues, problems, and possible solutions. This program offers a major with three areas of
emphasis through which students choose to focus their work: the natural sciences, the social sciences, and the 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 and local dimensions of numerous environmental challenges 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. Three of those courses emphasize interdisciplinary approaches, including an introductory course that explores the interdisciplinary nature of environmental questions and lays the groundwork for the major, an intermediate level course attending to the nature of environmental inquiry and how to integrate and apply one’s knowledge and skills for personal, civic and work-related roles, and a senior seminar course that challenges students to reflect on what they have learned throughout their studies and to generate a project proposal for future work. The department strongly encourages students to consider how off-campus study experiences, internships, research, creative practice, and learning communities will contribute to knowledge of environmental systems, the relationships between humans and the environment, and to personal/professional growth.

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

#### Distinction

See Academic Honors (p. 25)

#### Special Programs

A number of semester long 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:

- Environmental Science in Australia and New Zealand (faculty-led semester St. Olaf College)
- CAPA Global Cities Internship Program (Sydney, Australia)
- CAPA Program at University of Technology Sydney (Sydney, Australia)
- DIS Study Abroad in Scandinavia (Copenhagen, Denmark)
- Environmental Sustainability: Ecology, Policy and Social Transformation (HECUA in Minneapolis/St. Paul)
- Washington Semester (American University)
- Wilderness Field Station (Coe College)

### Requirements

#### Environmental Studies Major Requirements for the Major

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVST 137</td>
<td>Introduction to Environmental Studies</td>
<td>1.00</td>
</tr>
<tr>
<td>ENVST 237</td>
<td>Integration and Application in Environmental Studies</td>
<td>1.00</td>
</tr>
<tr>
<td>ENVST 399</td>
<td>Seminar in Environmental Studies</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Nine courses in areas of emphasis: 9.00

Select six additional courses specific to the area of emphasis chosen (natural science, social science, or arts and humanities) and three additional courses from outside the selected area of emphasis. Unless permission is granted by the chair, a course may not count for more than one requirement in the major.

Total Credits 12

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

#### 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. Nine courses are required in addition to the introductory, integration/application, and capstone courses specified above:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES/PS 201</td>
<td>Topics in Global Environmental Politics</td>
<td>1.50</td>
</tr>
<tr>
<td>ENVST 232</td>
<td>Environmental Policy and Regulation</td>
<td></td>
</tr>
<tr>
<td>ENVST 235</td>
<td>Sustainable Development</td>
<td></td>
</tr>
<tr>
<td>ES/PS 276</td>
<td>Environmental Politics</td>
<td></td>
</tr>
<tr>
<td>AS/ES 277</td>
<td>Environmental Sustainability in Japan (abroad)</td>
<td></td>
</tr>
</tbody>
</table>

Three courses from outside your area of emphasis.

Select one or two social sciences courses from the following:

- 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
- ID 234 Human Geography of the Middle East
- PSCI 221 Environmental Policy (Environmental Science in Australia and New Zealand)
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 227</td>
<td>Environmental Psychology at Rocky Mountain National Park (off-campus)</td>
<td></td>
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<tr>
<td>SOAN 222</td>
<td>Cultural Anthropology (Environmental Science in Australia and New Zealand)</td>
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<tr>
<td>SOAN 247</td>
<td>Disasters</td>
<td></td>
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<tr>
<td>SOAN 297</td>
<td>Topics (when taught as Environmental Anthropology)</td>
<td></td>
</tr>
<tr>
<td>SOAN 222</td>
<td>Cultural Anthropology (Environmental Science in Australia and New Zealand)</td>
<td></td>
</tr>
<tr>
<td>SOAN 247</td>
<td>Disasters</td>
<td></td>
</tr>
<tr>
<td>SOAN 297</td>
<td>Topics (when taught as Environmental Anthropology)</td>
<td></td>
</tr>
<tr>
<td>Select one or two arts and humanities courses from the following:</td>
<td>1.50</td>
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<tr>
<td>ENVST 202</td>
<td>The Culture of Nature</td>
<td></td>
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<tr>
<td>ENVST 281</td>
<td>Topics in Environmental Studies (when taught with arts and humanities focus and approved by the chair)</td>
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</tr>
<tr>
<td>or ENVST 381</td>
<td>Advanced Research Topics in Environmental Studies</td>
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<tr>
<td>FMS 230</td>
<td>Media and the Environment (abroad)</td>
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<tr>
<td>GERM 276</td>
<td>Green Germany</td>
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<tr>
<td>HIST 245</td>
<td>Environmental History of Latin America</td>
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<tr>
<td>HIST 275</td>
<td>Environmental History</td>
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<tr>
<td>NORW 224</td>
<td>Contemporary Nordic Literature (when taught with ENVST focus)</td>
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<tr>
<td>PHIL 257</td>
<td>Environmental Ethics</td>
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</tr>
<tr>
<td>REL 241</td>
<td>Ecology, Justice &amp; the Christian Tradition</td>
<td>1.00</td>
</tr>
<tr>
<td>ENGL 276</td>
<td>Literature and the Environment</td>
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<tr>
<td>Select one statistics modeling and mapping course from the following:</td>
<td>1.00</td>
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<tr>
<td>ENVST 255</td>
<td>Remote Sensing and Geographic Information Systems</td>
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<tr>
<td>STAT 212</td>
<td>Statistics for the Sciences</td>
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<tr>
<td>STAT 272</td>
<td>Statistical Modeling</td>
<td></td>
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<tr>
<td>Select one intermediate chemistry course from the following:</td>
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<tr>
<td>CHEM 248 &amp; CHEM 254</td>
<td>Organic Chemistry II and Synthesis Laboratory II (0.25)</td>
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<tr>
<td>CHEM 255 &amp; CHEM 256</td>
<td>Analytical Chemistry and Analytical Laboratory (0.25)</td>
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<tr>
<td>Select one intermediate ecology course from the following:</td>
<td>1.00</td>
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<tr>
<td>BIO 261</td>
<td>Ecological Principles</td>
<td></td>
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<tr>
<td>BIO 226</td>
<td>Terrestrial Ecology (Environmental Science in Australia and New Zealand)</td>
<td></td>
</tr>
<tr>
<td>Select two environmental science courses from the following:</td>
<td>2.00</td>
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<tr>
<td>ENVST 123</td>
<td>Geophysics: Perspectives on the Dynamic Earth</td>
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<tr>
<td>BI/ES 226</td>
<td>Conservation Biology</td>
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<tr>
<td>BI/ES 228</td>
<td>Environmental Health</td>
<td></td>
</tr>
<tr>
<td>ENVST 245</td>
<td>Global Climate Change</td>
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<tr>
<td>ENVST 255</td>
<td>Remote Sensing and Geographic Information Systems</td>
<td></td>
</tr>
<tr>
<td>ENVST 281</td>
<td>Topics in Environmental Studies (when taught with natural science focus and approved by the chair)</td>
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<tr>
<td>BI/ES 286</td>
<td>Tropical Ecology and Sustainable Land Use in Costa Rica (abroad)</td>
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<tr>
<td>ENVST 381</td>
<td>Advanced Research Topics in Environmental Studies (when taught with environmental science focus and approved by the chair)</td>
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<tr>
<td>ENVST 396</td>
<td>Directed Undergraduate Research</td>
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<tr>
<td>BIO 224</td>
<td>Marine Ecology (Environmental Science in Australia and New Zealand)</td>
<td></td>
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<tr>
<td>Any course from those listed in level III.</td>
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<tr>
<td>Select one level III course in environmental science:</td>
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</tr>
<tr>
<td>BIO 363</td>
<td>Limnology</td>
<td></td>
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<tr>
<td>BIO 371</td>
<td>Field Ecology</td>
<td></td>
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<tr>
<td>BIO 391</td>
<td>Selected Topics (when taught with environmental studies focus and approved by the chair)</td>
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<tr>
<td>CHEM 391</td>
<td>Selected Topics in Chemistry (when taught with environmental science focus and approved by the chair)</td>
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</tr>
<tr>
<td>ENVST 381</td>
<td>Advanced Research Topics in Environmental Studies (when taught with natural science focus and approved by the chair)</td>
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<tr>
<td><strong>Total Credits</strong></td>
<td><strong>10</strong></td>
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</tbody>
</table>

1 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, integrative/application and capstone courses (specified above), students select nine additional courses from the following groups:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 263</td>
<td>Limnology</td>
<td></td>
</tr>
<tr>
<td>BIO 371</td>
<td>Field Ecology</td>
<td></td>
</tr>
<tr>
<td>BIO 391</td>
<td>Selected Topics (when taught with environmental studies focus and approved by the chair)</td>
<td></td>
</tr>
<tr>
<td>CHEM 391</td>
<td>Selected Topics in Chemistry (when taught with environmental science focus and approved by the chair)</td>
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<tr>
<td>ENVST 381</td>
<td>Advanced Research Topics in Environmental Studies (when taught with natural science focus and approved by the chair)</td>
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</tbody>
</table>

Select three courses from outside your area of emphasis. 1

Select one or two natural science courses of the following: 1.50

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<td>BI/ES 226</td>
<td>Conservation Biology</td>
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<tr>
<td>BI/ES 228</td>
<td>Environmental Health</td>
<td></td>
</tr>
<tr>
<td>ENVST 245</td>
<td>Global Climate Change</td>
<td></td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Notes</td>
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<tr>
<td>ENVST 255</td>
<td>Remote Sensing and Geographic Information Systems</td>
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<td>ENVST 281</td>
<td>Topics in Environmental Studies (when taught with natural science focus and approved by the chair)</td>
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<td>BI/ES 286</td>
<td>Tropical Ecology and Sustainable Land Use in Costa Rica (abroad)</td>
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<td>BIO 244</td>
<td>Marine Biology (Environmental Science in Australia and New Zealand)</td>
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<td>BIO 261</td>
<td>Ecological Principles</td>
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<td>CHEM 124</td>
<td>A Matter of the Environment with Lab</td>
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<tr>
<td>CHEM 255 &amp; CHEM 256</td>
<td>Analytical Chemistry and Analytical Laboratory (0.25)</td>
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</tr>
<tr>
<td>BIO 391</td>
<td>Selected Topics (when taught with environmental science focus and approved by the chair)</td>
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<tr>
<td>CHEM 391</td>
<td>Selected Topics in Chemistry (when taught with environmental science focus and approved by the chair)</td>
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<td>Select one or two arts and humanities courses of the following:</td>
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<tr>
<td>HIST 275</td>
<td>Environmental History</td>
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<tr>
<td>NORW 224</td>
<td>Topics in Contemporary Nordic Literature: A Window on Society (when taught with environmental science focus)</td>
<td></td>
</tr>
<tr>
<td>PHIL 257</td>
<td>Environmental Ethics</td>
<td></td>
</tr>
<tr>
<td>ENGL 276</td>
<td>Literature and the Environment</td>
<td>1.00</td>
</tr>
<tr>
<td>Select one methodological analysis course of the following:</td>
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<tr>
<td>ENVST 255</td>
<td>Remote Sensing and Geographic Information Systems</td>
<td></td>
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<tr>
<td>STAT 110</td>
<td>Principles of Statistics</td>
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<tr>
<td>STAT 212</td>
<td>Statistics for the Sciences</td>
<td></td>
</tr>
<tr>
<td>STAT 272</td>
<td>Statistical Modeling</td>
<td></td>
</tr>
<tr>
<td>ECON 260</td>
<td>Introductory Econometrics</td>
<td></td>
</tr>
<tr>
<td>SOAN 371</td>
<td>Foundations of Social Science Research; Quantitative Methods</td>
<td></td>
</tr>
<tr>
<td>PSYCH 230</td>
<td>Research Methods in Psychology</td>
<td></td>
</tr>
<tr>
<td>PSCI 220</td>
<td>Analyzing Politics and Policies</td>
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<tr>
<td>Economic analysis courses:</td>
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<tr>
<td>ECON 121</td>
<td>Principles of Economics (or ECON 110-ECON 120)</td>
<td>1.00</td>
</tr>
<tr>
<td>ECON 242</td>
<td>Environmental Economics</td>
<td>1.00</td>
</tr>
<tr>
<td>Select one environmental political policy and institutions course of the following:</td>
<td>1.00</td>
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<tr>
<td>ENVST 232</td>
<td>Environmental Policy and Regulation</td>
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<tr>
<td>ES/PS 201</td>
<td>Topics in Global Environmental Politics</td>
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<tr>
<td>ES/PS 276</td>
<td>Environmental Politics</td>
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<tr>
<td>Select two social science electives of the following:</td>
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<tr>
<td>ES/PS 201</td>
<td>Topics in Global Environmental Politics</td>
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<tr>
<td>ENVST 232</td>
<td>Environmental Policy and Regulation</td>
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<tr>
<td>ENVST 235</td>
<td>Sustainable Development</td>
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<tr>
<td>ES/PS 276</td>
<td>Environmental Politics</td>
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</tr>
<tr>
<td>ENVST 281</td>
<td>Topics in Environmental Studies (if taught with social science emphasis and approved by the chair)</td>
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<tr>
<td>ENVST 381</td>
<td>Advanced Research Topics in Environmental Studies (if taught with social science emphasis and approved by the chair)</td>
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<tr>
<td>ENVST 396</td>
<td>Directed Undergraduate Research (when taught with social science focus and approved by the chair)</td>
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<tr>
<td>ECON 243</td>
<td>Economic Development</td>
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<tr>
<td>PSYCH 227</td>
<td>Environmental Psychology at Rocky Mountain National Park (off-campus)</td>
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<td>SOAN 247</td>
<td>Disasters</td>
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<tr>
<td>SOAN 297</td>
<td>Topics when taught as Environmental Anthropology</td>
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</tr>
<tr>
<td>PSCI 221</td>
<td>Environmental Policy (Environmental Science in Australia and New Zealand)</td>
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</tbody>
</table>
SOAN 222 Cultural Anthropology (Environmental Science in Australia and New Zealand)
ID 234 Human Geography of the Middle East
AS/ES 277 Environmental Sustainability in Japan (abroad)

Total Credits 9

1 No more than two courses from one area of emphasis.
2 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 examines the ways human cultures and artistic expression interconnect with one's surroundings. In particular, it explores the notion of nature as a cultural construct. This area of emphasis requires nine courses in addition to the introductory, integrative/application, and capstone courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select three courses from outside your area of emphasis. 1</td>
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<tr>
<td></td>
<td>Select one or two natural science courses of the following: 1.50</td>
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<tr>
<td>ENVST 123</td>
<td>Geophysics: Perspectives on the Dynamic Earth</td>
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<td>ENVST 245</td>
<td>Global Climate Change</td>
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<tr>
<td>ENVST 255</td>
<td>Remote Sensing and Geographic Information Systems</td>
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<tr>
<td>ENVST 281</td>
<td>Topics in Environmental Studies (when taught with Natural Science focus and approved by the chair)</td>
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<td>Conservation Biology</td>
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<td>BI/ES 228</td>
<td>Environmental Health</td>
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<td>Tropical Ecology and Sustainable Land Use in Costa Rica (abroad)</td>
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<td>BIO 224</td>
<td>Marine Biology (Environmental Science in Australia and New Zealand)</td>
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<tr>
<td>BIO 226</td>
<td>Terrestrial Ecology (Environmental Science in Australia and New Zealand) 2</td>
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<tr>
<td>BIO 261</td>
<td>Ecological Principles 2</td>
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<tr>
<td>CHEM 124</td>
<td>A Matter of the Environment with Lab</td>
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<td>CHEM 255</td>
<td>Analytical Chemistry and Analytical Laboratory (0.25)</td>
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<td>&amp; CHEM 256</td>
<td>Selected Topics (when taught with environmental science focus and approved by the chair)</td>
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<tr>
<td>BIO 391</td>
<td>Selected Topics (when taught with environmental science focus and approved by the chair)</td>
<td>1.00</td>
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<tr>
<td></td>
<td>Selected Topics in Chemistry (when taught with environmental science focus and approved by the chair)</td>
<td>1.50</td>
</tr>
<tr>
<td>ENVST 232</td>
<td>Environmental Policy and Regulation</td>
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<tr>
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<td>Sustainable Development</td>
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<td>Topics in Environmental Studies (when taught with social science focus and approved by the chair)</td>
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<td>ENVST 381</td>
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<tr>
<td>ES/PS 201</td>
<td>Topics in Global Environmental Politics</td>
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<td>ECON 242</td>
<td>Environmental Economics</td>
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<tr>
<td>PSCI 221</td>
<td>Environmental Policy (Environmental Science in Australia and New Zealand)</td>
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<tr>
<td>PSYCH 227</td>
<td>Environmental Psychology at Rocky Mountain National Park (off-campus)</td>
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<tr>
<td>SOAN 222</td>
<td>Cultural Anthropology (Environmental Science in Australia and New Zealand)</td>
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<td>SOAN 247</td>
<td>Disasters</td>
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<tr>
<td>AS/ES 277</td>
<td>Environmental Sustainability in Japan (abroad)</td>
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<td>Select up to five level II courses in the arts and humanities of the following: 5.00</td>
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<td>ENGL 222</td>
<td>Ecocriticism and Renaissance Literature</td>
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<td>ENVST 202</td>
<td>The Culture of Nature</td>
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<td>ENVST 281</td>
<td>Topics in Environmental Studies (when taught with arts and humanities focus and approved by the chair)</td>
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<td>ENVST 381</td>
<td>Advanced Research Topics in Environmental Studies (when taught with arts and humanities focus and approved by the chair)</td>
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<tr>
<td>FMS 230</td>
<td>Media and the Environment (abroad)</td>
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<tr>
<td>GERM 276</td>
<td>Green Germany</td>
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<tr>
<td>HIST 245</td>
<td>Environmental History of Latin America</td>
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<td>HIST 275</td>
<td>Environmental History</td>
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<tr>
<td>NORW 224</td>
<td>Topics in Contemporary Nordic Literature (when taught with and ENVST focus)</td>
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<td>PHIL 257</td>
<td>Environmental Ethics</td>
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<tr>
<td>ENGL 276</td>
<td>Literature and the Environment</td>
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<td>Select at least one level III topics course in arts and humanities of the following: 1.00</td>
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</table>

Full PDF 109
Environmental Studies Concentration Requirements for the Concentration

The environmental studies concentration balances an integrated, interdisciplinary approach to the environment with the disciplinary strengths of a traditional major represented by the areas of study: natural science, social science, arts and humanities. 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENVST 137</td>
<td>Introduction to Environmental Studies</td>
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<tr>
<td>ENVST 237</td>
<td>Integration and Application in Environmental Studies</td>
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<td>ENVST 243</td>
<td>Geophysics: Perspectives on the Dynamic Earth</td>
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<td>ENVST 245</td>
<td>Global Climate Change</td>
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<tr>
<td>ENVST 255</td>
<td>Remote Sensing and Geographic Information Systems</td>
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<tr>
<td>ENVST 281</td>
<td>Topics in Environmental Studies (when taught with natural science focus and approved by the chair)</td>
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<tr>
<td>ENVST 381</td>
<td>Advanced Research Topics in Environmental Studies (when taught with natural science focus and approved by the chair)</td>
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<tr>
<td>BI/ES 226</td>
<td>Conservation Biology</td>
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<td>BI/ES 228</td>
<td>Environmental Health</td>
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<td>BI/ES 286</td>
<td>Tropical Ecology and Sustainable Land Use in Costa Rica (abroad)</td>
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<td>BIO 224 Marine Biology (Environmental Science in Australia)</td>
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<td>BIO 226 Terrestrial Ecology (Environmental Science in Australia)</td>
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<td>BIO 261</td>
<td>Ecological Principles</td>
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<td>CHEM 124</td>
<td>A Matter of the Environment with Lab</td>
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<td>CHEM 255 &amp; CHEM 256</td>
<td>Analytical Chemistry and Analytical Laboratory (0.25)</td>
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<td>CHEM 391</td>
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<td>ENVST 232</td>
<td>Environmental Policy and Regulation</td>
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<td>ENVST 235</td>
<td>Sustainable Development</td>
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<td>SOAN 247</td>
<td>Disasters</td>
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<td>SOAN 297 Topics when taught as Environmental Anthropology</td>
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<tr>
<td>Select one arts and humanities course of the following:</td>
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</tbody>
</table>
NORW 224  Topics in Contemporary Nordic Literature: A Window on Society (when taught with environmental science focus)

PHIL 257  Environmental Ethics

Electives: Students choose one additional environmental studies course 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.

Total Credits: 6

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. Some students use the ENVST concentration to create an environmental focus to their general education experience.

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.

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 interdisciplinary course focuses on how the human species creatively apprehends the rest of nature and our environments and has brought our values to bear on environments for good or for ill. The course samples a variety of arts and humanities disciplines structured around a set of nature-oriented and environmental questions and themes. Students sharpen their ability to perceive the world around them in environmentally sound ways through insights offered by various art forms and thinking generated within environmental history, philosophy, religion, and cultural studies. Students undertake work that a) helps them better retain and articulate their multivalent knowledge of culture and nature; and b) challenges them to share such knowledge in a world increasingly needful of healthier connections between people, cultures and the environment. Offered annually.

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. Offered periodically. Also 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. Also 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. Offered annually in the spring semester.

Prerequisite: ENVST 137.

ENVST 237: Integration and Application in Environmental Studies
Framed by a focus on a contemporary environmental topic, the course attends to the nature of environmental inquiry, one’s perspectives and values, and how to use one’s knowledge and skills for personal, civic and work-related roles. Individual and team projects connected to community needs teach students how to think and work across the department’s three areas of emphasis in an experiential learning framework. Offered each semester.

Prerequisite: ENVST 137, at least one course in two of the three areas of emphasis, and a declared environmental studies major or concentration.
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). Students attend lectures plus one three-hour laboratory per week. Offered annually.
Prerequisites: ENVST 137 or a level I course in biology, chemistry, or physics.

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. Also counts toward management studies concentration.

AS/ES 277: Environmental Sustainability in Japan (abroad)
Students investigate community-based approaches to environmental sustainability during this Interm 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. Offered periodically during Interim. Apply through International and Off-Campus Studies. Counts toward Asian studies, Japanese, and environmental studies concentrations.
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 during Interim in alternate years. Apply through International and Off-Campus Studies.
Prerequisite: one science course.

ENVST 294: Academic Internship
ENVST 298: Independent Study
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, this course involves intensive study of special topics through reflective writing, student generated research projects, presentations, and a grant proposal. Topics relate to local or regional environmental issues of interest to the students, and it provides participants with opportunities to interact with alumni, government and regulatory agencies, and community groups. The work culminates in a grant proposal where students rely on the expertise gained from their environmental studies courses and work in other majors as applicable. Offered fall semester.
Prerequisites: ENVST 137, ENVST 237, and senior status, or permission of the environmental studies chair and instructor.

Environmental Studies Courses in Other Departments
Natural Sciences
BIO 224 Marine Biology (Environmental Science in Australia and New Zealand)
BIO 226 Terrestrial Ecology (Environmental Science in Australia and New Zealand)
BIO 253 Water in Morocco: Precious, Precarious, and Problematic (abroad)
BIO 261 Ecological Principles
BIO 363 Limnology
BIO 371 Field Ecology
BIO 391 Selected Topics (when taught with environmental focus)
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)
CHEM 391 Selected Topics in Chemistry (when taught as Environmental Chemistry)
STAT 110 Principles of Statistics
STAT 212 Statistics for the Sciences
STAT 272 Statistical Modeling

**Social Sciences**
ECON 121 Principles of Economics
ECON 242 Environmental Economics
ECON 243 Economic Development
ID 234 Human Geography of the Middle East
PSCI 220 Analyzing Politics and Policies
PSCI 221 Environmental Policy (Environmental Science in Australia & New Zealand)
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 & New Zealand)
SOAN 247 Disasters
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 222 Ecocriticism and Renaissance Literature
ENGL 276 Literature and the Environment
GERM 276 Green Germany
HIST 245 Environmental History of Latin America
FMS 360 (when taught with environmental focus)
NORW 224 Topics in Contemporary Nordic Literature: A Window on Society (when taught with environmental focus)
PHIL 257 Environmental Ethics

**Faculty**

**Chair, 2021-2022**
Daniel J.B. Hofrenning
Professor of Political Science
American politics; religion and politics; parties and elections; public policy

Diane K. Angell
Associate Professor of Practice in Biology
conservation biology; ecology; evolutionary biology

Seth I. Binder
Associate Professor of Economics and Environmental Studies
environmental and natural resource economics and policy; development economics; applied microeconomics; environmental economics

Jennifer Bretrup
Visiting Assistant Professor of Biology and Environmental Studies

Jenna M. Coughlin
Visiting Assistant Professor of Norwegian

Anne M. Gothmann
Assistant Professor of Environmental Studies and Physics

Paul T. Jackson
Associate Professor of Chemistry and Environmental Studies
green chemistry; environmental chemistry; water quality; sustainability

Kiara Jorgenson
Assistant Professor of Religion and Environmental Studies and Religion

Rebecca P. Judge
Professor of Economics and Environmental Studies
environmental economics; public policy

Anthony D. Lott
Associate Professor of Political Science and Environmental Studies
international law; international relations; international security

Naomi Rushing
Visiting Instructor in Environmental Studies

Kathleen L. Shea
Professor of Biology and Environmental Studies, Curator of Natural Lands
plant ecology and evolution; restoration ecology; agroecology

Charles E. Umbanhowar
Professor of Biology and Environmental Studies
prairie ecology; botany; paleoecology; fire ecology; biogeochemistry

**Family Studies**
Shawn Paulson, Holland 512
507-786-3127
paulsons@stolaf.edu
wp.stolaf.edu/socialwork

(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.
The Social Work and Family Studies Department offers a concentration in family studies.
Intended Learning Outcomes for the Concentration

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 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

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tr>
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<td>Required department courses ¹</td>
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<tr>
<td>FAMST 132</td>
<td>Introduction to Family Studies</td>
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<td>FAMST 242</td>
<td>Family Relationships</td>
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<td>FAMST 391</td>
<td>Senior Seminar: Special Topics</td>
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<td>FAMST 253</td>
<td>Human Sexuality</td>
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<td>HIST 272</td>
<td>Women in America</td>
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<td>NURS 312</td>
<td>Family Health</td>
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<tr>
<td>PSYCH 223</td>
<td>Exploring India: Human Development in Cross-Cultural Context (abroad)</td>
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<td>PSYCH 241</td>
<td>Developmental Psychology</td>
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<td>RACE 121</td>
<td>Introduction to Race and Ethnic Studies (literature)</td>
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<td>RACE 250</td>
<td>Topical Seminar (when taught as Race, Gender, and Sexuality)</td>
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<td>SOAN 248</td>
<td>Sociology of Dying, Death, and Bereavement</td>
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<td>SOAN 260</td>
<td>Families, Marriage, &amp; Relationships</td>
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<tr>
<td>SPAN 250</td>
<td>Family and Gender Roles in Spain: 1900 to Present</td>
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Experiential component (see below) ⁵

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 with families

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 and entered into the Department GoogleDoc. 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. Watch for an email each semester from the Director with a Google Form to fill in your plans for completion.

Guidelines for the experiential component:

Includes approximately 40 hours devoted to direct experience with families (more than one family);

1. A family interaction is considered having contact, even if it is at a pick-up or drop-off from an after-school program or camp, with more than one member of a family;
2. Can be domestic or international experience;
3. Can be a volunteer activity that is not graded;
4. If for credit, can be taken either graded or Pass/No Pass (P/N);
5. Can be in person, hybrid, or online;
6. Can be submitted for distinction in a major, if it meets that department’s guidelines for distinction; and
7. 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 394); or
- An internship with a family serving agency (quarter-, half-, or full-credit FAMST 294); or
- A summer experience prior to senior year that involves direct experience with families.
Courses

FAMST 127: Exploring Narratives of Black Families and Community
This course invites students to draw on narratives of Black families in the U.S. Students explore multidisciplinary theoretical constructs that address power, privilege, and identity in Black families. The concept of family is considered beyond biological kinship and across sexual orientation and class. Students engage multiple forms of narrative including memoirs, fiction, poetry, art, and documentaries through a major assignment and small group exercises. Offered periodically during Interim. Also counts toward race and ethnic studies major and concentration.

FAMST 132: 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, adjustment to parenthood, and aging through engaging evidence-based research, case studies, and theoretical frameworks. They examine stressors that affect families such as family violence, divorce, grief and loss, and socioeconomic challenges. This course takes an interdisciplinary approach; students have opportunity for a broad range of individualized study. Offered each semester. Also counts toward management studies concentration.

FAMST 242: Family Relationships
Students explore how family relationships are influenced by social, historical, and political contexts. Drawing on a range of disciplinary contexts and research, this course underscores the ways family relationships are constructed, sustained and challenged in society, with emphasis on theories and practice of family communication. Students draw on the relational dynamics studied in the introductory family studies course to transition to elaborating on the complexities of family functioning in U.S. society and beyond. Offered each semester. Also counts toward gender and sexuality studies major and educational studies and gender and sexuality studies concentrations.

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. Also counts toward gender and sexuality studies major and concentration.

FAMST 294: Academic Internship
FAMST 298: Independent Study
FAMST 391: Senior Seminar: Special Topics
This required capstone seminar explores current research and the integration of key foundation disciplines in the study of families. Students explore special topics through readings assignments and lecture material.

Prerequisites: FAMST 132 and FAMST 242. Students can take FAMST 242 and FAMST 391 concurrently with permission of program director 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. Does not count toward family studies concentration.

Prerequisite: determined by individual instructor.

FAMST 398: Independent Research

Faculty

Director, 2021-2022
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 (On sabbatical 2021-22)
Associate Professor of Psychology
developmental psychology; child development; cultural psychology; socioemotional development; parent-child processes

Dana L. Gross
Professor of Psychology
developmental psychology; off-campus study

Erica Kanewischer
Visiting Assistant Professor of Social Work and Family Studies

Anna K. Kuxhausen
Associate Professor of History and Russian Language and Area Studies
Russian history; women's history

Jennifer Kwon Dobbs (On leave Interim and spring)
Professor of English
poetry and poetics; creative nonfiction; Asian American literature; critical adoption studies

Diane C. LeBlanc
Professor of Interdisciplinary Studies and Director of the Writing Program
rhetoric and composition; creative writing; gender studies

Melissa A. Mendez
Field Coordinator in Residence

Ryan R. Sheppard
Associate Professor of Practice in Sociology/Anthropology
family; gender; race/ethnicity; social movements; quantitative research

Susan E. Smalling
Professor of Social Work and Family Studies; Associate Dean for Social Sciences
anti-oppressive research and practice; indigenous populations; family and child welfare

Foreign Languages Across the Curriculum

Gwendolyn Barnes-Karol, Tomson 324
507-786-3380
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 world 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 a 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 language. In some components, students read texts in the designated language and discuss them primarily in English. In others, the "texts" are oral/aural sources (e.g., newscasts, dramatizations, films) in the other 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 a language other than English in reading and research.

Requirements
To be eligible to participate in FLAC courses, students should have proficiency in a world language equivalent to at least the fourth semester of French, German, and Spanish (232 level or equivalent) or at least the third semester of Chinese, Greek, Japanese, Latin, Norwegian, and Russian (231 or equivalent). 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, Nordic studies, religion, political science, and music) and in a variety of languages (Chinese, French, German, Greek, 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.

Occasionally, courses are offered with foreign-language components in Interim, on campus and abroad, and meeting frequency and times are adjusted accordingly. Interim foreign-language components receive 0.00 credit, but count toward the two-course requirement for Applied Foreign Language Certification.

Faculty
Director, 2021-2022
Gwendolyn Barnes-Karol
Professor of Romance Languages - Spanish
Peninsular literature and culture; contemporary Spain; orality and literacy; second language acquisition

Christopher L. Chiappari
Associate Professor of Sociology/Anthropology

Guatemala; religion; immigration

Jenna M. Coughlin
Visiting Assistant Professor of Norwegian

Louis K. Epstein
Assistant Professor of Music
music history

Joanne Quimby
Associate Professor of Asian Studies
modern Japanese literature, feminist literary theory, gender and sexuality studies, Japanese film cultural studies, Japanese language

Jason J. Ripley
Associate Professor of Religion
Biblical theology; Gospel of John; imperial; gender; postcolonial interpretation

Hsiang-Lin Shih
Assistant Professor of Asian Studies
Chinese literature; classical and modern eras

Kristina E. Thalhammer
Professor of Political Science
comparative politics; Latin American politics; political tolerance; human rights

Jill A. Watson
Associate Professor of Education
ESL; SLIFE education

French
Kim Foss, Tomson 331
507-786-3230
foss1@stolaf.edu
wp.stolaf.edu/french

French (Romance Languages)

“So ask the travelled inhabitant of any nation. In what country on earth would you rather live?—Certainly in my own, where are all my friends, my relations, and the earliest & sweetest affections and recollections of my life. Which would be your second choice? France.”


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 — speak French. It is an official language in 25 countries, and the Organisation Internationale de la Francophonie estimates that by 2050, over 700 million people (80% of whom will live in Africa) will speak French, and that by 2025, French will be the most common native language in Europe.

French is one of the official languages of governing institutions in diverse domains: diplomacy; international trade and economics; healthcare and science; and sports. For centuries, it has been one of the languages most associated with art, music, film, literature, cuisine, and fashion. The French language’s far-reaching geographical and cultural influence helps to explain why it remains the second-most-taught language in the United States.
Indeed, connections between the United States and the French-speaking world run deep. In the late 18th century, Thomas Jefferson recommended that those studying "Mathematics, Natural philosophy, Natural history, &c." learn French (*Letter to Peter Carr, 19 Aug., 1785*). Much more recently, writer Ta-Nehisi Coates wrote of his relationship with the French language and France as both a personal project, and as part of a long history of African Americans relocating to Paris: "It occurred to me ... that France was not a thought experiment but an actual place filled with actual people whose traditions were different, whose lives really were different, whose sense of beauty was different" (*Between the World and Me*, 2015).

A major in French complements any other St. Olaf major and extends students' liberal arts education and multicultural competence. By studying the French language and Francophone cultures, civilizations, and literatures, students develop and enhance their oral and written language skills, analytical thinking, and familiarity with diverse perspectives sought by employers and graduate schools today.

The French section of the Department of Romance Languages offers a variety of courses, on campus and abroad, 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, culture table, and film series and sponsors an honor house (Maison francophone). St. Olaf benefits annually from the presence of a number of international students from Europe and Africa whose first language is French.

**Overview of the French Major**

In courses for the major, students refine their oral and written French, gain intercultural competence, and develop analytical skills through the study of Francophone contemporary cultures, civilizations, and literatures.

Level II courses are divided into three sequences:

- French 231, 232, and 235 are topically organized content-based courses, with lexical and grammatical work grafted onto and integrated into the study and discussion of a wide range of texts. French 231 focuses on intercultural comparison of French and American institutions such as the family, school, and immigration. In French 232, students explore the question of identity in the French-speaking world outside France. French 235, an Interim immersion course offered in Morocco, examines Moroccan culture yesterday and today; it may be taken in lieu of French 232.
- In 250-level courses, students hone 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 while continuing to refine their French language skills.

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 literary and non-literary works.

**Intended Learning Outcomes of the Major**

**Distinction**

See Academic Honors (p. 25)

**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. Eligible students should contact the program advisor for current information.

All French majors are urged to study in France or in another Francophone country. This is particularly important for French teaching majors.

All course credit from study abroad is subject to department review and approval.

- Students who participate in an approved semester-long St. Olaf study abroad program in a French-speaking country receive credit for up to two department-approved French courses toward the major.
- Students who participate in an approved year-long St. Olaf study abroad program in a French-speaking country receive credit for up to four department-approved French courses toward the major.
- Students who participate in an approved semester- or year-long St. Olaf study abroad program in a non-French-speaking country may receive credit for one course that is not taught in French but that has a significant French or Francophone focus, subject to department review and approval. Such a course would be one of the “two additional relevant courses of the student’s choosing” toward the major; see requirements for the graduation major, below and the one course allowed to count from a department outside of French.
- The total number of courses counted toward the French major from St. Olaf study abroad programs spanning two semesters or more may not exceed four. Course credits from non-St. Olaf study abroad programs must be reviewed and approved by the department for major credit in advance. All course credit from study abroad applied to the French major must meet department standards for course level and content.

**Foreign Languages Across the Curriculum (FLAC)**

French program faculty also participate in the Foreign Languages Across the Curriculum Program (p. 115), 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**

The graduation major consists of a minimum of eight (8) courses in French above FREN 112, as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two 250-level courses, at least one of which must be taught by a St. Olaf instructor</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>Two 270-level courses, at least one of which must be taught by a St. Olaf instructor</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>Two 300-level courses taken on-campus and taught by a St. Olaf instructor</td>
<td></td>
<td>2.00</td>
</tr>
</tbody>
</table>

Full PDF
Two additional relevant courses of the student’s choosing (may include: FREN 231 (or AP 4); FREN 232 or FREN 235 (or AP 5); a maximum of one course with a significant French/ Francophone focus from another department or program on campus.)

Sample Courses include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 252</td>
<td>Art 1880-1945 “The Shock of the New”</td>
<td>1.00</td>
</tr>
<tr>
<td>ART 263</td>
<td>Medieval Art</td>
<td>1.00</td>
</tr>
<tr>
<td>HIST 210</td>
<td>Major Seminar: European History</td>
<td>1.00</td>
</tr>
<tr>
<td>PHIL 236</td>
<td>History of Modern Philosophy</td>
<td>1.00</td>
</tr>
<tr>
<td>PSCI 260</td>
<td>History of Modern Political Thought</td>
<td>1.00</td>
</tr>
<tr>
<td>PSCI 283</td>
<td>European Social Democracy</td>
<td>1.00</td>
</tr>
<tr>
<td>THEAT 270</td>
<td>History of Theater up to 1700</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Total Credits: 8

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.

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

Requirements for a French Major with K-12 Teaching Licensure

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 250</td>
<td>Speaking (of) French</td>
<td>1.00</td>
</tr>
<tr>
<td>FREN 251</td>
<td>Writing French</td>
<td>1.00</td>
</tr>
<tr>
<td>FREN 253</td>
<td>Introduction to Literary Analysis</td>
<td>1.00</td>
</tr>
<tr>
<td>FREN 271</td>
<td>The Francophone World</td>
<td>1.00</td>
</tr>
<tr>
<td>FREN 372</td>
<td>Topics in Francophone Studies</td>
<td>1.00</td>
</tr>
<tr>
<td>One additional level III French course</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Two electives in French above FREN 112</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>EDUC 250</td>
<td>Second Language Acquisition</td>
<td>1.00</td>
</tr>
<tr>
<td>EDUC 321</td>
<td>Teaching of Reading, 5-12 (0.50)</td>
<td>0.50</td>
</tr>
<tr>
<td>All other requirements for the K-12 teaching licensure program in French</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>EDUC 352</td>
<td>Methods in EAL and World Language Instruction</td>
<td>1.00</td>
</tr>
<tr>
<td>Attainment of Intermediate High, or above, on the OPIc (Oral Proficiency Interview Computerized)</td>
<td>1.00</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 10.5

1 See Education (p. 86)

Students are strongly encouraged to study abroad during Interim in Morocco (FREN 235 French Language and Moroccan Culture in Fez (abroad)) or France (FREN 275 Interdisciplinary French Studies in Paris (abroad)) or in a semester or year-long programs in France (CIEE Rennes or IES Paris).

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 Languages Licensure Advisor.)

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. Offered in the fall semester. Does not count toward French major.

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. Does not count toward French major.

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.

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.

FREN 235: French Language and Moroccan Culture in Fez (abroad)
Students study French language and Moroccan culture in the Imperial City of Fez. An immersion experience that includes home stays with local French-speaking families, the course focuses on Moroccan culture, emphasizing the multicultural aspects of Morocco and facilitating student interaction with the local population. Second-year French grammar and writing and speaking skills are 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. Apply through International and Office Campus Studies. Also 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. Also counts toward management studies concentration.
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. Also 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. Offered annually.
Prerequisite: FREN 232 or FREN 235, or equivalent.

FREN 260: The Cultures of Franco-America
This course explores the long history of the French in North America and of Americans in France, focusing on how this history influenced ideas of race in America. Topics include 17th-century encounters between French missionaries and indigenous populations, Francophone cultures of Louisiana, and the experiences of African American expatriates in France. Coursework includes readings, critical analysis, research methods, and substantive projects. Taught in English. Offered periodically. May count toward the French major (see instructor). Counts toward history and race and ethnic studies majors and Africa and the African Diaspora and race and ethnic studies concentrations.

FREN 265: Memory Wars: Remembering and Forgetting in Post-World War II France
How do film, literature, and the law in France address the trauma of World War II and its aftermaths? What are the "memory wars" and how are they represented and negotiated? In this course, students read short theoretical texts on memory and trauma studies and think about how theories of memory and forgetting intersect on page and screen, as well as in policy and public opinion. Students workshop, write, and revise a series of short papers. Taught in English. Offered periodically. May count toward the French major (see instructor).
Prerequisite: WRIT 120, equivalent, or permission of instructor.

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. Offered at least alternate years. Also counts toward management studies concentration; counts toward Africa and the African Diaspora concentration when topic is Francophone Africa.
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. Offered alternate years. Also 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. Offered at least alternate years.
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 annually during Interim. Apply through International and Off-Campus Studies. Also 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. Recent topics include "War and Terrorism," "Crime and Memory in Fiction," and "Translation Studies." May be repeated if topic is different. Taught in French. Offered annually.
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. Recent topics: "Autobiography," Contemporary Francophone Film," and "The Algerian Novel," May be repeated if genre is different. Taught in French. Offered annually.
Prerequisite: minimum of one 270-level course.

FREN 394: 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.
Overview of the Major and Concentration

Majors and concentrators take a range of courses across the curriculum, as well as in the gender and sexuality 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

Distinction

See Academic Honors (p. 25)

Distinction in gender and sexuality studies must represent in some tangible way the culmination of interdisciplinary and/or theoretical work in the program. Distinction guidelines are posted on the program web site.

Requirements

Requirements for the major

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSS 121</td>
<td>Introduction to Gender and Sexuality Studies</td>
<td>1.00</td>
</tr>
<tr>
<td>GSS 399</td>
<td>Advanced Topics in Gender and Sexuality Studies</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Seven additional courses, with the following criteria:

- 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 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 gender and sexuality studies course. This process requires a completed contract.

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

Requirements for the Concentration

Many students enhance their work in a major through an interdisciplinary focus on gender and sexuality studies. A concentration in gender and sexuality studies consists of:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSS 121</td>
<td>Introduction to Gender and Sexuality Studies</td>
<td>1.00</td>
</tr>
</tbody>
</table>
Four additional courses, three of which must be at level II or III, and they must be drawn from at least three departments

<table>
<thead>
<tr>
<th>Total Credits</th>
<th>4.00</th>
</tr>
</thead>
</table>

In consultation with the instructor and the program director, concentrators may count one course not designated as an approved gender and sexuality 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**

**GSS 121: Introduction to Gender and Sexuality Studies**
Required for the gender and sexuality 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. Also counts toward educational studies concentration.

**GSS 294: Academic Internship**

**GSS 298: Independent Study**

**GSS 394: Academic Internship**

**GSS 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.

**GSS 398: Independent Research**

**GSS 399: Advanced Topics in Gender and Sexuality 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:** GSS 121; priority given to majors and concentrators.

**Approved Courses**

Topics courses are acceptable only if the topic is approved. Please consult with the program director about topics courses. Other courses not included in this list may be approved through a contract. Contract for course credit forms are available on the program website.

**Theory and Methods Courses**

**ART 277 Gender and Visual Culture**
**ENGL 242 Children’s and Young Adult Literature**
**ENGL 264 Topics in Gender and Literature**
**ENGL 280 Topics in Genre (when the topic is Queer Literature and Theory)**
**ENGL 340 Advanced Studies in Literary Eras: American**
**FAMST 242 Family Relationships**

**FAMST 253 Human Sexuality**

**HIST 320 Research Seminar: Modern European History (when the topic is Race, Gender, and Medicine)**
**HIST 395 Oral History Seminar**
**PHIL 245 Philosophy and Feminism**
**PSYCH 390 Issues in Psychology (when the topic is Intimate Relationships)**
**PSYCH 396: Research (when the topic is Relationships OR Gender and Emotions)**
**RACE 250 Topical Seminar (when the topic is Race, Gender, and Sexuality)**
**REL 209 Introduction to Feminist Theology**
**REL 344 Feminist Perspectives and Christian Ethics**
**SOAN 260 Families, Marriage, & Relationships**

**Gender & Sexuality in Historical Contexts**

**CLASS 240 Gender and Sexuality in the Ancient World**
**DANCE 246 Dance in the United States**
**DANCE 290 Topics in Dance (when the topic is Dance and Gender)**
**ENGL 220 Topics in Literary History (when the topic is The Literature of American Slavery)**
**ENGL 253 Authors in English (when the topic is Southern Women Writers)**
**ENGL 340 Advanced Studies in Literary Eras: American (when the topic is Money and American Literature OR Sex, Marriage, and Madness)**
**FAMST 253 Human Sexuality**
**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 201 Methods Seminar: Ancient History (when the topic is Alexander and Kleopatra)**
**HIST 272 Women in America**
**HIST 320 Research Seminar: Modern European History (when the topic is Race, Gender and Medicine)**
**MUSIC 345 Advanced Study in Music History (when the topic is Gender in Opera; Women in Classical Music; or Music, Gender, and Sexuality)**
**REL 209 Introduction to Feminist Theology**
**REL 264 Theology and Sexuality**

**Gender & Sexuality in Global, Comparative, or Diverse Contexts**

**ENGL 207 Women of the African Diaspora**
ENGL 251 Major Chicano/a Authors

ENGL 280 Topics in Genre (when the topic is Muslim Women Writers or Queer Literature and Theory)

FREN 273 Period Studies (when the topic is French Women Writers)

FREN 372 Topics in Francophone Studies (when the topic is Women and Identity in Literature of the Maghreb)

FREN 397 Ethics Seminar in Francophone Studies (when the topic is The Moral Universe of Gabrielle Roy)

HIST 121 The Making of Modern Russia

HIST 189 Topical Seminar (when the topic is Women in African Colonial History)

HIST 191 Colonialism & Europe: 1492-Present

HIST 231 People and Power in Soviet Russia

HIST 320 Research Seminar: Modern European History (when the topic is Nation and Empire in Russian History)

HIST 345 East Asia Seminar (when the topic is Engendering Modern East Asia)

MUSIC 345 Advanced Study in Music History (when the topic is Gender in Opera; Women in Classical Music; or Music, Gender, and Sexuality)

PHIL 245 Philosophy and Feminism

PSCI 251 Politics and Identity in the Contemporary Middle East

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 261 Gender in Cross-Cultural Perspective

SOAN 299 Topics in Sociology/Anthropology (when the topic is Women, Sport, and Culture)

SPAN 250 Family and Gender Roles in Spain: 1900 to Present

SPAN 312 Voices of the Spanish-Speaking World (when the topic is Women in Spain)

Elective Courses

BIO 124 The Biology of Women

HIST 270 Major Seminar: American History (When the topic is Masculinity in America)

HIST 297 Topical Seminar (when the topic is Race, Gender, and Sports in America)

NORW 282 The Drama of Henrik Ibsen

NURS 312 Family Health

Other Courses That Might Count By Petition*

ART 263 Medieval Art

BIO 275 Biology of Reproduction

LATIN 370 Topics in Latin Literature

PSCI 117 Politics and Human Rights

PSYCH 223 Exploring India: Human Development in Cross-Cultural Context (abroad)

REL 260 Religion in America

SWRK 221 Social Work and Social Welfare

*Credit awarded after permission by instructor and Womens and Gender Studies Director; contract required

Abroad Programs and Courses

Augsburg University's Center for Global Education and Experience
"Social Change in Central America: Exploring Peace, Justice, and Community Engagement"

Carleton College's "Women's and Gender Studies in Europe" program (offered in fall; two courses can count toward the major)

Faculty

Director, 2021-2022
Nancy M. Thompson
Professor of Art and Art History
medieval art in Europe; medieval and early modern art in Italy; women's and gender studies

Ibtesam Al-Atiyat
Associate Professor of Sociology/Anthropology
Arab society; gender; social movements; Islamic movements

Dana L. Gross
Professor of Psychology
devotional psychology; off-campus study

Anna K. Kuxhausen
Associate Professor of History and Russian Language and Area Studies
Russian history; women's history

Diane C. LeBlanc
Professor of Interdisciplinary Studies and Director of the Writing Program
rhetoric and composition; creative writing; gender studies

Linda Y. Mokdad
Associate Professor of English
film history; classical film theory; feminist film theory; art cinema; Arab cinemas

Juliet Patterson
Associate Professor of Practice in English
creative writing; contemporary American poetics; hybrid literature; environmental literature

Joanne Quimby
Associate Professor of Asian Studies
German

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In the St. Olaf German Department, we are committed to offering students a critical, socially engaged, interdisciplinary and inclusive German Studies to meet global challenges. At every course level, language learning and cultural understanding support and reinforce one another. Beyond acquiring vocabulary and mastering grammar, German courses allow you to explore topics from fairy tales to film, from everyday life to international politics, and from confronting the past to building a more sustainable future.

Studying German at St. Olaf is both fun and enriching. Our small class sizes allow you to get to know your classmates closely as you learn to converse in German with each other, with professors, and with the native speakers we welcome to campus each year. Using your language skills to explore the German-speaking world of yesterday and today, you will learn to make connections among diverse texts, including poetry and film, literature, news media, political discussions, as well as music, art, and architecture. You will encounter social, cultural, artistic, political, and economic phenomena that have shaped German-speaking communities over time and that continue to influence their evolution today.

In addition to a diverse range of courses in German that treat language and culture together, the German Department offers courses in English on cultural topics like fairy tales and folklore, film and other media and artforms. Both majors and non-majors are welcome in our courses.

Beyond the classroom, you may also participate in the weekly German conversation table (Stammtisch), semester film series, German choir, and events organized by the German Honor Society Delta Phi Alpha, and activities hosted at Deutsches Haus, an honor house where St. Olaf students live together in a German community with an exchange student from the University of Konstanz.

Overview of the Major

In courses for the major, students gain an understanding of German-speaking cultures past and present while building intercultural competence, developing analytical and communication skills, and refining their oral and written German. Students need not be German majors to take level II and level III courses.

Level II courses are divided into three sequences:

- GERM 231 and GERM 232 are topically organized, content-based courses, with lexical and grammatical work integrated into the study and discussion of a wide range of cultural perspectives through diverse written texts and visual media. GERM 231 focuses on questions of identity and belonging in relation to nation, memory, cultural diversity, and migration in Germany. In GERM 232, students explore the evolving significance of past events, movements, and figures for the wider German-speaking world;
- 250-level courses prepare students to engage in informed conversations at a high level of discourse about core cultural narratives of the German-speaking world. GERM 251 focuses on the interaction of history and memory for the construction of
narratives. Students analyze literary and filmic narratives as they develop advanced writing skills. GERM 252 explores contemporary issues in a global context through the study of numerous short texts and filmic works; projects include oral presentations in a variety of genres and registers.

- 270-level courses introduce students to various ways of knowing: critical historiography, media literacy, and socially engaged scholarship. Students continue to refine their German language skills through tasks that emphasize reading against the grain and speaking to an audience beyond the classroom. Student products include web projects, research blogs, research presentations, community engagement projects, and interviews.

Level III courses are capstone seminars which require in-depth engagement with phenomena and discourses of German-speaking cultures, past and present. Students engage in original research that is presented publicly. Language work focuses on writing and speaking in a scholarly register.

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. 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

Intended Learning Outcomes for the Concentration

Distinction

See Academic Honors (p. 25)

Special Programs

Study Abroad

The German Department offers two regular opportunities to study in Germany for students who have completed GERM 232 or above; one need not be a German major to study abroad on one of these programs. Students can study at the University of Mainz for the fall semester plus Interim, for the spring semester, or for a full year. Students can study at the University of Konstanz for the spring semester or for a full year. In addition to intensive language study and immersion, these programs offer upper-level coursework in a full array of university disciplines. For more information see International and Domestic Off-Campus Studies (p. 251).

Both programs begin with an intensive pre-semester language and orientation course. During this time, students choose university courses they will take during the regular university semester. Upon successful completion of the fall plus Interim program at the University of Mainz, students normally receive 4 credits on the St. Olaf transcript. Upon successful completion of the spring program at the University of Konstanz, students normally receive up to 4 credits on the St. Olaf transcript. For both programs, one of the St. Olaf credits may be the pre-semester language course. Students may receive up to 2 credits from a semester study abroad toward the St. Olaf German major, provided those courses are taught in German. Students may receive 2 credits toward a German studies concentration; one of those courses must be taught in German, the other may be taught in English. With pre-approval from the German study abroad advisor, credits taken abroad may be counted toward OLE Core curriculum attributes or as electives. Students wishing to apply credits to another major must get pre-approval from the appropriate department chair.

Upon successful completion of an approved full-year program of study in Germany, a student normally receives up to 9 credits on the St. Olaf transcript. Up to 4 credits may be counted toward the St. Olaf German major, provided those courses are taught in German. Students may receive 2 credits toward a German studies concentration; one of those courses must be taught in German, the other may be taught in English. With pre-approval from the German study abroad advisor, credits may be counted toward OLE Core curriculum or as electives. Students wishing to apply credits to another major must get pre-approval from the appropriate department chair.

Students should know that specific courses may not be offered during their time at the target university and discuss this possibility with their academic advisor and major department chair. Grades earned for all courses taken abroad are recorded on the St. Olaf transcript but are not calculated into the Grade Point Average. However, should a student decide to apply for professional or graduate school after graduation, that institution may recalculate the Grade Point Average to include grades earned abroad.

Courses in English

German courses in English translation (GERM 247, GERM 249, and GERM 263), which examine key aspects of the histories and cultures of German-speaking societies, carry OLE Core curriculum attributes and are open to majors and non-majors alike. These courses require no previous knowledge of German. Some courses in the German Department and in other departments at St. Olaf are offered with a German Foreign Languages Across the Curriculum component. Both the German major and the German Studies concentration allow for a limited portion of the course requirements to be in English.

German House

German majors, German Studies concentrators, and students motivated to be part of an immersive German-speaking 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-speaking 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 major in German and take additional courses relevant to graduate studies in the field. An academic plan will be designed in close discussion 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 Requirements

The graduation major in German consists of a minimum of eight (8) courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Two 250-level courses, at least one of which must be</td>
<td>2.00</td>
</tr>
<tr>
<td></td>
<td>taught by a St. Olaf instructor</td>
<td></td>
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<tr>
<td></td>
<td>Two 270-level courses, at least one of which must be</td>
<td>2.00</td>
</tr>
<tr>
<td></td>
<td>taught by a St. Olaf instructor</td>
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<tr>
<td></td>
<td>One 300-level course, which must be taken on</td>
<td>1.00</td>
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<tr>
<td></td>
<td>campus with a St. Olaf instructor and preferably in the student's</td>
<td></td>
</tr>
<tr>
<td></td>
<td>senior year</td>
<td></td>
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<tr>
<td></td>
<td>Three additional courses relevant to German</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>language, culture, or history (may include GERM 231, GERM 232, a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>German Interim abroad, and a</td>
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<tr>
<td></td>
<td>maximum of one course in English with a significant</td>
<td></td>
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<tr>
<td></td>
<td>German focus taught by a St. Olaf instructor</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 8

Students may count a maximum of two (2) courses from a semester abroad or four (4) courses from a full year abroad toward the major. In order to count toward the major, courses taken abroad in Germany must be taken in German. For further information regarding credits from St. Olaf study abroad opportunities in Germany, see the Special Programs section.

In exceptional cases, students may request to have alternate courses approved by the department chair.

*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.

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

Requirements for the German Studies Concentration

The German studies concentration consists of a minimum of five (5) courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Three (3) courses in German at the level of German 232 and above, at</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>least two of which must be taught by a St. Olaf instructor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two (2) additional courses relevant to German studies (arts, culture,</td>
<td>2.00</td>
</tr>
<tr>
<td></td>
<td>economics, history, politics, etc.) taken at St. Olaf or abroad, in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>German or English</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 5

Students may count toward the concentration a maximum of two (2) courses taken in a St. Olaf-sponsored study abroad program, at least one of which must be taken in German.

If necessary, students may request to have alternate courses approved by the department chair.

The student's proposed concentration must be approved by the chair of the German Department.

German Studies Courses

German Department courses taught in English

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERM 247</td>
<td>Germanic Fairy Tales (in English)</td>
<td>1.00</td>
</tr>
<tr>
<td>GERM 249</td>
<td>German Cinema (in English)</td>
<td>1.00</td>
</tr>
<tr>
<td>GERM 263</td>
<td>Topics in German Arts (in English)</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Recent examples of courses outside the department (with major focus on German cultural content)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 252</td>
<td>Art 1880-1945 &quot;The Shock of the New&quot;</td>
<td>1.00</td>
</tr>
<tr>
<td>EDUC 346</td>
<td>Who is My Neighbor? Ethics of Refugee and Immigrant Education</td>
<td>1.00</td>
</tr>
<tr>
<td>GCON 218</td>
<td>Critics, Dreamers, Radicals</td>
<td>1.00</td>
</tr>
<tr>
<td>HIST 191</td>
<td>Colonialism &amp; Europe: 1492-Present</td>
<td>1.00</td>
</tr>
<tr>
<td>MUSIC 241</td>
<td>History and Literature of Music</td>
<td>1.00</td>
</tr>
<tr>
<td>PHIL 260</td>
<td>Kant's Moral Theory in Literature and Film</td>
<td>1.00</td>
</tr>
<tr>
<td>PHIL 261</td>
<td>Freud and the Study of Human Behavior</td>
<td>1.00</td>
</tr>
<tr>
<td>PHIL 374</td>
<td>Seminar in the History of Philosophy</td>
<td>1.00</td>
</tr>
<tr>
<td>PSCI 113</td>
<td>Introduction to Political Theory</td>
<td>1.00</td>
</tr>
<tr>
<td>PSCI 283</td>
<td>European Social Democracy</td>
<td>1.00</td>
</tr>
<tr>
<td>PSCI 285</td>
<td>International Law</td>
<td>1.00</td>
</tr>
<tr>
<td>REL 213</td>
<td>Lutheran Heritage</td>
<td>1.00</td>
</tr>
<tr>
<td>REL 214</td>
<td>Reformation Theology</td>
<td>1.00</td>
</tr>
<tr>
<td>REL 303</td>
<td>History of Christian Thought II</td>
<td>1.00</td>
</tr>
<tr>
<td>REL 304</td>
<td>History of Christian Thought III</td>
<td>1.00</td>
</tr>
</tbody>
</table>
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 accurate pronunciation and listening skills. Offered annually in the fall semester. Does not count toward German major or concentration.

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. Offered annually in the spring semester. Does not count toward German major or concentration.

Prerequisite: GERM 111 or by placement 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. Offered annually in the fall semester. May count toward the German major but not the German studies concentration.

Prerequisite: GERM 112 or by placement 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. Offered annually in the spring semester.

Prerequisite: GERM 231 or by placement test.

250-Level Courses

GERM 251: History and Memory
Students examine the National Socialist period (1933-1945), its embeddedness in German cultural memory, and its implications for contemporary society. Students read, discuss, analyze, and write about a series of literary texts (including films) emerging from or reflecting on what historian Friedrich Meinecke called “the German catastrophe.” The course is writing intensive and includes short weekly assignments as well as several longer, multi-step writing projects. Advanced grammar review supports analytical tasks. Taught in German. Offered annually in the fall semester.

Prerequisite: GERM 232 or by placement test.

GERM 252: Contemporary Germany in Global Context
Students examine contemporary issues in Germany such as national politics, environmental sustainability, diversity and migration, and the legacy of the GDR. They compare multiple perspectives on these issues by reading, discussing, and analyzing diverse expository texts including (auto)biographical writings, journalistic articles, and critical essays. Coursework includes writing assignments and oral presentations that emphasize textual analysis with a focus on texts’ strategic organization, argumentative structure, style, content, and layers of critical voices. Advanced grammar review supports analytical tasks. Taught in German. Offered annually in the spring semester. Also counts toward management studies concentration.

Prerequisite: GERM 232 or by placement test.

GERM 253: “Gateway to the World”: Global Connections/Local Identities of Hamburg
Students immerse themselves in Hamburg, Germany, one of Europe’s major historical port cities recognized for its international character. Students examine social, cultural, political, and economic transformations of Europe and deepen their German language skills. They study diverse texts, conduct ethnographic fieldwork, keep a journal of cultural and linguistic observations, write short papers, and complete a research project involving internationalism in Hamburg. Taught in German. Offered alternate years during Interim. Apply through International and Off-Campus Studies.

Prerequisite: completion of the World Languages and Cultures requirement in German with grade of B or better or permission of the instructor.

270-Level Courses

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 repeated if topic is different. Offered every three years.

Prerequisite: GERM 251 or GERM 252.

GERM 273: Contemporary Germany as Seen Through the 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. Offered every three years. Also counts toward management studies concentration.

Prerequisite: GERM 251 or GERM 252.
GERM 276: Green Germany
Students examine Germany’s successful sustainability initiatives and their roots in a long history of cultural values and scientific innovation. They study primary and secondary sources including interviews, journalistic articles, literary works, and films; these texts form the basis of students’ written and oral analyses. Drawing on diverse disciplinary perspectives, students gain transferable knowledge and skills for addressing complex international environmental concerns. Offered every three years. Also counts toward environmental studies major and environmental studies and management studies concentrations.
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.
Prerequisite: at least one 250-level course.

GERM 298: Independent Study

370-Level Courses
GERM 371: Topics in German Literature
Students hone their skills of analyzing the forms and contexts of production and reception of German-language literary works of various genres. Coursework includes close reading, discussion, analysis, and interpretation of visual and/or written texts. Recent topics: authors as public intellectuals. Taught in German. May be repeated if topic is different. Offered in alternate years.
Prerequisite: at least one 270-level course.

GERM 372: Transdisciplinary 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. Recent topics: identities and boundaries of the German-speaking world. Taught in German. May be repeated if topic is different. Offered in alternate years.
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 in host institutions.
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 a 0.50 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 247: Germanic Fairy Tales (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. Also counts toward Nordic studies major and 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. Also counts toward film 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. May be repeated if topic is different. Offered annually.

Faculty
Chair, 2021-2022
Kari Lie Dorer
Professor of Norwegian
Norwegian language and culture; applied linguistics; Sami studies; Nordic film.

Matthew Anderson
Visiting Assistant Professor of German

Amanda Randall (On sabbatical 2021-22)
Associate Professor of German
Intellectual history; German film; 20th- and 21st-century German literature and cultural studies

Andrea Schmidt
Visiting Assistant Professor of German
Film, gender studies

Nora Vosburg
Visiting Assistant Professor of German
Linguistics, heritage languages

German Studies
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See German (p. 123)
Great Conversation

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trull@stolaf.edu
wp.stolaf.edu/great-conversation

An integrated sequence of five courses taken over two years, the Great Conversation introduces students to literature, philosophy, history, the arts, and religious studies through direct encounters with significant works. Beginning with the ancient Greeks and the Hebrew Bible, 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 a conversation through the ages about the perennial issues of human life. These issues include freedom, beauty, suffering, happiness, what it means to be human, what constitutes a good society, and the relation between the human and the divine.

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 and those who believe that an education ought to cultivate critical 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.

Students who complete the sequence can apply to participate in GCON 280, an Interim course that travels to Europe (usually England, France, and Italy) in alternating years.

Intended Learning Outcomes for the Program

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.

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: Heroes, Gods, and Monsters

Students explore the philosophy, arts, and religion of the Ancient Mediterranean through works of the Babylonians, Israelites, and Greeks, usually including the Epic of Gilgamesh, Homer, Plato, Aristotle, Sappho, Sophocles, and the Hebrew Bible, with modern criticism providing context. This course requires close reading of texts, critical analysis, engaged discussion, and learning in community. Students complete an intensive research project and reflect on the liberal arts and their positions as modern students of ancient texts. Offered annually in the fall semester. Counts toward ancient studies major.

Prerequisite: GCON 113.

GCON 115: Emperors, Orators, Disciples

The Roman Empire and the rise of Christianity posed questions about the soul, civic and religious virtue, building and resisting empire, and the use of history for political ends. Students address how Christianity was shaped by Roman culture and shaped it in turn. Works include epic, history, philosophy, oratory, canonical and non-canonical gospels, epistles, and apocalyptic works. Students practice oral presentations and debates and complete a project linking visual arts to Roman culture and religion.

Prerequisite: GCON 113.

GCON 116: Warriors, Mystics, Reformers

Christian and Muslim empires rose and fell in the Medieval and Renaissance Mediterranean world. The end of feudalism and changing social structures offered platforms to marginalized speakers. This course usually includes the Quran, Christian and Muslim theology, mysticism, and authors like Augustine, Hildegard von Bingen, Dante, Machiavelli, and Michelangelo. Course themes include journeys, gender, sexuality, faith, and reason. Students reflect on the relevance of premodern Europe to todays world and their learning process thus far. Counts toward medieval studies major.

Prerequisites: GCON 113 and GCON 115.

GCON 217: Explorers, Rationalists, Revolutionaries

From 1600-1900, classical and Biblical texts spread globally through exploration and colonization. This course addresses how Greco-Roman and Biblical thought informed not only the Enlightenment, science, and Romanticism, but also justifications of colonization and slavery. Typical authors include Shakespeare, Descartes, Milton, Sor Juana, Kant, Equiano, Wollstonecraft, Hegel, and Marx, addressing freedom, the moral life, just war, certainty, and evil. Students discuss how history is constructed from evidence and how its interpretation impacts the present.

Prerequisites: GCON 113, GCON 115, and GCON 116.

GCON 218: Critics, Dreamers, Radicals

In this course, students consider the modern age in light of their Great Conversation experience. Topics include artists and authors from the twentieth century to the present, such as Freud, Picasso, Woolf, Arendt, and Borges, addressing topics such as the rise of nationalism, rejections of colonialism, globalization, migration, and race and racism. Students identify and evaluate their own ethical views in relation to ethical theories, like consequentialism and virtue ethics, encountered throughout the Great Conversation. Offered annually in the spring semester.

Prerequisites: GCON 113, GCON 115, GCON 116, and GCON 217.


**GCON 280: What is Europe? The Grand Tour, National Museums, & European Identity**

This course critically engages the notion of European identity by exploring the idea of the Grand Tour and the emergence of national museums. Students will experience firsthand some of the sites, artifacts, and works of art encountered in the Great Conversation program and reflect on the ways in which the program, like the Grand Tour itself, delineates cultural borders as well as disrupts them. Offered alternate years during Interim. Apply through International and Off-Campus Studies.

**Prerequisite:** completion of GCON 217 or permission of the instructor.

**Faculty**

**Ibtessam al-Atiyat**
Associate Professor of Sociology/Anthropology
Arab society; gender; social movements; Islamic movements

**Patricia Z. Beckman**
Associate Professor of Practice in Religion
Christian mysticism; history of Christianity; women and religions

**Hilary J. Bouxsein**
Visiting Assistant Professor of Classics
Greek poetry; classical languages and literature

**Brett B. DeFries**
Visiting Assistant Professor of English

**Jeanine Grenberg**
Professor of Philosophy
ethics; Kant; history of modern philosophy

**Peder J. Jothen**
Associate Professor of Practice in Religion
religious ethics

**Karen E.S. Marsalek**
Associate Professor of English
medieval and early modern literature, especially drama; history of the English language

**Anthony J. Rudd**
Associate Professor of Philosophy
epistemology; philosophy of mind; Wittgenstein; Kiekegaard; existentialism

**Carlo O.C. Vettri**
Associate Professor of Psychology
clinical psychology; psychopathology; psychological assessment; personality; forensic psychology

**Charles A. Wilson**
Professor of Religion
theology

**History**

Barbara Majchrzak, Holland 327
507-786-3167
majchr1@stolaf.edu
wp.stolaf.edu/history

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.

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 methods seminars, students develop their skills of analysis, interpretation, argumentation, and expression. Finally, level III research 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 to first-years, sophomores, and juniors only; level I foundational surveys are open to all students. The methods seminars at level II are especially designed for history majors, although other students may enroll as space permits. Level III research 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**

**Distinction**

See Academic Honors (p. 25)

Senior majors who have demonstrated high achievement in their coursework in History may apply for departmental distinction. Candidates must satisfy minimum grade point average requirements (3.50 overall, 3.70 in the major), and submit a portfolio of their work (normally consisting of two papers completed in History courses and an additional distinction essay) for faculty review. Students meeting grade point average requirements will be contacted by the department chair the first week of spring semester of their senior year, and will be invited to submit a portfolio. The formal review begins in April. Note: current seniors of the class of 2019 may opt to apply for distinction using the old method. Please see the History Department website for details, forms, and timeline.

**Special Programs**

The History Department supports several other programs:
1. The social studies education major (see Social Studies Education (p. 230)) 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) 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.

**Requirements**

History majors are required to take **nine courses distributed as shown below**

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td></td>
<td>One course (at any level) in each world geographical region:</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Category 1: Africa, Asia, and Latin America</td>
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<td>Category 2: The United States</td>
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<td>Category 3: Europe and Russia</td>
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<tr>
<td></td>
<td>One Level II methods seminar</td>
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<tr>
<td></td>
<td>Three Level III seminars</td>
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<td></td>
<td>Two additional courses</td>
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<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>9</strong></td>
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Students may count one St. Olaf course taken outside of the department toward the major, by application or by successfully completing a course on the department’s pre-approved list. Please see the department website for courses and conversations programs that have been pre-approved.

Students may petition to apply toward the major history courses taken off-campus.

No more than three Level I courses may be counted toward the major (one of these may come from a qualifying AP History exam score).

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

**Courses**

**Level I: History Seminars**

Courses numbered HIST 101-HIST 189 are seminars open to first-years, sophomores, and juniors only. 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. Also counts toward ancient studies and classics majors.

**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. Also counts toward gender and sexuality 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. Also counts toward gender and sexuality studies major and concentration.

**HIST 126: Peoples of Colonial Latin America**

This seminar examines one of history’s most dramatic episodes: the Spanish conquest and colonization of Mexico. Through the reading of manifestos, letters, and chronicles of the period, students examine such topics as European and indigenous perceptions of the conquest, the role of missionaries, native efforts to resist Spanish domination, the ecological/biological consequences of 1492, and subsequent debates over the morality and meaning of the conquest. Offered periodically. Also counts toward Latin American studies major and concentration.

**HIST 142: Hamilton: An American History Course**

This course investigates the origins of the early U.S. republic through the life of its first Secretary of Treasury, Alexander Hamilton. In addition to key events in Hamilton’s life, it explores a wide range of topics including life in the British Caribbean, the American Revolution, and Hamilton’s role in forging partisan politics. Utilizing newspapers, pamphlets, and other writings from the time, students gain a first-hand look at the issues that defined the era. The course culminates with reflections of Lin-Manuel Miranda’s hit Broadway musical and its contemporary relevance. Offered periodically.

**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. Also counts toward Africa and the African Diaspora concentration.

**Prerequisite:** first-year student standing.
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. Also counts toward race and ethnic studies major and Africa and the African Diaspora and race and ethnic studies concentrations.

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. Also counts toward race and ethnic studies major and Africa and the African Diaspora and race and ethnic studies 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. Also counts toward gender and sexuality studies major and media studies and gender and sexuality studies concentrations.

HIST 188: Topical Seminar
Selected topics in historical studies, depending on instructor. Offered periodically.
Prerequisite: first-year student standing.

HIST 189: Topical Seminar
Selected topics in historical studies, depending on instructor. Offered periodically.
Prerequisite: first-year student standing.

Foundational Surveys
HIST 191, 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 OLE Core curriculum attributes, as appropriate, in Global Histories and Societies. They are particularly appropriate for majors seeking background in each world area.

HIST 191: Colonialism & Europe: 1492-Present
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. Also counts toward gender and sexuality studies major and concentration.

HIST 193: 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 Languages Across the Curriculum (FLAC) course is often available in Spanish. Offered periodically. Also counts toward Latin American studies major and concentration.

HIST 195: Global: 1500-Present
This survey course challenges students to break out of their European protective shields and “imaginings” and to think globally, while appreciating the contributions of other civilizations that have had such a telling impact on the modern world. Through a rigorous analysis of a list of primary sources and assigned reading, the course examines the significant political, religious, social and economic developments of humankind, and strives for the global perspective. Some historical processes, as one historian aptly stated, are best studied on a global, rather than a single perspective. 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.

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.

Level II: Period and National Histories of the Ancient World

HIST 201: Methods 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. Also counts toward ancient studies and classics majors.

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. Also counts toward ancient studies, classics, and Greek majors.

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 (FLAC) course periodically available in Latin. Offered annually. Also counts toward ancient studies, classics, and Latin majors.
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. Also counts toward ancient studies and classics majors.

**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. May be repeated if topic is different. Offered most years.

HIST 211: Viking and Medieval Scandinavia
This course begins by offering a historical survey of the Viking expansion with a particular emphasis on primary written sources, including Eddaic poetry, Sagas of Icelanders and King's sagas (including material on St. Olaf). The second half conversely is focused on contemporary accounts (including literature, comic books and films), both Nordic and English/American, that rework this historical heritage in the present day. Offered annually. Also counts toward medieval studies major and Nordic 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. Offered annually. Also counts toward Norwegian major and management studies and Nordic studies concentrations.

HIST 231: People and Power in Soviet 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 (FLAC) course periodically available in Russian. Offered alternate years. Also counts toward Russian area studies and gender and sexuality studies majors; and management studies and women's and gender studies concentrations.

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 gender and sexuality studies major and concentration.

**Area Courses on Africa, Asia, and Latin America**

HIST 240: Methods Seminar: Histories of Africa, Asia, and Latin America
This course explores topics in the history of Africa, Asia, or Latin America, 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. Also counts toward management studies 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 during Interim in alternate years. Apply through International and Off-Campus Studies. Also counts toward Latin American studies major and concentration.

HIST 250: China: Past and Present
This course introduces the history of ancient and imperial China beginning with the earliest historical records through the 19th century. In this broad sweep of history, students engage with works of literature, philosophy, religion, medicine, the arts, and political statecraft in English translation. Rather than focusing solely on political history and dynastic change, this course also explores the cultural and social lives of ordinary people as a central theme. Offered annually. Also counts toward Asian studies and Chinese majors and Asian studies concentration.

HIST 251: Revolutionary China
This course explores China across the tumultuous 20th century. Beginning in 1911, students discuss the schools of thought that changed daily life in China: fascism, nationalism, anarchism, Feminism, socialism, and communism. The course examines China post-1949 through the reform period of the 1980s. Through close readings of primary sources in English translation, students investigate what constitutes revolution as a theory and practice in modern China, and how a revolution begins, continues, declines, and rekindles. Offered annually. Also counts toward Asian studies and Chinese majors and Asian studies and management studies concentrations.

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. Also counts toward Asian studies and Japanese majors and Asian studies concentration.
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. Also counts toward Asian studies and Japanese majors and Asian studies and management studies concentrations.

HIST 257: Human Rights in Latin America
This course traces the history of human rights, politics, and ideas in Latin America. Students examine strategies which people have used to claim rights, ask how people developed ideas of "the human" in the colonial era, examine how independence problematized the idea of universal rights, and watch the development of human rights politics in the twentieth century. Students critically examine human rights and challenges to their realization across the region. Offered annually in the spring. Also counts toward the Latin American studies concentration.

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. Also counts toward Africa and the African Diaspora 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. Offered annually. Also counts toward Africa and the African Diaspora concentration.

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. May be repeated if topic is different. Offered most years.

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. Also counts toward gender and sexuality studies major and family studies and gender and sexuality studies concentrations.

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. Also counts toward race and ethnic studies major and Africa and the African Diaspora and race and ethnic studies 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." May be repeated if topic is different. Offered periodically. Also counts toward race and ethnic studies major and 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. Also counts toward race and ethnic studies major and Africa and the African Diaspora and race and ethnic studies 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. Offered periodically. Also counts toward film and media studies major and concentration.

General

HIST 280: Intro to Public History
Students explore the theory and practice of Public History as they learn to identify and interpret history for the public. Using readings, workshops, site visits, and individual and collaborative projects, students explore how ownership and funding influence decisions regarding what is preserved; how the past informs the present; how the present may oppose the past; and how cultures engage in remembering their pasts in ways consistent with the common good. Offered annually. Prerequisite: history major or permission of instructor.

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: Research Seminars

Please note that Level III research seminars presume significant prior knowledge of the subject. Previous experience with the material is required.

European History

HIST 302: Research Sem: 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. Also counts toward ancient studies, classics, and Greek majors.
Prerequisite: HIST 203 or permission of instructor.

HIST 303: Research Sem: Roman History
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. Also counts toward ancient studies, classics, and Latin majors.
Prerequisite: HIST 190 or HIST 204 or permission of instructor.

HIST 320: Research Seminar: Modern European History
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 periodically. Prerequisites for certain offerings.

Latin American and Asian 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. Also 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,” “Nationalism and Communism in Southeast Asia,” and “Engendering Modern East Asia.” May be repeated if topic is different. Offered periodically. Also counts toward Asian studies, Chinese, and Japanese majors and Asian studies concentration.

American History

HIST 370: Research Seminar: American History
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.

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.
Prerequisite: HIST 199 recommended.

General

HIST 393: Digital History
New capabilities in digitization have radically changed the way people understand and interact with history. In this seminar, students survey new digital tools in data visualization, curation, and presentation available to the historian. They experiment with these tools to craft compelling scholarly arguments which can be showcased online for historians and non-historians alike. Students produce a major digital research project using historical documents from online archives and St. Olaf College Archives and Libraries Special Collections. Offered in alternate years.

HIST 394: Academic Internship

HIST 395: Oral History Seminar
The seminar focuses on the theory and practice of oral history. Students learn to conduct, transcribe and incorporate interviews in projects. Students interrogate conceptual issues - the interview as narrative, memory, identity, connections, motivations, and the silences inherent in oral history - and how these relate to gender, religion, and class in multiple global settings. Students learn such practical techniques as how to probe social masks, evaluate oral evidence, and the legalities of releasing interviews. Offered annually. Also counts toward Africa and the African Diaspora concentration.

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 398: Independent Research

Faculty

Chair, 2021-2022
Anna K. Kuxhausen
Associate Professor of History and Russian Language and Area Studies
Russian history; women's history

Eric Becklin
Visiting Instructor in Asian Studies
Chinese Christianity; republican China; religion and place

Michael W. Fitzgerald
Professor of History
African-American history; Civil War and Reconstruction; Southern America

Eric J. Fure-Slocum
Visiting Associate Professor of History
20th-century U.S. history; labor and urban history
The Center for Integrative Studies (CIS) works with students who design and carry out Individual Majors that intentionally integrate diverse methods, experiences, learning styles, subjects, and on- or off-campus resources. The goal of the CIS is to enhance the coherence of students' educational experience by encouraging them to make meaningful connections between their academic and co-curricular learning and helping them to build bridges between the college and other communities.

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 or topic of study.
2. A list of 11-12 courses and other learning experiences, with an explanation of how each contributes to the major.
3. A set of questions that will guide studies in the major, including broader questions in the disciplines supporting the major and specific questions related to narrower topics of the major.
4. Initial plans for 2-3 potential senior integrative projects

Each proposal must have the support of a faculty academic advisor. The coherence, depth, and feasibility of each proposal are evaluated in a Final Review Consultation (FRC) convened by the CIS, after which the proposal is forwarded to a faculty committee that gives final approval or returns the proposal for further revision. 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: Archaeology: Culture and Methodology; Nonprofit Mission and Management; Technology Innovation and Civic Development; Disability Studies; International Development; Criminalistics; African Identities in Media and Development; Cognitive Neuroscience: Cells to Systems; Photographic Theory; Global Health Diplomacy; Digital Art and Animation; Studies in Pre-Architecture and Sustainability; Performance Technology and Design; Film Analysis and Criticism; International Human Rights; Sports and Activities Administration; Media and Public Relations: Marketing to Multiple Audiences; English Language Learners in the Elementary Classroom; Politics, Economics and Philosophy.

The Web Portfolio

Students with individual majors create and maintain a public web portfolio that demonstrates the integration and coherence of the major. Its web-based structure allows students to make explicit links among the examples of their own work as well as to outside sites of public discussion related to the topic of the major. The portfolio also allows students to track and reflect on their intellectual development as they complete their studies. The web portfolio is presented to the faculty certification committee with the list of completed courses and integrative 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 assistant director.

Intended Learning Outcomes for the Major

All individual majors are eligible for the Ken Bonde Memorial Award. Students are nominated by their faculty advisors in the CIS; awards are determined by a committee chaired by the Director. More information about the award is available on the CIS website.

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. Senior project plans describe the anticipated final product and the basis for its evaluation, as well as a research plan to support or contextualize the project. Whether the final product is a traditional research paper, a performance, a portfolio of essays, or a panel presentation, it must have a clear grounding in academic research.
For the fall semester 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. Enrollment in IS 391 is by permission of the CIS. During the spring semester, all students must enroll in IS 392 Senior Project II, a graded course which comprises the completion and public presentation of the senior project. Enrollment in IS 392 is by permission of the CIS, upon evidence that the basic elements of the required web portfolio are in place. 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

In consultation with their CIS advisor, students may register for this semester course, which is P/N. This optional course is generally used for an internship linked to the individual major.

IS 298: Independent Study

In consultation with their CIS advisor, students may register for this semester course, which can be graded or P/N. This optional course is generally used for research and other preparation for the work.

IS 391: Senior Project I

Students who are pursuing an individual major, in consultation with their CIS advisor, may register for this fall semester course, which is graded P/N. This optional course is generally used for research and other preparation for the work planned for the spring semester. Whether students are enrolled in IS 391 or another approved level III course or experience, senior project plans must be submitted to CIS by the end of September.

Prerequisite: permission of the CIS.

IS 392: Senior Project II

Students with individual majors may register for their senior integrative projects in each semester of the senior year. The first semester, which is generally used for research and other preparation in consultation with the student’s adviser, receives a P/N evaluation; the second semester, which includes a final presentation of the project, receives a grade. A brief description of the student's major and senior project appears on the transcript.

IS 394: Academic Internship

In consultation with their CIS advisor, students may register for this semester course, which is P/N. This optional course is generally used for an internship linked to the individual major.

IS 398: Independent Research

In consultation with their CIS advisor, students may register for this semester course, which can be graded or P/N. This optional course is generally used for research and other preparation for the work.

Interdisciplinary Studies

Associate Dean for Interdisciplinary and General Studies
507-786-3219
kucera@stolaf.edu

Interdisciplinary courses use the resources of two or more disciplines to investigate a broad theme or a set of issues. 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 evidence and experience.

Courses

ID 140: Health and Social Inequality: Rural/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. Offered occasionally during Interim. Apply through International and Off-Campus Studies.

Prerequisite: one course in sociology/anthropology, gender and sexuality studies, social work, family studies, economics, political science, environmental studies, or nursing.

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. The course is taught with WRIT 109. Offered annually during the summer. Does not count toward any major.

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, water issues, and the Palestinian dilemma. The course is deliberative in nature with a focus on the development of critical thinking skills. Offered during summer session I.

ID 205: Creativity Practice and Theory

In this course, students disrupt, transform, and create things and ideas to practice and apply innovative thinking. Improvisation, role playing, and creativity exercises prompt music, spoken word, dance and physical movement, writing, drawing, painting, and basic building to initiate problem solving. In addition, students read and write about creativity theory to guide their practice. Students collaborate to design their learning space, to engage with the local community, and to work with guest instructors. Offered annually in the fall semester.

ID 222: Exploring Digital Humanities

This interdisciplinary course explores the concepts, methods, and debates of digital humanities - using digital tools to explore humanities disciplines such as literature, history, and philosophy along with their broader engagements with arts, social sciences, and other fields. Topics are drawn from current cultural texts, critical theories, and networked environmental issues. Students learn through hands-on research projects that examine the social, cultural, and ethical contexts of digital scholarship as well as its applications and impacts. Offered during Interim.
**ID 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 management studies and media studies concentrations.

**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 242: The Arts and Democracy: An ID Fine Arts Interim in Washington, D.C.**
This course explores the dynamic arts and governance environment of Washington D. C. Students meet arts professionals in varied fields; visit galleries, museums, theaters, music and dance performances, arts and civic organizations; and develop strategies for practicing citizenship and democratic engagement through artistic expression. Counts toward studio art, art history, music, theater, and dance majors, as well as arts management studies. Offered during Interim. Apply through International and Off-Campus Studies. **Prerequisite:** at least one fine arts course or arts management course or permission of the instructor.

**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 years during Interim. Apply through International and Off-Campus Studies. **Prerequisite:** at least one fine arts course or arts management course or permission of the instructor.

**ID 258: Theater in London (abroad)**
A full immersion in the art of theater, students attend approximately 22 performances at London and Stratford theaters. The course includes 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 and other locations offer additional cultural perspectives. Offered annually during Interim. Apply through International and Off-Campus Studies. Counts toward English major.

**ID 270: Topics in Interdisciplinary Studies**
Students study a particular topic from field(s) in Interdisciplinary Studies. Topics vary from year to year depending on the instructor. Class work depends on the topic and instructor but is consistent with the amount of work in other 200-level ID courses. May be repeated if topics are different. May count toward majors/concentrations if approved by the chair/program director of that major/concentration. **Prerequisites:** determined by the instructor for each offering.

**ID 271: Topics in Interdisciplinary Studies**
Students study a particular topic from field(s) in Interdisciplinary Studies. Topics vary from year to year depending on the instructor. Class work depends on the topic and instructor but is consistent with the amount of work in other 200-level ID courses. May be repeated if topics are different. May count toward majors/concentrations if approved by the chair/program director of that major/concentration. **Prerequisites:** determined by the instructor for each offering.

**ID 280: Comparative Public Health: the US and the World (Abroad)**
The focus of public Health efforts differs markedly for the U.S. in contrast to the rest of the world. Through talks, interviews, readings, and research, students conduct comparative assessments of the public health systems of the U.S. and the world. Students tour and visit with researchers at the Center for Disease Control (CDC) in Atlanta, Georgia, and the World Health Organization (WHO) in Geneva, Switzerland, in order to explore factors affecting public health nationally and internationally. Offered alternate years during Interim. Apply through International and Off-Campus Studies.

**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**

**Japanese**
Laurel Brook, Tomson 368
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brookl@stolaf.edu
wp.stolaf.edu/asian-studies wp.stolaf.edu/japanese

(Offered within the Department of 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.
The Japanese Major

To fulfill a Japanese major, students will demonstrate both linguistic and cultural competence. For linguistic and language skills, Japanese majors will possess proficiency in listening, speaking, reading, and writing at the American Council of Teaching Foreign Languages (ACTFL) Intermediate-Mid level as well as metalinguistic and intercultural awareness of the use of Japanese language in different social milieus.

Additionally, students will be able to analyze, interpret, and critique various discourses and cultural productions from and about Japan through their liberal arts studies, which may include literature, art, history, religion, philosophy, and/or politics.

Special Programs

Study programs in Japan are available at Waseda University in Tokyo through the ACM, Nagoya University in Nagoya, and Hokusei Gakuen University in Sapporo.

Requirements

The Japanese major consists of nine courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Language Courses</strong> 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JAPAN 231</td>
<td>Intermediate Japanese I</td>
<td>1.00</td>
</tr>
<tr>
<td>JAPAN 232</td>
<td>Intermediate Japanese II</td>
<td>1.00</td>
</tr>
<tr>
<td>JAPAN 301</td>
<td>Advanced Japanese I</td>
<td>1.00</td>
</tr>
<tr>
<td>JAPAN 302</td>
<td>Advanced Japanese II</td>
<td>1.00</td>
</tr>
<tr>
<td><strong>One Language Course Above JAPAN 302</strong> 2</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td><strong>Four courses, taught in English, focused on Japan/Japanese language and culture</strong> 3</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Minimum of one course at the 300-level</td>
<td></td>
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</tr>
</tbody>
</table>

Recommended

FLAC course(s), study abroad, internships, or other immersion experiences in Japan.

Total Credits: 9

1 If a student places in a Japanese language course above JAPAN 231 Intermediate Japanese I (e.g., JAPAN 232 Intermediate Japanese II or JAPAN 301 Advanced Japanese I), the student will fulfill the total 9 credits requirement by taking additional upper-level language courses (above JAPAN 302) and/or courses in English that focus on Japan/Japanese language and culture.

If a student begins language study in JAPAN 111 Beginning Japanese I or JAPAN 112 Beginning Japanese II, the student can fulfill the total 9 credits requirement by counting JAPAN 111 and/or JAPAN 112 toward the major and completing one or two fewer courses in English.

2 The following courses currently fulfill this requirement: JAPAN 320 Special Topics in Japanese or the equivalent of a fourth-year-level course taken during the partnered study abroad programs in Japan and/or other approved study abroad language programs.

3 At least one course must examine transnationalism/regionalism/global perspectives or compare Japan/Japanese with other countries/cultures through specific disciplines (e.g. art, religion, literature, history, philosophy, economics, and political science).

At least one of these four courses must be 300-level, and no more than one at 100-level. One of these courses can be an Independent Study (Capstone project) or the Asian Studies senior seminars (ASIAN 397 or ASIAN 399). The Asian Conversation sequence (ASIAN 210, ASIAN 215 or ASIAN 216, ASIAN 220) will count for no more than two courses.

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

Courses

For information about the Japan studies concentration and the Asian studies major, see Asian Studies (p. 40).

**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. Does not count toward Japanese major.

**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. Does not count toward Japanese major.

**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. Individual language laboratory visits are also required. Offered annually in the fall semester. Also counts toward Asian studies major and concentration.

**Prerequisite:** JAPAN 112 or 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. Individual language laboratory visits are also required. Offered annually in the spring semester. Also counts toward Asian studies major and Asian studies and management studies concentrations.

**Prerequisite:** JAPAN 231 or 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. Offered annually in the fall semester. Also counts toward Asian studies major and Asian studies and management studies concentrations.

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. Offered annually in the spring semester. Also counts toward Asian studies major and Asian studies and management studies concentrations.

Prerequisite: JAPAN 301 or 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. Also counts toward Asian studies major and concentration.

Prerequisite: JAPAN 302 or equivalent.

JAPAN 394: Academic Internship

JAPAN 398: Independent Research

Courses Focused on Japan/Japanese

ART 260 The Arts of Japan

ASIAN 126 Language in Japanese Society

ASIAN 230 The Philosophy of Anime

ASIAN 235 Modern Japanese Literature (in English translation)

AS/ES 277 Environmental Sustainability in Japan (abroad)

HIST 252 Japanese Civilization

HIST 253 Modern Japan

Courses Focused on Japan/Japanese with Cross-Cultural/Regional/Global Comparative Perspectives

ASIAN 121 Asian Cultures in Comparative Perspectives

ASIAN 123 Asia in America

ASIAN 200 Topics in Asian Studies

ASCON 215 Asian Conversations II (abroad)

ASCON 216 Asian Conversations II (on campus)

ASCON 220 Asian Conversations III

ASIAN 268 The Art of Calligraphy: Techniques and Appreciation

ASIAN 282 Second Language Acquisition and Pedagogy in an Asian Context

ASIAN 300 Topics in Asian Studies

ASIAN 310 Buddhism through Text and Image

ASIAN 333 What is a Hero?

ASIAN 397 Seminar: Human Rights/Asian Context

ASIAN 399 Seminar for Asian Studies Majors

AS/PS 255 Politics in Asia

AS/RE 256 Religions of China and Japan

AS/RE 257 Buddhism

AS/RE 289 Buddhism, Peace and Justice

HIST 240 Methods Seminar: Histories of Africa, Asia, and Latin America (depending on content and instructor)

HIST 345 East Asia Seminar

PHIL 117 Confucius, Buddha, and Socrates

PHIL 127 Zen and the Art of Judo

PHIL 249 Asian Philosophy

PSCI 245 Asian Regionalism

Faculty

Section Head, 2021-2022
Joanne Quimby
Associate Professor of Asian Studies
modern Japanese literature, feminist literary theory, gender and sexuality studies, Japanese film cultural studies, Japanese language

Hiroe Akimoto
Visiting Instructor in Asian Studies
Japanese language instruction

Rika Ito (On sabbatical 2021-22)
Professor of Asian Studies
sociolinguistics; language ideology, language in media; Japanese

Kinesiology

Jennifer Peterson, Skoglund 104
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petersj@stolaf.edu
wp.stolaf.edu/kinesiology

Kinesiology is the study of physiological and functional adaptations to movement. The field is richly interdisciplinary, involving such disciplines as anatomy, chemistry, biology, physiology, biomechanics, motor control, psychology, nutrition, and injury prevention and management. Rigorous and systematic study of these disciplines
enables students to understand how and why people move and the factors which limit and enhance our capacity to move.

**Overview of the Major**
The kinesiology 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 disciplines and provides excellent preparation in a wide variety of fields. It also prepares students for advanced study in one of the disciplines related to kinesiology (such as physical therapy and rehabilitation, biomechanics, occupational therapy, nutrition, exercise physiology, sports medicine, and cardiac rehabilitation).

**Intended Learning Outcomes for the Major**

**Distinction**
See Academic Honors (p. 25)

**Related Program**

**Neuroscience Concentration**
See Neuroscience (p. 180)

**Requirements**
Students majoring in kinesiology complete eight core courses and two electives. The courses include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 143</td>
<td>Human Anatomy and Physiology: Cells and Tissues</td>
<td>1.00</td>
</tr>
<tr>
<td>BIO 243</td>
<td>Human Anatomy and Physiology: Organs and Organ Systems</td>
<td>1.00</td>
</tr>
<tr>
<td>KINES 195</td>
<td>Introduction to Kinesiology</td>
<td>1.00</td>
</tr>
<tr>
<td>KINES 231</td>
<td>Principles of Strength and Fitness Training</td>
<td>1.00</td>
</tr>
<tr>
<td>KINES 250</td>
<td>Performance Nutrition</td>
<td>1.00</td>
</tr>
<tr>
<td>KINES 374</td>
<td>Biomechanics</td>
<td>1.00</td>
</tr>
<tr>
<td>KINES 375</td>
<td>Physiology of Exercise</td>
<td>1.00</td>
</tr>
<tr>
<td>KINES 390</td>
<td>Kinesiology Seminar</td>
<td>1.00</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>2.00</td>
<td></td>
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<tr>
<td>BIO 247</td>
<td>Animal Physiology</td>
<td></td>
</tr>
<tr>
<td>KINES 295</td>
<td>Internship and Reflection Seminar</td>
<td></td>
</tr>
<tr>
<td>KINES 373</td>
<td>Motor Control and Learning</td>
<td></td>
</tr>
<tr>
<td>KINES 376</td>
<td>Fitness Assessment and Exercise Prescription</td>
<td></td>
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<tr>
<td>NEURO 239</td>
<td>Cellular and Molecular Neuroscience</td>
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<tr>
<td>PSYCH 241</td>
<td>Developmental Psychology</td>
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<tr>
<td>PSYCH 247</td>
<td>Psychopathology</td>
<td></td>
</tr>
<tr>
<td>STAT 110</td>
<td>Principles of Statistics</td>
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<tr>
<td>or STAT 212</td>
<td>Statistics for the Sciences</td>
<td>10</td>
</tr>
</tbody>
</table>

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

**The department also recommends:**
- KINES 394 Academic Internship
- KINES 398 Independent Research
- BIO 150 Evolutionary Foundations of Biodiversity
- BIO 290 Medical Terminology (0.25 credit)
- CHEM 122 Introductory Chemistry
- PSYCH 125 Principles of Psychology

**Courses**

**Professional Program**

**KINES 195: Introduction to Kinesiology**
This course introduces students to the study of physiological and functional adaptations to human movement. The field is richly interdisciplinary, involving such disciplines as anatomy, chemistry, biology, physics, physiology, biomechanics, motor control, psychology, nutrition, neuroscience, rehabilitative therapy, and exercise prescription. Rigorous and systematic study of these sub-fields enables students to understand how and why people move and the factors which limit and enhance the capacity to move. Offered annually in the spring semester.

**KINES 231: Principles of Strength and Fitness Training**
This course provides students with an opportunity to develop an in-depth understanding of the principles of strength training and conditioning, including anatomical and physiological considerations, lifting techniques, equipment selection, program development/evaluation, and weightlifting safety; thus enabling them to teach and train others.

**Prerequisites:** kinesiology major, BIO 143, and BIO 243.

**KINES 250: Performance Nutrition**
The course begins with a review of cellular physiology and the digestive system, which are the basic components necessary for metabolic processes. Students examine the roles nutrient selection, metabolism, and timing play in supporting physical performance. The integration and regulation of metabolism, energy expenditure, and body composition will be discussed. An advanced overview of the functions of carbohydrates, fats, proteins, fluids, vitamins, and minerals that are determinants of health and diseases will be conducted. Offered annually.

**Prerequisite:** BIO 143 and BIO 243, declared kinesiology major.

**KINES 294: Academic Internship**

**KINES 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. Offered during Interim.
KINES 298: Independent Study

KINES 373: Motor Control and 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 alternate years.
Prerequisite: Psychology 125.

KINES 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. Students attend lectures plus one three-hour laboratory per week. Offered annually. Also counts toward neuroscience concentration.
Prerequisites: BIO 143, BIO 243, and junior standing.

KINES 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. Students attend lectures plus one three-hour laboratory per week. Offered annually. Also counts toward neuroscience concentration.
Prerequisite: junior standing and BIO 143 and BIO 243 or permission of instructor.

KINES 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. Also counts toward management studies concentration.
Prerequisites: senior kinesiology major; BIO 143, BIO 243 and ESTH 375.

KINES 390: Kinesiology 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.

KINES 394: Academic Internship
KINES 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.

KINES 398: Independent Research

Physical Activities
• The Active Body OLE Core requirement

KINES 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.

KINES 105: Inclusive Fitness (0.25)
Students of all abilities will explore fitness activities and games designed to keep them healthy and active throughout their lives. Students will work at their own level and pace without pressure or competition. The course is designed to be accommodating and accessible to students with physical disabilities, but all students are welcome. Offered annually.

KINES 106: Rock Climbing (0.25)
Students learn basic rock climbing skills, techniques, and safety procedures.

KINES 108: In-Line Skating (0.25)
Students learn basic skills and techniques of in-line skating. Equipment is required for participation.

KINES 110: Triathlon Training (0.25)
Students learn and practice the skills and techniques involved in completing a triathlon. Before enrolling, students should be able to swim at least 100 yards, cycle for at least 3 miles, and run at least 1 mile without stopping to rest. Students must provide their own equipment, including a bicycle. Offered annually in the spring semester.

KINES 111: Basketball (0.25)
This course offers an introduction/review of fundamental skills, rules, and drills. Students focus on basic strategy in games playing.

KINES 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.

KINES 121: Beginning Swimming (0.25)
This course is for the non-swimming and the novice swimmer only.

KINES 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).

KINES 124: Intermediate Swimming
This course builds on basic swimming skills, providing instruction in more advanced swimming strokes while focusing on physical conditioning and aquatic safety. Offered annually.
Prerequisite: KINES 121 or permission of instructor.

KINES 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.

KINES 130: Swim Fitness (0.25)
This is an aerobic-based course utilizing swimming and water exercises.
Prerequisite: be able to swim 300 yards.

KINES 131: Aerobics (0.25)
Students learn and apply the basic principles of fitness through a variety of aerobic activities.

KINES 136: Fitness Walking (0.25)
This is an aerobic-based course utilizing instruction and participation in walking to enhance personal fitness and training knowledge.
KINES 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).

KINES 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.

KINES 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.

KINES 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.

KINES 152: 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).

KINES 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.

KINES 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: KINES 157 or permission of instructor.

KINES 162: Classical 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 kinesiology. This 0.25 course can satisfy the Active Body graduation requirement. Only one 0.25 intercollegiate athletics course credit can be applied toward the 35.00 credits required for graduation. 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.

Faculty
Chair, 2021-2022
Cynthia Book
Associate Professor of Kinesiology
senior seminar; internship reflection

Whitney E. Frary
Adjunct Instructor in Kinesiology; Head Women’s Soccer Coach

Kayla Hatting
Adjunct Instructor in Kinesiology; Head Softball Coach

Robert Hauck
Visiting Instructor in Kinesiology; Head Men’s and Women’s Swim Coach
swimming; triathlon training

Jennifer Holbein
Instructor in Kinesiology
biomechanics; exercise physiology

Daniel P. Kosmoski
Adjunct Instructor in Kinesiology; Head Men’s Basketball Coach
weight training; badminton

Matthew C. McDonald
Adjunct Instructor in Kinesiology, Head Baseball Coach

Scott Nesbit
Visiting Instructor in Kinesiology; Head Men’s and Women’s Tennis Coach
tennis; fly fishing

Matthew Neuger
Visiting Assistant Professor of Kinesiology

Judith Tegtmeyer
Adjunct Instructor in Kinesiology; Director of Campus Recreation
rock climbing; badminton

Travis J. Wall
Instructor in Kinesiology, Men’s Head Soccer Coach
Latin American Studies
Kim Foss, Tomson 331
507-786-3230
foss1@stolaf.edu
wp.stolaf.edu/latin-american-studies/

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
Intended Learning Outcomes for the Concentration

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: a periodic Interim in Spain (SPAN 270 Spain’s Cultural and Linguistic Legacy (abroad)); as well as longer programs such as the CIEE program in Seville, Spain; the Augsburg program in Central America (Guatemala, Costa Rica, and Nicaragua); the HECUA program in Quito, Ecuador; and the IES program in Buenos Aires, Argentina. 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. 115) 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 193</td>
<td>Modern Latin America</td>
<td>1.00</td>
</tr>
<tr>
<td>or PSCI 264</td>
<td>Latin American Politics</td>
<td></td>
</tr>
</tbody>
</table>

Required courses in Spanish

Select one of the following: 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 250</td>
<td>Family and Gender Roles in Spain: 1900 to Present</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Select one of the following: 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 270</td>
<td>Spain’s Cultural and Linguistic Legacy (abroad)</td>
<td>1.00</td>
</tr>
<tr>
<td>SPAN 271</td>
<td>Cultural Heritage of Spain</td>
<td></td>
</tr>
<tr>
<td>SPAN 274</td>
<td>Contemporary Issues in the Spanish-Speaking World (with a focus on Spain)</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following: 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 272</td>
<td>Cultural Heritage of Latin America</td>
<td>1.00</td>
</tr>
<tr>
<td>SPAN 274</td>
<td>Contemporary Issues in the Spanish-Speaking World (with a focus on Latin America)</td>
<td></td>
</tr>
</tbody>
</table>

Electives
Choose four electives from among approved courses dealing with Latin America, Spain, or U.S. Latinos from disciplines including, but not limited to: anthropology, art, economics, education, English, history, political science, religion, and sociology with no more than two courses in any one discipline (including the discipline of the core course)

Interdisciplinary seminar

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAMST 333</td>
<td>Contemporary Latin American Issues</td>
<td>1.00</td>
</tr>
</tbody>
</table>

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 courses from any discipline with substantial Latin American or U.S. Latino content counted toward their major.
- A maximum of three courses that focus on Latinos in the United States may count toward the major.
- Both core courses, HIST 193 and PSCI 264, may be included in the major.
- Either SOAN 264 or RACE 121 may be included in the major, but not both.
• LAMST 333 is taught in alternate years, and is ideally taken in the junior or senior year. Students planning to study abroad during the semester in which the course is taught should in their junior year petition the Latin American studies director to take an alternative course or independent study to fulfill this requirement during their senior year.

Students should contact the Latin American studies director as early as possible to plan a major.

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core course</strong></td>
<td></td>
</tr>
<tr>
<td>HIST 193</td>
<td>Modern Latin America</td>
<td>1.00</td>
</tr>
<tr>
<td>or PSCI 264</td>
<td>Latin American Politics</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Electives</strong></td>
<td>3.00</td>
</tr>
<tr>
<td>Electives</td>
<td>Choose three electives from among approved</td>
<td></td>
</tr>
<tr>
<td>courses dealing with Latin America or U.S. Latinos from disciplines including, but not limited to: anthropology, art, economics, education, English, history, political science, religion, sociology, and Spanish with no more than two courses in any one discipline (including the discipline of the core course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Interdisciplinary seminar</strong></td>
<td></td>
</tr>
<tr>
<td>LAMST 333</td>
<td>Contemporary Latin American Issues</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>5</td>
</tr>
</tbody>
</table>

• A maximum of two study-abroad courses taken in Latin America or Spain may be counted.
• With the approval of the Latin American studies director, students may have courses from any discipline with substantial Latin American or U.S. Latino content counted toward their concentration.
• A maximum of two courses that focus on Latinos in the United States may count toward the concentration.
• Both core courses, HIST 193 and PSCI 264, may be included in the concentration.
• Either SOAN 264 or RACE 121 may be included in the concentration, but not both.
• Only 270-level Spanish courses with a Latin American or U.S. Latino focus can be counted toward the concentration. These include SPAN 272, SPAN 273, and SPAN 274 (when taught with a Latin American focus).

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 *indígena* according to Western expectations; and indigenous cultures and globalization. Foreign Languages Across the Curriculum (FLAC) course is often available in Spanish. Offered alternate years in the fall semester.

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. 239)

Elective Courses

ART 276 Topical Seminar (when taught as Latin American Modernism or Mesoamerican Art)

ECON 243 Economic Development

ENGL 214 Exploring the U.S.-Mexico Borderlands (off-campus)

ENGL 251 Major Chicano/a Authors

HIST 126 Peoples of Colonial Latin America

HIST 189 Topical Seminar When topic is Race in Latin America

HIST 193 Modern Latin America (can count as an elective if PSCI 264 Latin American Politics is taken as the core course)

HIST 240 Methods Seminar: Histories of Africa, Asia, and Latin America (with approval of the director of Latin American Studies)

HIST 245 Environmental History of Latin America
HIST 299 Topics in History When topic is Revolutions in Latin American History

PSCI 252 Politics and Development (with approval of the director of Latin American Studies)

PSCI 264 Latin American Politics (can count as an elective if HIST 193 Modern Latin America is taken as the core course)

PSCI 367 Seminar in Latin American Politics

RACE 121 Introduction to Race and Ethnic Studies OR SOAN 264 Race and Class in American Culture (with approval of the director of Latin American Studies)

RACE 252 Topical Seminar (when taught as Introduction to Chicanx Studies)

REL 209 Introduction to Feminist Theology Introduction to Feminist Theology

REL 218 Political and Liberation Theology Political Liberation Theology

REL 231 Religion at the US-Mexico Border

REL 232 The Insurgent Multiculturalism of Beloved Community (when student focuses final project on Latin America)

SOAN 237 Forging a Latin American Culture

SOAN 264 Race and Class in American Culture OR RACE 121 Introduction to Race and Ethnic Studies (with approval of the director of Latin American Studies)

SPAN 240 Politics and Environment in Puerto Rico (off-campus)

Hispanic linguistics; sociolinguistics; second language acquisition; teacher education

Kristina Medina-Vilarino
Associate 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

Nancy Paddleford
Professor of Music
piano; piano pedagogy

Kathleen L. Shea
Professor of Biology and Environmental Studies, Curator of Natural Lands
plant ecology and evolution; restoration ecology; agroecology

Ariel T. Strichartz
Professor of Romance Languages - Spanish
contemporary Latin American theater and narrative; Argentine theater; literary food studies; memory studies

Kristina E. Thalhammer
Professor of Political Science
comparative politics; Latin American politics; political tolerance; human rights

**Linguistic Studies**

Laurel Brook, Tomson 368
507-786-3383
brookl@stolaf.edu
wp.stolaf.edu/linguistics

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**

**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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LNGST 250</td>
<td>English Language and Linguistics</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td>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)</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>One approved level III course or approved advanced study experience</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

Students wishing to receive credit toward the concentration through independent study, independent research, or internships should consult with the director of linguistic studies.

**Courses**

**LNGST 245: Roles of Language in the Context of Equity and Diversity**

Why is language-based discrimination unnoticed and widely justified? This course explores roles of language in society with respect to equity and diversity by using the notion of language ideologies and language practices for negotiating identities. Students connect recent scholarship on language ideology and practices to their daily experiences. The course format is a combination of lectures, small group/class discussions, student presentations, and examination of multimedia. Offered periodically.

**Prerequisite:** LNGST 250.

**LNGST 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 linguistic studies concentration, and fulfills the linguistics requirement of the Communication Arts and Literature license.

**Prerequisite:** WRIT 120 or equivalent.

**LNGST 294: Academic Internship**

**LNGST 298: Independent Study**

**LNGST 394: Academic Internship**

**LNGST 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.

**LNGST 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.

**Other Approved Courses**

**ASIAN 126 Language in Japanese Society**

**ASIAN 282 Second Language Acquisition and Pedagogy in an Asian Context**

**ASIAN 300 Topics in Asian Studies (only when topic is East Asian Languages and Linguistics)**

**CSCI 121 Principles of Computer Science / PHYS 130 Analytical I or CSCI 125 Computer Science for Scientists and Mathematicians or CSCI 251 Software Design and Implementation (at most, one of these CS121/PHYS130, CS125 or CS251)**

**CSCI 276 Programming Languages**

**CSCI 333 Theory of Computation**
EDUC 245 Teaching and Learning English Grammar (0.50)
EDUC 250 Second Language Acquisition
EDUC 321 Teaching of Reading, 5-12 (0.50)
EDUC 345 Teaching of Communication Arts/Literature, 5-12
EDUC 348 Assessment of ESL, K-12
EDUC 352 Methods in EAL and World Language Instruction
FREN 272 Contemporary France
FREN 372 Topics in Francophone Studies (when topic is "Langue, Identité et Politique dans la Littérature Francophone" or "Translation: An Art or Science?")
GERM 272 Turning Points in German History (when topic is "History of German Migration")
GREEK 231 Intermediate Greek
GREEK 253 New Testament Greek
GREEK 375 Homer and Greek Epic
LATIN 231 Intermediate Latin
LATIN 235 Medieval Latin
LNGST 245 Roles of Language in the Context of Equity and Diversity
LNGST 396 Directed Undergraduate Research
MUSIC 263 Lyric Diction I (0.25) and MUSIC 264 Lyric Diction II (0.25) (must complete both to count as one)
NORW 244 The Sámi: Traditions in Transition
NORW 260 Introduction to Germanic Linguistics
NORW 372 Topics in Norwegian Literature/Culture (only when topic is TV & Språk)
NORW 396 Directed Undergraduate Research (when topic is "CAT Tools for Norwegian" taught by Prof. Kari Dorer)
PHIL 240 Formal Logic
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")
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
SPAN 315 Comparative "Hispanidades" (when taught by Maggie Broner)

Other courses may be approved in consultation with the director of linguistic studies.

Faculty

Director, 2021-2022
Jeremy L. Loebach
Associate Professor of Psychology
cognitive neuroscience; speech and hearing sciences; psycholinguistics

Maggie A. Broner
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

Heather Campbell
Associate Professor of Education and Director of First-Year Seminar ESL; reading; special education; Director of Assessment

Kris A. Cropsey
Visiting Instructor in Romance Languages - Spanish
Hispanic linguistics; sociolinguistics; second language acquisition; teacher education

Kari Lie Dorer
Professor of Norwegian
Norwegian language and culture; applied linguistics; Sami studies; Nordic film.

Dana L. Gross
Professor of Psychology
developmental psychology; off-campus study

Anne H. Groton
Professor of Classics
Greek and Roman drama; classical languages and literature

Rika Ito (On sabbatical 2021-22)
Professor of Asian Studies
sociolinguistics; language ideology, language in media; Japanese

Elizabeth A. Leer
Associate Professor of Education
English education; reading; curriculum and instruction

Karen E.S. Marsalek
Associate Professor of English
medieval and early modern literature, especially drama; history of the English language

Steve T. Reece (On sabbatical 2021-22)
Professor of Classics
Greek and Roman epic; classical languages and literature

Marc Robinson
Professor of Russian Language and Area Studies
Russian language; Russian film and literature; Russian theater

Gregory A. Walter
Professor of Religion
Management Studies

Solvei Robertson, Holland Hall 317
507-786-3149
roberts1@stolaf.edu
wp.stolaf.edu/management-studies

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. 80)).

Intended Learning Outcomes for the Concentration 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 (see Courses tab for list of approved electives) or a study abroad program. Students must earn a grade of C or better in all five courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 121</td>
<td>Principles of Economics</td>
<td>1.00</td>
</tr>
<tr>
<td>MGMT 225</td>
<td>Principles of Accounting</td>
<td>1.00</td>
</tr>
<tr>
<td>MGMT 251</td>
<td>Management</td>
<td>1.00</td>
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</tbody>
</table>

Plus one of the Management Studies Electives Below

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID 229</td>
<td>Arts Management</td>
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</tr>
<tr>
<td>MGMT 201</td>
<td>Organizational Storytelling</td>
<td>1.00</td>
</tr>
<tr>
<td>MGMT 237</td>
<td>Managerial Accounting</td>
<td>1.00</td>
</tr>
<tr>
<td>MGMT 250</td>
<td>Marketing</td>
<td>1.00</td>
</tr>
<tr>
<td>MGMT 252</td>
<td>Legal Aspects of Business</td>
<td>1.00</td>
</tr>
<tr>
<td>MGMT 256</td>
<td>Entrepreneurship</td>
<td>1.00</td>
</tr>
<tr>
<td>MGMT 257</td>
<td>Entrepreneurship and New Venture Formulation</td>
<td>1.00</td>
</tr>
<tr>
<td>MGMT 260</td>
<td>Innovation in New Zealand (Abroad)</td>
<td>1.00</td>
</tr>
<tr>
<td>MGMT 281</td>
<td>Corporate Finance</td>
<td>1.00</td>
</tr>
<tr>
<td>MGMT 383</td>
<td>Management Policy and Strategy</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Plus one approved course outside of Economics and Management Studies (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 and other organizations help students with this requirement.

The Management Studies Capstone

The capstone project introduces students to the career planning process, helping them to identify career options and assess opportunities. This project includes 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 students will enter their materials using Moodle and developing a LinkedIn site. By interconnecting important facets of their education and experiential learning, students can demonstrate the relationships between their varied learning experiences.

Courses

MGMT 201: Organizational Storytelling

In an age of information overload, stories can rise above the noise. Effective organizational storytelling helps to engage an intended community on a meaningful and emotional level. Students will explore the craft of storytelling and study a variety of media (analogue and digital) on which the story can be delivered. The course will include case study analysis, group work and client-based projects. Offered annually. Also counts toward media studies concentration.

Prerequisite: sophomore standing or above.
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.
Prerequisite: sophomore standing or above.

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 within economics major, or the management studies concentration.
Prerequisite: sophomore standing or above.

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. Also counts toward media studies concentration.
Prerequisite: one of Economics 110-121 and sophomore standing or above, 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 and sophomore standing or above, 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 and sophomore standing or above, or permission of instructor.

MGMT 256: Entrepreneurship
This course introduces students to the principles of entrepreneurship, covering both the theory and practical aspects of the subject. Students acquire an understanding of the entrepreneurial process: 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 entrepreneurship in society and history, risks and rewards of entrepreneurship, and the elements of entrepreneurial behavior. Study concentrates on the entrepreneurial process from idea creation to ultimate business or other organizational activity. A variety of instructional techniques are used, including group projects and guest presenters. Offered annually.
Prerequisite: sophomore standing or above.

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 within economics major.
Prerequisite: sophomore standing or above.

MGMT 260: Innovation in New Zealand (Abroad)
New Zealand is recognized as one of the world's most entrepreneurial countries. This course explores the unique innovation eco-systems that have developed to support entrepreneurship and economic development in New Zealand. Students will have site visits to both incubators and start-up organizations to meet with entrepreneurs while traveling from Auckland to Dunedin. Assignments will focus on idea generation and implementation. Offered alternate years during Interim. Apply through International and Off-Campus Studies. Management studies concentration credit will only be awarded for one of MGMT 260 or MGMT 257.
Prerequisite: sophomore standing or above.

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 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.
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 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**

**ART 205 Photography**  

**ART 207 Ceramics**  

**ART 225 Architectural Design I**  

**ART 226 Printmaking: Relief and Lithography**  

**ART 227 Printmaking: Intaglio and Monoprints**  

**ART 229 Digital Filmmaking**  

**ART 236 Graphic Design**  

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

**BI/ES 228 Environmental Health**  

**CHEM 255 Analytical Chemistry and CHEM 256 Analytical Laboratory (0.25)**  

**CHIN 232 Intermediate Chinese II**  

**CHIN 301 Third-Year Chinese I**  

**CHIN 302 Third-Year Chinese II**  

**CSCI 241 Hardware Design**  

**CSCI 251 Software Design and Implementation**  

**CSCI 263 Ethical Issues in Software Design**  

**EDUC 270 Exploring Teaching**  

**EDUC 290 Educational Psychology**  

**ENGL 286 Topics in Rhetoric and Composition**  

**ENGL 287 Professional and Business Writing**  

**ENGL 289 Journalistic Writing**  

**ENVST 232 Environmental Policy and Regulation**  

**ES/PS 276 Environmental Politics**  

**KINES 376 Fitness Assessment and Exercise Prescription**  

**FAMST 132 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 252 Contemporary Germany in Global Context**  

**GERM 273 Contemporary Germany as Seen Through the Media**  

**GERM 276 Green Germany**  

**HIST 222 Modern Scandinavia**  

**HIST 231 People and Power in Soviet Russia**  

**HIST 240 Methods Seminar: Histories of Africa, Asia, and Latin America**  

**HIST 251 Revolutionary China**  

**HIST 253 Modern Japan**  

**ID 242 The Arts and Democracy: An ID Fine Arts Interim in Washington, D.C.**  

**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 262 Probability Theory**  

**MATH 266 Operations Research**  

**FMS 260 Media and Screen Cultures**  

**MUSIC 291 Vocal Development and Pedagogy**  

**MUSIC 354 Advanced Conducting (0.50) (plus prerequisite)**
Mathematical Biology

Anne Walter, Regents Science 378
507-786-3961
waltera@stolaf.edu
wp.stolaf.edu/mathbio

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 quantitative approaches to biological problems and how these hand shake with experimental design. 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, 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 this area, other areas of applied mathematics, and especially in biological fields for which modeling or bioinformatics skills are expected.
Intended Learning Outcomes for the Concentration

Students will

1. describe the range of biological questions dependent on or enhanced by mathematical approaches.
2. translate biological problems into mathematical models using appropriate mathematical, statistical, and computational tools.
3. validate mathematical models using appropriate biological experimentation and data analysis.
4. practice communication skills across the two disciplines.

Requirements

The mathematical biology concentration consists of 5.25 credits, an integrative project, and participation in a Math Biology Symposium. A student may petition to count a course other than the pre-approved electives toward 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.

### Code | Title | Credits
---|---|---
**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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 236</td>
<td>Mathematics of Biology</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Additional required course:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MABIO 130</td>
<td>Exploring Biomathematics</td>
<td>0.25</td>
</tr>
</tbody>
</table>

**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
- MATH 230 Differential Equations I
- MATH 242 Modern Computational Mathematics
- MATH 330 Differential Equations II
- MSCS 264 Introduction to Data Science
- STAT 212 Statistics for the Sciences
- or STAT 272 Statistical Modeling
- STAT 284 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

**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** 6.25

### Courses

**MABIO 130: Exploring Biomathematics (0.25)**

Students spend one evening each week exploring topics at the interface of mathematics and biology. Faculty introduce topics supported by a reading assignment to be done prior to class. Class time is spent exploring the problem and developing the mathematical approach to solving it. Topics may include invasive species, sex-ratio evolution, neural networks, feedback control, graph theory, statistical ecology, and population genetics. P/N only. Offered annually in the spring semester.

**Prerequisite:** MATH 119 or MATH 120 or equivalent.

**Mathematics**

Ellen Haberoth, Regents Math 307
507-786-3113
habero1@stolaf.edu
wp.stolaf.edu/math
(Mathematics, Statistics, and Computer Science)

Mathematics, 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 data science as well as 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 more information on these, consult the separate listings under Statistic and Data Science (p. 243) and Computer Science (p. 70).

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

Special Programs and Opportunities

Mathematical experiences inside and outside the classroom are important parts of St. Olaf mathematics. Following are some of the many possibilities. For more information consult the mathematics website or a mathematics faculty member.

- Research: An invigorating way to explore mathematics; research opportunities exist both on and off campus.
- Experiential learning: Internships, independent studies, and various courses (including MSCS 390 Mathematics Practicum) allow students to apply mathematical knowledge beyond the classroom.
- Mathematical biology concentration (p. 151): Mathematics students who are interested in biology should consider a concentration in this exciting interdisciplinary field.
- Study abroad: The IMaP's flexibility allows 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 (BSM). Also, Math 239 Number Theory is taught in Budapest with a St. Olaf Mathematics Professor. Students interested in the learning and teaching of secondary mathematics may consider Budapest Semesters in Mathematics Education (BSME).
- Problem solving and competitions: The department organizes problem-solving activities and sponsors student participation in regional and national competitions.
- Student organizations: The department has an active student Math Club and student representation of the national organization Pi Mu Epsilon.

Distinction

See Academic Honors (p. 25)

Distinction in mathematics is awarded to graduating seniors for distinguished work that goes beyond the minimum requirements for the major. Information is available in the MSCS department and on the mathematics website.

Recommendations for Graduate Study

Students planning graduate work in the mathematical sciences should pursue both depth and breadth in their majors. A broad range of courses will help students prepare for the Graduate Record Exam subject test in mathematics. Fifty percent of the GRE subject test covers single and multivariable calculus, and differential equations; 25 percent covers material from linear algebra, abstract algebra, and elementary number theory; 25 percent covers more advanced topics: real analysis, topology, combinatorics, complex analysis, probability, statistics, etc. 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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus</td>
<td>Calculus (two semesters)</td>
<td>2.00</td>
</tr>
<tr>
<td>Linear algebra</td>
<td>Linear algebra (one semester)</td>
<td>1.00</td>
</tr>
<tr>
<td>At least seven intermediate or advanced mathematics courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select two of the following transition courses:</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>MATH 242</td>
<td>Modern Computational Mathematics</td>
<td></td>
</tr>
<tr>
<td>MATH 244</td>
<td>Real Analysis I</td>
<td></td>
</tr>
</tbody>
</table>
MATH 252  
Abstract Algebra I
Select an intermediate course from at least three of the following different mathematical perspectives:  
- 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  
Total Credits: 3.00 + 2.00 = 5.00

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. 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 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.

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

Courses

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. Offered in the 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. 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. Offered periodically.

Prerequisite: permission of instructor.

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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 126</td>
<td>Calculus II</td>
<td></td>
</tr>
<tr>
<td>MATH 220</td>
<td>Elementary Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>MATH 244</td>
<td>Real Analysis I</td>
<td></td>
</tr>
<tr>
<td>MATH 252</td>
<td>Abstract Algebra I</td>
<td></td>
</tr>
<tr>
<td>MATH 262</td>
<td>Probability Theory</td>
<td></td>
</tr>
<tr>
<td>MATH 356</td>
<td>Geometry</td>
<td></td>
</tr>
<tr>
<td>STAT 212</td>
<td>Statistics for the Sciences</td>
<td></td>
</tr>
<tr>
<td>Several Education courses 1</td>
<td></td>
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</tr>
</tbody>
</table>

1 As listed in the Education description

Students should consult the mathematics licensure advisor for advice on planning mathematics and education course sequences.
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. Also counts toward management studies concentration.
Prerequisite: MATH 119, MATH 120 or CSCI 221.

MATH 224: History of Mathematics in the West
Using primary sources and historical studies, students address such matters as how new mathematical ideas arise, and how politics, economics, arts, and science have influenced and have been influenced by developments in mathematics. The course focuses on mathematics in ancient Greece and in Europe (and later in the United States) from the Renaissance to the present. Offered periodically.
Prerequisite: MATH 220.

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. Also counts toward neuroscience, management studies, and mathematical biology concentrations.
Prerequisite: MATH 126 or MATH 128 and MATH 220.

MATH 234: Discrete Mathematical Reasoning
In this course students use topics in discrete mathematics to engage in problem solving, abstract mathematical thinking, and logical reasoning. Students practice proof writing in multiple contexts, including: propositional and predicate logic; the foundations of set theory, functions, and relations; elementary number theory; arithmetic and geometric progressions; permutations, combinations, and basic probability; and graph theory. Offered annually in the spring. Also counts toward computer science major and management studies concentration.
Prerequisite: CSCI 221, MATH 126 or MATH 128.

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. Also 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. Also 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. Also 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. Also counts toward computer science major.
Prerequisite: MATH 220. Permission of instructor required for first-year students.

MATH 257: Noether and Kovalevskaya: Algebra/Analysis/Access in Europe (abroad)
Students study the mathematics of Emmy Noether and Sonya Kovalevskaya, visit cultural and historical sites in Germany and Sweden associated with the women, and learn about the societal contexts in which they lived and worked. Noether was fundamental in the development of algebra, in particular the theory of how rings decompose into ideals. Kovalevskaya extended work of Cauchy to prove the main theorem for analytic solutions to partial differential equations. Offered alternate years during interim. Apply through International and Off-Campus Studies.
Prerequisites: MATH 252, or MATH 230 and MATH 244.
MATH 226: 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. Also counts toward management studies concentration.
Prerequisites: MATH 126 or MATH 128.

MATH 266: Independent Study
This course continues the study of vector spaces and linear transformations. Topics include: abstract vector spaces; linear transformations, including matrix representations, decompositions such as Jordan Canonical Form and Singular Value Decomposition; characteristic polynomials and the Cayley-Hamilton Theorem; invariant subspaces; and inner product spaces, including orthogonal bases, minimization problems, and the Spectral Theorem. Applications may include graph and network theory, principal component analysis and generalized eigenspaces, iterative solutions of large systems, and representation theory.
Prerequisites: MATH 220, and MATH 244 or MATH 252.

MATH 320: Advanced Linear Algebra
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 alternate years. Also counts toward neuroscience and mathematical biology concentrations.
Prerequisite: MATH 226 and MATH 230.

MATH 332: Graph Theory
This course covers fundamental concepts of graph theory and their applications, including topics such as simple graphs and directed graphs, degree sequences, Eulerian and Hamiltonian graphs, trees and spanning trees, matchings, networks and feasible flows, connectivity, and graph colorings. Other applications and algorithms may include greedy algorithms for minimum spanning trees, Prüfer codes, Hall's Theorem, the Gale-Shapley Algorithm, Menger's Theorem, the Max-Cut/Min-Flow Theorem, the Committee Scheduling Problem, Kuratowski's Theorem, and Ramsey's Theorem.
Prerequisites: MATH 244 or MATH 252.

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 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 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 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 346: 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 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 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 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. Also counts toward neuroscience and linguistic studies concentrations.
Prerequisite: a proof writing course (such as MATH 232, MATH 244, or MATH 252) or permission of instructor.

MSCS 124: A Four-Dimensional Excursion
This elementary introduction to the geometry of four-dimensional Euclidean space begins with an examination of lower-dimensional spaces and their relationships to one another. Generic objects are examined with the goal of understanding how a four-dimensional counterpart might be generated. Students explore what it means to “see” four-dimensional objects and in alternative ways. The term ends with group projects realized as a short research paper, a virtual reality show/object, and a class presentation. Offered periodically during interim. No prerequisite.

MSCS 150: Statistical and Data Investigations
Students learn basic techniques to analyze, manage, visualize, and model data. Instruction focuses on the analysis of “real,” salient datasets in a computer-equipped classroom. In small groups students discuss, analyze, and solve case study-based problems. Class sessions include the Inquiry-Based Learning technique, which engages students in frequent presentations of their solutions to the class. Students use the R statistical software to perform statistical computing and data visualizations. Offered annually.

MSCS 264: Introduction to Data Science
Data is the currency of the modern world, and data science is a field that sits at the intersection between statistics and computer science. At its heart, data science is about gleaning information and making decisions from data; this course provides a solid foundation to the most important data science tools. Students develop a common language for creating visualizations, wrangling with data, programming in a literate manner, producing reproducible research, and communicating results. Offered each semester. Counts toward statistics and data science concentration.

MSCS 341: Algorithms for Decision Making
This course introduces students to the subject of machine learning. The primary focus is the development and application of powerful machine learning algorithms applied to complex, real-world data. Topics covered include linear regression, nearest neighbor models, k-means clustering, shrinkage methods, decision trees and forests, boosting, bagging, support vector machines, and hierarchical clustering. Applications are taken from a wide variety of disciplines, including biology, economics, public policy, public health, and sports. Familiarity with a programming language such as R or Python is highly recommended. Offered on a regular basis. Counts toward computer science and mathematics majors and statistics and data science concentration.
Prerequisite: MATH 220, CSCI 251, or STAT 272 or permission of the 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 260 all provide an introduction to statistics and students should not take more than one; they all can serve as a prerequisite for further courses. Also counts toward environmental studies major (natural science and social science emphases), kinesiology major, and management studies and mathematical biology concentrations.
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. Also counts toward environmental studies major (natural science and social science emphases) and management studies, mathematical biology, and neuroscience concentrations.
Prerequisite: STAT 110 or STAT 212 or ECON 260 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. Also 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. Also counts toward neuroscience concentration.
Prerequisite: STAT 272.

Faculty
Chair, 2021-2022
Kristina C. Garrett
Professor of Mathematics, Statistics, and Computer Science
enumeral and algebraic combinatorics; partition theory; q-series

Adam H. Berliner
Associate Professor of Mathematics, Statistics, and Computer Science
combinatorial matrix theory; linear algebra; graph theory

Tyler Billingsley
Visiting Assistant Professor of Mathematics, Statistics, and Computer Science

Sara Clifton
Assistant Professor of Mathematics

Jill Dietz
Professor of Mathematics, Statistics, and Computer Science
algebraic topology; group theory

Rita Gomez
Adjunct Instructor in Mathematics, Statistics, and Computer Science

Bruce Hanson
Professor of Mathematics, Statistics, and Computer Science
real analysis; complex analysis

Ryota Matsuura
Associate Professor of Mathematics, Statistics, and Computer Science
mathematics education; algebraic number theory

Steven McKelvey
Professor of Mathematics, Statistics, and Computer Science
operations research; wildlife modeling

Matthew P. Richey (On sabbatical 2021-22)
Professor of Mathematics, Statistics, and Computer Science
applied and computational mathematics

Paul J. Roback
Professor of Mathematics, Statistics, and Computer Science

David P. Walmsley
Assistant Professor of Mathematics

Adam C. Wood
Visiting Assistant Professor of Mathematics, Statistics, and Computer Science

Matthew Wright
Associate Professor of Mathematics, Statistics, and Computer Science
applied and computational topology

Kathryn Ziegler-Graham
Associate Professor of Mathematics, Statistics, and Computer Science
biostatistics

Mathematics, Statistics, and Computer Science
Ellen Habereth, 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 and data science. For more information on each program, see the separate listings under Computer Science (p. 151), Mathematics (p. 243), and Statistics and Data Science (p. 243).

Courses
MSCS 124: A Four-Dimensional Excursion
This elementary introduction to the geometry of four-dimensional Euclidean space begins with an examination of lower-dimensional spaces and their relationships to one another. Generic objects are examined with the goal of understanding how a four-dimensional counterpart might be generated. Students explore what it means to "see" four-dimensional objects and in alternative ways. The term ends with group projects realized as a short research paper, a virtual reality show/object, and a class presentation. Offered periodically during Interim. No prerequisite.

MSCS 150: Statistical and Data Investigations
Students learn basic techniques to analyze, manage, visualize, and model data. Instruction focuses on the analysis of "real," salient datasets in a computer-equipped classroom. In small groups students discuss, analyze, and solve case study-based problems. Class sessions include the Inquiry-Based Learning technique, which engages students in frequent presentations of their solutions to the class. Students use the R statistical software to perform statistical computing and data visualizations. Offered annually.
MSCS 264: Introduction to Data Science
Data is the currency of the modern world, and data science is a field that sits at the intersection between statistics and computer science. At its heart, data science is about gleaning information and making decisions from data; this course provides a solid foundation to the most important data science tools. Students develop a common language for creating visualizations, wrangling with data, programming in a literate manner, producing reproducible research, and communicating results. Offered each semester. Counts toward statistics and data science concentration.

MSCS 341: Algorithms for Decision Making
This course introduces students to the subject of machine learning. The primary focus is the development and application of powerful machine learning algorithms applied to complex, real-world data. Topics covered include linear regression, nearest neighbor models, k-means clustering, shrinkage methods, decision trees and forests, boosting, bagging, support vector machines, and hierarchical clustering. Applications are taken from a wide variety of disciplines, including biology, economics, public policy, public health, and sports. Familiarity with a programming language such as R or Python is highly recommended. Offered on a regular basis. Counts toward computer science and mathematics majors and statistics and data science concentration.

Prerequisite: MATH 220, CSCI 251, or STAT 272 or permission of the 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.

MSCS 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 alternate years during Interim.

Prerequisite: Permission of the instructor.

MSCS 394: Academic Internship

MSCS 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.

MSCS 398: Independent Research

Faculty
Chair, 2021-2022
Kristina C. Garrett
Professor of Mathematics, Statistics, and Computer Science

Adam H. Berliner
Associate Professor of Mathematics, Statistics, and Computer Science

Tyler Billingsley
Visiting Assistant Professor of Mathematics, Statistics, and Computer Science

Laura Boehm
Assistant Professor of Mathematics, Statistics, and Computer Science

Richard A. Brown
Professor of Mathematics, Statistics, and Computer Science

Sara Clifton
Assistant Professor of Mathematics

Ryan Coopergard
Visiting Instructor in Mathematics, Statistics, and Computer Science

Jaime I. Davila
Assistant Professor of Mathematics, Statistics, and Computer Science

Jill Dietz
Professor of Mathematics, Statistics, and Computer Science

Rita Gomez
Adjunct Instructor in Mathematics, Statistics, and Computer Science

Olaf A. Hall-Holt
Associate Professor of Mathematics, Statistics, and Computer Science

Bruce Hanson
Professor of Mathematics, Statistics, and Computer Science

Elizabeth A. Jensen
Assistant Professor of Mathematics, Statistics, and Computer Science

Sharon J. Lane-Getaz
Associate Professor of Mathematics, Statistics, and Computer Science and Education

Ryota Matsuura
Associate Professor of Mathematics, Statistics, and Computer Science

Steven McKelvey
Professor of Mathematics, Statistics, and Computer Science

Matthew P. Richey (On sabbatical 2021-22)
Professor of Mathematics, Statistics, and Computer Science
applied and computational mathematics

Paul J. Roback
Professor of Mathematics, Statistics, and Computer Science
statistics

Joseph Roith
Visiting Assistant Professor of Mathematics, Statistics, and Computer Science

Adam Schultze
Visiting Assistant Professor of Mathematics, Statistics, and Computer Science

David P. Walmsley
Assistant Professor of Mathematics

Adam C. Wood
Visiting Assistant Professor of Mathematics, Statistics, and Computer Science

Matthew Wright
Associate Professor of Mathematics, Statistics, and Computer Science

Kathryn Ziegler-Graham
Associate Professor of Mathematics, Statistics, and Computer Science
biostatistics

Medieval Studies
Laurel Brook, Tomson 368
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wp.stolaf.edu/classics

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 carry OLE Core curriculum attributes. 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

Distinction
See Academic Honors (p. 25)
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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourth semester (or higher) of Latin</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>One medieval history course</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>One medieval literature course</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Four electives chosen from various departments</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>One independent research</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>8</strong></td>
<td></td>
</tr>
</tbody>
</table>

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

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 267 Arts of the Islamic Worlds
ART 275 Topics in Art History
ART 278 Topics: Art, Identity, and Experience in the Early Medieval World
ENGL 220 Topics in Literary History
ENGL 223 Old and Middle English Literature: The Weird and the Wonderful
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 Warriors, Mystics, Reformers
HIST 188 Topical Seminar
HIST 189 Topical Seminar
HIST 210 Major Seminar: European History
HIST 211 Viking and Medieval Scandinavia
HIST 289 Topics in History
HIST 299 Topics in History
LATIN 235 Medieval Latin (or any other Latin course beyond 231)
MUSIC 345 Advanced Study in Music History
NORW 240 Vikings Past and Present
NORW 399 Seminar
PHIL 374 Seminar in the History of Philosophy
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
298: Independent Study
398: Independent Research
Interim courses such as:
ART 255 Italian Art in Context (abroad)
ENGL 243 Arthurian Legend and Literature
HIST 299 Topics in History
NORW 224 Topics in Contemporary Nordic Literature: A Window on Society (when taught as Nordic Folklore)

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, parts of Africa, 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 a number of fields, particularly history, political science, religion, and sociology/anthropology.

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

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, 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 (medieval or modern) history. At least one course must be taken on campus. Typically, one course taken on Global Semester counts 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

MEST 202: Topics in Modern Middle Eastern Studies
This course introduces students to different topics within the cultures and traditions of the modern Middle East. 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. May be repeated if topic is different. Offered annually in the spring semester.

Faculty

Director, 2020-2021
Anne H. Groton
Professor of Classics
Greek and Roman drama; classical languages and literature
A list of the Ancient and Medieval Studies Steering Committee members can be found here.

Middle Eastern Studies

Jennifer Schultz, Old Main 130
507-786-3080
schultzj@stolaf.edu
wp.stolaf.edu/middle-east
MEST 294: Academic Internship
MEST 298: Independent Study
MEST 394: Academic Internship
MEST 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.

The following courses, offered on- and off-campus during the 2018-19 academic year, count towards the Middle Eastern studies concentration:

**Fall 2018**

ENGL 209 Arab American Literature and Film
HIST 291 Introduction to African History
ID 234 Human Geography of the Middle East
REL 246 Islam -- Religion and Community

**Interim 2019**

BIO 253 Water in Morocco: Precious, Precarious, and Problematic (abroad)
FREN 235 French Language and Moroccan Culture in Fez (abroad)
REL 271 Bible in Context: Hist/Geography/Culture in Israel & Palestine (abroad)

**Spring 2019**

HIST 189 Topical Seminar Topic: Jihad and Crusade
MEST 202 Topics in Modern Middle Eastern Studies Topic: Middle Eastern Film
REL 217 Christian and Islamic Ethics: Conflicts and Cross-Pollination
REL 248 Judaism

**See also:** Carleton Courses with Seats Reserved for St. Olaf Students (contact Jamie Schillinger, Director of Middle Eastern Studies, for more information)

- Fall 2018: ARBC 101 Elementary Arabic
- Interim 2019: ARBC 102 Elementary Arabic
- Spring 2019: ARBC 103 Elementary Arabic

**Faculty**

- **Director, 2021-2022**
  - Jamie A. Schillinger
  - Associate Professor of Religion
  - Christian thought and ethics; Islamic thought and ethics

- **Ibtesam ál-Atiyat**
  - Associate Professor of Sociology/Anthropology
  - Arab society; gender; social movements; Islamic movements

- **Ali Chamseddine**
  - Visiting Instructor in Religion

- **Abdulai Iddrisu**
  - Associate Professor of History
  - African history; Islam in Africa

- **Robert W. McClure**
  - Associate Professor of Practice in Education
  - social studies; educational psychology; curriculum and instruction

- **Linda Y. Mokdad**
  - Associate Professor of English
  - film history; classical film theory; feminist film theory; art cinema; Arab cinemas

- **Maria F. Vendetti**
  - Associate Professor of Romance Languages - French
  - 20th- and 21st-century French and Francophone literature; literature and testimony during and after the Algerian War of Independence; literary and filmic representations of torture, trauma, and war

**Music**

David Carter, Christiansen Hall of Music 101 A
507-786-3535
carter@stolaf.edu
wp.stolaf.edu/music

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 composition, musicology, or theory.
Admissions to Teacher Education Programs

Entrance applications for 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.

Continuance

All students in B.M. and teacher education programs are reviewed for continuance. B.M. performance, church music, 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.

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

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, Chapel Choir, St. Olaf Cantorei, Chamber Singers, Manitou Singers, Viking Chorus

Instrumental Ensembles

St. Olaf Band, Norseman Band, St. Olaf Orchestra, St. Olaf Philharmonia, Collegium Musicum, Jazz Ensembles, Handbell Choirs

Additional opportunities for ensemble performance include Collegiate Chorale, Clarinet Choir, Flute Choir, Horn Club, Percussion Ensemble, Trombone Choir, Tuba-Euphonium Ensemble, and Lars Skjervheim Spelemannslag. Participation in these ensembles does not fulfill graduation requirements for music majors.

Distinction

The Music Department does not offer departmental distinction.

Requirements

Requirements that apply to all B.A. and B.M. music majors:

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 Department office by October 1 of their first year for more information. More information for prospective majors.
• application
• principal-instrument/voice audition repertoire
• music knowledge and keyboard skills screening

S/U Policy: No required course in the major can be taken S/U.

Music majors who study off-campus may petition the 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.

B.A. General Music Major
Worksheet

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 114</td>
<td>Musicianship: Tonality</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 141</td>
<td>Introduction to Musicology</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 161</td>
<td>Piano Class I (0.25) (minimum grade of B-)</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 162</td>
<td>Piano Class II (0.25) (minimum grade of B-)</td>
<td>0.25</td>
</tr>
</tbody>
</table>

Select one of the following: 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 212</td>
<td>Chromatic Musicianship and Form</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 214</td>
<td>Post-Tonal Musicianship</td>
<td>1</td>
</tr>
</tbody>
</table>

Select 2 courses from Level III music electives, including at least one upper-level musicology elective (MUSIC 34x) 2

Select 3 additional courses from Level II or Level III music electives 3

Performance Studies 1.5

6 semesters (0.25 each); 4 in the same instrument/voice

Official Ensemble Participation

4 semesters

Required Performances 2

2 solo performances on a St. Olaf student recital

Required Recital Attendance 3

10 recitals per semester on campus, with a minimum of 60

Total Credits 10

1 By successfully completing Keyboard Proficiency Exam Level II, a student is exempt from MUSIC 161 and MUSIC 162. See Keyboard Proficiency Requirements.

2 See Performance Requirements for Music Majors

3 See music handbook.

Composition Emphasis Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 225</td>
<td>Music in the Electronic Medium</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 324</td>
<td>Composition II: Orchestration</td>
<td>1</td>
</tr>
<tr>
<td>MUSPF 326</td>
<td>Composition Lesson: 4 semesters (0.25 each)</td>
<td>1</td>
</tr>
</tbody>
</table>

Required Performances

2 composition performances, at least 1 in junior or senior year

Portfolio
With approval of the composition faculty, the student submits a portfolio of at least 3 compositions previously submitted for Level III composition courses to the Music Office by May 1 of the senior year.

**Total Credits**

3

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

### B.A. with Musicology Emphasis

**Worksheet**

#### Additional Admissions Requirements

- complete application
- consult and register with a music history faculty member by end of junior year, preferably earlier

#### Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 114</td>
<td>Musicianship: Tonality</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 141</td>
<td>Introduction to Musicology</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 161</td>
<td>Piano Class I (0.25) (minimum grade of B-) ²</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 162</td>
<td>Piano Class II (0.25) (minimum grade of B-) ²</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 212</td>
<td>Chromatic Musicianship and Form</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 214</td>
<td>Post-Tonal Musicianship</td>
<td>1</td>
</tr>
<tr>
<td>Select 1 course from 240-level musicology electives</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Select 2 courses from Level III music electives, including at least one upper-level musicology elective (MUSIC 340-level)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Select 1 additional course from Level II or Level III music electives</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Performance Studies**

6 semesters (0.25 each); 4 in the same instrument/voice.

**Official Ensemble Participation**

4 semesters

**Required Performances**

2 solo performances on a St. Olaf Student Recital

**Required Recital Attendance**

10 recitals per semester on campus, with a minimum of 60

**Total Credits**

9

1. See the Bachelor of Arts General Education Requirements.
2. By successfully completing Keyboard Proficiency Exam Level II, a student is exempt from MUSIC 161 and MUSIC 162.
3. See Performance Requirements for Music Majors.
4. See music handbook.

### Emphasis in Musicology Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 312</td>
<td>Counterpoint</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 313</td>
<td>Analysis of Tonal Music</td>
<td></td>
</tr>
<tr>
<td>MUSIC 314</td>
<td>Analysis of Post-Tonal Music</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**

3

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

### B.A. with Theory Emphasis

**Worksheet**

#### Additional Admissions Requirements

- complete application
- consult and register with theory faculty by end of junior year, preferably earlier

#### Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 114</td>
<td>Musicianship: Tonality</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 141</td>
<td>Introduction to Musicology</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 161</td>
<td>Piano Class I (0.25) (minimum grade of B-) ¹</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 162</td>
<td>Piano Class II (0.25) (minimum grade of B-) ¹</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 212</td>
<td>Chromatic Musicianship and Form</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 214</td>
<td>Post-Tonal Musicianship</td>
<td>1</td>
</tr>
<tr>
<td>Select 2 courses from Level III music electives, including at least one upper-level musicology elective (MUSIC 340-level)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Select 2 additional courses from Level II or Level III music electives</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**Performance Studies Lessons**

6 semesters (0.25 each); 4 in the same instrument/voice.

**Official Ensemble Participation**

4 semesters in an official ensemble

**Required Performances**

2 solo performances on a St. Olaf Student Recital

**Required Recital Attendance**

See music handbook.
10 recitals per semester on campus, with a minimum of 60

Total Credits 10

1 By successfully completing Keyboard Proficiency Exam Level II, a student is exempt from MUSIC 161 and MUSIC 162; see Keyboard Proficiency Requirements

2 See Performance Requirements for Music Majors

3 See music handbook.

Theory Emphasis Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 312</td>
<td>Counterpoint</td>
<td>1.00</td>
</tr>
<tr>
<td>MUSIC 313</td>
<td>Analysis of Tonal Music</td>
<td>1.00</td>
</tr>
<tr>
<td>MUSIC 314</td>
<td>Analysis of Post-Tonal Music</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Required Portfolio

With approval of the theory faculty, the student submits a portfolio of at least 3 papers previously submitted for Level III theory courses to the Music Office by May 1 of the senior year. One of these must be revised with faculty supervision to demonstrate the student’s best work in music analysis.

Total Credits 3

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

Bachelor of Music Degree

B.M. in Performance

Worksheets: Brass, Woodwind, Percussion; Organ; Piano; Strings; Voice

Additional Entrance Requirements

See Music Major Entrance Information

- academic/music review, possible interview/conference

Program Continuance

See Music Major Continuance Information

- generally during third semester in the program
- students not approved for continuance are no longer in the BM Performance program

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 114</td>
<td>Musicianship: Tonality</td>
<td>1.00</td>
</tr>
<tr>
<td>MUSIC 141</td>
<td>Introduction to Musicology</td>
<td>1.00</td>
</tr>
<tr>
<td>MUSIC 212</td>
<td>Chromatic Musicianship and Form</td>
<td>1.00</td>
</tr>
<tr>
<td>MUSIC 214</td>
<td>Post-Tonal Musicianship</td>
<td>1.00</td>
</tr>
<tr>
<td>MUSIC 237</td>
<td>World Music</td>
<td>1.00</td>
</tr>
</tbody>
</table>

MUSIC 251 Conducting (0.50) 0.50

Select 2 courses from Level III music electives, including at least one upper-level musicology elective (MUSIC 34x)

Select 2 additional courses from Level II or Level III music electives (can include secondary performance studies)

Performance Studies 6.00

Once accepted into the B.M. Performance program, students must register for a minimum of 6 semesters of 1.0 credit lessons (4 at Level I, subsequent at Level II)

Required Performances 3

2 solo performances on a St. Olaf Student Recital (may include Entrance and Continuance)

Entrance examination

Continuance examination

Junior half recital

Senior full recital

Official Ensemble Participation

Every semester in an official ensemble

Required Recital Attendance 4

10 recitals per semester on campus, with a minimum of 60

S/U Policy

No required course in the major can be taken S/U

Total Credits 15.5

1 See the OLE Core requirements for the Bachelor of Music degree.

2 See the general graduation requirements for the Bachelor of Music degree.

3 See Performance Requirements for Music Majors

4 See music handbook.

Additional Requirements for Emphasis in Voice

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 251</td>
<td>Conducting (0.50)</td>
<td>0.50</td>
</tr>
<tr>
<td>MUSIC 261</td>
<td>Piano Class III (0.25) (minimum grade of B-) 1</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 262</td>
<td>Piano Class IV (0.25) (minimum grade of B-) 1</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 263</td>
<td>Lyric Diction I (0.25)</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 264</td>
<td>Lyric Diction II (0.25)</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 281</td>
<td>Vocal Solo Literature I (0.25)</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 282</td>
<td>Vocal Solo Literature II (0.25)</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 291</td>
<td>Vocal Development and Pedagogy</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 292</td>
<td>Vocal Pedagogy II</td>
<td>0.25</td>
</tr>
</tbody>
</table>

Select one of the following: 1.00

MUSIC 267 Advanced Acting For The Lyric Stage
MUSIC 268  Opera Creation Residency in the Schools: Civic Engagement

MUSIC 269  Opera Workshop

Select 0.50 additional course from Level II or Level III music electives (can include secondary performance studies). Please see note below regarding the possibility of 1.50 credits being required. ¹

Required foreign languages:

Students are required to do two semesters of either French or German (or proficiency exam) plus two semesters of a second foreign language (or proficiency exam)

Total Credits 4

¹ By successfully completing Keyboard Proficiency Exam Level 4, a student is exempt from MUSIC 161, MUSIC 162, MUSIC 261, and MUSIC 262; however, the student would then be required to add 1.00 credits to the major for a total of 1.50 additional music electives.

Additional Requirements for Emphasis in Strings

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 161</td>
<td>Piano Class I (0.25) (minimum grade of B-) ¹</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 162</td>
<td>Piano Class II (0.25) (minimum grade of B-) ¹</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 261</td>
<td>Piano Class III (0.25) (minimum grade of B-) ¹</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 275</td>
<td>Instrumental Chamber Music (0.25) (2 semesters at 0.25 each)</td>
<td>0.50</td>
</tr>
<tr>
<td>MUSIC 295</td>
<td>String Literature and Pedagogy (0.50)</td>
<td>0.50</td>
</tr>
</tbody>
</table>

Select 2.25 additional courses from Level II or Level III music electives (can include secondary performance studies). Please see note below regarding the possibility of 3.00 credits being required.

Total Credits 4

¹ By successfully completing Keyboard Proficiency Exam Level 3, a student is exempt from MUSIC 161, MUSIC 162, and MUSIC 261; however, the student would then be required to add 0.75 credits to the major for a total of 2.50 additional music electives.

Additional Requirements for Emphasis in Winds, Brass, Percussion

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 161</td>
<td>Piano Class I (0.25) (minimum grade of B-) ¹</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 162</td>
<td>Piano Class II (0.25) (minimum grade of B-) ¹</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 261</td>
<td>Piano Class III (0.25) (minimum grade of B-) ¹</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 275</td>
<td>Instrumental Chamber Music (0.25) (2 semesters)</td>
<td>0.50</td>
</tr>
<tr>
<td>MUSIC 298</td>
<td>Independent Study (Pedagogy and Literature)</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Select 1.75 additional courses from Level II or Level II music electives (can include secondary performance studies). Please see note below regarding the possibility of 2.50 credits being required. ¹

Total Credits 4

¹ By successfully completing Keyboard Proficiency Exam Level 3, a student is exempt from MUSIC 161, MUSIC 162, and MUSIC 261; however, the student would then be required to add 0.75 credits to the major for a total of 2.50 additional music electives.

Additional Requirements for Emphasis in Organ

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 270</td>
<td>Advanced Keyboard Skills (minimum grade of B-) ¹</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 293</td>
<td>Keyboard Pedagogy (0.50)</td>
<td>0.50</td>
</tr>
<tr>
<td>MUSIC 298</td>
<td>Independent Study (Organ Literature)</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Select 2.25 additional courses from Level II or Level II music electives (can include secondary performance studies)

Total Credits 4

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

B.M. with Emphasis in Collaborative Keyboard

Worksheet

This emphasis can be added only to a B.M. Performance major with an emphasis in either organ or piano.

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 275</td>
<td>Instrumental Chamber Music (0.25) (2 semesters)</td>
<td>0.50</td>
</tr>
</tbody>
</table>
**B.M. in Church Music**

**Worksheet**

**B.M. in Church Music - with Choral Emphasis**

**Special Entrance Requirements**
See Music Major Entrance 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 Continuance Information

- generally during Junior year, fall semester
- students not approved for continuance are no longer in the B.M. Church Music program

**Major Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 214</td>
<td>Post-Tonal Musicianship</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 235</td>
<td>Music in Christian Worship</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 236</td>
<td>Church Music Practicum</td>
<td>0.5</td>
</tr>
<tr>
<td>MUSIC 237</td>
<td>World Music</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 251</td>
<td>Conducting (0.50)</td>
<td>0.5</td>
</tr>
<tr>
<td>MUSIC 252</td>
<td>Choral Conducting (0.50)</td>
<td>0.50</td>
</tr>
<tr>
<td>MUSIC 253</td>
<td>Instrumental Conducting (0.50)</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 262</td>
<td>Piano Class IV (0.25)</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 263</td>
<td>Lyric Diction I (0.25)</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 264</td>
<td>Lyric Diction II (0.25)</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 287</td>
<td>Choral Literature I (0.50)</td>
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</tr>
<tr>
<td>MUSIC 291</td>
<td>Vocal Development and Pedagogy</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 292</td>
<td>Vocal Pedagogy II</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 297</td>
<td>Advanced Conducting (0.50)</td>
<td>0.50</td>
</tr>
<tr>
<td>MUSIC 354</td>
<td>Select 2 courses from Level III electives, including at least one upper-level musicology elective (MUSIC 34x)</td>
<td>2</td>
</tr>
<tr>
<td>MUSIC 355</td>
<td>Teaching of Music in the Elementary School</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 355</td>
<td>Instrumental Chamber Music (0.25) (additional semesters)</td>
<td>3</td>
</tr>
<tr>
<td>MUSPF 330</td>
<td>Capstone Performance Project/Conducting Lessons</td>
<td>.5</td>
</tr>
</tbody>
</table>

**Official Ensemble Participation**
Every semester in an official choral ensemble

**Required Recital Attendance**
10 recitals per semester on campus, with a minimum of 60 recitals

**Total Credits** 19.5

---

1. The OLE Core requirements for the Bachelor of Music degree.
2. See the general graduation requirements for the Bachelor of Music degree.
3. See Performance Requirements for Music Majors.
4. See music handbook.

**B.M. in Church Music - with Emphasis in Organ**

**Worksheet**
Special Entrance Requirements

See Music Major Entrance 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 Continuance Information

• generally during third semester in the program
• students not approved for continuance are no longer in the BM Church Music program

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLE Core Requirements for the Bachelor of Music Degree</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>General graduation requirements for the Bachelor of Music degree</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Core Music Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 114</td>
<td>Musicianship: Tonality</td>
<td>1</td>
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<tr>
<td>MUSIC 141</td>
<td>Introduction to Musicology</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 212</td>
<td>Chromatic Musicianship and Form</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 214</td>
<td>Post-Tonal Musicianship</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 235</td>
<td>Music in Christian Worship</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 236</td>
<td>Church Music Practicum</td>
<td>0.5</td>
</tr>
<tr>
<td>MUSIC 237</td>
<td>World Music</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 251</td>
<td>Conducting (0.50)</td>
<td>0.5</td>
</tr>
<tr>
<td>MUSIC 252</td>
<td>Choral Conducting (0.50)</td>
<td>0.5</td>
</tr>
<tr>
<td>MUSIC 270</td>
<td>Advanced Keyboard Skills (minimum grade of B-)</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 290</td>
<td>Fundamentals of Vocal Development for Instrumentalists</td>
<td>0.5</td>
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</table>

Select one of the following: 0.5

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 253</td>
<td>Instrumental Conducting (0.50)</td>
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</tr>
<tr>
<td>MUSIC 354</td>
<td>Advanced Conducting (0.50)</td>
<td></td>
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</tbody>
</table>

Select 2 courses from Level III music electives, including at least one upper-level musicology elective (MUSIC 34x) 2

Select 3 additional courses from Level II or Level III music electives 3

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSPF 128</td>
<td>Organ Performance Studies</td>
<td>4</td>
</tr>
<tr>
<td>MUSPF 228</td>
<td>Organ Performance Studies</td>
<td>2</td>
</tr>
</tbody>
</table>

Once accepted into the B.M. in Church Music program, students must register for a minimum of 6 semesters of 1.0 credit organ lessons (4 at Level I, subsequent at Level II)

MUSPF 152 Voice Performance Studies: 1 semester .25

Required Performances

2 solo performances on a St. Olaf Student Recital (may include Entrance and Continuance)

Entrance examination
Continuance examination
Junior Half Recital
Senior Full Recital

Official Ensemble Participation
Every semester in an official choral ensemble

Required Recital Attendance:
10 recitals per semester on campus, with a minimum of 60

Total Credits 20

1 See the OLE Core requirements for the Bachelor of Music degree.
2 See the general graduation requirements for the Bachelor of Music degree.
3 See Performance Requirements for Music Majors
4 See music handbook.

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

B.M. in Composition

Worksheet

Additional Entrance Requirements

• apply during first or second year of study at St. Olaf, and after completion of one composition course
• composition portfolio, interview with composition faculty

See Entrance Information

Program Continuance

• generally during third semester in the program
• students not approved for continuance are no longer in the BM Composition program

See Continuance Information

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLE Core requirements for all B.M. degrees</td>
<td>1</td>
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</tr>
<tr>
<td>General graduation requirements for all B.M. degrees</td>
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</table>

Core courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 114</td>
<td>Musicianship: Tonality</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 141</td>
<td>Introduction to Musicology</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 161</td>
<td>Piano Class I (0.25) (minimum grade of B-)</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 162</td>
<td>Piano Class II (0.25) (minimum grade of B-)</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 166</td>
<td>Brass Techniques (0.25)</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 167</td>
<td>Percussion Techniques (0.25)</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 168</td>
<td>String Techniques (0.25)</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 169</td>
<td>Woodwind Techniques (0.25)</td>
<td>0.25</td>
</tr>
</tbody>
</table>
MUSIC 212  Chromatic Musicianship and Form  1
MUSIC 214  Post-Tonal Musicianship  1
MUSIC 223  Composition I  1
MUSIC 225  Music in the Electronic Medium  1
MUSIC 237  World Music  1
MUSIC 251  Conducting (0.50)  0.5
MUSIC 261  Piano Class III (0.25) (minimum grade of B-)  0.25
MUSIC 262  Piano Class IV (0.25) (minimum grade of B-)  0.25
MUSIC 314  Analysis of Post-Tonal Music  1
MUSIC 324  Composition II: Orchestration  1
MUSPF 326 Composition Lesson (4 semesters) (0.25 each)  1
Select one of:
MUSIC 252  Choral Conducting (0.50)  0.5
MUSIC 253  Instrumental Conducting (0.50)  0.5
Select 2 courses from Level III music electives, including at least one upper-level musicology elective (MUSIC 34x)  2
Select 3 additional courses from Level II or Level III music electives  3
PHYS 252  Musical Acoustics  1

Performance Studies
6 semesters (0.25 each); 4 in the same instrument/voice  1.5

Official Ensemble Participation
Every semester in an official ensemble

Required Performances
2 solo performances on a St. Olaf Student Recital

Required Recital Attendance
10 recitals per semester on campus, with a minimum of 60

Continuance examination must be completed before senior recital

Required Portfolio
With approval of the composition faculty, the student submits a portfolio of at least 3 compositions previously submitted for Level III composition courses to the music office by May 1 of the senior year

Senior recital of original works

Total Credits  20.5

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

B.M. in Music Education - Instrumental

Please see Overview of St. Olaf's Teacher Education Program (p. 86) and General Requirements and Procedures (p. 87)

Worksheets: Vocal; Instrumental

Additional Entrance Requirements
See Entrance Information

In sophomore year, spring semester:

• complete application (due October 15, March 15): BM Music Education
• full academic review
• recital performance on principal instrument/voice

Program Continuance
See 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

Major Requirements

Code  Title  Credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 114</td>
<td>Musicianship: Tonality</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 141</td>
<td>Introduction to Musicology</td>
<td>1.00</td>
</tr>
<tr>
<td>MUSIC 161</td>
<td>Piano Class I (0.25) (with grade of B-)</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 162</td>
<td>Piano Class II (0.25) (with grade of B-)</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 165</td>
<td>Guitar Techniques (0.25)</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 166</td>
<td>Brass Techniques (0.25)</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 167</td>
<td>Percussion Techniques (0.25)</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 168</td>
<td>String Techniques (0.25)</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 169</td>
<td>Woodwind Techniques (0.25)</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 212</td>
<td>Chromatic Musicianship and Form</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 214</td>
<td>Post-Tonal Musicianship</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 221</td>
<td>Instrumental Literature and Arranging</td>
<td>0.50</td>
</tr>
<tr>
<td>MUSIC 237</td>
<td>World Music</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 251</td>
<td>Conducting (0.50)</td>
<td>0.5</td>
</tr>
<tr>
<td>MUSIC 253</td>
<td>Instrumental Conducting (0.50)</td>
<td>0.50</td>
</tr>
<tr>
<td>MUSIC 261</td>
<td>Piano Class III (0.25) (with grade of B-)</td>
<td>0.25</td>
</tr>
</tbody>
</table>

See the OLE Core requirements for the Bachelor of Music degree.

See the General Education requirements for the Bachelor of Music degree.

By successfully completing Keyboard Proficiency Exam Level 4, a student is exempt from MUSIC 161, 162, 261, and MUSIC 262; see Keyboard Proficiency Requirements

See Performance Requirements for Music Majors

See music handbook.
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 290</td>
<td>Fundamentals of Vocal Development for Instrumentalists</td>
<td>0.50</td>
</tr>
<tr>
<td>MUSIC 252</td>
<td>Choral Conducting (0.50)</td>
<td></td>
</tr>
<tr>
<td>MUSIC 354</td>
<td>Advanced Conducting (0.50)</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>MUSIC 352</td>
<td>Choral Conducting (0.50)</td>
<td></td>
</tr>
<tr>
<td>MUSIC 354</td>
<td>Advanced Conducting (0.50)</td>
<td></td>
</tr>
<tr>
<td>Select 2 courses from Level III music electives, including at least one upper-level musicology elective (MUSIC 34x)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Select 1 additional course from Level II or Level III music electives</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Performance Studies</td>
<td></td>
<td>2.5</td>
</tr>
<tr>
<td>6 semesters. Prior to entrance into the B.M. Music Education program, lessons on licensure instrument will be 0.25 credits; following entrance, typically spring of sophomore year, lessons will be 0.50 credits.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 355</td>
<td>Teaching of Music in the Elementary School</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 356</td>
<td>Teaching of Music in the Middle and High School (0.50)</td>
<td>0.5</td>
</tr>
<tr>
<td>EDUC 359</td>
<td>Teaching of Instrumental Music (0.50)</td>
<td>0.5</td>
</tr>
<tr>
<td>Official Ensemble Participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every semester in an official instrumental ensemble</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 semester in an official choral ensemble</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Performances</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>2 solo performances on a St. Olaf Student Recital</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 chamber music performances</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Half Recital</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Recital Attendance</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>10 recitals per semester on campus, with a minimum of 60</td>
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<td></td>
</tr>
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</table>

**Education Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 231</td>
<td>Understanding Substance Abuse (0 credit)</td>
<td>0</td>
</tr>
<tr>
<td>EDUC 272</td>
<td>Counseling and Communication in Schools (0.50)</td>
<td>0.50</td>
</tr>
<tr>
<td>EDUC 290</td>
<td>Educational Psychology</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 291</td>
<td>Instructional Technology (0 credit)</td>
<td>0</td>
</tr>
<tr>
<td>EDUC 330</td>
<td>Principles of Education, K-12</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 374</td>
<td>Reading in the Content Area (0.50)</td>
<td>0.5</td>
</tr>
<tr>
<td>EDUC 375</td>
<td>Differentiated Instruction for Exceptional Learners (0.50)</td>
<td>.5</td>
</tr>
</tbody>
</table>

**Required Elective Education Course: Select One of the Following:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 170</td>
<td>Urban Schools and Communities (off-campus)</td>
<td></td>
</tr>
<tr>
<td>EDUC 347</td>
<td>Teaching ESL, K-12</td>
<td></td>
</tr>
<tr>
<td>EDUC 378</td>
<td>Multicultural Education in Hawaii: Seminar and Practicum (off-campus)</td>
<td></td>
</tr>
<tr>
<td>EDUC 379</td>
<td>Urban Education Practicum and Seminar (off-campus)</td>
<td></td>
</tr>
<tr>
<td>EDUC 381</td>
<td>Senior Seminar (0.50)</td>
<td>0.5</td>
</tr>
<tr>
<td>EDUC 382</td>
<td>Human Relations (0 Cr)</td>
<td>0</td>
</tr>
<tr>
<td>EDUC 385</td>
<td>Issues in Education (0.50)</td>
<td>0.5</td>
</tr>
<tr>
<td>EDUC 389</td>
<td>Student Teaching (3.0)</td>
<td>3</td>
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</table>

**Total Credits**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>OLE Core Requirements for the Bachelor of Music Degree</td>
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<tr>
<td>1</td>
<td>See the OLE Core requirements for the Bachelor of Music degree.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>See the general graduation requirements for the Bachelor of Music degree.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>By successfully completing Keyboard Proficiency Exam Level 2, a student is exempt from MUSIC 161 and MUSIC 162</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>By successfully completing Keyboard Proficiency Exam Level 3, a student is exempt from MUSIC 161, MUSIC 162, and MUSIC 261</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>See Performance Requirements for Music Majors</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>See music handbook.</td>
<td></td>
</tr>
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</table>

**B.M. in Music Education - Vocal**

Please see Overview of St. Olaf's Teacher Education Program (p. 86) and General Requirements and Procedures (p. 87)

Worksheets: Vocal; Instrumental

**Additional Entrance Requirements**

See Entrance Information

In sophomore year, spring semester:

- complete application (due October 15, March 15): BM Music Education
- full academic review
- recital performance on principal instrument/voice

**Program Continuance**

See 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

**Major Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 114</td>
<td>Musicianship: Tonality</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 141</td>
<td>Introduction to Musicology</td>
<td>1.00</td>
</tr>
<tr>
<td>MUSIC 161</td>
<td>Piano Class I (0.25) (with a grade of B-)</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 162</td>
<td>Piano Class II (0.25) (with a grade of B-)</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 165</td>
<td>Guitar Techniques (0.25)</td>
<td>0.25</td>
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</tbody>
</table>

**Core Music Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 252</td>
<td>Choral Conducting (0.50)</td>
<td></td>
</tr>
<tr>
<td>MUSIC 354</td>
<td>Advanced Conducting (0.50)</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>MUSIC 212</td>
<td>Chromatic Musicianship and Form</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 214</td>
<td>Post-Tonal Musicianship</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 237</td>
<td>World Music</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 251</td>
<td>Conducting (0.50)</td>
<td>0.5</td>
</tr>
<tr>
<td>MUSIC 252</td>
<td>Choral Conducting (0.50)</td>
<td>0.50</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>MUSIC 253</td>
<td>Instrumental Conducting (0.50)</td>
<td></td>
</tr>
<tr>
<td>MUSIC 254</td>
<td>Advanced Conducting (0.50)</td>
<td></td>
</tr>
<tr>
<td>MUSIC 261</td>
<td>Piano Class III (0.25) (with a grade of B-)</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 262</td>
<td>Piano Class IV (0.25) (with a grade of B-)</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 287</td>
<td>Choral Literature I (0.50)</td>
<td>0.50</td>
</tr>
<tr>
<td>MUSIC 291</td>
<td>Vocal Development and Pedagogy</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 292</td>
<td>Vocal Pedagogy II</td>
<td>0.25</td>
</tr>
<tr>
<td>Select 2 courses from Level III music electives, including at least one upper-level musicology elective (MUSIC 34x)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Select 1.75 additional courses from Level II or Level III music electives</td>
<td>1.75</td>
<td></td>
</tr>
<tr>
<td>Performance Studies</td>
<td></td>
<td>2.5</td>
</tr>
<tr>
<td>6 semesters. Prior to entrance into the BM Music Education program, voice lessons will be 0.25 credits; following entrance, typically spring of sophomore year, lessons will be 0.50 credits.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 355</td>
<td>Teaching of Music in the Elementary School</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 356</td>
<td>Teaching of Music in the Middle and High School (0.50)</td>
<td>0.5</td>
</tr>
<tr>
<td>EDUC 358</td>
<td>Teaching of Vocal Music in the Secondary School (0.50)</td>
<td>0.50</td>
</tr>
<tr>
<td>Official Ensemble Participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every semester in an official choral ensemble</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Performances</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>2 solo performances on a St. Olaf Student Recital</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 vocal chamber music performances</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Half Recital</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Recital Attendance</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>10 recitals per semester on campus, with a minimum of 60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required elective in Art, Theater, or Lyric Theater</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>EDUC 231</td>
<td>Understanding Substance Abuse (0 credit)</td>
<td>0</td>
</tr>
<tr>
<td>EDUC 290</td>
<td>Educational Psychology</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 291</td>
<td>Instructional Technology (0 credit)</td>
<td>0</td>
</tr>
<tr>
<td>EDUC 330</td>
<td>Principles of Education, K-12</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 374</td>
<td>Reading in the Content Area (0.50)</td>
<td>0.5</td>
</tr>
<tr>
<td>EDUC 375</td>
<td>Differentiated Instruction for Exceptional Learners (0.50)</td>
<td>0.5</td>
</tr>
<tr>
<td>Required Elective Education Course: Select One of the Following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 170</td>
<td>Urban Schools and Communities (off-campus)</td>
<td></td>
</tr>
<tr>
<td>EDUC 378</td>
<td>Multicultural Education in Hawaii: Seminar and Practicum (off-campus)</td>
<td></td>
</tr>
<tr>
<td>EDUC 379</td>
<td>Urban Education Practicum and Seminar (off-campus)</td>
<td></td>
</tr>
<tr>
<td>Professional Semester Education Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 381</td>
<td>Senior Seminar (0.50)</td>
<td>0.5</td>
</tr>
<tr>
<td>EDUC 382</td>
<td>Human Relations (0 Cr)</td>
<td>0</td>
</tr>
<tr>
<td>EDUC 385</td>
<td>Issues in Education (0.50)</td>
<td>0.5</td>
</tr>
<tr>
<td>EDUC 389</td>
<td>Student Teaching (3.0)</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>26</td>
</tr>
</tbody>
</table>

1. See the OLE Core requirements for the Bachelor of Music degree.
2. See the general graduation requirements for the Bachelor of Music degree.
3. By successfully completing Keyboard Proficiency Exam Level 2, a student is exempt from MUSIC 161 and MUSIC 162.
4. By successfully completing Keyboard Proficiency Exam Level 3, a student is exempt from MUSIC 161, MUSIC 162, and MUSIC 261.
5. See Performance Requirements for Music Majors.
6. See music handbook.

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

B.M. with Elective Studies
Worksheet

Additional Entrance Requirements

Music Major Entrance 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 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
## Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OLE Core Requirements for the Bachelor of Music Degree</strong></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>General graduation requirements for all B.M. degrees</td>
<td>2</td>
</tr>
<tr>
<td><strong>Core Music Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSIC 114</td>
<td>Musicianship: Tonality</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 141</td>
<td>Introduction to Musicology</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 161</td>
<td>Piano Class I (0.25) (with a grade of B-)</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 162</td>
<td>Piano Class II (0.25) (with a grade of B-)</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 212</td>
<td>Chromatic Musicianship and Form</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 214</td>
<td>Post-Tonal Musicianship</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 237</td>
<td>World Music</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 251</td>
<td>Conducting (0.50)</td>
<td>0.5</td>
</tr>
<tr>
<td>MUSIC 261</td>
<td>Piano Class III (0.25) (with a grade of B-)</td>
<td>0.25</td>
</tr>
<tr>
<td>MUSIC 298</td>
<td>Independent Study (Synthesis Project: Capstone project that combines Music with the second discipline)</td>
<td>1</td>
</tr>
</tbody>
</table>

Select 3 courses from Level III music electives, including at least one upper-level musicology elective (MUSIC 34x) | 3 |
Select 5 additional courses from Level II and Level III music electives | 5 |

### Performance Studies Lessons

6 semesters (0.25 credit prior to admission into BM Elective Studies and 0.5 credit after admission, with at least a minimum of 4 semesters of 0.5 credit lessons) | 2.5 |

### Official Ensemble Participation

Every semester in an official ensemble |         |

### Required Performances

2 solo performances on a St. Olaf Student Recital |         |

### Required Application Process

Entrance examination as outlined in the catalog |         |
Continuance examination as outlined in the catalog |         |

### Required Recital Attendance

10 recitals per semester, with a minimum of 60 | 6 |

### Electives in secondary field of study | 6 |

### Total Credits | 23.75 |

1. See the OLE Core requirements for the Bachelor of Music degree.
2. See the general graduation requirements for the Bachelor of Music degree.
3. By successfully completing Keyboard Proficiency Exam Level III, a student is exempt from MUSIC 161 and MUSIC 162.
4. By successfully completing Keyboard Proficiency Exam Level III, a student is exempt from MUSIC 161, MUSIC 162, and MUSIC 261.
5. See Performance Requirements for Music Majors.
6. See music handbook.

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

## 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. 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. 4)).

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 Bachelor of Music students and all Bachelor of Arts Music majors receive a lesson scholarship for principal instrument/voice study.

For all elective and secondary-instrument/voice performance studies, students are assessed a fee of $490 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.

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1. See the OLE Core requirements for the Bachelor of Music degree.
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3. By successfully completing Keyboard Proficiency Exam Level III, a student is exempt from MUSIC 161 and MUSIC 162.
4. By successfully completing Keyboard Proficiency Exam Level III, a student is exempt from MUSIC 161, MUSIC 162, and MUSIC 261.
Music Courses

MUSIC 112: Introduction to Musicianship
First-semester music majors begin formal musicianship studies. Students perform basic melodies and rhythms at sight, and note 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. Does not count toward B.A. music major or any B.M. music major. **Prerequisite:** concurrent registration in piano class strongly encouraged.

MUSIC 114: Musicianship: Tonality
First-semester music majors begin 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. Class meets four times weekly. Offered annually. **Prerequisite:** MUSIC 112. Concurrent registration in piano class strongly encouraged.

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. Does not count toward B.A. music major or any B.M. music major.

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. Offered annually. Does not count toward B.A. music major or any B.M. music major.

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. Does not count toward B.A. music major or any B.M. music major.

MUSIC 135: From Mahler to Madonna: 20th Century Music
This course explores the relationship between concert music and popular music’s cultural context. Students learn the basic elements of music and critical listening skills, using a variety of activities, including group work and individual presentations, to achieve these goals. Offered annually. Does not count toward B.A. music major or any B.M. music major.

MUSIC 138: Global Popular Music
In this course, students encounter new and familiar popular music genres, their conditions of production and consumption, and debates about appropriation and authenticity in communities around the world. Global adoptions and adaptations of western popular music genres have raised concern among music scholars wary of “cultural imperialism,” while others celebrate the creativity of local responses to global cultural forms. Students engage in these debates through discussions, lectures, readings, and listening to popular music. Offered periodically.

MUSIC 141: Introduction to Musicology
This course introduces students to the study of music in cultural and historical perspective. Students explore a broad array of classical and vernacular traditions from throughout the world with the goal of formulating and answering questions about music’s nature and about its use by people in diverse times and places. Students also develop essential skills for thinking and writing critically about music-related subjects. Counts toward BA music major and all BM majors. Offered every fall and spring semester.

MUSIC 148: Contemporary Styles Voice Class
Contemporary Styles Voice Class is open to all students regardless of music background and will focus on singing techniques utilized in contemporary music. Students will develop healthy techniques for breathing and vocalizing in the three core singing techniques used in all contemporary genres: belt, mix, and legg. Students will choose their own repertoire from any style, including but not limited to: pop, jazz, rock, blues, country, R&B, gospel, contemporary music theater, hip hop, etc. Offered annually in the spring.

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 reading 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 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 165: Guitar Techniques (0.25)
Students learn the basics of guitar playing as well as how to teach guitar classes. Course topics include: learning to play guitar at a basic level; tuning and maintaining a guitar; common performance issues and possible solutions; best practices for teaching class guitar; materials, methods and assessments for teaching guitar classes; the guitar as a tool for composition; technology for teaching, learning or composing for guitar. Required for BM music education majors. Others may register if space allows. Offered annually in fall 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:** declared music education or composition major or permission of the instructor.

MUSIC 170: *Introduction to Kodály Pedagogy (0.25)*
This course introduces students to philosophical, methodological, and pedagogical principles developed by 20th-century composer and ethnomusicologist Zoltán Kodály. Students actively engage in aural skills training, movement, instrumental, and creative work. In-depth readings and discussions of historical foundations of the Kodály-inspired movement challenge students to critically examine its Eurocentric roots and subsequent connections to 21st-century topics in music. This course is open to music majors and non-majors. Offered annually during the spring semester.
**Prerequisite:** MUSIC 112 or MUSIC 114 or permission of the instructor.

MUSIC 212: *Chromatic Musicianship and Form*
Second-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. Class meets four times weekly. Offered annually in the fall semester.
**Prerequisite:** MUSIC 114.

MUSIC 214: *Post-Tonal Musicianship*
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. Class meets four times weekly. Offered annually.
**Prerequisite:** MUSIC 114.

MUSIC 221: *Instrumental Literature and Arranging*
The music found in rehearsal folders plays a pivotal role in shaping the curricular focus of a school band or orchestra. This class helps students develop skills in assessing, selecting, and creating high-quality music literature appropriate for instructing instrumental ensembles in elementary and secondary schools. A comprehensive review of recommended published repertoire culminates in programming projects. Additionally, students acquire the technical craft and artistic sensibilities needed to create successful arrangements for instrumental ensembles. Counts toward BA music major and all BM majors. Required for BM music instrumental education majors. Offered alternate years in the fall semester.
**Prerequisite:** MUSIC 114.

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 2018-19 and alternate years. Also counts toward media studies concentration.
**Prerequisite:** sophomore standing or above.

MUSIC 226: *Coding Music*
Most music encountered today is either processed by computer or created entirely digitally. This course provides an introduction to the creation of computer music using programming languages and emphasizing object-oriented programming. Students develop skills in abstract and quantitative reasoning in a musical context. They develop their ability to recognize and employ musical patterns and structures in creating new pieces of music. Topics include digital synthesis, timbral design, live coding, and intonation. Offered periodically.
**Prerequisite:** a basic knowledge of musical theory or notation is helpful but not necessary.

MUSIC 227: *Practicing for Musical Success*
The musical product is an artistic expression; acquiring the skills necessary to make good music depends on the performer's analytical thinking and good time management - also, at times, imagination. This performance-based course will help students develop good practice management skills, working with several strategies and techniques that may enable them to better discern and achieve their musical objectives. Offered periodically during Interim.
**Prerequisite:** permission of instructor.
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 annually in the spring semester.

MUSIC 230: African American Song Literature
This course invites students into a relationship with song literature by African American composers. Students will examine this genre through the lens of social movements that shaped and impacted musical development despite under-representation in the canon. Additionally, students will focus on Black identity and aesthetics while analyzing poetry and researching historical and living composer narratives. This course's primary goal is to prepare students to advocate and perform these works for 21st-century audiences. Offered alternate years in the spring. Also counts toward the race and ethnic studies concentration.

MUSIC 231: History of Jazz
This course presents a study of the historical development of jazz, from its roots in blues and ragtime at the “beginning” of the 20th century to the present, focusing on its principal forms and styles, its role in American culture, and contributions of major artists. Offered periodically. Also counts toward race and ethnic studies major and Africa and the African Diaspora and race and ethnic studies concentrations.

MUSIC 232: America's Hit Parade
An introduction to American sacred, art, folk, and popular music from ca. 1650 to the present. Students examine distinctive styles and forms of selected musical “hits” and consider how they reflect American culture and values. Intended for non-music majors, the course covers basic listening skills, vocabulary, and forms. The ability to read musical scores is helpful but not required. Offered during interim.

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 alternate years during interim.

MUSIC 236: Church Music Practicum
Students develop skills and study materials essential to planning and leading worship and training/rehearsing ensembles in a church music program in various traditions. Musical topics include rehearsing and conducting from the keyboard, hymn playing in various styles, playing from chord symbols, global percussion and handbell techniques. Repertoire includes choral music for all ages and for all parts of the church year. Students also explore current issues in church music, the vocation/philosophy of the church musician, organization and administration. Counts toward BA music major and all BM majors. Required for BM church music major. Offered alternate years in spring semester.

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. Also counts toward race and ethnic studies major and educational studies and race and ethnic studies concentrations.

Prerequisites: MUSIC 114 and MUSIC 141.

MUSIC 239: Javanese Gamelan
This course introduces students to the cultural, theoretical, and aesthetic discourses of the Javanese Gamelan tradition. Incorporating lectures, discussions, audiovisual materials, and performance sessions with internationally renowned artists, this interdisciplinary course teaches students about historical and contemporary contexts for gamelan performance, shadow puppet theatre, and dance, and their relationship to religious practice, gender roles, and social and political life in Java and beyond. No previous musical experience required. Offered annually. Also counts toward Asian studies major.

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 245: Music and Social Justice
Students study how music can engage and advocate for those on the margins of society, inspiring social justice movements. Analyzing historical and current events, class members design a musical project that can empower a people, group or organization in addressing moral and social problems such as racial inequality, urban violence, or prison reform. A Christian normative framework, along with religious and secular alternatives, help guide the ethics implications pertaining to this subject. Offered periodically during Interim.

MUSIC 251: Conducting (0.50)
Students learn basic conducting gestures (with and without baton) through exercises in meter patterns, preparatory beats and cutoffs, cueing, dynamics, fermata, articulations, phrasing, left hand independence, and face/eye usage. Offered annually in the spring semester.

Prerequisite: MUSIC 114 and sophomore status, 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 2018-2019 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 2018-2019 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 during Interim 2019-2020 and alternate years.
Prerequisites: two semesters of voice study or permission of instructor.

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 periodically during Interim.
Prerequisites: two semesters of voice study or permission of instructor.

MUSIC 270: Advanced Keyboard Skills
For music majors with organ or piano as their principal instrument, this course provides intensive practical experience with and development of functional keyboard skills including sight-reading, score reading, keyboard harmonization, transposition, improvisation, and figured bass/continuo realization. Open to other advanced organists and pianists by permission of instructor. A grade of B- or higher satisfies the keyboard proficiency level 4 requirements. Offered alternate years. Counts toward BA music major and all BM majors.
Prerequisite: concurrent registration in, or successful completion of, MUSIC 114.

MUSIC 271: Music Performance Science
Drawing from the fields of biology, neuroscience, physics, and psychology, this course introduces students to the biological and psychological aspects of music performance. Students develop an understanding of the origins of performance-related injury, the mechanism of hearing, the sources of workplace stress in the lives of professional musicians. Each student will design and complete an exercise program tailored to their individual needs as a musician. Offered Interim alternate years.

MUSIC 273: Professional Practices for the Individual Musician
How does a musician find work with little or no prior professional experience? What skills do musicians need to refine before and after graduation? This course invites students to engage in self-reflection, topical discussions, capacity-building, and best professional practices for individual musicians in the performance industry. Topics include the basics of the music business (roles in the industry, copyright law and contracts), artist identity development, and practical skills for a musical career. Offered alternate years in the fall.

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 2019-20 and alternate years.
Prerequisite: MUSIC 214 and MUSIC 141 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 2019-20 and alternate years.
Prerequisites: MUSIC 214, MUSIC 241, and MUSIC 242 or permission of instructor.

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 periodically.
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 290: Fundamentals of Vocal Development for Instrumentalists
Through group instruction, students encounter the fundamentals of singing and an introduction to song literature. In-class performance is required. Additionally during the second half of the course, class participants are introduced to the principles of vocal pedagogy as applied to the child and adolescent voice in the class or ensemble rehearsal. There is an emphasis on understanding the developing young voice and establishing good vocal habits with healthy pedagogical techniques as well as exploration of appropriate choral literature. Counts towards BM music major and all BM majors. Offered in the fall semester.
Prerequisite: MUSIC 251 or permission of instructor.

MUSIC 291: Vocal Development and Pedagogy
This course introduces a systematic approach to the study of voice production for use in the studio or classroom. Students examine basic vocal anatomy and physiology approached through body mapping strategies. Students then apply these principles of vocal pedagogy to the child and adolescent voice with emphasis on the developing voice, establishing healthy vocal habits, appropriate teaching techniques, and literature. Counts towards BA music major and all BM majors. Required for BM vocal music education and BM vocal performance majors. Offered annually in fall semester. Also counts toward management studies concentration.
Prerequisite: at least three semesters of MUSPF 152: voice lessons, or permission of instructor.

MUSIC 292: Vocal Pedagogy II
This course focuses on applying the foundations of vocal production learned in MUSIC 291 - Vocal Development and Pedagogy to the practice of teaching voice in a solo setting. Students in this course take on a private voice student for the semester and develop a systematic, personalized curriculum for this student. Topics include developing a pedagogical approach to warm-ups and vocalizations, choosing repertoire, vocal registration, vocal acoustics and format training, training different voice types, musical theater belting technique, and the aging voice. Counts toward BA music major and all BM majors. Required for BM vocal music education and BM vocal performance majors. Offered annually in spring semester.
Prerequisite: MUSIC 291.

MUSIC 293: Keyboard 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 2019-20 and alternate years.
Prerequisite: MUSIC 291.

MUSIC 294: Academic Internship

MUSIC 295: 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.
Prerequisites: MUSIC 214, MUSIC 141, and MUSIC 242 or permission of instructor.

MUSIC 296: Independent Study

MUSIC 312: 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 2019-20 and alternate years.
Prerequisite: MUSIC 214.
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 2018-2019 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 2019-20 and alternate years.
Prerequisite: MUSIC 214.

MUSIC 324: Composition II: Orchestration
Students develop more advanced technique in writing for instruments and voice through study in creative composition, focusing on large ensembles. Offered every year.
Prerequisite: MUSIC 223.

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.
Prerequisite: MUSIC 141 or permission of instructor.

MUSIC 346: 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. Also counts toward management studies concentration.
Prerequisites: MUSIC 252 or MUSIC 253.

MUSIC 394: Academic Internship
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, 2021-2022
Kathryn E. Ananda-Owens
Professor of Music
piano; piano literature

Vice-Chair, 2021-2022
David M. Carter
Professor of Music
cello; chamber music; string techniques; string literature/pedagogy; music appreciation

Steven Amundson
Professor of Music
orchestra; conducting; theory

Francesca J. Anderegg
Associate Professor of Music
violin; viola; chamber music

Scott D. Anderson
Associate 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; piano literature

James E. Bobb
Associate Professor of Music
organ; church music; choir; chapel cantor

Rachel Brandwein
Adjunct Assistant Professor of Music

Sarah C. Burk
Adjunct Instructor in Music
jazz piano

Catharine Bushman
Adjunct Associate Professor of Music

David R. Castro (on leave fall semester)
Associate Professor of Music
music theory; counterpoint; advanced analysis

Kurt N. Claussen
Adjunct Instructor in Music

Dan Dressen
Professor of Music, Associate Provost
voice; diction; Nordic song

Julie A. Elhard
Adjunct Instructor in Music

Tracey M. Engleman
Associate Professor of Music
voice; vocal pedagogy; vocal literature

Louis K. Epstein
Assistant Professor of Music
music history

Alison Feldt
Professor of Music
Neuroscience

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 allows students to explore connections 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 and behavior. 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

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, genetics, and statistics; many cognitive neuroscience programs emphasize coursework in psychology.

Requirements

The neuroscience concentration requires six courses: two foundation courses, three electives (two with lab), and one seminar.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSYCH 238</td>
<td>Biopsychology</td>
<td>1.00</td>
</tr>
<tr>
<td>NEURO 239</td>
<td>Cellular and Molecular Neuroscience</td>
<td>1.00</td>
</tr>
<tr>
<td>NEURO 239</td>
<td>Cellular and Molecular Neuroscience</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Select two lab electives. The first must be from the approved list of Neuroscience Core courses (see Category A list on courses tab). The second may be from either Category A or Category B. If the second is NOT from Category A, it must be from Category B and from a different department. (See Category B list on courses tab).

Elective: 1.00

Any course from Category A, B, or C. (See lists on courses tab.)

One level III seminar. (See lists on courses tab.) 1.00

Total Credits 6

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. Students attend lectures plus one three-hour laboratory per week. Offered annually in the spring semester. Also counts toward biology and kinesiology 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**

Neuroscience Electives and Seminars

**Category A: Core Neuroscience Courses**

BIO 247 Animal Physiology

BIO 386 Animal Behavior

PSYCH 235 Sensation and Perception

PSYCH 236 Conditioning and Learning

PSYCH 237 Cognitive Psychology

PSYCH 395 Advanced Research in Behavioral Neuroscience

**Category B: Lab Elective Courses (from different department than first elective in Category A)**

CH/BI 227 Integrated Chem/Bio III: Molecular and Cellular Biology

BIO 227 Cell Biology

BIO 233 Intermediate Genetics

BIO 243 Human Anatomy and Physiology: Organs and Organ Systems

BIO 364 Molecular Biology

BIO 372 Developmental Biology

CH/BI 227 Integrated Chem/Bio III: Molecular and Cellular Biology

CHEM 373 Experimental Biochemistry Lab (0.25)
and CHEM 379 Biochemistry I (both courses required)

NOTE: CHEM 373 alone can count as Category C

PHYS 246 Electronics

* Directed Undergraduate Research (396) and Independent Research (398) courses allowed with pre-approval of the program director

**Category C: Additional Elective (examples)**

- CHEM 379 Biochemistry I
- CSCI 121 Principles of Computer Science
- CSCI 125 Computer Science for Scientists and Mathematicians
- CSCI 253 Algorithms and Data Structures
- ECON 372 Behavioral Economics
- KINES 373 Motor Control and Learning
- KINES 375 Physiology of Exercise
- ID 271 Topics in Interdisciplinary Studies (when topic is “Addiction from the Brain to the Social” or “Frontiers in Aging”)
- MATH 236 Mathematics of Biology
- MATH 230 Differential Equations I
- MSCS 264 Introduction to Data Science
- PHIL 231 Philosophy of Mind
- PHIL 244 Philosophy of Science
- PHIL 250 Biomedical Ethics
- PHIL 251 Science, Ethics, and Religion
- PHYS 116 Light, Vision, and Art
- PHYS 390 Selected Topics (if neuroscience focus)
- PSYCH 239 Drugs, the Brain and Behavior
- SCICN 217 The Cultural Context: Science and Society
- STAT 272 Statistical Modeling

NOTE: Independent Study (298) courses and courses from other institutions (e.g., Carleton or DIS) may be counted as Category C with pre-approval of the program director

**Seminars**

- BIO 385 The Neuron
- BIO 391 Selected Topics (when topic is “Developmental Neurobiology or Computational Neuroscience”)
- PSYCH 336 Neuroscience of Addiction
- PSYCH 337 Neurobiology of Learning and Memory
- PSYCH 338 Neurobiology of Psychopathology
- PSYCH 339 Cognitive Neuroscience
- PSYCH 390 Issues in Psychology (when topic is “Stress and Development” or “Aging Brain and Cognition”)

**Faculty**

*Director, 2021-2022*

**James A. Demas**
Associate Professor of Biology and Physics
neuronal biophysics; sensory circuits; retinal neurophysiology

**Kevin M. Crisp**
Professor of Biology
electrophysiology; computational neuroscience; microglia

**Shelly D. Dickinson**
Associate Professor of Psychology
behavioral neuroscience; addiction; conditioning and learning; psychopharmacology

**Norman Lee**
Assistant Professor of Biology

**Jeremy L. Loebach**
Associate Professor of Psychology
cognitive neuroscience; speech and hearing sciences; psycholinguistics

**Gary M. Muir**
Associate Professor of Psychology
behavioral neuroscience; cognitive neuroscience; neurobiology of spatial navigation; neurobiology of learning and memory

**Jessica R. Petok**
Associate 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**

Kim Foss, Tomson 331
507-786-3230
foss1@stolaf.edu
wp.stolaf.edu/norwegian/nordic-studies-concentration/

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 Major:**

The Nordic studies major at St. Olaf College is designed to meet the needs of students who wish to pursue both advanced proficiency in the Norwegian language and an interdisciplinary understanding of the Nordic region. Students complete foundational courses in Norwegian language before pursuing advanced proficiency. In addition, students take a variety of courses on Nordic language, culture, and society from a variety of departments and/or disciplinary perspectives, including at least one course that explores diversity, inequity, and social justice in the Nordic context. Students also have many opportunities to
complete coursework through study and/or internship opportunities in one or more Nordic countries. Finally, students participate in an upper-level research seminar in which they design and complete a research project that explores an academic question about Nordic language, culture, or society through an interdisciplinary lens. Students wanting to complete both the Nordic Studies and the Norwegian majors must complete a minimum of 10 credits beyond the foundational course requirement.

Overview of the Concentration
The Nordic studies concentration is designed for students who wish to gain an interdisciplinary understanding of the Nordic region, including its languages, cultures, and societies. The Nordic studies concentration provides students with a foundation of Norwegian language knowledge and skills. From there, students undertake coursework that situates Norway within the broader social and cultural region of the Nordic countries. Students compare and contrast the Nordic languages, cultures, and societies and engage critically with the question of what makes the Nordic countries distinctive.

Intended Learning Outcomes for the Concentration
Overview of the Sámi and Critical Indigenous Studies emphasis
The Sámi and Critical Indigenous Studies emphasis is a collaboration between the Norwegian Department, the Nordic Studies program, and the Race and Ethnic Studies program. In addition to courses in these programs, the emphasis includes courses from a variety of other programs to create a space to critically examine indigenous academic knowledge and Nordic colonialism. The emphasis provides an in-depth understanding of the historical experiences, cultural traditions and innovations, and political status of the Sámi and the interconnections among the Sámi and other indigenous peoples worldwide.

St. Olaf College stands on the homelands of the Wahpekute Band of the Dakota Nation. We honor with gratitude the people who have stewarded the land throughout the generations and their ongoing contributions to this region. We acknowledge the ongoing injustices that we have committed against the Dakota Nation, and we wish to interrupt this legacy, beginning with acts of healing and honest storytelling about this place.

The emphasis consists of four total courses: two required foundational courses and two electives. Note that RACE 252 cannot be used for the Norwegian major.

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 Rolvaag Memorial Library. Many students choose to study in a Nordic country on a variety of programs such as the Oslo International Summer School (p. 115) and the St. Olaf-sponsored programs in Norway (p. 115), Sweden (p. 115) and Denmark (p. 115).

Norwegian professors also participate in the Foreign Language Across the Curriculum (FLAC) (p. 115) program, collaborating with disciplinary professors to offer students the opportunity to use their foreign language skills in selected courses in other departments.

Requirements

Requirements for the major:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NORW 111</td>
<td>Beginning Norwegian I</td>
<td>1.00</td>
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<tr>
<td>NORW 112</td>
<td>Beginning Norwegian II</td>
<td>1.00</td>
</tr>
<tr>
<td>NORW 231</td>
<td>Intermediate Norwegian I</td>
<td>1.00</td>
</tr>
<tr>
<td>NORW 232</td>
<td>Intermediate Norwegian II</td>
<td>1.00</td>
</tr>
<tr>
<td>NORW 205</td>
<td>Nature in Nordic Literature and Culture (FLAC .25 credit)</td>
<td></td>
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<tr>
<td>NORW 244</td>
<td>The Sámi: Traditions in Transition (FLAC .25 credit)</td>
<td></td>
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<tr>
<td>NORW 277</td>
<td>Islamic Communities in Scandinavia (FLAC .25 credit)</td>
<td></td>
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<tr>
<td>NORW 296</td>
<td>Oslo, Norway Internship Reflection Seminar</td>
<td></td>
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<tr>
<td>NORW 224</td>
<td>Topics in Contemporary Nordic Literature: A Window on Society</td>
<td>1.00</td>
</tr>
<tr>
<td>NORW 244</td>
<td>The Sámi: Traditions in Transition</td>
<td></td>
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<tr>
<td>NORST 264</td>
<td>Nordic Explorations of Sexualities and Genders</td>
<td></td>
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<tr>
<td>NORST 277</td>
<td>Islamic Communities in Scandinavia</td>
<td></td>
</tr>
<tr>
<td>ENVST 283</td>
<td>Topics in Environmental Studies with ALS-L</td>
<td></td>
</tr>
<tr>
<td>PSYCH 232</td>
<td>Gender Equality in Norway (abroad)</td>
<td>1.00</td>
</tr>
<tr>
<td>NORST 396</td>
<td>Directed Undergraduate Research</td>
<td>1.00</td>
</tr>
<tr>
<td>NORST 398</td>
<td>Independent Research</td>
<td>1.00</td>
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</table>

Cultural and Historical Perspectives (in English)

One (1) course that critically examines questions of Nordic diversity, inequity, and social justice

<table>
<thead>
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</thead>
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<tr>
<td>PSYCH 232</td>
<td>Gender Equality in Norway (abroad)</td>
<td>1.00</td>
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</table>

Two (2) additional courses selected from those listed

Advanced Course (in English)

One (1) Level III Research Course

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>NORST 396</td>
<td>Directed Undergraduate Research</td>
<td>1.00</td>
</tr>
<tr>
<td>NORST 398</td>
<td>Independent Research</td>
<td>1.00</td>
</tr>
<tr>
<td>NORST 396</td>
<td>Directed Undergraduate Research</td>
<td>1.00</td>
</tr>
</tbody>
</table>
NORW 398 Independent Research

Total Credits 9.5-10

Please note: Students completing both the Norwegian and the Nordic Studies Major must have at least 15 total courses. In the case of a student who tests out of the foundational courses, 11 courses are required.

*Up to three credits from off-campus study may be counted toward the major at discretion of program director.

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

Requirements for the concentration:

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
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<td>Beginning Norwegian I</td>
<td>1.00</td>
</tr>
<tr>
<td>NORW 112</td>
<td>Beginning Norwegian II</td>
<td>1.00</td>
</tr>
<tr>
<td>NORW 231</td>
<td>Intermediate Norwegian I</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Intermediate Course (in Norwegian):

One (1) additional level II or level III course taught partially or fully in Norwegian (must total at least 0.5 credit):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>NORW 232</td>
<td>Intermediate Norwegian II ( )</td>
</tr>
<tr>
<td>NORW 296</td>
<td>Oslo, Norway Internship Reflection Seminar</td>
</tr>
<tr>
<td>NORW 205</td>
<td>Nature in Nordic Literature and Culture (FLAC)</td>
</tr>
<tr>
<td>NORW 244</td>
<td>The Sámi: Traditions in Transition (FLAC .25 credit)</td>
</tr>
</tbody>
</table>

Off-campus study courses: grammar course, Nynorsk course (ISS)

Cultural and Historical Perspectives (in English)

One (1) course that critically examines questions of Nordic diversity, inequity, and social justice:

<table>
<thead>
<tr>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>NORST 264</td>
<td>Nordic Explorations of Sexualities and Genders</td>
<td>1.00</td>
</tr>
<tr>
<td>NORST 277</td>
<td>Islamic Communities in Scandinavia</td>
<td></td>
</tr>
<tr>
<td>NORW 224</td>
<td>Topics in Contemporary Nordic Literature: A Window on Society</td>
<td></td>
</tr>
<tr>
<td>NORW 244</td>
<td>The Sámi: Traditions in Transition (FLAC)</td>
<td></td>
</tr>
<tr>
<td>ENVST 283</td>
<td>Topics in Environmental Studies with ALS-L (Arctic Journeys: Lit of the North)</td>
<td></td>
</tr>
<tr>
<td>PSYCH 232</td>
<td>Gender Equality in Norway (abroad)</td>
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</table>

Three (3) additional courses selected from those listed above; students may also select from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 211</td>
<td>Viking and Medieval Scandinavia</td>
<td></td>
</tr>
<tr>
<td>MUSPF 118</td>
<td>Hardanger Fiddle</td>
<td></td>
</tr>
</tbody>
</table>

NORW 260 Introduction to Germanic Linguistics
NORST 396 Directed Undergraduate Research
NORST 398 Independent Research
PHIL 233 Kierkegaard and Existentialism
REL 238 Tolkien and Theology

Total Credits 7.5-8

*Please note: Students are not allowed to combine the Nordic Studies major with the Nordic studies concentration. If a student double majors in Norwegian and Nordic studies they may also add the Sámi and Critical Indigenous Studies. Students are not allowed to count the emphasis in Sámi and Critical Indigenous Studies twice (once for the Norwegian major and once for the Nordic Studies major).

Requirements for the Sámi and Critical Indigenous Studies emphasis

The emphasis consists of four total courses: two required foundational courses and two electives. Note that RACE 252 cannot be used for the Norwegian major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NORW 244</td>
<td>The Sámi: Traditions in Transition</td>
<td>1.00</td>
</tr>
<tr>
<td>RACE 252</td>
<td>Topical Seminar (Theories of Race, Ethnicity, and Indigeneity)</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Elective courses (minimum of two) 2.00

To count towards the emphasis, students must have a project/paper connected to Norwegian/Nordic colonialism.

<table>
<thead>
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<tr>
<td>NORW 205</td>
<td>Nature in Nordic Literature and Culture</td>
<td></td>
</tr>
<tr>
<td>NORW 372</td>
<td>Topics in Norwegian Literature/Culture (taught in Norwegian; counts if topic is relevant)</td>
<td></td>
</tr>
<tr>
<td>MUSIC 141</td>
<td>Introduction to Musicology</td>
<td></td>
</tr>
<tr>
<td>MUSIC 245</td>
<td>Music and Social Justice</td>
<td></td>
</tr>
<tr>
<td>MUSIC 237</td>
<td>World Music</td>
<td></td>
</tr>
<tr>
<td>SOAN 233</td>
<td>A Sociology of Colonialism and Postcolonialism</td>
<td></td>
</tr>
</tbody>
</table>

Off-campus study courses from DIS-Copenhagen; Postcolonial Europe: Narrative, Nationalism, and Race; and Arctic Geopolitics

Total Credits 4
Courses

NORST 200: Transdisciplinary Topics in Nordic 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. Recent topics include: Peace and non-violence from a Nordic Perspective, The Immigrant Experience: From Nordic to Contemporary Immigration to Minnesota, Nordic-American heritage, Social Welfare in the Nordic context. Taught in English. May be repeated if topics are different. Offered periodically. Some topics may count toward Norwegian major.

NORST 264: Nordic Explorations of Sexualities and Genders
This course examines how women writers from the Nordic region represent gendered identities and sexualities. Using a variety of texts from the nineteenth century to today, students learn how authors have challenged the socio-political role of women over time. Additionally, students investigate how authors make use of different literary genres such as dystopian writing, crime fiction, magical realism, or sci-fi to shine a light on gendered identities in society. Offered alternate years during the spring semester. Also counts toward Norwegian and gender and sexuality studies majors and gender and sexuality studies concentration.
Prerequisite: WRIT 120 or equivalent.

NORST 277: Islamic Communities in Scandinavia
This course investigates intersections of faith, culture, and politics in Scandinavian and Islamic communities. Students study early encounters between Islamic and Nordic societies and the history of migration to Norway, Denmark, and Sweden from traditionally Islamic countries. Students will examine the cultural challenges faced by Muslims, in particular, media representations of the Muslim community in politics and society, and extreme reactions that have arisen in the face of multi-religious communities in Scandinavia. Offered alternate years. Also counts toward Norwegian and gender and sexuality studies majors and gender and sexuality studies concentration.

NORST 280: Nordic Film Directors
Numerous Nordic film directors have been celebrated around the world for their important contributions to the art of cinema. In this course students both survey Nordic cinema through chosen examples of such celebrated directors, while also scrutinizing the idea of the film author itself. It asks students to consider what it is about these particular filmmakers that make them special and different from both mainstream and non-Nordic ones. Offered periodically.

NORST 294: Academic Internship

NORST 298: Independent Study

NORST 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 0.50 credit course.
Prerequisite: determined by individual instructor.

NORST 398: Independent Research

Examples of Courses from Outside the Norwegian Department

HIST 211 Viking and Medieval Scandinavia

Faculty

Director, 2021-2022
Kari Lie Dorer
Professor of Norwegian
Norwegian language and culture; applied linguistics; Sami studies; Nordic film.

Elisabeth G. Alderks
Visiting Assistant Professor of Norwegian

Jenna M. Coughlin
Visiting Assistant Professor of Norwegian

Dana L. Gross
Professor of Psychology
devotional psychology; off-campus study

Björn Nordfjörd
Visiting Associate Professor of English
American cinema; world cinema; crime fiction; adaptation and narrative theory

Troy Wellington Smith
Adjunct Instructor in Norwegian

Tanya Thresher
Visiting Associate Professor of Norwegian

Norwegian

Kim Foss, Tomson 331
507-786-3230
foss1@stolaf.edu
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 is designed for students who wish to gain advanced competency in the Norwegian language along with an understanding of Norwegian society and culture. Following foundational courses in Norwegian language, students undertake coursework in advanced language and in topics relating to culture,
history, and literature to engage critically with what makes Norway and its people distinctive.

Intended Learning Outcomes for the Major

Overview of the Sámi and Critical Indigenous Studies emphasis

The Sámi and Critical Indigenous Studies emphasis is a collaboration between the Norwegian Department, the Nordic Studies program, and the Race and Ethnic Studies program. In addition to courses in these programs, the emphasis includes courses from a variety of other programs to create a space to critically examine indigenous academic knowledge and Nordic colonialism. The emphasis provides an in-depth understanding of the historical experiences, cultural traditions and innovations, and political status of the Sámi and the interconnections among the Sámi and other indigenous peoples worldwide.

St. Olaf College stands on the homelands of the Wahpekute Band of the Dakota Nation. We honor with gratitude the people who have stewarded the land throughout the generations and their ongoing contributions to this region. We acknowledge the ongoing injustices that we have committed against the Dakota Nation, and we wish to interrupt this legacy, beginning with acts of healing and honest storytelling about this place.

The emphasis consists of four total courses: two required foundational courses and two electives. Note that RACE 252 cannot be used for the Norwegian major.

Distinction

See Academic Honors (p. 25)

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 Ralvaag Memorial Library. Many students choose to study in Norway on a variety of programs such as the Oslo International Summer School (p. 115) and the St. Olaf-sponsored programs in Norway (p. 115). Norwegian professors also participate in the Foreign Language Across the Curriculum (FLAC) (p. 115) program, collaborating with disciplinary professors to offer students the opportunity to use their foreign language skills in selected courses in other departments.

Requirements

Requirements for the Major

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NORW 111</td>
<td>Beginning Norwegian I</td>
<td></td>
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</tbody>
</table>
ENVST 283  Topics in Environmental Studies with ALS-L (Arctic Journeys: Literature of the North)

PSYCH 232  Gender Equality in Norway (abroad)

Select one (1) additional humanities course:  1.00

HIST 211  Viking and Medieval Scandinavia

HIST 222  Modern Scandinavia

NORW 130  Nordic Film Today

NORW 140  Norway: Continuity and Change

NORW 180  The Nordic Child in Literature and Film

NORW 240  Vikings Past and Present

NORW 244  The Sámi: Traditions in Transition

NORW 260  Introduction to Germanic Linguistics

NORW 282  The Drama of Henrik Ibsen

Select one (1) additional Norwegian or Nordic Studies course from courses listed above; students may also select from the following:  1.00

NORST 200  Transdisciplinary Topics in Nordic Studies

NORST 264  Nordic Explorations of Sexualities and Genders

NORST 280  Nordic Film Directors

NORST 396  Directed Undergraduate Research

One course may be taken S/U.

A maximum of three courses may count from study in Norway.

Total Credits  9.5-10

Please note: Students completing both the Norwegian and the Nordic Studies Major must have at least 15 total courses. In the case of a student who tests out of the foundational courses, 11 courses are required.

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

Requirements for the Sámi and Critical Indigenous Studies emphasis

The emphasis consists of four total courses: two required foundational courses and two electives. Note that RACE 252 cannot be used for the Norwegian major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>NORW 244</td>
<td>The Sámi: Traditions in Transition</td>
<td>1.00</td>
</tr>
<tr>
<td>RACE 252</td>
<td>Topical Seminar (Theories of Race, Ethnicity, and Indigeneity)</td>
<td>1.00</td>
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</table>

Elective courses (minimum of two)  2.00

To count towards the emphasis, students must have a project/paper connected to Norwegian/Nordic colonialism.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVST 283</td>
<td>Topics in Environmental Studies with ALS-L (Arctic Journeys: Literature of the North)</td>
</tr>
<tr>
<td>NORW 205</td>
<td>Nature in Nordic Literature and Culture</td>
</tr>
<tr>
<td>NORW 372</td>
<td>Topics in Norwegian Literature/ Culture</td>
</tr>
<tr>
<td>MUSIC 141</td>
<td>Introduction to Musicology</td>
</tr>
<tr>
<td>MUSIC 245</td>
<td>Music and Social Justice</td>
</tr>
<tr>
<td>MUSIC 237</td>
<td>World Music</td>
</tr>
<tr>
<td>SOAN 233</td>
<td>A Sociology of Colonialism and Postcolonialism</td>
</tr>
<tr>
<td>Off-campus study courses from DIS-Copenhagen; Postcolonial Europe: Narrative, Nationalism, and Race; and Arctic Geopolitics</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits  4

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.

**Prerequisite:** NORW 111 or by placement test.

**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 by placement test.

**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 by placement test.

**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 by placement test.
NORW 253: Social Debates in Historical Context
In this course students work to develop competence in Norwegian culture, history and society through a survey of the state and politics and the Norwegian population. Through these topics, students learn about important moments in Norwegian history. They explore some of the most important debates that are taking place in Norway now, and learn to formulate themselves in several oral and written contexts, including informative presentations and discussion and argumentative texts.
Prerequisite: NORW 232 or by placement test.

NORW 371: Norwegian Literature: An Overview
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. Taught in Norwegian.
Prerequisite: NORW 253 or equivalent.

NORW 372: Topics in Norwegian Literature/Culture
This course offers an in-depth investigation of a selected topic from Norwegian literary or cultural history. Topics may be organized by period (Realism, Postwar literature), historical events (literature and World War II), important themes (feminism, social democracy, religion and secularism), or genre (Norwegian poetry, literature and film). The course also emphasizes development of critical, interpretive, and research skills, as well as refinement of Norwegian language proficiency. This course is taught in Norwegian. Offered annually. Also counts toward Nordic studies concentration.
Prerequisite: Norwegian 253 or equivalent.

NORW 130: Nordic Film Today
This film course introduces students to contemporary Nordic film. Readings/screenings present 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. Also counts toward film studies concentration.

NORW 205: Nature in Nordic Literature and Culture
This course examines the representation of nature from creation narratives of Norse myth, 19th century nation-building, and up to present concerns about climate change and environmental destruction in the Nordic region. Students examine central works and contested notions of nature. Alongside these, they will be introduced to ecocriticism as a method of textual analysis. This provides an entryway into the environmental humanities, and an opportunity to explore what makes Nordic literature and culture unique. Offered periodically. Also counts toward environmental studies major, and environmental studies and Nordic studies concentrations.

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. Also counts toward linguistic studies concentration.

NORW 260: Introduction to Germanic Linguistics
This course explores linguistic and social processes that underlie language change with a focus on the Germanic language family. Students learn the fundamental methods of comparative historical linguistics to analyze the development of modern Germanic languages (e.g., English, German, Norwegian, etc.) from a common ancestor. These processes concern how language operates as a cognitive system, as well as core social factors that impact language practices. Students also learn to critically engage with linguistic scholarship and develop their research and writing skills through a project on a topic of their choosing. Offered periodically. Also counts toward German major; and linguistic studies, Nordic studies, and German studies concentrations.
Prerequisites: LNGST 250 or NORW 231 or GERM 231 or permission of the instructor.

NORW 282: The Drama of Henrik 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. Also counts toward gender and sexuality studies major and concentration.

NORW 294: "Gender and Nordic Society.

NORW 296: Oslo, Norway Internship Reflection Seminar
This seminar integrates the experience of work and the search for career in the context of Norway. Course content includes both an internship in Oslo and a reflection seminar. The reflection seminar connects academic theories/analyses of work and Norwegian culture with the internship experience. Through reading, writing, and discussion, this course provides a space in which to reflect on the challenges, hopes, and fears facing students embarking on their postgraduation careers. Also counts toward Norwegian, history, environmental studies, political science, and kinesiology majors; and educational studies, Nordic studies, and statistics and data science concentrations. Offered alternate years during Interim.
Prerequisite: completion of the World Languages and Cultures requirement in Norwegian.
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 211: Viking and Medieval Scandinavia
This course begins by offering a historical survey of the Viking expansion with a particular emphasis on primary written sources, including Eddaic poetry, Sagas of Icelanders and King’s sagas (including material on St. Olaf). The second half conversely is focused on contemporary accounts (including literature, comic books and films), both Nordic and English/American, that rework this historical heritage in the present day. Offered annually. Also counts toward medieval studies major and Nordic studies concentration.

Faculty
Chair, 2021-2022
Kari Lie Dorer
Professor of Norwegian
Norwegian language and culture; applied linguistics; Sami studies; Nordic film.

Jenna M. Coughlin
Visiting Assistant Professor of Norwegian

John Prusynski
Adjunct Instructor in Norwegian

Tanya Thresher
Visiting Associate Professor of Norwegian

Nursing
Susan Huehn, Regents 160G
507-786-3430
huehn@stolaf.edu
wp.stolaf.edu/nursing

Nursing 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.

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, socio-cultural, and spiritual context of patient situations.

Graduates are qualified to work in hospitals, public health agencies, transitional and long-term 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

The baccalaureate degree program in nursing at St. Olaf College is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

The Minnesota Board of Nursing has approved the St. Olaf professional nursing program for the purpose of meeting the education requirements for licensure as a registered nurse. Approval is the authority granted by the board for a controlling body to offer a program designed to prepare students to meet the education requirements for licensure as a practical, professional, or advanced practice registered nurse.

Information regarding state approval of the program is available from:

Minnesota Board of Nursing
2829 University Ave SE Suite 200
Minneapolis, MN 55414
Phone: 612-317-3000
Fax: 612-617-2190
Email: Nursing.Board@state.mn.us

Intended Learning Outcomes for the Major

Distinction

See Academic Honors (p. 25)

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

Second majors may be desirable but not attainable for nursing majors without extensive planning and possibly additional years of college. There is no guarantee that nursing students will be able to complete a second major in four years.

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.

Information for Students Applying for Direct Admission to the Nursing Program

Students intending to major in nursing at the time of application to the College may be considered for direct admission to the nursing program as a first-year student. Direct admission as a first-year student is limited, competitive, and conditional. Students seeking direct admission to the nursing program must complete an additional application to the program at the same time they submit an application to the College. The nursing application includes two additional essays and an interview.

Information for Students Not Applying or Not Selected for Direct Admission to the Nursing Program

Students who did not apply or were not selected for first-year direct admission may apply for admission to the nursing major during the fall of the sophomore year. Application information is available here.

Students needing accommodations for the essay or interview and who have a documented disability for which accommodations have been provided by the Center for Advising and Academic Support (CAAS) need to contact Susan Huehn, Department Chair and Associate Professor of Practice in Nursing. Accommodations will only be provided after a letter from the CAAS is submitted to the Department of Nursing chair and with sufficient lead time to arrange accommodations prior to the scheduled essay or interview.

Information for All Students Applying to the Nursing Program

The nursing major begins in the spring semester 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:

1. Minimum cumulative grade point average of 2.85.
2. Prerequisites must be taken for a letter grade, cumulative grade point average 2.70.
3. 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.
4. A minimum grade of C- must be achieved in the repeated or substituted course.
5. If a grade of C- is not achieved in the repeated or substituted course, the student may not continue in the major.
6. If two or more prerequisite courses are below C-, the student may not continue in the major.
7. Four prerequisite courses must be completed by the end of the fall semester of the sophomore year.

Second majors may be desirable but not attainable for nursing majors without extensive planning and possibly additional years of college. There is no guarantee that nursing students will be able to complete a second major in four years.

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 their course completion (in the form of a course completion certificate) or verification of certification on a state nursing registry prior to beginning NURS 211. Students must meet all college requirements for graduation, as well as complete eight prerequisite courses.

Progression in the Nursing Program

Dismissal from the Nursing Program

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 143</td>
<td>Human Anatomy and Physiology: Cells and Tissues</td>
<td>1.00</td>
</tr>
<tr>
<td>BIO 243</td>
<td>Human Anatomy and Physiology: Organs and Organ Systems</td>
<td>1.00</td>
</tr>
<tr>
<td>NURS 110</td>
<td>Nutrition and Wellness</td>
<td>1.00</td>
</tr>
<tr>
<td>PSYCH 125</td>
<td>Principles of Psychology</td>
<td>1.00</td>
</tr>
<tr>
<td>PSYCH 241</td>
<td>Developmental Psychology</td>
<td>1.00</td>
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<td>1.00</td>
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<tr>
<td>BIO 121</td>
<td>Biological Science: Issues in Biology</td>
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<tr>
<td>or BIO 231</td>
<td>Microbiology</td>
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<tr>
<td>Select one of the following:</td>
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<tr>
<td>CHEM 122</td>
<td>Introductory Chemistry</td>
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<tr>
<td>or CHEM 125</td>
<td>Structural Chemistry and Equilibrium</td>
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<td>SOAN 121</td>
<td>Introduction to Sociology</td>
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<tr>
<td>SOAN 128</td>
<td>Introduction to Cultural Anthropology</td>
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<tr>
<td>SOAN 260</td>
<td>Families, Marriage, &amp; Relationships</td>
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<td>SOAN 261</td>
<td>Gender in Cross-Cultural Perspective</td>
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<td>SOAN 262</td>
<td>Global Interdependence</td>
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<td>SOAN 264</td>
<td>Race and Class in American Culture</td>
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</tr>
<tr>
<td>SOAN 267</td>
<td>Medical Anthropology</td>
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</tbody>
</table>

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

Courses

Nursing courses that count toward the major are upper-level (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. A fee is assessed each semester for program expenses.

Please note that NURS 390: Research Methods in Nursing is an elective course that is highly recommended by the Nursing Department for all nursing majors.

**NURS 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. Does not count toward major, but is a prerequisite for the nursing major.

**NURS 120: Images of Wellness**

This course examines how contemporary culture influences present-day wellness perspectives. Values, lifestyle, daily stresses, and corresponding coping mechanisms affecting one's well-being are explored. Students study health behaviors as a function of social influences and, conversely, the impact of unhealthy coping behaviors on the social enterprise. This course also includes an exploration of wellness from the perspective of non-western cultures. Offered every other year in the spring. Does not count toward major and is not a prerequisite for nursing major. Counts toward media studies and film studies concentrations.
**NURS 150: Introduction to Public Health**
This introductory course provides students a broad overview of public health. Students learn about the core concepts of public health, including the role of health systems, the importance of health promotion, and disease prevention and epidemiology. Additionally, students learn about the core public health values, functions, population health assessment and intervention and the socio-economic, behavioral, biological and environmental determinants of health. Students engage in oral and written communication to critically think and analyze public health issues. Offered alternate years during the spring semester.

**NURS 211: Holistic Health Assessment and Health Promotion**
This course focuses on holistic health assessment, health promotion, and disease prevention across the lifespan. Students 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. Students attend lectures plus one two-hour laboratory per week. Offered annually in the spring semester.

**Prerequisites:** open to sophomore nursing majors only; concurrent enrollment in NURS 212.

**NURS 212: 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. Offered annually in the fall semester.

**Prerequisites:** open to sophomore nursing majors only; concurrent enrollment in NURS 211.

**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 310: 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. Open to non-nursing majors with approval of instructor. Offered annually in the fall semester.

**Prerequisites:** for nursing majors: open to junior nursing majors only; completion of NURS 211 and NURS 212 (previously NURS 311) with grades of C or above; concurrent enrollment in 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. Offered annually in the fall semester.

**Prerequisites:** open to senior nursing majors only; NURS 314 with grades of C or above; concurrent enrollment in NURS 315 and NURS 316.

**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. Offered annually in the fall semester.

**Prerequisite:** open to junior nursing majors only; NURS 211 and NURS 212 with grades of C or above; concurrent enrollment in NURS 310.

**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. Offered annually in the spring semester.

**Prerequisites:** open to junior nursing majors only; NURS 310 and NURS 313 with grades of C or above.

**NURS 315: Medical-Surgical Nursing II**
Building on the interplay between pathophysiology, pharmacology and the nursing process in NURS 314, this course expands upon the holistic nursing care for ill patients of various ages. Students utilize diverse roles of the nurse to manage the care of children and adults with complex abnormalities in the clinical setting. Offered annually in the fall semester.

**Prerequisites:** open to senior nursing majors only; NURS 314 with grade of C or above; concurrent enrollment in NURS 312 and NURS 316.

**NURS 316: Public Health Nursing**
Public health nursing is informed by community needs and environmental factors focusing on health promotion and disease prevention. Through project management, students address the health needs of groups and communities utilizing group communication processes, teamwork, and collaboration. Students focus on utilizing community resources, identifying risk factors, and evaluating the impact on population health as related to current epidemiological trends. Offered annually in the fall semester. Also counts toward management studies concentration.

**Prerequisites:** open to senior nursing majors only; NURS 314 with grade of C or above; concurrent enrollment in NURS 312 and NURS 315.
NURS 317: Behavioral Health  
Students synthesize knowledge and apply evidence-based practice in the care and management of clients experiencing a major psychiatric and/or mental health disorder. Emphasis is placed on the role of the professional nurse in various treatment settings as well as current treatment modalities. The client population includes children, adolescents, and adults along the health-illness continuum. Offered annually in the spring semester.

Prerequisites: open to senior nursing majors only; NURS 312, NURS 315, and NURS 316 with grades of C or above; concurrent enrollment in NURS 318, NURS 319, and NURS 399.

NURS 318: Nursing Leadership (1.50)  
This synthesis course focuses on professional role development, nursing leadership and contemporary issues in nursing. Students gain the knowledge and skills in organizational systems leadership, quality improvement and safety that are needed to lead healthcare teams, coordinate patient care, and achieve patient outcomes. Offered annually in the spring semester. Also counts toward management studies concentration.

Prerequisites: open to senior nursing majors only; NURS 312, NURS 315, and NURS 316 with grades of C or above; concurrent enrollment in NURS 317, NURS 319, and NURS 399.

NURS 319: Complex Patient Care  
Students synthesize knowledge and apply evidence-based practice in the care and management of patients with multiple complex health conditions. The focus of this course is on caring for patients with limitations in their ability to function due to physical, mental, and psychosocial challenges. Simulation is used to facilitate student learning in critical care environments. Offered annually in the spring semester.

Prerequisites: open to senior nursing majors only; NURS 312, NURS 315, and NURS 316 with grades of C or above; concurrent enrollment in NURS 317, NURS 319, and NURS 399.

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 periodically.

Prerequisite: open to junior and senior nursing majors only.

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 398: Independent Research  
Does not count toward the major.
applicable to any subject matter and in any human context and are useful for negotiating the ambiguities of today’s career paths.

**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**

### Distinction

See Academic Honors (p. 25)

Departmental Distinction is awarded to graduating seniors who have demonstrated excellence in our discipline. This is the highest honor the Department can award. The Department awards Distinction according to the criteria below.

**Criteria for Departmental Distinction in Philosophy**

The two primary criteria for awarding Distinction are (i) the candidate's GPA in philosophy and (ii) the quality of the candidate's philosophical writing as shown by a portfolio of papers submitted for Distinction. Excellence in philosophical writing is characterized by:

- clarity in the statement of a position,
- care in the analysis of an issue,
- cogency of argument,
- overall coherence in statement and argument,
- the range of considerations brought to bear on the issue,
- the imagination, creativity, and style with which all of this is done, and
- the display of intellectual virtues, such as humility regarding what one knows and respect of those with whom one disagrees

Although GPA in philosophy and the quality of philosophical writing are the primary criteria, participation in, or leadership of, extra-curricular philosophy events such as Phil Forum or Phi Sigma Tau may also figure in the Department’s evaluation as secondary considerations.

**Procedure for Applying**

The application for distinction in philosophy shall consist of a portfolio of philosophy papers that are of superior philosophical quality. The portfolio will normally consist of two or three papers that students have written for their courses. Students are encouraged to revise their papers in accordance with the instructor’s comments and with the student’s further reflection. A paper used in a Distinction portfolio may also be submitted for the Ringstad Prize (but it will need to be submitted separately). Portfolio papers will be evaluated by the Chair and at least one other member of the Department. They will present their evaluation to the Department as a basis for its vote. The Chair will invite all seniors with a GPA in philosophy of 3.5 or higher to apply for Distinction. Seniors with a GPA in philosophy lower than a 3.5 will not ordinarily be considered for Distinction unless there are exceptional circumstances; such students should discuss their circumstances with the Chair before the deadline. The entire sequence of Great Conversation, Science Conversation, or Public Affairs Conversation can count towards one elective of the major. For students who are counting one of these programs towards their philosophy major the Department will consider their GPA in their entire sequence of the program as their GPA for the elective course.

All submissions must be e-mailed in Word format electronically to D.M. Hutchinson at dmunoz@stolaf.edu by 12:00 noon on Friday, April 9, 2021. ALL PAPERS MUST BE IN WORD FORMAT, AND INCLUDE A COVER PAGE LISTING AUTHOR’S NAME AND TITLE OF THE PAPER.

**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 Eleonore Stump, John Cooper, Charles Mills, and Louise Anthony. Meghan Sullivan was the lecturer for 2020-2021.

**Requirements**

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.

**Regular Major**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 240</td>
<td>Formal Logic</td>
<td>9</td>
</tr>
</tbody>
</table>

Three level III seminar courses
Four Level II distribution requirements (one in each category)

I. Metaphysics & Epistemology
- PHIL 231 Philosophy of Mind
- PHIL 241 Philosophical Theology
- PHIL 244 Philosophy of Science
- PHIL 246 Space and Time

II. Value Theory
- PHIL 243 Aesthetics
- PHIL 250 Biomedical Ethics
- PHIL 251 Science, Ethics, and Religion
- PHIL 252 Ethics and the Good Life
- PHIL 253 Democracy: Rule of the Ignorant?
- PHIL 254 Law, Politics, and Morality
- PHIL 256 Friendship, Love, and the Good Life
- PHIL 257 Environmental Ethics
- PHIL 258 Ethics, Economics, and the Marketplace
- PHIL 259 Global Health Ethics
- PHIL 260 Kant’s Moral Theory in Literature and Film
- PHIL 278 Moral Theory

III. History of Western Philosophy
- PHIL 235 Ancient Greek Philosophy
- PHIL 236 History of Modern Philosophy

IV. Expanding Perspectives (satisfied by level II or level III)
- PHIL 245 Philosophy and Feminism
- PHIL 249 Asian Philosophy
- PHIL 255 Race and Social Justice

Total Credits: 9

1 Students who complete the Great Conversation, Public Affairs Conversation, or Science Conversation receive credit for one elective philosophy course toward the major.
2 Level III seminar courses may not be taken S/U
3 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.
4 Students must write a rationale that states why the three chosen courses outside of the philosophy department should count towards the philosophy major.

Integrative Major

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 245</td>
<td>Philosophy and Feminism</td>
<td>3.00</td>
</tr>
<tr>
<td>PHIL 249</td>
<td>Asian Philosophy</td>
<td>3.00</td>
</tr>
<tr>
<td>PHIL 255</td>
<td>Race and Social Justice</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Total Credits: 10

1 Students who complete the Great Conversation, Public Affairs Conversation, or Science Conversation receive credit for one elective philosophy course toward the major.
2 The two level III seminar courses in philosophy may not be taken S/U
3 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.
4 Students must write a rationale that states why the three chosen courses outside of the philosophy department should count towards the philosophy major.

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

Integrative Major Form
The Contract Major form can be found here.

Courses

PHIL 117: Confucius, Buddha, and Socrates
Confucius, Buddha, and Socrates are foundational philosophers of the ancient world. Yet, Socrates holds a privileged position in the history of philosophy due to his emphasis on reason, argumentation, and his influence on Plato. In this course students take a comparative approach to the philosophies of these three thinkers with the aim of examining their method of practicing philosophy, analyzing their philosophical theories, and investigating what it is to be a philosopher in each of their cultures. Offered annually. Also counts toward Asian studies major and concentration.
Prerequisite: first-year student or sophomore standing.

PHIL 371, 372, 373, 374, or 375 will count toward the major if devoted to a topic that satisfies category IV Expanding Perspectives.
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. Offered annually.
Prerequisite: first-year student or sophomore standing.

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. Offered annually.
Prerequisite: first-year student or sophomore standing.

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 121: Conservative Philosophy in History
This course examines significant conservative social and political philosophies of the modern period. What do conservative philosophies want to “conserve” and how do answers to that question distinguish varieties of conservatism (e.g., traditional, libertarian)? What are strengths and weaknesses of conservatism? Students explore key conservative ideas of thinkers like Hume, Adam Smith, Burke, Hamilton, Madison, Tocqueville, Maistre, Newman, Spencer, Oakeshott, C. S. Lewis, Orwell, Kirk, Vierreck, Niebuhr, Rand, Nozick, MacIntyre, Wojtyla, Ratzinger, Sowell, Sommers, Scruton. Offered annually.

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. Also counts toward Asian studies major and concentration.

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. Also 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. Also 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. Also counts toward ancient studies major.
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 metatheory, including consistency and completeness, the paradoxes of material implication, ontological commitment, and the interpretation of quantifiers. Offered annually. Also 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. Also counts toward religious studies concentration.

PHIL 243: 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. Also counts toward Nordic studies concentration.

PHIL 246: 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 247: Metaphysics
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. Offered annually. Also counts toward history major.

PHIL 249: Philosophy of Science
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 250: 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 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. Also 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. Also counts toward gender and sexuality 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 249: 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. Also counts toward Asian studies major.

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. Also counts toward neuroscience concentration.

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. Also counts toward neuroscience concentration.

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. Also counts toward management studies concentration.

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.

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. Also counts toward management studies concentration.

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. Also counts toward race and ethnic studies major and concentration.

PHIL 256: Friendship, Love, and the Good Life
Moral issues concerning friendship and love are analyzed from the perspective of normative moral theories and various theories of value. Issues may include the role of friendship in the moral life, exploitive versus fulfilling relationships, and the conflict between altruism and self-love. Since loving is itself a form of valuing, value theory is approached by investigating philosophical and theological works concerning the basic types of love: philia, eros, and agape. Offered most years.

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. Also counts toward environmental studies major (all emphases) and environmental studies and management studies concentrations.
PHIL 258: Ethics, Economics, and the Marketplace
Markets are guided not only by economic goals but also by moral values of freedom, fairness, justice, and ideals of the good life itself. Through readings in economics and philosophy, this course explores the relationship between moral and economic values in the marketplace from the ancient world up to the present. Characteristic topics include the status of wealth in a virtuous life, fair trade, economic freedom, pricelessness, and the tension between public and private values. Offered annually. Also counts toward management studies concentration.

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. Also counts toward film studies and German studies concentrations.

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. Also 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 or permission of the instructor.

PHIL 294: Academic Internship
PHIL 298: Independent Study

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 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.

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.

Faculty
Chair, 2021-2022
Danny Munoz-Hutchinson
Associate Professor of Philosophy
ancient philosophy; philosophy in late antiquity; philosophy of mind; Zen Buddhism

Arthur J. Cunningham (On sabbatical 2021-22)
Associate Professor of Philosophy
philosophy of physics; philosophy of science; science and religion

Daniel Farnham
Adjunct Assistant Professor of Philosophy

Michael A. Fuerstein
Associate Professor of Philosophy

social and political philosophy; social epistemology; American pragmatism

Jeanine Grenberg
Professor of Philosophy

ethics; Kant; history of modern philosophy

Jason T. Marsh
Associate Professor of Philosophy

bioethics; ethical theory and applied ethics; religion and cognitive science

Christopher Nagel
Visiting Instructor in Philosophy

Anthony J. Rudd
Associate Professor of Philosophy

epistemology; philosophy of mind; Wittgenstein; Kiekegaard; existentialism

Edmund N. Santurri
Professor of Religion and Philosophy; Morrison Family Director of the Institute for Freedom and Community
ethics; philosophical theology

Corliss G. Swain
Professor of Philosophy

Hume; philosophy of mind; metaphysics; feminism; history of modern philosophy

Kathryn Swanson
Adjunct Assistant Professor of Philosophy

Alberto Urquidez
Visiting Assistant Professor of Philosophy

Brendon Westler
Visiting Assistant Professor of Philosophy

Physics

Darla Frandrup, Regents Science 236
507-786-3142
frandrup@stolaf.edu
wp.stolaf.edu/physics

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

Distinction

See Academic Honors (p. 25)

Students who demonstrate excellence in physics coursework and who complete and report on an additional project, typically a research experience, will be considered for distinction in physics. The project may culminate in a public presentation on research work or a topic of current interest in physics or in a written report 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 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. The option currently preferred by most students is 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. Alternatively, we offer a cooperative
five-year program with Washington University that provides a B.A. degree from St. Olaf and a B.S. in engineering from Wash U.

In recent summers, approximately 5 to 10 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 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.

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, especially for students entering Ph.D. programs. Students pursuing masters degrees in engineering are encouraged to complete internships in their areas of interest.

Specific recommendations by field of study:

**Physics:** 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. For example, Electronics (PHYS 246) develops skills that are useful in many experimental research settings.

**Materials Science:** To prepare for graduate study in materials science, students are advised to take Quantum Mechanics (PHYS 376). In addition, students should consider Statistical Physics (PHYS 379), Materials Engineering and Nanoscience (PHYS 362), and/or additional physics electives or math courses such as complex analysis, abstract algebra, probability, statistics, numerical analysis, and real analysis. For example, Electronics (PHYS 246) develops skills that are useful in many experimental research settings.

**Civil Engineering:** To prepare for graduate study in civil engineering, students are advised to consider Introduction to Engineering Design (PHYS 160), Engineering Design Practicum (ENGR 360), Materials Engineering and Nanoscience (PHYS 362), Electronics (PHYS 246), and/or other physics electives, along with appropriate courses in chemistry, mathematics, and computer science.

**Electrical Engineering:** To prepare for graduate study in electrical engineering, students are advised to take Quantum Mechanics (PHYS 376) and Electronics (PHYS 246) and are strongly encouraged to take Statistical Physics (PHYS 379). Students should also consider Introduction to Engineering Design (PHYS 160), Engineering Design Practicum (ENGR 360), Materials Engineering and Nanoscience (PHYS 362), and/or other physics electives, along with appropriate courses in chemistry, mathematics, and computer science.

**Mechanical Engineering:** To prepare for graduate study in mechanical engineering, students are advised to consider Introduction to Engineering Design (PHYS 160), Engineering Design Practicum (ENGR 360), Materials Engineering and Nanoscience (PHYS 362), Electronics (PHYS 246), and/or other physics electives, along with appropriate courses in chemistry, mathematics, and computer science. Quantum Mechanics (PHYS 376) is strongly encouraged for students interested in nanoscale technology and engineering.

**Other engineering fields:** There are many fields within engineering, both within and outside the broad areas of civil, electrical, and mechanical engineering. These include acoustical engineering, aerospace engineering, biomedical engineering, and geotechnical engineering, to name a few. Engineering graduate programs are typically looking for solid preparation in areas such as physics, chemistry, mathematics, and computer programming. Some fields, such as biomedical engineering, require background in biology or other areas as well. Consult with the Engineering Advisor and specific graduate programs for further information.

**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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHYS 130</td>
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<tr>
<td>PHYS 131</td>
<td>Analytical Physics II</td>
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</tr>
<tr>
<td>PHYS 232</td>
<td>Analytical Physics III</td>
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<tr>
<td>PHYS 244</td>
<td>Modern Physics</td>
<td>1.25</td>
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<tr>
<td>&amp; PHYS 245</td>
<td>and Modern Physics Laboratory (0.25)</td>
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</tr>
<tr>
<td>PHYS 374</td>
<td>Classical Mechanics</td>
<td>1.00</td>
</tr>
<tr>
<td>PHYS 375</td>
<td>Maxwell’s Equations</td>
<td>1.00</td>
</tr>
<tr>
<td>PHYS 385</td>
<td>Advanced Physics Laboratory I (0.25)</td>
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<td>PHYS 386</td>
<td>Advanced Physics Laboratory II (0.25)</td>
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<tr>
<td></td>
<td>One physics elective numbered above 120 (this is</td>
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<tr>
<td></td>
<td>waived for students obtaining teacher certification.)</td>
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<tr>
<td>OR ENGR 261 OR ENGR 360 OR ENGR 365 OR CHEM 371</td>
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<td></td>
<td>One additional physics elective numbered between</td>
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<td>300 and 393</td>
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</table>

**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, and either partial differential equations or multivariable calculus.
*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

**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, especially for students entering Ph.D. programs. Students pursuing masters degrees in engineering are encouraged to complete internships in their areas of interest.

Specific recommendations by field of study:

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**Materials Science:** To prepare for graduate study in materials science, students are advised to take Quantum Mechanics (PHYS 376). In addition, students should consider Statistical Physics (PHYS 379), Materials Engineering and Nanoscience (PHYS 362), and/or additional physics electives or math courses such as complex analysis, abstract algebra, probability, statistics, numerical analysis, and real analysis. For example, Electronics (PHYS 246) develops skills that are useful in many experimental research settings.

**Civil Engineering:** To prepare for graduate study in civil engineering, students are advised to consider Introduction to Engineering Design (PHYS 160), Engineering Design Practicum (ENGR 360), Materials Engineering and Nanoscience (PHYS 362), Electronics (PHYS 246), and/or other physics electives, along with appropriate courses in chemistry, mathematics, and computer science.

**Electrical Engineering:** To prepare for graduate study in electrical engineering, students are advised to take Quantum Mechanics (PHYS 376) and Electronics (PHYS 246) and are strongly encouraged to take Statistical Physics (PHYS 379). Students should also consider Introduction to Engineering Design (PHYS 160), Engineering Design Practicum (ENGR 360), Materials Engineering and Nanoscience (PHYS 362), and/or other physics electives, along with appropriate courses in chemistry, mathematics, and computer science.

**Mechanical Engineering:** To prepare for graduate study in mechanical engineering, students are advised to consider Introduction to Engineering Design (PHYS 160), Engineering Design Practicum (ENGR 360), Materials Engineering and Nanoscience (PHYS 362), Electronics (PHYS 246), and/or other physics electives, along with appropriate courses in chemistry, mathematics, and computer science. Quantum Mechanics (PHYS 376) is strongly encouraged for students interested in nanoscale technology and engineering.

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**Courses**

Students planning to take a single physics course should consider PHYS 112, PHYS 124, 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 every other year. Does not count toward physics major.

**Prerequisite:** proficiency in algebra and geometry.

**PHYS 116: Light, Vision, and Art**

Using visual art as a lens, students examine vision starting with light and its interactions with matter as well as optical and physiological responses to art elements: elements; value, color, line, shape, form, and texture. Students scientifically analyze artworks using tools from physics, neurobiology, and psychology seeking strategies employed by visual artists to create compelling images and adopt these strategies to generate original work. No prerequisites, but foundational experience in studio art or art history is valuable. Offered alternate years during Interim. Does not count toward physics major. Counts toward neuroscience concentration.

**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. Students attend lectures plus one 2.5-hour laboratory per week. Offered annually in the fall semester. Does not count toward physics major. Counts toward neuroscience concentration.

**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. Students attend lectures and one 2.5-hour laboratory per week. Offered annually in the spring semester. Does not count toward physics major.

**Prerequisites:** MATH 119 or MATH 120 or equivalent.
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. Students attend lectures plus one 2.5-hour laboratory per week. Offered annually in the fall semester. Also 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. Students attend lectures and one 2.5-hour laboratory 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 160: Introduction to Engineering Design
This course takes a holistic, process approach to design. Student teams identify human-centered needs, define problems, develop and prototype solutions, test, redesign, and present final recommendations. This hands-on course emphasizes the application of scientific principles, analysis, and design to real world problems. Students write throughout the course to develop and share ideas. Offered annually during Interim.
Prerequisites: MATH 119 or MATH 120 and at least one of the following: PHYS 130, PHYS 124, CHEM 121, CHEM 122, CHEM 125, CH/BI 125, BIO 150, PSYCH 125, CSCI 121, or permission of instructor.

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. Students attend lectures and one 2.5-hour laboratory 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 for three hours, 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 lectures and one 2.5-hour laboratory per week. Offered alternate years. Also 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.
Prerequisite: proficiency in algebra and geometry. Musical experience is helpful but not required.

PHYS 294: Independent Study

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 244.

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 and MATH 230, and MATH 226 or CSCI 251 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 MATH 226 or CSCI 251, 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 I (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 includes one three-hour laboratory per week. Offered annually in the spring semester.

PHYS 386: Advanced Physics Laboratory II (0.25)
Experiments explore various topics in physics. Emphasis is on the development of good laboratory techniques, analytical skills, and the ability to work independently. Each 0.25-course registration includes one three-hour laboratory per 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. Offered periodically.
Prerequisites: PHYS 244 and MATH 230.

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. Offered periodically.
Prerequisites: 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. May be repeated if topic is different.
Prerequisites: PHYS 374 and PHYS 375.

Faculty
Chair, 2021-2022
Brian Borovsky
Professor of Physics
Mathematics

Jason J. Engbrecht
Professor of Physics; Associate Dean of Natural Sciences and Mathematics

Anne M. Gothmann
Assistant Professor of Environmental Studies and Physics

Eric L. Hazlett
Visiting Assistant Professor of Physics

Amy E. Larsen
Assistant Professor of Practice in Physics

Political Science
Shawn Paulson, Holland 512
507-786-3127
paulsons@stolaf.edu
wp.stolaf.edu/poli-sci

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 carry OLE Core curriculum attributes. The Political Science Department shares faculty and courses with Asian studies, environmental studies, Latin American studies, Russian studies, and gender and sexuality 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
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

**Distinction**

See Academic Honors (p. 25)

See Political Science Department website 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. 251) 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.

**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.

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
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<tr>
<td>PSCI 111</td>
<td>American Politics</td>
<td>1.00</td>
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<tr>
<td>PSCI 204</td>
<td>The New Hampshire Primary and U.S. Presidential Politics</td>
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</tr>
<tr>
<td>PSCI 211</td>
<td>Media and Politics</td>
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<td>PSCI 244</td>
<td>Race and American Politics</td>
<td>1.00</td>
</tr>
<tr>
<td>PSCI 255</td>
<td>Political Parties and Elections</td>
<td>1.00</td>
</tr>
<tr>
<td>PSCI 272</td>
<td>American Constitutional Law: Power</td>
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<td>PSCI 311</td>
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<td>ES/PS 276</td>
<td>Environmental Politics</td>
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**Comparative Politics**

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<td>PSCI 112</td>
<td>Comparative Politics</td>
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<tr>
<td>PSCI 115</td>
<td>Imagining Democracies Globally</td>
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</tr>
<tr>
<td>PSCI 117</td>
<td>Politics and Human Rights</td>
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<tr>
<td>PSCI 252</td>
<td>Politics and Development</td>
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<td>PSCI 264</td>
<td>Latin American Politics</td>
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</tr>
<tr>
<td>PSCI 282</td>
<td>Russian and Eurasian Politics</td>
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<tr>
<td>PSCI 283</td>
<td>European Social Democracy</td>
<td>1.00</td>
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<tr>
<td>PSCI 350</td>
<td>Seminar: Immigration and Citizenship</td>
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<td>PSCI 367</td>
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<tr>
<td>PSCI 370</td>
<td>Seminar: Courageous Resistance to Injustice</td>
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<td>PSCI 382</td>
<td>Seminar: The Geopolitics of Eurasian Energy</td>
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<tr>
<td>PSCI 385</td>
<td>Seminar: Becoming European: Central Europe's Entry into the European U</td>
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<tr>
<td>AS/PS 255</td>
<td>Politics in Asia</td>
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**International Relations**

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<td>PSCI 115</td>
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<td>PSCI 119</td>
<td>The Problem of War</td>
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<td>PSCI 121</td>
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<td>PSCI 321</td>
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<tr>
<td>ES/PS 201</td>
<td>Topics in Global Environmental Politics</td>
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**Political Theory**

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<tbody>
<tr>
<td>PSCI 113</td>
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<tr>
<td>PSCI 119</td>
<td>The Problem of War</td>
<td>1.00</td>
</tr>
<tr>
<td>PSCI 260</td>
<td>History of Modern Political Thought</td>
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<tr>
<td>PSCI 262</td>
<td>Critics of the State</td>
<td>1.00</td>
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<tr>
<td>PSCI 284</td>
<td>Ethics of Citizenship in Times of War and Terrorism</td>
<td>1.00</td>
</tr>
<tr>
<td>PSCI 384</td>
<td>Seminar in Political Theory</td>
<td>1.00</td>
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</table>

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 the World Languages and Culture requirement (French, German, or Spanish numbered above 232 or Chinese, Greek, Latin, Japanese, Norwegian, or Russian numbered above 231 and taught in the target language) 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.

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

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.

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: Imagining Democracies Globally
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. Apply through International and Off-Campus Studies.

PSCI 205: International Organizations
Why do states create and join international organizations (IOs)? What roles do they play in solving global problems? The goal of this course is to help students develop a theoretical as well as a practical understanding of international organizations and the global problems they attempt to address. Particular emphasis will be placed on students’ ability to think critically, both about global challenges and the global governance mechanisms designed to solve these challenges.
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. Also counts toward media studies concentration.
Prerequisite: none, but one course in political science is recommended.

PSCI 214: Religion and American Politics
Religion has played a crucial role in most major issues of American politics ranging from slavery, civil rights, prohibition, the criticism of capitalism, the affirmation of capitalism, abortion, same-sex marriage and the very place of religion in our public life. This course examines the ways in which religion and politics intersect in public opinion, campaigns, public policy, lobbying, court cases, political rhetoric, and the broader principles of American political culture. Looking at both quantitative and qualitative evidence, the course explores different theoretical explanations of the role of religion in American politics. Offered alternate years.

PSCI 215: The Politics of Authoritarian Survival
More than half of the planet’s population lives under non-democratic rule, and 40% of the world’s governments are authoritarian. This course examines the domestic and international challenges authoritarian leaders face in their quest to stay in power. Focusing on contemporary examples of political dynamics in authoritarian regimes, students consider survival strategies related to ideology, coercion, cooptation, electoral manipulation, patronage distribution, economic growth, and civil-military relations. Offered annually.
Prerequisite: prior course work in Political Science 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. Also 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.

PSCI 222: International Political Economy
How do states govern their economies and how does the international economy affect domestic politics? This course aims to answer these two interrelated questions by introducing students to theories of the politics of trade, finance, and investment; as well as contemporary debates on the role of economic organizations, regional trade agreements, migration, environment and inequality. The course approaches each topic by examining alternative theoretical approaches; students evaluate these theories using historical and contemporary evidence. Offered annually in the fall semester.
Prerequisite: prior course work in political science or economics useful but not required.

PSCI 223: Peace, Nonviolent Resistance
Students study Nordic conflict resolution theories and practices as those relate to various approaches to conflict resolution, peace, and nonviolent resistance around the globe. What key strategies are individuals and groups using in creating just communities and a just world? The course offers academic inquiry into people’s movements and interactive training methods. Students examine both theoretical premises and conflict resolution mechanisms as they together produce decisions about power and peace. Also counts toward the Nordic studies concentration. Offered periodically.

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. Also counts toward race and ethnic studies major and concentration.

PSCI 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. Offered periodically. Also counts toward Asian studies, Chinese, and Japanese majors and Asian studies concentration.
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. Also counts toward management studies concentration.
Prerequisite: one course in political science or permission of instructor.

PSCI 247: Politics and Identity in the Contemporary Middle East
This course examines how individuals and groups in the Middle East conceptualize and experience politics and citizenship. Students investigate these issues in relation to the political impact of Western imperialism, how authoritarian states shape political possibilities, and ongoing debates over protest movements, democratization efforts, nationalism, religion and politics, gender relations, and refugee crises. Also counts toward Middle Eastern studies concentration.
Prerequisite: WRIT 120 or equivalent; one course in political science is recommended but not required.

PSCI 250: 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. Also counts toward Latin American studies major and Latin American studies and management studies concentrations.
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.

PSCI 257: Foreign Relations in the Americas
Often controversial, foreign relations in the Western Hemisphere include not only the political and economic influence of the USA south of its borders, but how states in Latin America and the Caribbean interact with each other and with states and intergovernmental organizations around the world. Offered periodically during the spring semester. Also counts toward Latin American studies major and international relations and Latin American studies concentrations.

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. Also counts toward management studies concentration.

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. Also counts toward Latin American studies major and Latin American studies and management studies concentration.

PSCI 265: Nordic Studies Concentration
This course delves more deeply into a specific example of a civil society. The first part of the course introduces students to the forms, norms, and expressions of civil society, while the second part of the course delves more deeply into a specific example of a civil society. The specific topic of the second section of the course will vary each time it is offered. Offered alternate years.

PSCI 267: Comparative 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. Also counts toward management studies concentration.

PSCI 270: 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.

PSCI 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. Also counts toward management studies concentration.

PSCI 280: Civil Society
A central concept in political science, civil society refers to social association and self-regulation outside of the legislative and coercive functions of the state. Students examine factors affecting the strength and nature of civil society and its effects on political life, attending to how civil society develops differently in specific parts of the world. The course also introduces normative prescriptions for improving civil society. The first part of the course introduces students to the forms, norms, and expressions of civil society, while the second part of the course delves more deeply into a specific example of a civil society. The specific topic of the second section of the course will vary each time it is offered. Offered alternate years.

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. Also 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. Also 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.

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 vocationor 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 296: Political Science Research Practicum
The political science research practicum provides a new opportunity to realize the college and department's commitment to undergraduate research. Students put research skills into practice by gathering and analyzing empirical evidence, and producing a substantive research project. With research topics varying from term to term, students develop methodological expertise surrounding a current problem in political science, and collect and analyze data to address the problem. Offered alternate years.

PSCI 297: Washington D.C. Politics and Intl Relations Practicum (off-campus)
This course combines job-shadowing, panel discussions, and a seminar. Students work with two different D.C.-area employers (primarily in government and advocacy sectors). Daily seminars analyze these vocational experiences as they relate to scholarship on political efficacy, motivation, and ethics. Students also receive an introduction to the breadth of career opportunities available in D.C. through panel discussions and networking. Offered annually during Interm. Apply through International and Off-Campus Studies. Also counts toward international relations concentration.

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.

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 322: Seminar: Economic Statecraft
Economic statecraft refers to states’ use of economic means to pursue foreign policy goals and political ends. This seminar provides students with advanced study of economic statecraft tools, which often combine economic rewards and punishments. Specifically, students explore when and how governments choose from their economic statecraft repertoire, and assess the effectiveness of the available tools, including but not limited to foreign aid, bilateral trade and investment, and economic sanctions. Offered annually in the fall semester.

Prerequisite: PSCI 220 and one course in the international relations subfield, or permission of the 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. Also 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. Also 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 Union

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.

Political philosophy; constitutional law

Menevis Cilizoglu
Assistant Professor of Political Science

Daniel J. B. Hofrenning
Professor of Political Science

American politics; religion and politics; parties and elections; public policy

Seo Nyeong Jo
Visiting Instructor in Political Science

Siyu Li
Adjunct Instructor in Political Science

Anthony D. Lott
Associate Professor of Political Science and Environmental Studies

international law; international relations; international security

Katherine Tegtmeyer Pak
Professor of Political Science and Asian Studies

Asian politics; comparative democracy; immigration; citizenship; human rights

Kristina E. Thalhammer
Professor of Political Science

comparative politics; Latin American politics; political tolerance; human rights

Psychology

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wp.stolaf.edu/psych

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 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 gender and sexuality 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**

**Distinction**

See Academic Honors (p. 25)

Further detail about the distinction process can be found on the Department of Psychology 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSYCH 125</td>
<td>Principles of Psychology</td>
<td>1.00</td>
</tr>
<tr>
<td>PSYCH 230</td>
<td>Research Methods in Psychology</td>
<td>1.00</td>
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**Content Core of the Major**

Select two courses from the natural science content core:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSYCH 235</td>
<td>Sensation and Perception</td>
</tr>
<tr>
<td>PSYCH 236</td>
<td>Conditioning and Learning</td>
</tr>
<tr>
<td>PSYCH 237</td>
<td>Cognitive Psychology</td>
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<tr>
<td>PSYCH 238</td>
<td>Biopsychology</td>
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</tbody>
</table>

Select two courses from the social science content core:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSYCH 241</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td>PSYCH 244</td>
<td>Psychology of Personality</td>
</tr>
<tr>
<td>PSYCH 247</td>
<td>Psychopathology</td>
</tr>
<tr>
<td>PSYCH 249</td>
<td>Social Psychology</td>
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</table>

**Level III Capstone Courses**

Two of any level III courses

**General Education Requirement for the Major**

Select an introductory course in statistics that emphasizes descriptive statistics and hypothesis testing:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>STAT 110</td>
<td>Principles of Statistics</td>
</tr>
<tr>
<td>STAT 212</td>
<td>Statistics for the Sciences</td>
</tr>
<tr>
<td>ECON 260</td>
<td>Introductory Econometrics</td>
</tr>
</tbody>
</table>

**Elective Psychology Courses**

Two additional psychology courses

**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.

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

**Courses**

**PSYCH 125: Principles of Psychology**

This whirlwind introduction comprehensively examines foundational principles, theoretical approaches, and major areas of study within psychology. Acting as skeptical scientists, students gain another lens on the human experience by which they can better understand themselves and others. Students see psychology as a science and challenge “common sense” explanations about how people function. This gateway course captures the essence of the liberal arts, applying to almost any career choice. Offered each semester. Also counts toward nursing, social studies education, and social work majors and educational studies concentration.
PSYCH 219: India Interim Orientation Seminar (0.25)
The pre-departure orientation seminar supports and enhances students’ off-campus learning by increasing their preparation for a month of study and travel in India. Students employ a psychological perspective to read, discuss, and present literature about India’s culture, history, and current issues. The study and practice of intercultural learning activities and the use of video conferencing and other resources support students’ interactions and field projects with the group’s hosts at universities and research sites in India. Offered periodically.

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 periodically 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 periodically during Interim. Also counts toward linguistic studies concentration and neuroscience 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. Apply through International and Off-Campus Studies. Also counts toward gender and sexuality studies major and family studies and gender and sexuality studies concentrations.
Prerequisite: PSYCH 125 or ASIAN 121 or FAMST 132 or FAMST 242 or permission of the instructor.

PSYCH 226: Emerging Adulthood in China: Immersion and Reflection
This course offers students the opportunity to explore the developmental stage of emerging adulthood (ages 18-25) during one month of study/travel in China. Students employ a psychological perspective to read and discuss literature about the influence of culture, gender, history, and current issues on development during this critical milestone in the lifespan. Interactions and field projects with the group's hosts at universities and research sites in China provide firsthand experience and foster cross-cultural comparisons. Offered alternate years during Interim. Apply through International and Off-Campus Studies. Also counts toward Asian studies, Chinese, and gender and sexuality studies majors; and Asian studies and gender and sexuality studies concentrations.
Prerequisite: PSYCH 125 or a course in Asian studies or gender and sexuality studies, or permission of instructor; PSYCH 241 or PSYCH 249 strongly recommended.

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 periodically during Interim. Apply through International and Off-Campus Studies. Also counts toward environmental studies major (all emphases) and concentration.
Prerequisite: PSYCH 125 or ENVST 137.

PSYCH 228: Adolescence in Context
Adolescence is a transition period characterized by increased risk and vulnerability as well as new opportunities for positive change. This course explores biological, cognitive, and social development in adolescence and emerging adulthood. Students critically examine prominent theories and research methods, and analyze multiple contexts that shape the adolescent experience, such as families, schools, neighborhoods, and cultures. The class discusses how adolescent psychology can promote positive youth development through real world applications. Offered periodically during Interim.
Prerequisite: PSYCH 125.

PSYCH 229: Psychology of Spirituality and Religion
Spiritual and religious experience and practices are human activities that can be investigated with psychological methods and theories. To do so faithfully, one must deal with the tension between scientifically understanding something and explaining it away. Students review the large multidisciplinary literature in this area. They also explore the religion/science tension by reporting on current news items and by participating in a chosen private spiritual practice (e.g. meditation) and systematically analyzing the experience. Offered periodically.
Prerequisites: PSYCH 125.
PSYCH 230: Research Methods in Psychology
This course prepares students with tools for understanding how research studies in psychology are conceptualized, designed, and ethically conducted, and how data is analyzed, interpreted, and disseminated. Students apply this understanding in independent and small group research projects. In the process, students develop critical reading, thinking, and scientific writing skills. Students attend lectures plus one two-hour laboratory per week. Offered each semester. Also counts toward environmental studies major, kinesiology major, and statistics and data science concentration.
Prerequisites: PSYCH 125, and STAT 110 or STAT 212 or ECON 263.

PSYCH 232: Gender Equality in Norway (abroad)
Students learn how gender is perceived, constructed, and experienced in contemporary Norway, using psychological and sociocultural perspectives to explore topics such as family life, youth development/empowerment, education, employment, media/advertising, health, and sexuality. They also examine Indigenous Sámi and immigrant perspectives. Lectures, site visits, and other field experiences augment scholarly readings and contribute to an understanding of gender equality as a foundational guiding principle and practice in an increasingly diverse Norwegian society. Offered alternate years during interim. Apply through International and Off-Campus Studies. Also counts toward Norwegian and gender and sexuality studies majors and Nordic studies and gender and sexuality studies concentrations.
Prerequisites: PSYCH 125 or a course in Nordic studies, gender and sexuality studies, family studies, or sociology/anthropology, or permission of instructor; PSYCH 241 or PSYCH 249 strongly recommended.

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, somesthesis, and the chemical senses. Students attend lectures plus one three-hour lab per week. Offered annually. Also 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. Students attend lectures and one two-hour laboratory working with nonhuman animals. Offered annually. Also counts toward educational studies and management studies concentrations.
Prerequisite: PSYCH 125.

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. Students attend lectures plus one three-hour laboratory per week. Offered annually. Also 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. Also counts toward biology major and neuroscience concentration.
Prerequisite: PSYCH 125 or BIO 123, BIO 227 or CH/BI 227.

PSYCH 239: Drugs, the Brain and Behavior
From legalized marijuana, to the widespread use of antidepressants and antianxiety medications, to the ubiquitous presence of coffee shops, the “drug culture” affects nearly everyone in our society. This course introduces the world of psychopharmacology, with an emphasis on the basic neural mechanisms underlying the effects of drugs, including their portrayal in popular movies and music. By learning how drugs can affect the way neurons communicate, students become more thoughtful consumers. Offered periodically during Interim. Also counts toward neuroscience concentration.
Prerequisites: PSYCH 125 or PSYCH 238 or any Level I biology, chemistry, or chemistry/biology course.

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. Also counts toward kinesiology, nursing, social work, and gender and sexuality studies majors and educational studies, family studies, and gender and sexuality 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. Also counts toward kinesiology 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. Also 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 periodically. Also counts toward management studies concentration.
Prerequisite: PSYCH 125.

PSYCH 254: Culture and Place in Psychology
Many psychological processes once assumed to be similar around the world are actually powerfully influenced by culture. This course explores ways in which cultural context affects psychological experience, including cognition, emotion, personality, values, social behavior, and subjective well-being. Students study the methods, constructs, and findings of cultural psychology, and reflect on their own cultural experiences; thus this course is particularly appropriate for students returning from or preparing to study abroad. Offered most years.
Prerequisite: PSYCH 125.

PSYCH 294: Academic Internship
PSYCH 297: Research Experience (0.25, 0.50, 1.00)
The Research Experience course gives students credit for research experiences in the lab of a psychology department faculty member. Emphasis is placed on the iterative process of experimentation and analysis in ongoing faculty research projects. P/N. Offered annually. Does not count toward psychology major requirements.
Prerequisite: PSYCH 125, at least one additional course in the department, and permission of instructor.

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 periodically. Also counts toward neuroscience concentration.
Prerequisites: PSYCH 230, plus PSYCH 238 or NEURO 239.

PSYCH 337: Neurobiology of Learning and Memory
Memory is a fundamental part of human existence, but what do we currently know about the neurobiology that underlies this remarkable ability? In this seminar, students present and discuss recently published research that examines the neurobiology of learning and memory from molecular, cellular, behavioral and cognitive neuroscience perspectives. Offered periodically. Also counts toward neuroscience concentration.
Prerequisites: PSYCH 230, and 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 periodically. Also counts toward neuroscience concentration.
Prerequisites: PSYCH 230 and PSYCH 247, and 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. Also counts toward neuroscience and linguistics concentrations.
Prerequisites: PSYCH 230, or PSYCH 238 and NEURO 239.

PSYCH 341: Infant Behavior and Development
This seminar examines the amazing, transformational journey from birth to age three. Topics include prenatal development, birth and the newborn, physical and motor development, caregiver relationships, infant mental health, cognition, and language development. Students explore questions such as: how long-lasting are the effects of early experiences? How is early development similar and how is it different across diverse cultural contexts? How do nature and nurture interact to influence development? How can research findings help infants? Offered periodically. Also counts toward linguistic studies concentration.
Prerequisites: PSYCH 230 and PSYCH 241 or permission of instructor.

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. Also counts toward management studies concentration.
Prerequisites: PSYCH 230, plus PSYCH 244 or PSYCH 249.

PSYCH 350: Parenting and Child Development in Diverse Families
This course explores research on parenting and child development across a variety of diverse family structures and sociocultural contexts, including families with primary caregiving fathers, divorced and remarried parents, adoptive parents, gay and lesbian parents. Students discuss similarities and variability across families, and examine how factors such as gender, sexual orientation, race/ethnicity and social class shape parenting experiences and unique psychosocial challenges that “nontraditional” families may confront. Students examine and bridge the empirical literature with popular culture and media portrayals of families. Offered periodically. Also counts toward gender and sexuality studies major and educational studies, family studies, and gender and sexuality studies concentrations.
Prerequisite: PSYCH 241; PSYCH 230 is strongly 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. Also counts toward management studies concentration. 
Prerequisites: junior or senior standing and PSYCH 230, plus PSYCH 244 or PSYCH 247.

PSYCH 376: Forensic Psychology
Students examine the application of clinical psychology in the context of the U.S. legal system. Students use empirical articles, secondary sources, case studies, and legal sources (e.g., U.S. Supreme Court cases) to investigate how psychologists conduct evaluations of psycho-legal issues like competency to stand trial, insanity pleas, and civil commitment. Students discuss the ethical, legal, societal, and mental health benefits and consequences of how the U.S. legal system resolves issues pertaining to mental illness. Offered periodically. 
Prerequisites: PSYCH 230 and 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 392: Topics
Sample Topic: Psychology of Women This seminar focuses on a limited number of issues affecting women, explored in some depth. Issues such as the following are addressed: women's health issues (what are the differences between men and women? what health issues particularly or exclusively affect women? are there different responses to similar conditions? to similar treatments? what are the causes? are there any commonalities?); women's mental health issues (depression, addictions, anxiety-related disorders); women, hormones and pheremones, gender differences in the brain; women and violence (domestic abuse, child physical and sexual abuse, effect of early abuse); women and poverty; cross-cultural issues and women and therapy. Students will be expected to take an active role in the seminar, which will include a research project on a topic relevant to the issues under discussion.

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. Students attend lectures plus one three-hour lab per week. Also 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, 2021-2022
Gary M. Muir
Associate Professor of Psychology
behavioral neuroscience; cognitive neuroscience; neurobiology of spatial navigation; neurobiology of learning and memory

Jessica M. Benson
Assistant Professor of Psychology

Grace E. Cho (On sabbatical 2021-22)
Associate Professor of Psychology
developmental psychology; child development; cultural psychology; socioemotional development; parent-child processes

Shelly D. Dickinson
Associate Professor of Psychology
behavioral neuroscience; addiction; conditioning and learning; psychopharmacology

Anna Erickson
Adjunct Assistant Professor of Psychology

Dana L. Gross
Professor of Psychology
developmental psychology; off-campus study

Emily Hazlett
Adjunct Assistant Professor of Psychology

Charles Huff
Professor of Psychology
social psychology; moral psychology; science and technology studies; psychology of religion

Jeremy L. Loebach  
Associate Professor of Psychology  
cognitive neuroscience; speech and hearing sciences; psycholinguistics

Donna McMillan  
Professor of Psychology  
clinical psychology; personality psychology; environmental psychology; positive psychology

Daniel Nelson  
Visiting Associate Professor of Psychology

Jessica R. Petok  
Associate Professor of Psychology  
aging; adult development; cognition; memory and learning

Carlo O.C. Veltri  
Associate Professor of Psychology  
clinical psychology; psychopathology; psychological assessment; personality; forensic psychology

Public Affairs Conversation

Michael Fuerstein, Holland 417  
507-786-3609  
fuerstei@stolaf.edu  
wp.stolaf.edu/pacon/

Overview

The Public Affairs Conversation ("PACON") is a yearlong program for sophomores, juniors and seniors consisting of two courses (fall and spring) and an internship opportunity (in Interim, spring, or summer) that is supported with PACON funding. PACON engages students and faculty to develop an interdisciplinary perspective on American public policy that is informed by the connection between contemporary debates and foundational ideals. The program is distinctive in its particular interdisciplinary approach (bridging politics, economics, philosophy, and religion), in the way that it frames contemporary policy dilemmas in relation to U.S. intellectual history, and in its incorporation of practical work experience (via an internship) into the curriculum. It aspires, above all, to endow students with the capacity to engage rigorously, imaginatively, and civilly with intellectually and ideologically diverse outlooks on American public affairs. The internship opportunity provides students with a context for vocational reflection and further analysis of important issues grounded in practical experience.

Admission to the Program

Admission to the PACON is based on an application process open to all rising sophomores, juniors, and seniors on a rolling basis that begins in January and extends up to spring registration. The total number of students admitted is contingent on student demand and staffing availability. PACON is open to students of all interests and majors.

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. Offered annually in the fall semester.

Prerequisites: admission to Public Affairs Conversation program and sophomore standing or above.

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. Not open to first-year students. Offered annually in the spring semester.

Prerequisite: PACON 280.

The internship component of this program may be satisfied by: ID 295: Internship & Reflection Seminar or ID 294 Academic Internship (0.25, 0.50, or 1.0 credit)

Faculty

Director, 2021-2022
Jason T. Marsh
Associate Professor of Philosophy  
bioethics; ethical theory and applied ethics; religion and cognitive science

Michael A. Fuerstein  
Associate Professor of Philosophy  
social and political philosophy; social epistemology; American pragmatism

Brendon Westler  
Visiting Assistant Professor of Philosophy

Race and Ethnic Studies

Jennifer Kwon Dobbs, Rolvaag 503  
507-786-3264  
dobbs@stolaf.edu  
wp.stolaf.edu/race-and-ethnic-studies

Established at St. Olaf College in 1969, the Race and Ethnic Studies Program (abbreviated RACE) represents a multigenerational faculty and student commitment to the interdisciplinary study of race and ethnicity. Our program centers the concerns and experiences of people of color and proceeds from the recognition that race and ethnicity have been and continue to be crucial components within interlocking systems of oppression, as well as powerful sites of intersectional resistance. In the United States, our work focuses on the social, cultural, and historical contributions and lived situations of African Americans, Native Americans, Asian Americans, Latinx, and Middle Eastern Americans. Migration — historical and contemporary, voluntary and involuntary — is an experience that unites many of these communities. Our program therefore encompasses coursework
involving the cultures and nations outside of the U.S. from which such peoples are drawn; it can also include the study of racial and ethnic minorities in other nations. Globalization has brought greater urgency to recognizing 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 coalitions, experiences, and phenomena relevant to people of color in the United States and beyond.

Overview of the Major
The race and ethnic studies major includes any one of the courses numbered RACE 121-125, (usually RACE 121), RACE 396, and six other courses from at least three different departments. RACE 396 enables students to fulfill their capstone project requirement in a seminar setting during their senior year. One of the six courses may be an independent study or research, and one may be an internship approved by the program director. Off-campus study is encouraged.

Unlike many majors, which prescribe sequences of courses, race and ethnic studies allows students considerable freedom in choosing classes that fulfill their interests. Many race and ethnic studies majors are double majors, because race and ethnic studies courses complement many majors in the humanities, interdisciplinary studies, social and natural sciences, and the fine arts.

Race and ethnic studies also offers a concentration consisting of RACE 121 and four other courses from at least two different departments or programs.

Intended Learning Outcomes for the Major
Intended Learning Outcomes for the Concentration

Requirements
Requirements for the Major

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RACE 121</td>
<td>Introduction to Race and Ethnic Studies</td>
<td>1.00</td>
</tr>
<tr>
<td>RACE 396</td>
<td>Directed Undergraduate Research</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td>Select a minimum of six other approved courses taken in at least three departments or programs.</td>
<td>6.00</td>
</tr>
</tbody>
</table>

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 program director.

Race and ethnic studies majors are required to complete a senior project and to give an oral presentation of their findings before the program faculty in early May of their senior year. Students graduating in 2025 and afterward should register for RACE 396: Directed Undergraduate Research during spring of senior year to complete their projects.

Study off-campus on race and ethnic studies topics is encouraged. Students may wish to link a race and ethnic studies major with another one from a department represented in the program.

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

Requirements for the Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RACE 121</td>
<td>Introduction to Race and Ethnic Studies</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td>Select four other approved courses taken in at least two departments or programs.</td>
<td>4.00</td>
</tr>
</tbody>
</table>

Total Credits 5

Courses

Required Course

RACE 121: Introduction to Race and Ethnic Studies
This course provides an introduction to critical concepts and key readings about race and racism that are important to the field of Ethnic Studies. Focusing on identities and communities, students learn about racial formation and difference in U.S. and comparative cultural and historical contexts. How does race intersect with class, gender, nation, and sexuality to produce privileges and oppressions? Students survey the emergence of Ethnic Studies through literary texts including art, creative writing, film, music, popular culture, and/or the sciences to become acquainted with interdisciplinary approaches and how concerns for racial equity and social justice formed this academic field. Offered annually. Also counts toward Latin American studies major and Africa and the African Diaspora and Latin American studies concentrations.

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 literary texts. Offered in alternate years. May be repeated if topic is different.

RACE 252: 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 texts with a social science emphasis. Offered in alternate years. May be repeated if topic is different.

RACE 294: 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

AFAD 231 Africa and the Americas: The Diaspora Experience
AMCON 211 Fear and Hope (completion of American Conversations counts for one course for Race and Ethnic Studies)
ART 264 Race and Difference in Medieval Art
ASIAN 123 Asia in America
DANCE 107 Topics in Rhythm in Dance (0.25)
DANCE 108 American Dance: Native and Immigrant Traditions (0.25)
DANCE 246 Dance in the United States
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 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 207 Women of the African Diaspora
ENGL 209 Arab American Literature and Film
ENGL 220 Topics in Literary History (when taught with the topic: Literature of American Slavery)
ENGL 251 Major Chicano/a Authors
ENGL 280 Topics in Genre (when taught with the topic: Muslim Women Writers)
ENGL 345 Topics in American Racial and Multicultural Literatures
ENGL 347 Topics in Post-Colonial Literatures
FREN 271 The Francophone World (when taught with the topic: Les Antilles/The Caribbean)
FREN 373 Genre Studies (when taught with the topic: French/ Francophone Film)
HIST 151 Slavery in African History
HIST 165 Slavery in the Americas
HIST 181 Civil Rights Revolution
HIST 199 American History Since 1865
HIST 256 Slavery in West Africa: Ghana (abroad)
HIST 270 Major Seminar: American 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 291 Introduction to African History
HIST 297: Race/Gender/Sports in America
HIST 320 Research Seminar: Modern European History (when taught with the topic: Holocaust and History)
HIST 370 Research Seminar: American History (when taught with the topic: Capitalism and Slavery)
HIST 395 Oral History Seminar (when the final research project focuses on race/ethnicity, director approval required)
MUSIC 231 History of Jazz
MUSIC 237 World Music
MUSIC 345 Advanced Study in Music History (when taught with the topic: Music and Race)
MUSIC 345 Advanced Study in Music History (when taught with the topic: Music of African Christianities)
NORW 224 Topics in Contemporary Nordic Literature: A Window on Society (when taught with the topic: Scandinavian Multicultural Film and Literature)
NORW 244 The Sámi: Traditions in Transition
PHIL 255 Race and Social Justice
PSCI 244 Race and American Politics
PSCI 258 World Politics
PSCI 350 Seminar: Immigration and Citizenship (when the final paper and RIN projects focus on race/ethnicity, director approval required)
PSYCH 390 Issues in Psychology (when taught with the topic: Issues in Diversity)
REL 231 Religion at the US-Mexico Border
REL 232 The Insurgent Multiculturalism of Beloved Community
REL 267 African-American Religious Thought in the 20th Century
SOAN 128 Introduction to Cultural Anthropology
SOAN 237 Forging a Latin American Culture
SOAN 247 Disasters
SOAN 261 Gender in Cross-Cultural Perspective
SOAN 264 Race and Class in American Culture
SOAN 269 Urban Sociology
SOAN 299 Topics in Sociology/Anthropology (when taught with the topic: Sociology of Music)
SPAN 273 Cultural Heritage of the Hispanic U.S.
SPAN 276 Spanish as a First and Second Language
SPAN 311 Language in Society
THEAT 180 Text and Performance
THEAT 379 Topics in Interpretation and Theater (when taught with the topic: Staging Faith: Religion and Spiritualism in Early 20th Century American Theater)

In addition, some sections of FYS 120 First-Year Seminar and WRIT 120 Writing and Rhetoric 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, 2021-2022 Fall
Jennifer Kwon Dobbs (On leave Interim and spring)
Professor of English
poetry and poetics; creative nonfiction; Asian American literature; critical adoption studies

Ibtesam al-Atiyat
Associate Professor of Sociology/Anthropology
Arab society; gender; social movements; Islamic movements

Joshua R. Anderson
Visiting Assistant Professor of Political Science
American politics; political philosophy; history of science

Anthony Bateza
Associate Professor of Religion
Reformation studies

Jessica M. Benson
Assistant Professor of Psychology

Maggie A. Broner
Professor of Romance Languages - Spanish
Hispanic linguistics; culture; second language acquisition

Heather Campbell
Associate Professor of Education and Director of First-Year Seminar
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

Christopher L. Chiappari
Associate Professor of Sociology/Anthropology

Vivian Choi
Assistant Professor of Sociology and Anthropology
South Asia; science and technology; disasters

Marc David
Associate Professor of Practice in Sociology/Anthropology
race and class; history and memory; public policy and the politics of knowledge; North America

Kari Lie Dorer
Professor of Norwegian
Norwegian language and culture; applied linguistics; Sami studies; Nordic film.

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

Steven C. Hahn
Professor of History
colonial America; Native American history; piracy

Abdulai Idrisu
Associate Professor of History
African history; Islam in Africa

Heather J. Klopchin (on leave in the Fall 2021)
Professor of Dance
modern dance; ballet; jazz dance; dance history; Company dance

Elizabeth A. Leer
Associate Professor of Education
English education; reading; curriculum and instruction

Courtney M. Leonard
Assistant Professor of Art and Art History

Kristina Medina-Vilarino
Associate Professor of Romance Languages-Spanish
Caribbean Studies; 20th- and 21st-century Latin American studies; contemporary Latino studies; race and ethnic studies

Linda Y. Mokdad
Associate Professor of English
film history; classical film theory; feminist film theory; art cinema; Arab cinemas

Jonathan T. Naito
Associate Professor of English
20th- and 21st-century British and Irish literature; postcolonial studies; black and Asian British literature; Samuel Beckett

Leon Narvaez
Professor of Romance Languages - Spanish
Hispanic culture, language, and literature; migration and other interdisciplinary studies
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

Distinction
See Academic Honors (p. 25)
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. 115), which offers students the opportunity to use their foreign language skills in selected courses. Each year the department offers Interim courses abroad, some carrying the OLE Core attribute Religion, Faith and Values.

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
Program Requirements
The religion major consists of eight courses (including no more than two level I courses) and requires both broad exposure to major approaches to studying religion and concentrated study in some aspect of religion. Majors complete one foundations course (REL 285); two level III courses in intensive studies in religion; and at least one course from each of these areas: sacred texts, religious thought, historical and cultural studies, and second religious tradition.

Courses counting toward the major must include at least one course taught in the Religion Department that satisfies the OLE Core requirement Religion, Faith, and Values (RFV) and at least one course taught in the Religion Department that satisfies the OLE Core requirement Christian Theology in Dialogue (CTD).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>REL 285</td>
<td>What is Religion? Approaches and Methods</td>
<td>1.00</td>
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Courses that focus on three different dimensions of religion (and deal with at least two different religious traditions):

<table>
<thead>
<tr>
<th>Sacred texts 1.00</th>
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<tbody>
<tr>
<td>REL 122 The Bible and Its Worlds</td>
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<td>REL 124 A Green Bible?</td>
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<tr>
<td>REL 125 Ancient Texts, Modern Challenges: Engaging the Bible Today</td>
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<tr>
<td>REL 221 Jesus in Scripture and Tradition</td>
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<tr>
<td>REL 222 The Biblical God</td>
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<tr>
<td>REL 271 Bible in Context Hist/Geography/Culture in Israel &amp; Palestine (abroad)</td>
</tr>
<tr>
<td>REL 273 Hebrew Prophets in History and Christian Tradition</td>
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<tr>
<td>REL 275 Religion and Empire in Greece (abroad)</td>
</tr>
<tr>
<td>REL 276 The Ethics of Jesus</td>
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<tr>
<td>REL 320 Interpreting Sacred Texts</td>
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<tr>
<th>Religious thought 1.00</th>
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<tbody>
<tr>
<td>AS/RE 289 Buddhism, Peace and Justice</td>
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<tr>
<td>AS/RE 253 Hinduism</td>
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<tr>
<td>REL 131 The Secular: Life without Religion?</td>
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<tr>
<td>REL 202 Classics and Moderns</td>
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<td>REL 207 Christian Theology and the Moral Life</td>
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<td>REL 208 Christian Theology and Human Existence</td>
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<td>REL 209 Introduction to Feminist Theology</td>
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<td>REL 217 Christian and Islamic Ethics: Conflicts and Cross-Pollination</td>
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<td>REL 218 Political and Liberation Theology</td>
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<td>REL 225 God, Evil, and Human Suffering</td>
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<td>REL 227 Moses and Jesus: Jews and Christians in Dialogue</td>
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<td>REL 230 Theology of Creation</td>
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<tr>
<td>REL 236 How to Make a Life</td>
</tr>
<tr>
<td>REL 239 Beyond Narnia: The Theology of C. S. Lewis</td>
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<tr>
<td>REL 242 The Religious and the Political: Gandhi, Niebuhr, and King</td>
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<td>REL 244 Theology after the Death of God</td>
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<tr>
<td>REL 245 Theology of Religions &amp; Interreligious Dialogue</td>
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<tr>
<td>REL 252 Religion, Violence, and Peace</td>
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<tr>
<td>REL 253 Religions of India</td>
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<tr>
<td>REL 254 Theology in Comparative Perspective</td>
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<tr>
<td>REL 263 Roman Catholic Theology</td>
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<tr>
<td>REL 264 Theology and Sexuality</td>
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<tr>
<th>Historical and cultural studies 1.00</th>
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<tbody>
<tr>
<td>AS/RE 254 Jesus on the Indian Road: A Perspective on Christianity</td>
</tr>
<tr>
<td>AS/RE 256 Religions of China and Japan</td>
</tr>
<tr>
<td>REL 126 God at the Movies: Religion and Film</td>
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<tr>
<td>REL 212 Christian Theology in Historical Context</td>
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<td>REL 213 Lutheran Heritage</td>
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<td>REL 214 Reformation Theology</td>
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<td>REL 231 Religion at the US-Mexico Border</td>
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<td>REL 233 God and Faith in Autobiography</td>
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<tr>
<td>REL 238 Tolkien and Theology</td>
</tr>
<tr>
<td>REL 243 Living Faith: Theology and Practice at Holden Village (off campus)</td>
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<tr>
<td>REL 246 Islam – Religion and Community</td>
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<tr>
<td>REL 248 Judaism</td>
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<tr>
<td>REL 260 Religion in America</td>
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<tr>
<td>REL 267 African-American Religious Thought in the 20th Century</td>
</tr>
<tr>
<td>REL 272 Sacred Places in Greece and Turkey (abroad)</td>
</tr>
<tr>
<td>REL 275 Religion and Empire in Greece (abroad)</td>
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<tr>
<td>REL 277 Travel and Ethics</td>
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<tr>
<td>REL 280 Religion and Literature</td>
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<tr>
<td>REL 293 Religious Pluralism and the Nature of Community</td>
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<tr>
<th>Second religious tradition (cannot be a course that carries Christian Theology in Dialogue OLE Core attribute) 1.00</th>
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<tbody>
<tr>
<td>AS/RE 250 Zen Masters and Criticism</td>
</tr>
<tr>
<td>AS/RE 253 Hinduism</td>
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<tr>
<td>AS/RE 256 Religions of China and Japan</td>
</tr>
<tr>
<td>AS/RE 257 Buddhism</td>
</tr>
<tr>
<td>AS/RE 289 Buddhism, Peace and Justice</td>
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</table>
Select two level III intensive studies in religion courses (at least one must be a seminar):  

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>REL 302</td>
<td>History of Christian Thought I</td>
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<tr>
<td>REL 303</td>
<td>History of Christian Thought II</td>
</tr>
<tr>
<td>REL 304</td>
<td>History of Christian Thought III</td>
</tr>
<tr>
<td>REL 320</td>
<td>Interpreting Sacred Texts</td>
</tr>
<tr>
<td>REL 344</td>
<td>Feminist Perspectives and Christian Ethics</td>
</tr>
<tr>
<td>REL 390</td>
<td>History of Religions Seminar</td>
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<td>REL 391</td>
<td>Biblical Seminar</td>
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<tr>
<td>REL 392</td>
<td>Studies in Religion Seminar</td>
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<td>REL 393</td>
<td>Theological Seminar</td>
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<td>REL 395</td>
<td>Ethics Seminar</td>
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<tr>
<td>REL 397</td>
<td>Religion in Dialogue</td>
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<tr>
<td>REL 398</td>
<td>Independent Research</td>
</tr>
<tr>
<td>REL 399</td>
<td>Thematic Seminar</td>
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Elective course  

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>REL 217</td>
<td>Christian and Islamic Ethics: Conflicts and Cross-Pollination</td>
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<tr>
<td>REL 246</td>
<td>Islam -- Religion and Community</td>
</tr>
<tr>
<td>REL 253</td>
<td>Religions of India</td>
</tr>
<tr>
<td>REL 248</td>
<td>Judaism</td>
</tr>
</tbody>
</table>

REL 122: The Bible and Its Worlds  
How did the Bible become “the Bible”? This course introduces students to the dynamic social, literary, and intellectual development of scriptural traditions that emerge as the Hebrew Bible and its further development into ancient Jewish literature, Christian Scriptures, and Rabbinic Judaism. The course emphasizes Scripture as a vital, unfolding notion in human culture, with particular attention to the Ancient Israelite and Jewish communities that produced them. Students encounter academic practices in the study of religious texts.

REL 124: A Green Bible?  
How do biblical narratives tell the story of land, water, and creature alongside that of humans and how have Jewish, Christian, and Muslim communities understood and applied these sacred texts? This course introduces eco-critical methods of biblical study to determine the ecological efficacy of the Bible. Students explore historical and contemporary ideological landscapes to analyze how the Bible has impacted variant environmental dispositions and practices. Also counts toward environmental studies major and concentration.

REL 125: Ancient Texts, Modern Challenges: Engaging the Bible Today  
The Bible has been a catalyst for social transformation and a cudgel for repression, intersecting with racism, gender performance, sexuality, climate change, and religious violence. This course explores historical, literary, and ideological approaches to biblical interpretation, focused on how its messages and interpretations shape and are shaped by the worlds they inhabit. Sustained attention is given to readings of the Bible from historically marginalized communities (including Black, Latinx, Indigenous, Ecofeminist, Queer, and Jewish perspectives).

REL 126: God at the Movies: Religion and Film  
This course addresses how religion - beliefs, practices, values, the ways it functions in society - is reflected in contemporary film. Religion addresses fundamental questions of human existence: Why are we here? How should we live? Why is there suffering and evil? What happens when we die? The course alternates between close readings of central religious texts which probe such questions (including the Jewish Scriptures, the New Testament, and later theologians and philosophers) and films that take up the questions, as well. While the central focus is on Christian and Jewish sources, the course also considers non-theistic perspectives. Through analysis and discussion of both text and film, students begin to form their own answers.

REL 131: The Secular: Life without Religion?  
We now seem to live in a world with and without religion. This dimension of the world can be called the secular as a form of life, secularization as a social reality, and secularism as a perspective informing human ethics, politics, and life. Students consider how religion and the secular relate, their joint genesis in modern and ancient religious histories, and evaluate various proposals for their contemporary life together.

In this course students engage in discussions that go beneath binary discourse centered on Marxism and neoliberalism by turning to underlying debates related to morality and money. Students think about how societies determine value and how value comes to be reflected in coin, currency, and capital. Students investigate symbolism, sacred affection, fictions, and civil religion and read texts in a variety of disciplines including religious studies, anthropology, philosophy, sociology, economic history, and cultural studies. Offered annually in the spring semester.

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? Offered periodically.

REL 205: Blessed are the Happy? Virtue, Happiness, & Good Life in Christian Tht  
In this course students examine Christians’ enduring concern over such matters as what happiness is; the role, if any, virtues play in the lives of Christians and their lives with God. Topics include the early church’s response to Greek philosophy, interpretations of sin, Christ’s humanity, and human flourishing. Students also examine how these theological conversations continue to shape modern reflection on what makes a person happy and a life well-lived. Offered periodically.
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. Offered periodically.

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. Offered periodically. Also counts toward German studies concentration.

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. Offered periodically. Also counts toward gender and sexuality studies major and concentration.

REL 210: 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. Offered periodically.

REL 211: 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. Also counts toward German studies concentration.

REL 212: 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. Offered periodically. Also counts toward German studies concentration.

REL 213: 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. Offered periodically.

REL 214: 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. Also counts toward German studies concentration.

REL 215: 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. Offered periodically.

REL 216: 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. Offered periodically. Also counts toward gender and sexuality studies major and concentration.

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. Offered periodically.

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. Offered periodically.

REL 219: Reading Our Origins: Genesis, God, and Human Nature
This course introduces students to the theological interpretation of Genesis. Topics include history of the book's composition; its distinctive emphases and themes; the history of its interpretation and cultural influence, particularly on questions of human nature, sin, divine promise, and faith; and current issues (i.e., ecojustice, race, gender and sexuality, human identity and difference). Theoretical issues related to biblical authority and the role of the interpreter are also addressed. Offered periodically.

REL 220: 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. Offered annually. Also counts toward ancient studies major.

REL 221: 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. Offered periodically. Also counts toward ancient studies major.

REL 222: 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. Offered periodically. Also counts toward ancient studies major.

REL 223: God, Evil, and Human Suffering
How do evil and the suffering that accompanies it affect our sense of the meaning and value of human life? Do religious ideas -- such as the idea of an all-powerful and all-loving God, or the claim that Jesus died on the cross for human sins -- help address these challenges or make them worse? Students explore ways that Christians, Jews, and Muslims have attempted to respond to these questions using philosophical, theological, literary, and visual strategies, and they also examine critiques of religious perspectives. Offered periodically.

REL 224: Moses and Jesus: Jews and Christians in Dialogue
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 Christian 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. Offered periodically. Also counts toward ancient studies major.
REL 231: Religion at the US-Mexico Border
This course examines the US-Mexico border (construed physically and abstractly) as a site of religious engagement, reflecting on analyses of the border as both a political construct and a racial one that shapes the idea of “American” identity. Students consider diverse religious views, including those who cross the border, those left behind, those who live near it, and those who fear and want to end its permeability. This course includes an ethnographic component. Either Saturday or Sunday field experiences are required for this course. Offered periodically. Also counts toward Latin American studies and race and ethnic studies majors and Latin American studies and race and ethnic studies concentrations.

REL 232: The Insurgent Multiculturalism of Beloved Community
Do multicultural church congregations foster the racial reconciliation found in the concept of Beloved Community made famous by Martin Luther King, Jr.? Or do they function to assimilate minority cultures into the dominant white American culture? In this course, students examine sociological and ethnographic evidence from Christian congregations involved in multicultural projects. They learn to read these projects as lived theological expressions and critically analyze them. Offered periodically. Also counts toward race and ethnic studies major and concentration.

Prerequisites: WRIT 120 or equivalent.

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. Offered periodically.

REL 236: How to Make a Life
What does a life well lived look like? The course examines how a variety of traditions answer this question, such as Christianity, Buddhism, Islam, Utilitarianism, Nietzschean Individualism and Scientific Naturalism. Students explore how contemporary practitioners address issues such as work, race, sex, and the environment as dimensions of a life well lived. The class reflects on these competing visions and explores ways to navigate the conflicting ideals within today’s global context. Offered periodically.

REL 238: Tolkien and Theology
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.

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 periodically.

REL 241: Ecology, Justice & the Christian Tradition
In this course students investigate the relationship between historical and emergent environmental decline and Christianity's scriptures, claims, traditions, and practices. Students explore how variant ecotheological perspectives address the intersectional realities of gender, race, and socio-economic status when responding to a number of contemporary environmental issues and whether Christianity might aid in the envisaging of future solutions. Offered annually. Also counts toward environmental studies major and concentration.

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.

REL 243: Living Faith: Theology and Practice at Holden Village (off campus)
This course examines how religious faith 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. Apply through International and Off-Campus Studies.

REL 244: Theology after the Death of God
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 periodically.

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. Offered periodically.

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. Offered periodically. Also counts toward medieval studies major and Middle Eastern studies concentration.

REL 247: Theology Between Christianity and Islam
How similar or different is the conception of God that Christians and Muslims speak of, pray to, and worship? Christianity and Islam share scriptural and intellectual resources and complicated histories full of both cooperation and conflict. Exploring these topics, students analyze and compare theological emphases, reflect on how much similarity and difference there has been between the two traditions of reflection, and examine possibilities for future interaction. Offered annually in the spring semester. Also counts toward Middle Eastern studies concentration.
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. Also counts toward Middle Eastern studies concentration.

**Prerequisite:** Open to first-year students with permission of the instructor.

REL 249: *Anti-Racist Christian Theologies*
Students explore anti-racist theologies emerging out of the U.S. context. They investigate historical interactions between religion and race, the role of Christian theology and churches in supporting racial divisions, and how biblical and theological resources can be used to counter racism rather than perpetuate it. Students reflect upon life experiences that have shaped their understandings of race intersecting with religion. The majority of readings will be from authors who are Black, Indigenous, and Persons of Color.

REL 250: *Religion, Violence, and Peace*
This course examines the relationship between religion and violence across diverse global contexts. Students consider whether some dimensions of religion—monotheistic belief or rituals of sacrifice, for example—are more prone to produce violent conflict than others; explore debates over how to measure the power of religion vis-à-vis other drivers of behavior; and discuss ethical arguments about justified violence, suffering, and peace-building, focusing on how religious ideas and practices contribute to these debates. Offered periodically.

REL 252: *Religions of India*
The course introduces students to the religious traditions of India through lectures, readings, discussions, and excursions, including interaction with leaders of religious communities. Indian religious scholars and practitioners provide background for understanding the history, beliefs, and practices of major religious traditions of India, including Hinduism, Islam, and Christianity, and Indian perspectives on religious pluralism and interfaith relations. Offered periodically during Interim. Also counts toward Asian studies major and concentration.

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. Offered periodically. Counts toward Asian studies major and Asian 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. Offered periodically. Counts toward Asian studies and religion majors and Asian studies concentration.

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. The readings for this course explore the nature of comparative theology as a method of doing theology, drawing upon both theoretical paradigms in the field and religious texts contributing to Christianity's dialogue with other movements and traditions such as Hinduism, Buddhism, Jainism, Sikhism, Judaism, Islam, Shinto, Confucianism, Taoism, Chinese Traditional Religion, African Diasporic Traditions, Wicca/Neo-Paganism, indigenous religions and spiritualities, and New Religious Movements. Offered annually.

REL 255: *Beauty, Arts, and Religion*
Are the arts a distraction from or essential to being religious? This course examines how theologians, philosophers, and artists articulate a diversity of answers to this question. Doing so, the class examines ways to interpret the religious meaning and purpose of art. Students encounter different ideas about the value of beauty, the importance of creativity, the moral and cultural relevance of art, and whether art offers a revelation beyond the material world. Offered periodically.

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. Offered periodically. Counts toward Asian studies, Chinese, Japanese, and religion majors and Asian studies concentration.

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. Offered periodically. Counts toward Asian studies, Chinese, Japanese, and religion majors and Asian studies concentration.

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 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. Offered periodically.
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. Also counts toward gender and sexuality studies major and concentration.

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 religious roots; religious thought with particular emphasis on ideas of suffering, redemption, salvation, and liberation; the relation between Christianity and other religious traditions; and Afrocentrism and Black Nationalism as interpretive and critical lenses of African-American religious experience.

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. Also counts toward ancient studies major.

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. Apply through International and Off-Campus Studies. Also counts toward ancient studies major.

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 appropriation 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. Also counts toward ancient studies major.

REL 275: Religion and Empire in Greece (abroad)
This course studies the New Testament in light of its cultural, political, and religious contexts, with a special focus on the intersection of religion and empire. Utilizing the tools of postcolonial interpretation, it focuses on the question, "How did followers of Jesus live out their faith in the complex religious, political, social, and economic contexts of the Roman Empire?" Visits to archaeological and cultural sites throughout Greece enable students to explore: 1) the relationship of politics, culture, and religion in the Book of Acts, the Letters of Paul, and other writings of the New Testament and antiquity; and 2) the religious pluralism of the first-century Roman world, including the Jewish and Hellenistic contexts with which the New Testament authors are engaged. The course also studies other significant developments in the early church of this region, provides encounters with the Greek Orthodox branch of Christianity, and explores biblical, cultural, and social relationships between Christianity, Islam, and Judaism. Offered periodically during Interim. Apply through International and Off-Campus Studies. Also counts toward ancient studies major.

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. Offered periodically. Also counts toward ancient studies major.

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. Offered periodically.

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. Offered periodically.

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. Offered annually.

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 Hahn, 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. Offered annually. Counts toward Asian studies, Chinese, Japanese, and religion majors and Asian studies concentration.
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. Offered periodically.

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 raise include civil disobedience, use of lethal force, distributive justice, love and self-sacrifice, and gender roles. Offered periodically.

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. Offered periodically. Also counts toward ancient studies and medieval studies majors.

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. Offered periodically. Also counts toward medieval studies majors.

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. Offered periodically.

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. Offered periodically. Also counts toward ancient studies major.

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. Offered periodically. Also counts toward gender and sexuality studies major and concentration.

Level III Seminars for Majors

REL 390: History of Religions Seminar
May be repeated if topic is different.

REL 391: Biblical Seminar
May be repeated if topic is different. Also counts toward ancient studies major.

REL 392: Studies in Religion Seminar
May be repeated if topic is different. May count toward ancient studies and medieval studies majors.

REL 393: Theological Seminar
May be repeated if topic is different.

REL 394: Academic Internship

REL 395: Ethics Seminar
May be repeated if topic is different.

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.

REL 398: Independent Research

REL 399: Thematic Seminar

REL 399: Academic Internship

REL 399: Independent Study

REL 399: Thematic Seminar

REL 399: Academic Internship

REL 399: Independent Study

Faculty

Chair, 2021-2022
Gregory A. Walter
Professor of Religion
theology

Anthony Bateza
Associate Professor of Religion
Reformation studies

Patricia Z. Beckman
Associate Professor of Practice in Religion
Christian mysticism; history of Christianity; women and religions

Ali Chamseddine
Visiting Instructor in Religion
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, environmental studies, 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 OLE Core curriculum 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

Requirements

Requirements for the Major in Russian Language

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>RUSSN 111</td>
<td>Beginning Russian I</td>
<td>1.00</td>
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<tr>
<td>RUSSN 112</td>
<td>Beginning Russian II</td>
<td>1.00</td>
</tr>
<tr>
<td>RUSSN 231</td>
<td>Intermediate Russian I</td>
<td>1.00</td>
</tr>
<tr>
<td>RUSSN 232</td>
<td>Intermediate Russian II</td>
<td>1.00</td>
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<tr>
<td>RUSSN 251</td>
<td>Conversation and Composition</td>
<td>1.00</td>
</tr>
<tr>
<td>RUSSN 254</td>
<td>Russian Culture and Civilization</td>
<td>1.00</td>
</tr>
<tr>
<td>RUSSN 372</td>
<td>Topics in Contemporary Russian Society</td>
<td>1.00</td>
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</tbody>
</table>

Two additional courses taught in Russian, normally taken in Russia during senior year 2.00

Total Credits 9

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

Requirements for the Major in Russian Area Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>RUSSN 111</td>
<td>Beginning Russian I</td>
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<tr>
<td>RUSSN 112</td>
<td>Beginning Russian II</td>
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<tr>
<td>RUSSN 231</td>
<td>Intermediate Russian I</td>
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</tr>
<tr>
<td>RUSSN 232</td>
<td>Intermediate Russian II</td>
<td>1.00</td>
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</tbody>
</table>
Select five of the following political science, history, literature, or film courses approved for Russian language and area studies credit:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIST 230</td>
<td>Imperial Russia</td>
<td>5.00</td>
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<tr>
<td>HIST 231</td>
<td>People and Power in Soviet Russia</td>
<td></td>
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<tr>
<td>PSCI 282</td>
<td>Russian and Eurasian Politics</td>
<td></td>
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<tr>
<td>RUSSN 250</td>
<td>Topics in Russian Literature (in English translation)</td>
<td></td>
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<tr>
<td>RUSSN 251</td>
<td>Conversation and Composition</td>
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<tr>
<td>RUSSN 254</td>
<td>Russian Culture and Civilization</td>
<td></td>
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<tr>
<td>RUSSN 256</td>
<td>Theater in Russia: Interim Abroad</td>
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<tr>
<td>RUSSN 261</td>
<td>Introduction to Russian Literature (in English translation)</td>
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<tr>
<td>RUSSN 262</td>
<td>20th-Century Russian Literature (in English translation)</td>
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<tr>
<td>RUSSN 265</td>
<td>Introduction to Russian and Soviet Film (in English translation)</td>
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<tr>
<td>RUSSN 371</td>
<td>Dostoevsky (in English translation)</td>
<td></td>
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<tr>
<td>RUSSN 372</td>
<td>Topics in Contemporary Russian Society</td>
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</tr>
</tbody>
</table>

Senior project

**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.

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

### Courses

**RUSSN 111: Beginning Russian I**
This course offers an introduction to grammar and reading through oral and written work. 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. Offered annually in the spring semester. **Prerequisite:** RUSSN 111 or equivalent.

**RUSSN 124: The Russian World**
This course introduces students to Russian culture and civilization from its beginning to the present. Students will gain a general understanding of Russia and will be introduced to her history, art, literature, political systems, music, society, geography, religions, etc. No prerequisites.

**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. Also 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. Counts toward Russian area studies major; does not count toward Russian language major. **Prerequisites:** WRIT 120, equivalent or permission of the instructor.

**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 Russian area studies major for students not simultaneously working toward Russian language major; also 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 Russian area studies major for students not simultaneously working toward Russian language major; also 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. Apply through International and Off-Campus Studies. Counts toward Russian area studies major; does not count toward Russian language major.

**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, Turgeniev, Dostoevsky and Tolstoy. Taught in English. Offered alternate years. Counts toward Russian area studies major; does not count toward Russian language major.
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 alternate years. Counts toward Russian area studies major; does not count toward Russian language major.

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 alternate years. Counts toward Russian area studies major; does not count toward Russian language major.

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. Offered alternate years. Counts toward Russian area studies major; does not count toward Russian language major.

RUSSN 372: Topics in Contemporary Russian Society
This course 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 and social media. Taught in Russian. May be repeated if topic is different. Offered annually in the spring semester. Counts toward Russian area studies major for students not simultaneously working toward Russian language major; also 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, 2021-2022
Marc Robinson
Professor of Russian Language and Area Studies
Russian language; Russian film and literature; Russian theater

Anna K. Kuxhausen
Associate Professor of History and Russian Language and Area Studies
Russian history; women's history

Anna Pearce
Visiting Instructor in Russian Language and Area Studies

Science Conversation
Stacey Argabright, Regents Hall 336
507-786-3104
argabr1@stolaf.edu
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 reuniue 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.

Applications are typically due in early March for the following academic year. See the program’s web page.

Course Equivalents for OLE Core Attributes
By successfully completing Science Conversation, students complete the following OLE Core curriculum requirements:

Global Histories and Societies (GHS)
Natural Science (NTS)
Christian Theology in Dialogue (CTD)
Writing Across the Curriculum (WAC)
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.
Prerequisite: admission to Science Conversation program.

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 annually 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.
Prerequisite: SCICN 213.

Faculty

Director, 2021-2022
Jeremy L. Loebach
Associate Professor of Psychology
cognitive neuroscience; speech and hearing sciences; psycholinguistics

Arthur J. Cunningham (On sabatical 2021-22)
Associate Professor of Philosophy
philosophy of physics; philosophy of science; science and religion

Charles E. Umbanhowar
Professor of Biology and Environmental Studies
prairie ecology; botany; paleoecology; fire ecology; biogeochemistry

Gregory A. Walter
Professor of Religion
theology

Social Studies Education

Robert McClure, Tomson 290F
507-786-3724
mcclure@stolaf.edu

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; and
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

Distinction

See Academic Honors (p. 25)

Criteria for Distinction

1. Achievement of the minimum grade points of 3.0 overall and of 3.5 in the major coursework;
2. A major, substantive project or paper prepared with the direction and approval of the program director. It should either confirm or improve the student’s record in course work by demonstrating the quality of the student’s skill as a researcher, as an interpreter of the ideas of others, and as a thinker. The final project or paper must be reviewed and approved for distinction by the program director and one other faculty member;
3. A short essay (1000 words) that addresses how their major coursework, and major, substantive project or paper, has assisted in their intellectual development to be submitted to the Education Department faculty for approval. This essay will accompany their major, substantive project or paper when submitted to the Program Director and faculty member for review;
4. Presentation of the project or paper to faculty and students at a department colloquium prior to May of your senior year; and
5. Presentation of the project or paper at a national conference, and/or presentation at a state level conference complemented with submission for publication to a professional journal approved of by the program director.

Please contact the program director for more information on distinction in this major, and for guidance on initiating the process.

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. 86) 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.

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 191</td>
<td>Europe from the Reformation to Modern Times</td>
<td>1.00</td>
</tr>
<tr>
<td>HIST 199</td>
<td>American History Since 1865</td>
<td>1.00</td>
</tr>
<tr>
<td>One level II history area course on Africa, Asia, or Latin America</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>ECON 121</td>
<td>Principles of Economics</td>
<td>1.00</td>
</tr>
<tr>
<td>ID 234</td>
<td>Human Geography of the Middle East</td>
<td>1.00</td>
</tr>
<tr>
<td>PSCI 111</td>
<td>American Politics</td>
<td>1.00</td>
</tr>
<tr>
<td>PSYCH 125</td>
<td>Principles of Psychology</td>
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</tr>
<tr>
<td>Select one of the following:</td>
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</tr>
<tr>
<td>SOAN 128</td>
<td>Introduction to Cultural Anthropology</td>
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<tr>
<td>SOAN 264</td>
<td>Race and Class in American Culture</td>
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<tr>
<td>EDUC 290</td>
<td>Educational Psychology</td>
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</tr>
<tr>
<td>EDUC 334</td>
<td>Social Studies Perspectives</td>
<td>1.00</td>
</tr>
<tr>
<td>Global environmental elective ¹</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Multicultural elective ²</td>
<td>1.00</td>
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</tr>
</tbody>
</table>

Total Credits 12

¹ By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

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 Professional Educator Licensing and Standards Board Rules 8710.4800: Standards for Teachers of Social Studies. In addition to courses and student teaching, requirements include passing MTLE licensure tests and observations and teaching in classroom settings, including one in a diverse setting. For complete information about the teaching license, see Education (p. 86).

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 the 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.

Prerequisite: EDUC 260 or EDUC 290 or permission of instructor.

Faculty
Director, 2020-21
Robert W. McClure
Associate Professor of Practice in Education
social studies; educational psychology; curriculum and instruction

Social Work
Shawn Paulson, Holland Hall 512
507-786-3127
paulsons@stolaf.edu
wp.stolaf.edu/socialwork

(Social Work and Family Studies)
St. Olaf students prepare for lives of service as responsible and knowledgeable people. 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, illuminate 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 are appropriate for students who are interested in social welfare, the Peace Corps, AmeriCorps, Lutheran Volunteer Corps, or related areas like family studies/therapy, 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. Practicum sites are in local communities; placement elsewhere can be arranged with advance preparation.

Intended Learning Outcomes for the Major

Distinction

See Academic Honors (p. 25)

Criteria for Distinction

- An overall St. Olaf GPA of 3.0 or higher
- A GPA of 3.5 or higher in courses required for Social Work (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 through the experience
- Approval of the distinction committee

Procedure/Process for Distinction

1. During Junior year, or at least by December of senior year, consider possible options for distinction work and discuss with faculty if needed
2. March 1: Senior Social Work major requests consideration for distinction via email to the Department Chair.
3. April 1: Student submits distinction material electronically to the Department Chair.
4. 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, reviews the work. The committee then meets in oral interview with the candidate to hear the presentation and discuss the work.
5. 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.

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, research, 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 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 nine!)
3. Illustration of relationship between this project and the social work program mission statement
4. Possible connections to field experiences (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 lasts one hour. We need to have the written work for review by the deadline date. At the presentation and conversation to decide distinction, students present for about half the time and allow the other half for questions and discussion.

Broad guidelines for the presentation of distinction work:

1. Provide a brief (10 minute) introduction to the work. What inspired you to do this work? What did you do? How does this work apply to the next stage in your professional development?
2. 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).
3. The committee will ask you to leave after about 45-50 minutes, then will discuss your work and make a determination about distinction
4. The Chair will notify you by email within 24 hours about the committee’s decision; a written letter of notification will follow.
5. 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, as we have no required social work courses during January. 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 in the first year with the help of social work faculty. St. Olaf co-sponsors Social Work in a
Latin American Context (Mexico) 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 gender and sexuality 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 therapy, 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 meet with a faculty member and consult the department website. 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 passing grade for Psychology 125 and a grade of C- or better in all other prerequisite courses. Students must receive a C or better in required social work 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**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 125</td>
<td>Principles of Psychology</td>
<td>1.00</td>
</tr>
<tr>
<td>PSYCH 241</td>
<td>Developmental Psychology</td>
<td>1.00</td>
</tr>
<tr>
<td>BIO 123</td>
<td>Human Biology 2</td>
<td>1.00</td>
</tr>
<tr>
<td>or BIO 243</td>
<td>Human Anatomy and Physiology: Organs and Organ Systems</td>
<td>1.00</td>
</tr>
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</table>

**Foundation Social Work Courses Required for the Major**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 221</td>
<td>Social Work and Social Welfare</td>
<td>1.00</td>
</tr>
<tr>
<td>SWRK 246</td>
<td>Human Behavior in the Social Environment</td>
<td>1.00</td>
</tr>
<tr>
<td>SWRK 254</td>
<td>Inclusive Practice: Individuals and Families</td>
<td>1.00</td>
</tr>
<tr>
<td>SWRK 258</td>
<td>Social Policy</td>
<td>1.00</td>
</tr>
<tr>
<td>SWRK 261</td>
<td>Inclusive Practice: Groups, Organizations and Communities</td>
<td>1.00</td>
</tr>
<tr>
<td>SWRK 274</td>
<td>Research Methods in Social Work</td>
<td>1.00</td>
</tr>
<tr>
<td>SWRK 373</td>
<td>Just Practice 3</td>
<td>1.00</td>
</tr>
<tr>
<td>SWRK 380</td>
<td>Field Practicum (3.0) 3, 4</td>
<td>3.00</td>
</tr>
<tr>
<td>SWRK 381</td>
<td>Social Worker as Professional</td>
<td>1.00</td>
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</tbody>
</table>

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.

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*
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 opportunities in areas such as health care, social services, ministry, youth work, and the arts. The class includes lectures, discussions, speakers, and field visits. Open only to first-year students. Offered annually during Interim. Does not count toward social work major.

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 periodically during Interim. Does not count toward social work major.

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. Also counts toward race and ethnic studies major and family studies and race and ethnic studies concentrations.

SWRK 246: Human Behavior in the Social Environment
Humans relate to one another in diverse 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, social work research, and from students’ autobiographies. Offered annually in the fall semester. Also 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 all areas of social policy. 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, people of color, and empowerment in policy practice. Offered annually in the spring semester. Also counts toward 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 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. Open to non-majors by permission of instructor. Offered annually in the spring semester. Also counts toward management studies concentration.

Prerequisite: Social work major.

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. Also 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 PSYCH 241, SOAN 121, BIO 123 or BIO 243, and all 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. Also 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**

**Director, 2021-2022**
Mary S. Carlsen
Professor of Social Work and Family Studies
social policy; global social work; professional ethics; end of life care; family studies

**Chair, 2021-2022**
Susan E. Smalling
Professor of Social Work and Family Studies; Associate Dean for Social Sciences
anti-oppressive research and practice; indigenous populations; family and child welfare

**Field Coordinator, 2021-2022**
Melissa A. Mendez
Field Coordinator in Residence

Erica Kanewischer
Visiting Assistant Professor of Social Work and Family Studies

Kristen Perron
Visiting Assistant Professor of Social Work and Family Studies

**Sociology/Anthropology**

Jessica VanZuilen, Holland 426
507-786-3351
vanzui2@stolaf.edu
wp.stolaf.edu/sociology

Sociology and anthropology examine how society and culture shape human beings in powerful ways. While these are two distinct disciplines, at St. Olaf they combine to form one major. Sociology developed to understand the nature and problems of modern industrial societies, while anthropology grew out of European and American colonial encounters. Both seek to explain the relationships among individuals, groups, institutions, culture, and meaning; both seek insights into pressing issues.

The two disciplines share a commitment to social and cultural critique, by critically analyzing the relations of hierarchy and inequity that might otherwise appear natural. These could include analyzing systems like racism and colonialism, examining institutions like schools, hospitals, and cities, and broad processes like globalization and climate change. Sociologists and anthropologists both strive to understand the social mechanics of exclusion, marginalization, and domination.

SOAN majors go on to careers in many different fields, from social service work, public policy and law, and health care, to business and education. The aim of the major is to help students think like anthropologists and sociologists, so that they can better analyze taken-for-granted social dynamics.

**Overview of the Major**

Potential majors are invited to either begin with an introductory class to sociology or anthropology, or try one of our 200-level courses. Those interested in exploring further should take one of the two required theory courses in anthropology or sociology to see if the major is a good fit. If yes, they would do well to consult with one of the academic advisors.
the faculty members in the department. Aside from the four elective courses SOAN majors take, junior and seniors complete the two required research methods courses that include hands-on projects. The SOAN Senior Seminar explores ethical issues in sociological and anthropological work and serves as the capstone of the major.

Sociology/anthropology majors are highly encouraged to apply and test their skills by studying off-campus, doing an independent study or research project, or completing an internship as part of their career exploration.

Intended Learning Outcomes for the Major

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. 251) section of this catalog. The Sociology/Anthropology Department is a core participant in the following interdisciplinary majors: race and ethnic studies, Asian studies, Latin American studies, social work, nursing, social studies education, and gender and sexuality studies. The Sociology/Anthropology Department also contributes to the Africa and the Americas, family studies, and the Middle Eastern studies concentrations.

Requirements

Requirements for the Sociology/Anthropology Major

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
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<tr>
<td><strong>Five core courses</strong></td>
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<tr>
<td>SOAN 291</td>
<td>History of Sociological Theory</td>
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<tr>
<td>SOAN 292</td>
<td>Anthropological Theory</td>
<td>1.00</td>
</tr>
<tr>
<td>SOAN 371</td>
<td>Foundations of Social Science Research: Quantitative Methods</td>
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</tr>
<tr>
<td>SOAN 373</td>
<td>Ethnographic Research Methods</td>
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</tr>
<tr>
<td>SOAN 399</td>
<td>Senior Seminar</td>
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</tr>
<tr>
<td><strong>Four elective courses</strong></td>
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</tr>
<tr>
<td>STAT 110</td>
<td>Principles of Statistics</td>
<td>1.00</td>
</tr>
</tbody>
</table>

| Total Credits | 10 |

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Courses

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 1 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. Also counts toward race and ethnic studies and gender and sexuality studies majors and gender and sexuality studies concentration.

**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 gender and sexuality studies majors; and gender and sexuality studies concentrations.

Level 2 Courses

**SOAN 233: A Sociology of Colonialism and Postcolonialism**

This course examines the sociology of colonialism and the colonialism of sociology. The readings in this course use sociological concepts to understand the colonial legacy irrespective of geographical or temporal parameters and reflect on how sociology itself is implicated in the colonial legacy. The objective is to assay whether sociology can meaningfully render colonialism intelligible without being an instance of it and determine whether colonialism can be conceived outside of specific national instances. Offered periodically.

**SOAN 236: A Sociology of the Arab World**

This course focuses on the formation and development of contemporary Arab societies, politics, and cultures. It examines the evolving sociological bases of modern Arab states and societies, impact and legacies of European colonization, religious and ethnic composition of the region and their impact on Arab identities, effects of economic crises and transformations on class structures and class relations, gender and sexuality matters, and social change and current social movements.
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. Also counts toward Latin American studies major and Latin American studies and management studies concentrations.

SOAN 247: Disasters
Disasters and crises loom large. They are not singular events. Their effects spiral starting where the crises occur and spiraling outward globally. This course examines disasters worldwide and anthropological approaches to studying them. This involves learning about disasters through various media, documentary film, written ethnography, and critical social theory. Studying disasters reveals much about scientific and institutional attempts to manage and control them and how power is articulated in disaster (mis)management. Offered annually.

SOAN 248: Sociology of Dying, Death, and Bereavement
This course 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. Also counts toward family studies concentration.

SOAN 250: Visual Sociology
Formal education has always emphasized written texts even though human beings are surrounded by photo-generated images and visual culture. This course helps fill that gap and offers methods for understanding the social world visually. The course challenges students to grapple with visual theory and develop their own visual research projects. Discussions of fieldwork, key writings about visual methodologies, and samples of groundbreaking visual sociological projects will inform student work. Offered alternate years.

SOAN 260: Families, Marriage, & Relationships
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. Also counts toward gender and sexuality studies major; and family studies, management studies, and gender and sexuality 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. Also counts toward race and ethnic studies and gender and sexuality studies majors; and Africa and the African Diaspora, management studies, race and ethnic studies, and gender and sexuality 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. Also counts toward management studies concentration.

SOAN 263: Social Movements
In the face of discrimination, inequality, and other forms of injustice, individuals and groups have organized to resist such injustice, and to seek to change institutions, practices and society in attempts to address their grievances. This course will examine and explore some of the theories and practices of social movement organizing from a primarily a sociological perspective, through in-depth studies of particular cases and comparative analysis of a range of contemporary and recent movements.

Prerequisite: one SOAN or other social science course.

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. Also counts toward Latin American studies and race and ethnic studies majors; and Africa and the African Diaspora, educational studies, Latin American studies, management studies, 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.
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.

SOAN 269: Urban Sociology
Urban sociology investigates the complex interactions of human beings in cities and beyond. Topics include the changing relationship between people and place; social stratification along the lines of race/ethnicity, gender/sexuality, and class; and urbanism's importance in global political power and economics. Chicago will serve as an important case study for considering these social, political, and economic dynamics. 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 are search project and using the Statistical Package for the Social Sciences (SPSS), a standard in sociology. Offered annually in the fall semester. Also counts toward environmental studies major (social science emphasis) and management studies concentration.
Prerequisite: STAT 110 or STAT 212; open to junior or senior sociology/anthropology majors only.

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. Also 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, 2021-2022
Christopher L. Chiappari
Associate Professor of Sociology/Anthropology
Guatemala; religion; immigration

Ibtesam al-Atiyat
Associate Professor of Sociology/Anthropology
Arab society; gender; social movements; Islamic movements

Sidonia Alenuma
Visiting Assistant Professor of Sociology/Anthropology

Vivian Choi
Assistant Professor of Sociology and Anthropology
South Asia; science and technology; disasters

Andrea Conger
Visiting Assistant Professor of Sociology and Anthropology
Marc David  
Associate Professor of Practice in Sociology/Anthropology  
race and class; history and memory; public policy and the politics of knowledge; North America

David C. Schalliol (On sabbatical 2021-22)  
Associate Professor of Sociology/Anthropology  
social stratification; urban sociology; visual sociology; criminology; education

Ryan R. Sheppard  
Associate Professor of Practice in Sociology/Anthropology  
family; gender; race/ethnicity; social movements; quantitative research

Thomas A. Williamson  
Associate Professor of Sociology/Anthropology  
Southeast Asia; theory; globalization; medical anthropology

Spanish

Kim Foss, Tomson 331  
507-786-3230  
foss1@stolaf.edu  
wstolaf.edu/spanish/

(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 *Rêquiem 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 United States) 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 or SPAN 251, 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

Distinction

See Academic Honors (p. 25)

Special Programs

To encourage students to speak Spanish outside the classroom, the department organizes a weekly Spanish conversation table and sponsors 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. 115) 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 Ecuador, Puerto Rico, and Spain and affiliates with long-established consortia — notably CIEE, HECUA, and IES — that administer semester programs in Spain and South America, as well as off-campus programs in the United States.

Requirements

Requirements for the Spanish major

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPAN 250</td>
<td>Family and Gender Roles in Spain: 1900 to Present</td>
<td>1.00</td>
</tr>
<tr>
<td>or SPAN 251</td>
<td>Gender and Race in Modern Latin America</td>
<td></td>
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<tr>
<td>SPAN 275</td>
<td>Exploring Hispanic Literature</td>
<td>1.00</td>
</tr>
<tr>
<td>SPAN 276</td>
<td>Spanish as a First and Second Language</td>
<td>1.00</td>
</tr>
<tr>
<td>SPAN 313</td>
<td>Literature and Society in Spain 1</td>
<td>1.00</td>
</tr>
<tr>
<td>or SPAN 314</td>
<td>Literature and Society in Latin America</td>
<td></td>
</tr>
<tr>
<td>One additional level III course 1</td>
<td></td>
<td>1.00</td>
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<tr>
<td>Three electives above 250 or 251 1</td>
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</tr>
<tr>
<td>Total Credits</td>
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</table>

1 Of the five courses other than SPAN 250 or 251, SPAN 275, and SPAN 276, 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. Courses from abroad or other U.S. institutions count as 270-level electives. 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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPAN 250</td>
<td>Family and Gender Roles in Spain: 1900 to Present</td>
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<tr>
<td>or SPAN 251</td>
<td>Gender and Race in Modern Latin America</td>
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</tr>
<tr>
<td>SPAN 275</td>
<td>Exploring Hispanic Literature</td>
<td>1.00</td>
</tr>
<tr>
<td>SPAN 276</td>
<td>Spanish as a First and Second Language</td>
<td>1.00</td>
</tr>
<tr>
<td>One of the following two courses</td>
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<td></td>
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<tr>
<td>SPAN 313</td>
<td>Literature and Society in Spain</td>
<td></td>
</tr>
<tr>
<td>SPAN 314</td>
<td>Literature and Society in Latin America</td>
<td></td>
</tr>
<tr>
<td>One additional level III Spanish course</td>
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<td></td>
</tr>
<tr>
<td>Four electives from the following 1</td>
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<tr>
<td>SPAN 270</td>
<td>Spain’s Cultural and Linguistic Legacy (abroad)</td>
<td></td>
</tr>
<tr>
<td>SPAN 271</td>
<td>Cultural Heritage of Spain</td>
<td></td>
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<tr>
<td>SPAN 272</td>
<td>Cultural Heritage of Latin America</td>
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<td>SPAN 273</td>
<td>Cultural Heritage of the Hispanic U.S.</td>
<td></td>
</tr>
<tr>
<td>SPAN 274</td>
<td>Contemporary Issues in the Spanish-Speaking World</td>
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<td>EDUC 321</td>
<td>Teaching of Reading, 5-12 (0.50)</td>
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<tr>
<td>All other requirements of the K-12 teaching licensure program in Spanish 2</td>
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<tr>
<td>EDUC 352</td>
<td>Methods in EAL and World Language Instruction</td>
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</tr>
</tbody>
</table>

Total Credits 11.5

1 Of these four courses, at least one must focus on Spain and one on Latin America
2 See Education (p. 86)

Students are strongly encouraged to take LNGST 250 English Language and Linguistics.

A maximum of three courses above the 250 level may be counted from off-campus study. Courses from abroad or other U.S. institutions count as 270-level electives. Independent study or research may not be counted in lieu of any of the courses referred to above. (The third course has to be pre-approved by Spanish and in consultation with the World Languages Licensure Advisor.)

Additionally, students must attain a level of Intermediate High, or above, on the OPIC (Oral Proficiency Interview Computerized).

Courses

SPAN 111: Introduction to Spanish Language and the Spanish-Speaking World I
Students begin learning Spanish in an intercultural context. The course introduces the Spanish-speaking world through exploration of topics, for example: the geography of the Spanish speaking world; Mexico, our neighbor; and ecotourism. In-class speaking, listening, reading, and writing activities are complemented by attendance at two required culture tables. Open only to students who place into Spanish 111. Offered fall semester only. Does not count toward Spanish major.

SPAN 112: Introduction to Spanish Language and the Spanish-Speaking World II
Students continue learning Spanish in an intercultural context. The course continues to examine the Spanish-speaking world through exploration of topics, for example: cities and urban life; housing; and the historical roots of culinary traditions and food production. In-class speaking, listening, reading, and writing activities are complemented by attendance at two required culture tables. Offered each semester and Interim. Does not count toward Spanish major.

Prerequisite: SPAN 111 or placement into SPAN 112.

Through exploring the material and human diversity of the Spanish-speaking world and important connections among the United States, the Spanish-speaking countries of Latin America, and Spain, students develop increasingly complex skills for analyzing and communicating in Spanish. An examination of geography, environmental challenges and solutions, development, demographic changes, and ethnic diversity highlights the intersection of cultural, economic, and environmental realities. Required attendance at three conversation tables. This intermediate I-level Spanish course is offered each semester and during Interim. Does not count toward Spanish major.

Prerequisite: SPAN 112 or placement into SPAN 231.

SPAN 232: Latinx Experiences in the United States
Students explore the diverse cultural histories and identities of Mexican-Americans, Cuban-Americans, and Puerto Ricans (among other Latinx groups) by considering how ethnicity, race, language, gender, and social class manifest themselves in U.S. histories of citizenry, immigration, economy, and education through generations of Latinxs. Class activities foster analysis of historical and autobiographical texts to reflect on how power and privilege intersect and shape students’ own experiences. Attendance at cultural events required. This intermediate II-level Spanish course is offered every semester and during Interim. Does not count toward Spanish major.

Prerequisite: SPAN 231 or placement.

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.
**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. This intermediate II-level Spanish course is offered during Interim. Apply through International and Off-Campus Studies. Completes foreign language requirement. Open to first-year students. Not open to students who have completed SPAN 232. Does not count toward Spanish major.
**Prerequisite:** SPAN 231 with a minimum grade of B- or equivalent preparation.

**SPAN 240: Politics and Environment in Puerto Rico (off-campus)**
This academic civic engagement course explores the culture of Puerto Rico, including its politics, national identity, folklore, and the environment. Students travel to Puerto Rico (a territory of the U.S.A.), where they read and analyze authentic materials in Spanish and participate in talks and discussions with local professors, college students, and community leaders. Among the topics explored are colonialism, religion, citizenship, tourism, gentrification, natural disasters, race, and sustainability. Offered periodically during Interim. Apply through International and Off-Campus Studies. Does not count toward Spanish major. Counts toward Latin American studies major and concentration.
**Prerequisites:** SPAN 232 or SPAN 233 or placement into SPAN 250 or SPAN 251.

**SPAN 250: Family and Gender Roles in Spain: 1900 to Present**
Students explore the topic of family and gender roles in Spanish society by analyzing cultural documents (literary and non-literary texts, including at least one substantive literary work). This cultural analysis provides for the development of critical reading and writing skills (e.g., description, narration, exposition, and argumentation). Taught in Spanish. Offered each semester. Also counts toward gender and sexuality studies and Latin American studies majors and family studies and gender and sexuality studies concentrations.
**Prerequisite:** SPAN 232 or placement into SPAN 250.

**SPAN 251: Gender and Race in Modern Latin America**
Students explore diverse experiences of modern Latin America through the lenses of gender and race, which provide a productive framework for examining economic, class, and other key aspects of Latin American society. Students will work with a variety of sources, both literary and non-literary, including articles, images, documents, and at least one substantive literary work. This cultural analysis provides for the development of critical reading and writing skills (e.g., description, narration, exposition, and argumentation). Taught in Spanish. Offered each semester. Also counts toward women's and gender studies, race and ethnic studies, and Latin American studies majors and race and ethnic studies and women's and gender studies concentrations.
**Prerequisites:** 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; Spain's Autonomous Communities; and Spain's Multilingual and Multicultural Landscape. Taught in Spanish. Offered alternate years during Interim. Apply through International and Off-Campus Studies. Also counts toward Latin American studies major.
**Prerequisite:** SPAN 250 or SPAN 251.

**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. Offered periodically. Also counts toward Latin American studies major.
**Prerequisite:** SPAN 250 or SPAN 251.

**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. Offered periodically. Also counts toward Latin American studies major.
**Prerequisite:** SPAN 250 or SPAN 251.

**SPAN 273: Cultural Heritage of the Hispanic U.S.**
Students examine the diverse elements that have shaped the cultures of U.S. Hispanics and Latinx through an exploration of political, social, economic, religious, and artistic topics. They develop critical analysis through reading, discussion, and written and/or oral projects. Students examine processes of identity and inclusion, and its connections to historical narratives. Students analyze materials through an intersectional lens of race, colorism, language, generational differences, class, gender, and sexuality. Taught in Spanish. Offered every three semesters. Also counts toward race and ethnic studies major and concentration.
**Prerequisite:** SPAN 250 or SPAN 251.

**SPAN 274: Contemporary Issues in the Spanish-Speaking World**
Students analyze selected contemporary issues 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. Offered alternate years during Interim. Also counts toward Latin American studies major and management studies concentration.
**Prerequisite:** SPAN 250 or SPAN 251.
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 or SPAN 251.

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 socio-cultural as well as structural aspects. The course includes the study of at least one substantive literary work. Taught in Spanish. Offered each semester. Also counts toward race and ethnic studies major and linguistic studies and race and ethnic studies concentrations.
Prerequisite: SPAN 250 or SPAN 251.

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. Offered alternate years. Also counts toward race and ethnic studies major and linguistic studies and race and ethnic studies concentrations.
Prerequisites: SPAN 250 or SPAN 251 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. Offered annually.
Prerequisites: SPAN 250 or SPAN 251 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. Offered annually.
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. Offered annually.
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. Offered periodically.
Prerequisite: SPAN 275 and at least one 270-level course.

SPAN 394: Academic Internship
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. Offered alternate years.
Prerequisites: SPAN 250 or SPAN 251 and at least one 270-level course.

Faculty
Chair, 2021-2022
Ariel T. Strichartz
Professor of Romance Languages - Spanish
contemporary Latin American theater and narrative; Argentine theater; literary food studies; memory studies

Gwendolyn Barnes-Karol
Professor of Romance Languages - Spanish
Peninsular literature and culture; contemporary Spain; orality and literacy; second language acquisition

Maggie A. Broner
Professor of Romance Languages - Spanish
Hispanic linguistics; second language acquisition

Kris A. Cropsey
Visiting Instructor in Romance Languages - Spanish
Hispanic linguistics; sociolinguistics; second language acquisition; teacher education

Marit K. Hanson
Visiting Assistant Professor of Romance Languages - Spanish

Amy M. Hill Cosimini
Visiting Assistant Professor of Romance Languages - Spanish

Kristina Medina-Vilariño
Associate Professor of Romance Languages-Spanish
Statistics and Data Science

Ellen Haberoth, Regents Math 307
507-786-3113
habero1@stolaf.edu
wp.stolaf.edu/mscs

(Mathematics, Statistics, and Computer Science)

With the growing abundance of data gathered in nearly every field, statistics and data science methods have become invaluable for transforming data into useful information. As a subject, statistics and data science 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 or data science course.

Overview of the Concentration

At St. Olaf, students can combine their interests in statistics and data science with any major and acquire a background that leads to graduate study and abundant career opportunities. To find out more about the statistics and data science concentration, visit the Statistics and Data Science program.

Intended Learning Outcomes for the Concentration

Requirements

The statistics and data science concentration consists of a minimum of four (4) courses, as follows:

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<td>Required Core Courses:</td>
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<tr>
<td>STAT 272</td>
<td>Statistical Modeling</td>
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<tr>
<td>MSCS 264</td>
<td>Introduction to Data Science</td>
<td>1.00</td>
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A prerequisite course prior to STAT 272 can be fulfilled with any of the following:

- AP Statistics
- STAT 110 | Principles of Statistics
- STAT 212 | Statistics for the Sciences
- ECON 260 | Introductory Econometrics

Select one (1) Level III course from the following: 1.00

- STAT 316 | Advanced Statistical Modeling

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 and data science program and a letter after the fact from a supervisor are required to earn credit. Excellent opportunities for experiential learning in statistics and data science are available through STAT 294 Academic Internship, MSCS 390 Mathematics practicum, and MSCS 389 Research Methods (through the Center for Interdisciplinary Research (CIR)). 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:

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<th>Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>MATH 126</td>
<td>Calculus II</td>
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<td>or MATH 128</td>
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<tr>
<td>MATH 220</td>
<td>Elementary Linear Algebra</td>
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<tr>
<td>MATH 226</td>
<td>Multivariable Calculus</td>
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<tr>
<td>MATH 230</td>
<td>Differential Equations I</td>
<td>1.00</td>
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<tr>
<td>MATH 242</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>MATH 244</td>
<td>Real Analysis I</td>
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<tr>
<td>&amp; MATH 344</td>
<td>and Real Analysis II</td>
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</tbody>
</table>
CSCI 251 & CSCI 252
Software Design and Implementation
and Software Design and Implementation Lab (0.25)

STAT 110, STAT 212, and ECON 260 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 260 is geared toward majors in economics. Students coming from STAT 110, ECON 260, or AP Statistics who would like to transition into the statistics and data science concentration are encouraged to begin in MSCS 264.

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). Not recommended for students who have completed a term of calculus. STAT 110, STAT 212, and ECON 260 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. Also counts toward environment studies major (social science emphasis) and kinesiology 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 260 all provide an introduction to statistics and students should not take more than one; they all can serve as a prerequisite for further courses. Also counts toward environmental studies major (natural science and social science emphases), kinesiology major, and management studies and mathematical biology concentrations.

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 alternate years.

Prerequisites: STAT 110 or STAT 212 or ECON 260 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 diagnostics, and interpretation of statistical reports. Offered each semester. Also counts toward environmental studies major (natural science and social science emphases) and management studies, mathematical biology, and neuroscience concentrations.
Prerequisite: STAT 110 or STAT 212 or ECON 260 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 284: Biostatistics: Design and Analysis
This 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. Also counts toward mathematical biology concentration. Offered alternate years.
Prerequisite: completion of STAT 272 or permission of the instructor.

STAT 294: Academic Internship

STAT 298: Independent Study

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. Also 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. Also 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 teaches introductory programming with a focus on handling data. Emphases include programming concepts and structures, writing computer code to solve quantitative problems, and the use of programming to analyze data. The primary tool is the Python programming language. Students work individually and in teams to apply basic principles and explore real-world datasets with a sustainability theme. Offered annually. Also counts toward statistics and mathematical biology concentrations; one of CSCI 121, CSCI 125, or CSCI 251 counts toward linguistic studies concentration.
Prerequisite: Calculus or consent of the instructor.

ECON 260: Introductory Econometrics
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 260 is required for economics majors who do not take both STAT 272 and either ECON 384 or ECON 385. Credit toward the economics major will not be given for ECON 260 following completion of STAT 272. Also counts toward environmental studies major (social science emphasis).
Prerequisite: MATH 119 or MATH 120 and one of ECON 110 - ECON 121, or permission of instructor.

ECON 384: Econometrics: Cross-Sectional and Panel Data
This course emphasizes theoretical foundations, mathematical structure, and applications of major econometric techniques appropriate for cross-sectional and panel data. Topics to be covered include generalized least squares, dummy variables, non-linear models, instrumental variables techniques, fixed- and random-effects models, and limited dependent variable models. This course is recommended for students interested in analysis of issues in microeconomics and public policy. Offered annually. ECON 384 and ECON 385 may not both be used to satisfy the econometric analysis requirements for either the economics or quantitative economics major.
Prerequisite: ECON 262 and one of ECON 260, ECON 263, or STAT 272; or permission of instructor.

ECON 385: Econometrics: Time Series and Forecasting
This course emphasizes the theoretical foundations, mathematical structure, and applications of major econometric techniques appropriate for time-series data. Topics covered include generalized least squares, single-equation time-series models, multi-variable time-series models, forecasting and forecast evaluation, and seasonality. This course is recommended for students interested in analysis of issues in macroeconomics and finance. Offered annually. ECON 384 and ECON 385 may not both be used to satisfy the econometric analysis requirements for either the economics or quantitative economics major. Completion of MATH 220 may be helpful but is not required.
Prerequisites: ECON 261 and one of ECON 260 or 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. Also counts toward management studies concentration.
Prerequisite: MATH 126 or MATH 128.

MSCS 150: Statistical and Data Investigations
Students learn basic techniques to analyze, manage, visualize, and model data. Instruction focuses on the analysis of "real," salient datasets in a computer-equipped classroom. In small groups students discuss, analyze, and solve case study-based problems. Class sessions include the Inquiry-Based Learning technique, which engages students in frequent presentations of their solutions to the class. Students use the R statistical software to perform statistical computing and data visualizations. Offered annually.

MSCS 264: Introduction to Data Science
Data is the currency of the modern world, and data science is a field that sits at the intersection between statistics and computer science. At its heart, data science is about gleaning information and making decisions from data; this course provides a solid foundation to the most important data science tools. Students develop a common language for creating visualizations, wrangling with data, programming in a literate manner, producing reproducible research, and communicating results. Offered each semester. Counts toward statistics and data science concentration.

MSCS 341: Algorithms for Decision Making
This course introduces students to the subject of machine learning. The primary focus is the development and application of powerful machine learning algorithms applied to complex, real-world data. Topics covered include linear regression, nearest neighbor models, k-means clustering, shrinkage methods, decision trees and forests, boosting, bagging, support vector machines, and hierarchical clustering. Applications are taken from a wide variety of disciplines, including biology, economics, public policy, public health, and sports. Familiarity with a programming language such as R or Python is highly recommended. Offered on a regular basis. Counts toward computer science and mathematics majors and statistics and data science concentration.
Prerequisite: MATH 220, CSCI 251, or STAT 272 or permission of the 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.
MSCS 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 alternate years during Interim.
Prerequisite: Permission of instructor.

PSYCH 230: Research Methods in Psychology
This course prepares students with tools for understanding how research studies in psychology are conceptualized, designed, and ethnically conducted, and how data is analyzed, interpreted, and disseminated. Students apply this understanding in independent and small group research projects. In the process, students develop critical reading, thinking, and scientific writing skills. Students attend lectures plus one two-hour laboratory per week. Offered each semester. Also counts toward environmental studies major, kinesiology major, and statistics and data science concentration.
Prerequisites: PSYCH 125, and STAT 110 or STAT 212 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 research projects and using the Statistical Package for the Social Sciences (SPSS), a standard in sociology. Offered annually in the fall semester. Also counts toward environmental studies major (social science emphasis) and management studies concentration.
Prerequisite: STAT 110 or STAT 212; open to junior or senior sociology/anthropology majors only.

Faculty
Director, 2021-2022
Paul J. Roback
Professor of Mathematics, Statistics, and Computer Science
statistics

Laura Boehm
Assistant Professor of Mathematics, Statistics, and Computer Science
statistics; spatial data analysis

Jaime I. Davila
Assistant Professor of Mathematics, Statistics, and Computer Science

Sharon J. Lane-Getaz
Associate Professor of Mathematics, Statistics, and Computer Science
Education
statistics; statistics education

Matthew P. Richey (On sabbatical 2021-22)
Professor of Mathematics, Statistics, and Computer Science
applied and computational mathematics

Joseph Roith
Visiting Assistant Professor of Mathematics, Statistics, and Computer Science

Kathryn Ziegler-Graham
Associate Professor of Mathematics, Statistics, and Computer Science

**Theater**

Theater 117
507-786-3240
theater@stolaf.edu
wp.stolaf.edu/theater

From the ancient past to the digital present, theater is one of the most profound ways human beings have represented themselves to themselves. The Department of Theater at St. Olaf provides students with opportunities to make and study theater, in historical and contemporary contexts, and to develop creative and collaborative skills relevant to the world today. Courses in acting, directing, history, theory and design are seen through the lens of theatrical production, and the interdisciplinary process of creating live theater is at the heart of everything we teach. Building on these foundations, the St. Olaf Theater stages five productions a year which are integral to the campus and community and are our working labs in the development of the creative artist.

The St. Olaf College Theater Department is accredited by the National Association of Schools of Theater (NAST).

**Overview of the Major**

The theater major requires nine courses plus four 0.25 lab credits. 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 two upper-level electives. 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**

**Theater Teaching License**

St. Olaf offers a K-12 teaching license in theater. Contact the 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 through the department or the Piper Center with theaters and other arts organizations in the Twin Cities and surrounding areas. Guest artists 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 lab quarter credits.

Completion of an equivalent course at another institution should be approved by the department chair in advance to ensure credit toward the major requirement.

Only one full-course equivalent (1.00-credit course) taken S/U may count toward the minimum requirements for the major.

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>THEAT 130</td>
<td>Introduction to Acting</td>
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<td>THEAT 140</td>
<td>Introduction to Design for Performance</td>
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<td>THEAT 180</td>
<td>Text and Performance</td>
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<td>THEAT 232</td>
<td>Stage Direction</td>
<td>1.00</td>
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<tr>
<td>THEAT 240</td>
<td>Scenery and Costume Design and Production</td>
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<td>or THEAT 250 Lighting and Sound-Design and Production</td>
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<td>THEAT 270</td>
<td>History of Theater up to 1700</td>
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<td>THEAT 271</td>
<td>History of Theater since 1700</td>
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<td>THEAT 338</td>
<td>Directing and Producing Theater</td>
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<tr>
<td>THEAT 379</td>
<td>Topics in Interpretation and Theater</td>
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<tr>
<td>THEAT 380</td>
<td>Top: Who Owns the Arts: Censorship, Sponsorship, and Artistic Freedom</td>
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<td>THEAT 394</td>
<td>Academic Internship</td>
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<td>THEAT 398</td>
<td>Independent Research</td>
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<td>Four lab classes: 1</td>
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<td>THEAT 233</td>
<td>Theater Lab: Acting, Directing, Dramaturgy (0.25)</td>
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<tr>
<td>THEAT 253</td>
<td>Theater Lab: Design, Technical Production (0.25)</td>
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Total Credits 10

1 At least one must be THEAT 233 and at least two must be THEAT 253; the fourth lab class is a choice of either THEAT 233 or THEAT 253.

*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.

Courses
THEAT 100: Oral Interpretation
This performance course is designed to develop a student's understanding, analysis, and presentation of poetry, drama, and prose.

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. 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.

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.

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. Also 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 periodically.

THEAT 133: Producing Theater: Introductory
This course studies theater performance through the full-scale mounting of a production during the month of January, with public performances at the end of the January Interim or 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 online at the Theater Department website. Scripts are available in the Theater Department office. 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.
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 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 or permission of the instructor.

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. Also counts toward management studies concentration.
Prerequisites: THEAT 110 or THEAT 180, and THEAT 115 or THEAT 130 or THEAT 131, and THEAT 140.

THEAT 233: Theater Lab: Acting, Directing, Dramaturgy (0.25)
This theater lab 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. 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, with public performances at the end of the January Interim or 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 online at the Theater Department website. Scripts are available in the Theater Department office. P/N only. Offered during Interim.
Prerequisites: THEAT 133 or permission of instructor; concurrent registration in THEAT 233 or THEAT 253 (0 credit option) required.

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. Open to majors and non-majors.
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. Open to 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 majors and non-majors. Offered periodically.

THEAT 253: Theater Lab: Design, Technical Production (0.25)
This theater lab 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. P/N only. First-year students are encouraged to enroll. May be repeated. Registration is by audition or interview only. The theater lab 253A: Design, Technical Production is offered each 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). Also counts toward ancient studies and medieval studies majors. Offered in the fall semester.
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). Offered in the spring semester.
Prerequisite: THEAT 110 or THEAT 180 or permission of instructor.

THEAT 294: Independent Study
Prerequisite: at least three previous courses in department.

THEAT 298: Academic Internships
Prerequisite: at least three previous courses in department.
THEAT 338: Directing and Producing Theater
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. Also counts toward management studies concentration.
Prerequisite: THEAT 232 and THEAT 240 or THEAT 250. THEAT 270 or THEAT 271 recommended.

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.
Prerequisite: THEAT 110 or THEAT 180; some topics courses may require additional prerequisites.

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. Also counts toward management studies concentration.
Prerequisite: THEAT 110 or THEAT 180.

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 attend approximately 22 performances at London and Stratford theaters. The course includes 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 and other locations offer additional cultural perspectives. Offered annually during Interim. Apply through International and Off-Campus Studies. Counts toward English major.

Faculty
Chair, 2021-2022
Alison Feldt
Professor of Music
voice

Elaigwu Ameh
Assistant Professor of Theater

Todd F. Edwards
Visiting Assistant Professor of Theater

Peter C. Hansen
Visiting Instructor in Theater

Karla Hult
Adjunct Instructor in Theater

Erin Johnson
Adjunct Instructor in Theater

Sara Pillatzki-Warzeha
Adjunct Instructor in Theater

Megan Riley
Visiting Assistant Professor of Theater

Bryan Schmidt
Visiting Assistant Professor in Theater

William Sonnega
Associate Professor of Theater
theater; media studies

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.

The writing program supports two OLE Core Curriculum general education requirements: Writing and Rhetoric (WRR) and Writing Across the Curriculum (WAC).

Most students take WRIT 120 Writing and Rhetoric during the fall or spring semester of their first year. WRIT 120 seminars focus on contemporary questions and issues while emphasizing writing practice to fulfill WRR. Students also may fulfill the WRR requirement by successfully completing designated courses in American Conversations (p. 30) or Great Conversation (p. 128), or through advanced placement credit. (p. 8) Consult the director of writing or the Registrar's Office.

Students who may benefit from more extensive writing instruction and practice complete a writing-intensive First-Year Seminar before enrolling in WRIT 120 during the spring semester.

For more information about Writing and Rhetoric and Writing Across the Curriculum, see OLE Core Curriculum Requirements.
Courses

WRIT 108: Writing Studio (0.25)
Writing Studio emphasizes process and practice as students reflect on their emerging identities as thinkers, readers, and writers. The course is ideal for students seeking ongoing support in their personal and academic transition to the rigor of college-level academics by providing guidance in areas such as course attendance and engagement, completion of assignments, and reading, writing, and speaking development. Offered annually in the fall and spring semester. Prerequisite: writing placement or permission of the instructor.

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 120: Writing and Rhetoric
Writing and Rhetoric courses, taught by faculty across the college, engage students in writing for multiple purposes and audiences. Each course explores a contemporary question of interest to college students. Students write in multiple genres and engage in writing as a systematic process with opportunities to respond to feedback. They learn, evaluate, and use appropriate technologies to explore, discuss, and write about course content.

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 First Year Seminar or Writing and Rhetoric.

WRIT 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. Prerequisite: successful completion of First Year Seminar or Writing and Rhetoric.

WRIT 294: Academic Internship
WRIT 298: Independent Study
WRIT 394: Academic Internship
WRIT 398: Independent Research

Faculty

Director, 2021-2022
Diane C. LeBlanc
Professor of Interdisciplinary Studies and Director of the Writing Program
rhetoric and composition; creative writing; gender studies

Anne G. Berry
Adjunct Instructor in Writing, Multilingual Student Support Specialist
linguistics; English as a second language

Bridget Draxler
Adjunct Professor of Writing, Writing and Speaking Specialist

Jennifer Shaiman
Visiting Assistant Professor of English

Sean Ward
Visiting Assistant Professor of English
20th-century British and Anglophone literature; postcolonial studies; critical theory
INTERNATIONAL AND DOMESTIC OFF-CAMPUS STUDIES

St. Olaf College, through International and Off-Campus Studies, creates and provides off-campus study programs that serve the mission of the College at sites in the United States and abroad. These programs integrate academic and experiential education. The experiential component of these programs amplifies and extends the liberal arts learning that occurs on campus and enhances students’ global engagement.

Approximately 75 percent of all St. Olaf students participate in off-campus programs, many of them led by St. Olaf faculty members. Of the participants, about 85 percent have studied internationally, in places as diverse as Aberdeen, Buenos Aires, Cairo, Konstanz, Quito, Sydney, and Shanghai. Around 15 percent have participated in U.S. programs — ranging from Interim courses focused on field paleontology in Florida or living faith in Washington state, to semester programs with courses on environmental history in Oregon or a foreign policy internship in Washington, D.C. A number of students find off-campus study so valuable that they participate in two or three programs during their years at St. Olaf. Of equal importance is the fact that faculty members find these programs extremely rewarding — both for their students and for their own teaching and scholarship.

The International and Off-Campus Studies Office advises St. Olaf students on selecting a program, financial aid, scholarships, and preparing to study off-campus. Each off-campus program also has a program advisor. Program advisors are St. Olaf faculty members who are particularly well qualified to offer academic advice on specific programs.

Policies and Procedures

Students are responsible for adhering to the regulations and policies contained in the Academic Regulations and Procedures (p. 8) 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. 20)” 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 Interim programs 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, or a full year.

Students intending to take part in a recognized program off campus must be in good academic and disciplinary standing and able to participate in the essential learning activities of the program. Students with documented disabilities may request accommodations to enable them to participate in most off-campus programs, though not every program can accommodate every disability. 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 the student’s GPA, related coursework, class standing, and/or the quality of the application and/or interview. 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 website.

Fees

Students who participate in international and off-campus studies programs pay St. Olaf tuition plus program fees and out-of-pocket costs. Complete cost information for each program is available on the program application website. St. Olaf financial aid can be applied to St. Olaf off-campus programs and additional off-campus studies scholarships are also available. Information about 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-long programs. The Global Semester is offered annually during fall semester and Environmental Science in Australia and New Zealand is offered every other year during the spring semester. The International and Off-Campus Studies website offers program details, eligibility requirements, costs, and application processes and timelines.

The Global Semester (Fall Semester)

Note: Global Semester will be offered in Spring 2022 rather than Fall 2021 due to COVID-19 precautions. The spring 2022 itinerary has not yet been finalized.

The Global Semester is a fall-semester academic program which gives students insight into sites around the world. Through the combination of coursework in a variety of disciplines and cultural learning opportunities, the semester provides a remarkable experience of academic merit and personal development. The itinerary takes the group around the world. Students spend approximately one month each in three sites where courses are offered, with shorter stays in any other sites. A fourth course, taught by the accompanying St. Olaf faculty member, lasts the duration of the semester. The program is highly competitive for admission.

Environmental Science in Australia and New Zealand (Spring Semester)

Note: The Environmental Science semester is offered every other year. Scheduled to be offered Spring 2022, pending COVID-19 circumstances.

The flora, fauna, ecological habitats, human history, and geology of Australia and New Zealand offer opportunities for study that are unique for their diversity and time horizons. The landscapes range from white sandy beaches to dry bush inland to broadleaf, temperate, and tropical rainforests. The diversity of mammalian fauna, over 600 species of eucalyptus, and the Great Barrier Reef provide examples of how biological organisms have adapted to the isolation of the Australian continent and the islands of New Zealand.

The human history is no less fascinating. Aboriginal Australians represent the oldest continuous culture in the world today, and the Maori exemplify Polynesian expansion and settlement more than 500 years prior to Europeans. Students will learn how people’s adaptation to environmental conditions shows remarkable innovation, as well as how the recent European invasion significantly altered Indigenous lifestyle and affected many environmental parameters.
In addition to increasing our understanding of human behavior across cultures, students explore how various animals and humans navigate their environment – an ability fundamental to species survival - as the group travels from place to place in New Zealand and Australia and New Zealand. A combination of lectures, extensive field experiences, and brief research projects enable students to learn about and appreciate this fascinating area of the world. All courses are taken concurrently and will be highly integrated to provide a strong interdisciplinary focus. Students considering this program should be aware that it has a demanding physical schedule and moves frequently to new locations. The program is highly competitive for admission.

**Faculty-Led Interim and Summer Courses**

Off-campus courses, both in the United States and abroad, are developed and led by St. Olaf faculty each Interim and, occasionally, in summer session. Courses vary from year to year and require an application. Most programs are competitive for admission, as there are more applicants than spaces.

Approved courses are listed under the Courses tab for each academic department (p. 28) 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 with course details, eligibility requirements, costs, and application processes and timelines. Partial scholarships are automatically awarded for accepted students with demonstrated financial need.

Interested students may seek advising from the International and Off-Campus Studies Office and the faculty member leading the course. Financial aid counselors are able to estimate approximate scholarship amounts for an individual applicant.

**St. Olaf Affiliated Programs**

St. Olaf offers a variety of affiliated off-campus programs. They are consortial programs, exchanges, and other affiliated 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 of the programs listed below by region are semester or year programs, but there are a few options in Interim and summer session as noted. Each program has a St. Olaf faculty program advisor who advises and selects participants. Additional information can be found on the International and Off-Campus Studies website, including program details, eligibility requirements, costs, and application procedures and timelines. Partial scholarships are automatically awarded for accepted students with demonstrated financial need.

Interested students may seek advising from the International and Off-Campus Studies office or the faculty program advisor listed on the linked web page. Financial aid counselors are able to estimate approximate scholarship amounts for an individual applicant.

**Africa**

- **Egypt**: American University in Cairo
- **Ghana**: Arts and Sciences in Legon (CIEE)
- **Kenya**: Global Health and Human Rights (SIT)
- **Namibia**: Nation-Building, Globalization, and Decolonizing the Mind (Augsburg CGE)
- **South Africa**: Arts & Sciences in Cape Town (CIEE)

**Asia**

- **China**: Term in China (East China Normal University, Shanghai)
- **India**: Student Teaching (Kodaikanal International School, Singapore International School, or Woodstock International School)
- **Japan**: Hokusei Gakuen University
- **Japan**: NUPACE Program, Nagoya University
- **Japan**: Japan Studies, Waseda University
- **Korea**: Yonsei University
- **Taiwan**: Term in Taiwan (Fulbright CSAT)

**Australia and New Zealand**

- **Australia**: Global Cities Study and Intern Program (CAPA)
- **Australia**: Arts & Sciences in Cape Town (CIEE)
- **Australia**: University of Technology Sydney (CAPA)
- **Australia**: Curtin University
- **New Zealand**: University of Otago

**Europe**

- **Denmark**: DIS Copenhagen
- **England**: CMRS Oxford Humanities Program (Middlebury College)
- **England**: Harris Manchester College - Oxford University
- **England**: Lancaster University
- **England**: London School of Economics and Political Science
- **England**: University of East Anglia
- **France**: French Studies in Paris (IES)
- **Germany**: Middlebury in Mainz
- **Germany**: University of Konstanz
- **Greece**: College Year in Athens
- **Hungary**: Budapest Semester in Mathematics - semester and summer
- **Hungary**: Budapest Semester in Mathematics Education - semester and summer
- **Ireland**: National University of Ireland, Galway
- **Ireland**: Trinity College, Dublin
- **Ireland**: University College Dublin
- **Italy**: Study Abroad in Milan (IES)
- **Northern Ireland**: Democracy and Social Change (HECUA)
Norway: Oslo International Summer School - summer only
Norway: University of Oslo
Norway: University of Southeastern Norway
Norway: The New Norway – Globalization, Identity, and Politics (HECUA)
Russia: Novgorod State University
Scotland: University of Aberdeen
Scotland: University of Dundee
Spain: Liberal Arts Program in Seville (CIEE)
Sweden: DIS Stockholm
Sweden: Women's and Gender Studies in Europe (Carleton, relocated from central Europe for fall 2021)

**North America**
Ashland, OR: Oregon Extension
Chicago, IL: Chicago Semester Student Teaching & Seminar
Chicago, IL: Field Museum Semester (ACM)
Chicago, IL: Newberry Seminar Research in the Humanities (ACM)
Cuernavaca, Mexico: Social Work in a Latin American Context (Augsburg CGE)
Minneapolis/St. Paul, MN: Inequality in America Twin Cities (HECUA)
Washington, DC: Washington Semester
Waterford, CT: National Theater Institute

**South and Central America**
Argentina: Advanced Spanish Immersion (IES)
Argentina: Latin American Societies and Cultures (IES)
Costa Rica and Guatemala: Social Change in Central America (Augsburg CGE)
Ecuador: Community Internships in Latin America CILA (HECUA)
Ecuador: Social and Political Transformation (HECUA) - Interim only
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, 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. 115) 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, 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 Areas of Study

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. 189) and social work (p. 231), 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 during and after their time at St. Olaf.

Accounting (p. 254)
Architecture and Design (p. 254)
Business and Management (p. 255)
Computer Engineering, Software Engineering (p. 255)
Engineering (p. 256)
Information Technology (p. 256)
Journalism (p. 256)
Law (p. 257)
Performing Arts (p. 257)
Pre-Health Studies (p. 257)
Public Policy (p. 260)
Theology and Seminary (p. 260)

Accounting

Sian Christie, Holland Hall 308
507-786-3904
christis@stolaf.edu

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 225</td>
<td>Principles of Accounting</td>
<td>1.00</td>
</tr>
<tr>
<td>MGMT 237</td>
<td>Managerial Accounting</td>
<td>1.00</td>
</tr>
<tr>
<td>MGMT 250</td>
<td>Marketing</td>
<td>1.00</td>
</tr>
<tr>
<td>MGMT 251</td>
<td>Management</td>
<td>1.00</td>
</tr>
<tr>
<td>MGMT 252</td>
<td>Legal Aspects of Business</td>
<td>1.00</td>
</tr>
<tr>
<td>MGMT 281</td>
<td>Corporate Finance</td>
<td>1.00</td>
</tr>
<tr>
<td>MGMT 380</td>
<td>Investments</td>
<td>1.00</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Strongly recommended</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A major in the visual arts with an emphasis in sculpture, painting, architectural drawing, and digital media: ¹</td>
<td></td>
</tr>
<tr>
<td>ART 221</td>
<td>Oil/Acrylic Painting</td>
<td>1.00</td>
</tr>
<tr>
<td>ART 223</td>
<td>Sculpture/Metal Casting</td>
<td>1.00</td>
</tr>
<tr>
<td>ART 224</td>
<td>Sculpture/Direct Metal</td>
<td>1.00</td>
</tr>
<tr>
<td>ART 225</td>
<td>Architectural Design I</td>
<td>1.00</td>
</tr>
<tr>
<td>ART 228</td>
<td>Animated Art</td>
<td>1.00</td>
</tr>
<tr>
<td>ART 153</td>
<td>Introduction to Art History</td>
<td>1</td>
</tr>
<tr>
<td>ART 252</td>
<td>Art 1880-1945 “The Shock of the New”</td>
<td>1.00</td>
</tr>
<tr>
<td>ART 263</td>
<td>Medieval Art</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td><strong>Strong background in mathematics:</strong></td>
<td></td>
</tr>
<tr>
<td>MATH 119</td>
<td>Calculus I with Review</td>
<td>1</td>
</tr>
<tr>
<td>or MATH 120</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>MATH 126</td>
<td>Calculus II</td>
<td>1.00</td>
</tr>
<tr>
<td>or MATH 128</td>
<td>Honors Calculus II</td>
<td></td>
</tr>
<tr>
<td>PHYS 124</td>
<td>Principles of Physics I</td>
<td>1.00</td>
</tr>
<tr>
<td>PHYS 125</td>
<td>Principles of Physics II</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td><strong>Recommended</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Courses in American and European history, American and/or urban studies, literature (especially with advanced writing components), and philosophy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social science courses</td>
<td></td>
</tr>
</tbody>
</table>

¹ An option exists for a customized major via the Center for Integrative Studies

### Business and Management

Sian Christie
507-786-3904
christis@stolaf.edu

**Campus contact person:** Sian Christie, 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.

### Computer Engineering, Software Engineering

**Campus contact person:** Richard Brown or Jill Dietz, 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Recommended for Computer Engineering</strong> ¹</td>
<td></td>
</tr>
<tr>
<td>CSCI 251 &amp; CSCI 252</td>
<td>Software Design and Implementation and Software Design and Implementation Lab (0.25)</td>
<td>1.25</td>
</tr>
<tr>
<td>CSCI 241</td>
<td>Hardware Design</td>
<td>1.00</td>
</tr>
<tr>
<td>CSCI 263</td>
<td>Ethical Issues in Software Design</td>
<td>1.00</td>
</tr>
<tr>
<td>CSCI 273</td>
<td>Operating Systems</td>
<td>1.00</td>
</tr>
<tr>
<td>CSCI 353</td>
<td>Analysis of Algorithms</td>
<td>1.00</td>
</tr>
<tr>
<td>PHYS 246</td>
<td>Electronics</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td>Statistics (e.g., STAT 212)</td>
<td></td>
</tr>
</tbody>
</table>

² Recommended for Software Engineering
Engineering

Campus contact person: Alden Adolph, Director of the Engineering Studies Concentration, adolph1@stolaf.edu

To prepare for a career in engineering, many students complete their B.A. at St. Olaf and then pursue graduate work (either a master’s or doctorate degree) in engineering. The best way to prepare for graduate studies in engineering is to complete the Engineering Studies Concentration in conjunction with a major in physics, mathematics, chemistry, biology, or computer science. There is significant overlap in course requirements between the physics major and the engineering studies concentration, and some overlap between the concentration and other math and natural science majors.

Additionally, a cooperative “dual degree” program exists that enables a student to receive an undergraduate degree in engineering from Washington University in St. Louis, MO, and a B.A. degree from St. Olaf, in a five-year program, or a master’s degree in engineering from Washington University with an additional year of coursework. Students take courses at Washington University after completing St. Olaf degree requirements. Choosing this route instead of pursuing graduate work directly after completing a St. Olaf degree may be advised in some cases. You are encouraged to discuss options with the Engineering Studies Director.

Prerequisites for Engineering Graduate Schools

Graduate engineering programs vary in the prerequisites required for admission. Completing the engineering studies concentration will cover the most common engineering graduate school prerequisite courses. Summer research experiences or internships are highly recommended to prepare for graduate work.

Below are some sample prerequisites from different programs:

- University of Iowa – College of Engineering

Extracurricular Engineering Activities

To further explore engineering, consider participating in an extracurricular group focused on engineering or STEM education.

- St. Olaf Carleton Engineering Team
- Science Alliance

Dual Degree Program with Washington University

Please consult the Washington University Dual Degree website for detailed information about the program options and prerequisite course requirements. For a list of pre-approved St. Olaf courses, follow this link. Financial aid for the program is available, and students are directly admitted to the program if they have taken prerequisite courses and have an overall GPA of 3.25. Students apply in the academic year before they plan to enroll at Washington University, typically in their senior or junior year at St. Olaf.

Information Technology

Campus contact person: Richard Brown or Jill Dietz, 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 251 &amp; CSCI 252</td>
<td>Software Design and Implementation and Software Design and Implementation Lab (0.25)</td>
<td>1.25</td>
</tr>
<tr>
<td>CSCI 263</td>
<td>Ethical Issues in Software Design</td>
<td>1.00</td>
</tr>
<tr>
<td>CSCI 273</td>
<td>Operating Systems</td>
<td>1.00</td>
</tr>
<tr>
<td>CSCI 284</td>
<td>Mobile Computing Applications</td>
<td>1.00</td>
</tr>
<tr>
<td>CSCI 300</td>
<td>Topics in Computer Science</td>
<td>1.00</td>
</tr>
<tr>
<td>CSCI 353</td>
<td>Analysis of Algorithms</td>
<td>1.00</td>
</tr>
</tbody>
</table>

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.

Journalism

Campus contact person: Chair of English Department
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 (HPC) and the staff of The Piper Center for Vocation and Career; the Chair of the HPC, Professor Kevin Crisp, serves as the academic advisor for all pre-health students while coaches at the Piper Center support pre-health student professional development and experiential learning.

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 advising specialist in that area:

<table>
<thead>
<tr>
<th>Health Careers</th>
<th>Advising Specialist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audiology</td>
<td>Jeremy Loebach</td>
</tr>
<tr>
<td>Genetic Counseling</td>
<td>Laura Listemberg</td>
</tr>
<tr>
<td>Health Administration</td>
<td>Ashley Hodgson</td>
</tr>
<tr>
<td>Mental Health</td>
<td>Donna McMillan</td>
</tr>
<tr>
<td>Nursing</td>
<td>Mary Beth Kuehn (nursing majors),</td>
</tr>
<tr>
<td></td>
<td>Kevin Crisp (non-nursing majors)</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>Cindy Book</td>
</tr>
<tr>
<td>Optometry</td>
<td>Katie Hughes (Piper Center)</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>Doug Beussman</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>Cindy Book</td>
</tr>
<tr>
<td>Physician Assistant</td>
<td>Kevin Crisp</td>
</tr>
<tr>
<td>Podiatry</td>
<td>Kevin Crisp</td>
</tr>
<tr>
<td>Public Health</td>
<td>Katie Hughes (Piper Center)</td>
</tr>
<tr>
<td>Speech Language Pathology</td>
<td>Jeremy Loebach</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>Diane Angell</td>
</tr>
<tr>
<td>Health Careers (Majors)</td>
<td></td>
</tr>
<tr>
<td>Audiology</td>
<td>Jeremy Loebach</td>
</tr>
<tr>
<td>Genetic Counseling</td>
<td>Laura Listemberg</td>
</tr>
<tr>
<td>Health Administration</td>
<td>Ashley Hodgson</td>
</tr>
<tr>
<td>Mental Health</td>
<td>Donna McMillan</td>
</tr>
<tr>
<td>Nursing</td>
<td>Mary Beth Kuehn (nursing majors),</td>
</tr>
<tr>
<td></td>
<td>Kevin Crisp (non-nursing majors)</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>Cindy Book</td>
</tr>
<tr>
<td>Optometry</td>
<td>Katie Hughes (Piper Center)</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>Doug Beussman</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>Cindy Book</td>
</tr>
<tr>
<td>Physician Assistant</td>
<td>Kevin Crisp</td>
</tr>
<tr>
<td>Podiatry</td>
<td>Kevin Crisp</td>
</tr>
<tr>
<td>Public Health</td>
<td>Katie Hughes (Piper Center)</td>
</tr>
<tr>
<td>Speech Language Pathology</td>
<td>Jeremy Loebach</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>Diane Angell</td>
</tr>
</tbody>
</table>

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 Piper Center website and pre-health program Moodle page. Students should seek advice from their academic advisor, the Piper Center staff, and the HPC as they plan and prepare for health science professions.

Pre-Nursing Students Not Majoring in Nursing

For specific details about the undergraduate nursing program at St. Olaf, please see the nursing major (p. 189) catalog page. Students who are not nursing majors interested in pursuing a Nurse Practitioner degree or a Masters of Science in nursing most often will need to complete the following pre-requisites:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 143</td>
<td>Human Anatomy and Physiology: Cells and Tissues (Not Recommended for Biology Majors)</td>
<td>2.00</td>
</tr>
</tbody>
</table>
Prerequisites for Pre-Medical, Pre-Dental, Pre-Physician Assistant, and Pre-Podiatry Students

Each medical school (whether MD or DO), dental school, and physician assistant program differs somewhat in their exact list of courses required for admission. However, St. Olaf’s OLE Core curriculum 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 119 or MATH 120</td>
<td>Calculus I with Review or Calculus I</td>
<td>1.00</td>
</tr>
<tr>
<td>Two semesters of general biology (typically BIO 150 and BIO 227)</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>2.00-3.00</td>
</tr>
<tr>
<td>CHEM 121 &amp; CHEM 123 &amp; CHEM 126</td>
<td>General Chemistry and Atomic and Molecular Structure and Energies and Rates of Chemical Reactions</td>
<td></td>
</tr>
<tr>
<td>CHEM 122 &amp; CHEM 126</td>
<td>Introductory Chemistry and Energies and Rates of Chemical Reactions ¹</td>
<td></td>
</tr>
<tr>
<td>CHEM 125 &amp; CHEM 126</td>
<td>Structural Chemistry and Equilibrium and Energies and Rates of Chemical Reactions ¹</td>
<td></td>
</tr>
<tr>
<td>CHEM 247 &amp; CHEM 248</td>
<td>Organic Chemistry I and Organic Chemistry II</td>
<td>2.00</td>
</tr>
<tr>
<td>CHEM 379</td>
<td>Biochemistry I (organic chemistry is a prerequisite; required at some medical schools)</td>
<td>1.00</td>
</tr>
<tr>
<td>PHYS 124 &amp; PHYS 125</td>
<td>Principles of Physics I and Principles of Physics II</td>
<td>2.00</td>
</tr>
</tbody>
</table>

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 510, 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 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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 125 &amp; PSYCH 241</td>
<td>Principles of Psychology and Developmental Psychology</td>
<td>2.00</td>
</tr>
<tr>
<td>Medical terminology (typically as BIO 291)</td>
<td></td>
<td>0.25</td>
</tr>
<tr>
<td>One course emphasizing speech and communication</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>BIO 143 &amp; BIO 243</td>
<td>Human Anatomy and Physiology: Cells and Tissues and Human Anatomy and Physiology: Organs and Organ Systems</td>
<td>2.00</td>
</tr>
<tr>
<td>One statistics course</td>
<td></td>
<td>1.00</td>
</tr>
</tbody>
</table>

Recommendations for Graduate Study

Health professions 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
Special Internships and Opportunities

The Physician in Clinical and Hospital Health Care

This 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 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 patients from all age groups. 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 may include: 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 Kevin Crisp (crisp@stolaf.edu) or Katie Hughes (hughes8@stolaf.edu) in the Piper Center 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 Handshake (Piper Center).

Rockswold 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 healthcare field. Selected participants live in apartments together in the spirit of support and mutuality. Students apply through Handshake (Piper Center).

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 the Mayo Clinic in Rochester, MN. Healthcare is undergoing transformative changes. Understanding how the healthcare 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 a house together in the spirit of support and mutuality. Students apply through Handshake (Piper Center).

Human Gross Anatomy (Cadaver Dissection)

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 dissector will also participate as teaching assistants for the lab component of the Human Anatomy and Physiology II course. Students apply through the Biology Department. Note that this course is now offered as a section of Biology 291.
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 three-hour laboratory per week. Nursing and kinesiology majors may pre-register for this course. This course may not be taken after completion of CH/BI 227 or BIO 227. Offered in the fall semester. Also counts toward the kinesiology major.

BIO 231: Microbiology
Microbiology examines the morphology, composition, metabolism, and genetics of microorganisms 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 each semester. Also counts toward kinesiology major and neuroscience concentration.

Prerequisite: BIO 143, or BIO 150 and BIO 227 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 Peru, assessing patient needs in a public hospital, a homeless shelter, orphanages, and a small village. Week four involves discussion and writing reflective journals. Offered during Interim. Apply through International and Off-Campus Studies.

Prerequisites: BIO 143 or BIO 150, 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 one three-hour laboratory per week. Also counts toward biomolecular science concentration.

Prerequisites: BIO 227 or CH/BI 227, and BIO 233.

CHEM 360: Medicinal Chemistry
In this course students gain an appreciation for the drug development process, including how natural products are isolated and utilized as starting points for drug development, how molecular structure relates to biological activity, and how research into the mechanism of disease leads to the targeted development of drugs. Offered alternate years during Interim. Also counts toward biomolecular science concentration.

Prerequisite: CHEM 248.

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.

Prerequisites: one of ECON 110-121 or permission of instructor.

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. Offerings are drawn from both philosophical and medical discussions. Offered annually. Also counts toward neuroscience concentration.

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.

Public Policy

Campus contact person: Christopher Chapp, Political Science 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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English language and literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History, including non-Western cultures as well as European and American</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Philosophy, particularly its history and its methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Natural sciences, both the physical and the life sciences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social sciences, where psychology, sociology, and anthropology are particularly appropriate</td>
<td></td>
</tr>
</tbody>
</table>
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. 262)
- Financing Your Education (p. 266)
- Financial Aid Program (p. 263)

Admissions Procedures
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/.
   a. If a student wishes, they may submit their application through the Coalition instead of the Common Application.
   
   b. If a student wishes, they may submit their application through the Coalition instead of the Common Application.
   
   c. If a student wishes, they may submit their application through the Coalition instead of the Common Application.
   
   d. If a student wishes, they may submit their application through the Coalition instead of the Common Application.

   The Coalition application is available at http://www.coalitionforcollegeaccess.org/

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. 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.

4. 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. St. Olaf does not require submission of standardized test scores, but we will accept and consider them in our review process for students who choose to submit them. Applicants who choose to submit scores 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
Three types of application are available to students: Early Decision, Early Action, 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 1 will be notified by December 15. Applicants who submit their complete Early Decision II application by January 15 will be notified by February 10.

Early Action Application
Early Action is available to students who wish to learn their admission status to St. Olaf prior to the Regular Decision timeline, but may have not yet determined whether or not they are prepared to commit to St. Olaf. Early Action follows a similar timeline to the Early Decision I process, but does not require a binding commitment. Applicants who submit an Early Action application by November 1 will be notified by December 23rd.

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/ or by calling 507-786-3297.

Admission of Transfer Students
To receive full consideration for admission for September, 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 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 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/transfer-applications/

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. 8)

The Academic Regulations and Procedures (p. 8) 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 transfer credit scale (p. 8). Questions should be directed to the Registrar’s Office 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/international-applications/ 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 toward 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. 8) 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. 8) in the Academic Regulations and Procedures 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

The mission of the Financial Aid Office is to provide access to a St. Olaf education by proactively serving and educating families of varied socioeconomic 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 Profile and the Free Application for Federal Student Aid (FAFSA). Returning students must complete the FAFSA and the St. Olaf Outside Scholarship Form. 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. If a student must be enrolled for a ninth or tenth semester they need to appeal for institutional aid and will have a larger loan components in a fifth year of enrollment. If a student anticipates taking more than 8 semesters to complete their program, please meet with...
the Financial Aid Office to discuss individual financial aid options and process.

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 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 $2,000 to $25,000 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. 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, Faculty Scholar or St. Olaf Academic Scholar.

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 $2,000 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 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 a faith organization.

**Federal Pell Grant**

Federal Pell Grant is a federally based grant program with awards ranging from $596 to $6,495. 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 $3,000 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 calendars 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 from $1,000 to $11,000 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 will experience reductions in State Grant amounts.

**Loans**

**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 2020-21, the interest rate on Direct Subsidized and Unsubsidized loans is fixed at 2.75%. 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 2020-21 year, the interest rate on Direct PLUS Loans is fixed at 5.3%. 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 the State of Minnesota minimum wage which is currently $10.10 per hour. Student work awards are in the range of $1000-$2700. 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.

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 Outside Scholarship Form 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 Registrar’s Office.

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 time frame outlined in the chart below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Courses Completed</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits Earned</td>
<td>Fall/Interim/Spring</td>
<td>67%</td>
<td>1.80</td>
</tr>
<tr>
<td>Credits Earned</td>
<td>Fall/Interim/Spring</td>
<td>67%</td>
<td>1.90</td>
</tr>
<tr>
<td>Credits Earned</td>
<td>Fall/Interim/Spring</td>
<td>67%</td>
<td>2.00</td>
</tr>
<tr>
<td>Credits Earned</td>
<td>Fall/Interim/Spring</td>
<td>67%</td>
<td>2.00</td>
</tr>
</tbody>
</table>

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.
Financing Your Education

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/stuaacct

St. Olaf College charges its students a comprehensive fee, which is set annually by the Board of Regents. This fee includes tuition (3.0 to 4.50 credits per semester), full board and room for on-campus students (special arrangements are made for off-campus students), the college newspaper, and admission to athletic events, artist series, and convocations.

Comprehensive Fee for 2021-22

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$52,670</td>
</tr>
<tr>
<td>Housing</td>
<td>$5,720</td>
</tr>
<tr>
<td>Meal Plan</td>
<td>$6,280</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$64,670</strong></td>
</tr>
</tbody>
</table>

Full-time students who take more than 4.50 courses in any semester will be charged $825.00 per 0.25 credits above 4.50.

Above and beyond the tuition, including possible overload charge, additional costs should be anticipated for books, course fees, private lessons in music, special housing arrangements, and special courses, including study skills and off-campus programs. See Additional Costs and Fees (p. 267) 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.

Veterans Benefits
The Veterans Benefits and Transition Act of 2018 added a provision to 38 USC 3679 that requires schools to allow eligible beneficiaries to attend class without penalties while awaiting payments from the VA. Contact the Registrar’s Office at registrar@stolaf.edu or 507-786-3015 with any questions.

Billing Statements
All statements are issued electronically monthly. Students will receive an email to their St. Olaf account when a new bill is generated if there is a balance due. Statements can be viewed online through the Student Information System (SIS). Parents can view statements if the student has set up Parent Access (p. 266).

Parent Access
Students can authorize others to access their bills, grades, degree audit, and schedule. The student must be the one to set up access due to FERPA privacy regulations. Students can grant parent access through the Student Information System (SIS). Consult the Parent Access web page for more information.

Payment Options

Cash
Students and guest payers may make cash payments in-person at the Student Financial Services Office. Cash should never be mailed.

Check
Students and guest payers may pay their term fees via check either in-person at the Student Financial Services Office, through mail, or online using e-check/ACH. A $30 returned payment fee will be added to the student’s account for all payments returned by the bank.

Checks should be mailed to:
St. Olaf College
Business Office
1520 St. Olaf Avenue
Northfield, MN 55057

Please make sure to include the student's name and ID number on the check.

Credit Card/Debit Card
Students and guest payers may make student account payments online with a Visa, MasterCard, Discover, or American Express credit card. St. Olaf College cannot accept credit card or debit card payments in-person, over the phone, or through the mail. Credit cards will only
be accepted online in SIS or the Parent Portal via Flywire, a vendor contracted by St. Olaf College.

There is a 2.85% credit card service fee for any domestic credit card payment made to the college.

Students and parents (with access) can log into SIS or the parent portal to view the account and make payments.

St. Olaf College allows “quick payments” without logging in. A payer needs the student’s name and ID number to make a payment online.

International Wires

St. Olaf College has partnered with Flywire to offer an innovative and streamlined way to make international tuition payments. Students can access Flywire international payment option through the payment portal in SIS.

Monthly Payment Plan

St. Olaf partners with Flywire for our payment plan provider for the 2021-2022 academic year. Families can split their semester payment into a maximum of 5 payments over the course of the semester. The cost to enroll is $52 per semester. To enroll in the plan log into SIS or the Parent Portal. See the payment plan website for more information.

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.

Payment Schedule for 2021-22

Fall semester balance is due on or before August 1, 2021.

Spring semester balance is due on or before February 1, 2022.

Advance Payment for 2021-22

All students are required to pay a $300 deposit prior to registering when they first enroll at St. Olaf. This singular deposit will be placed in a hold account and not applied to charges. After graduating, the deposit will be refunded to students, minus any outstanding charges.

Each year students will be asked to confirm their intent to enroll for a subsequent term, and as part of that process, the deposit will carry forward. If a student takes a leave of absence or withdrawals the deposit will be forfeited.

New students who are concerned about the deposit amount should work with their Admissions counselor. First-Year Students – Deposits are non-refundable. They are either held until the next year or forfeited. First-Year Students must contact the Admissions Office if withdrawing. If a student is deferring enrollment until the following year, we will hold the deposit until that student returns to St. Olaf.

Additional Costs and Fees

Books and Supplies

$1,000 average per year depending on course of study.

Fees for Private Music Lessons

$580 (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

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. If a student has health insurance and is not required 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 the student will automatically be enrolled in the student health insurance at St. Olaf College.

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: $6,585
Per half course: $3,295
Per quarter course: $1,650

Overload Charge

Full-time students who take more than 4.50 credits in any semester will be charged $825.00 per 0.25 credits above 4.50. If a student’s schedule with overload includes a music lesson, both the music lesson fee and the overload tuition charge are required.

Transcript Fee

For information, see Transcript Requests.

Finance Charge

0.5 percent 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, 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.

Postgraduate 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 Registrar’s Office 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.

No student is permitted to register if the account 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 can be credited to the student’s tuition account or bank account. The amount credited is based on the actual hours worked less taxes. Work award is not guaranteed and must be earned.

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-Full Withdrawal or Drop

If the student withdraws before the first day of class, tuition, room, and board will be refunded 100 percent. A student’s deposit will be forfeited.

If the student withdraws by the end of 10th day, tuition will be refunded 80 percent.

If the student withdraws within two weeks after 10th day, tuition will be refunded 40 percent.

Tuition-Partial Withdrawal or Drop

If a student drops from full-time to part-time before the first day of class, they will receive a full tuition refund but will be billed the part-time rate. Student's aid is adjusted to reflect enrollment in part time.

If a student drops from full-time to part-time after the start of the term but before 10th day, there will be no change to tuition charges or to institutional aid but Pell and state grant will be recalculated based on actual enrollment.

If a student drops from full-time to part-time after 10th day, there will be no change to tuition charges or to federal, state, and institutional aid.

Room

If the student withdraws from the college before the first day of class, room charges will be refunded 100 percent.

If a student withdraws from the college after these dates the student will not receive any refund for room.

Board

If the student withdraws before the first day of class, board charges will be refunded 100 percent.

If the student withdraws within the first 3 weeks of the term, board will be refunded 80 percent.

If the student withdraws within the first 6 weeks of the term, board will be refunded 60 percent.

Federal Financial Aid Refunds

If the student is the recipient of Federal Title IV funds (i.e., Federal Pell, SEOG grants or Direct Stafford or PLUS loans) and withdraws from the college before completing 60 percent 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.

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 percent of the tuition is refunded, 40 percent of scholarships and grants will be refunded.
Supplemental Instruction (SI) is an academic support program that assists students in learning and retaining course information. All students enrolled in SI-supported courses are strongly encouraged to attend any and all SI sessions throughout the semester. SI attendance is anonymous and only recorded for program assessment purposes.

Writing Support

The Writing Desk helps St. Olaf students write clearly, convincingly, and confidently to effectively engage in academic conversations. Tutors listen, ask questions, and provide guidance for any writer, on any paper, at any stage of the writing process. The Writing Desk is committed to supporting writers, not just improving papers.

In a tutoring session, you may work collaboratively with your tutor to brainstorm ideas, strengthen arguments, develop evidence, organize paragraphs, and learn to identify and correct patterns of error on your own.

Speaking Support

Tutors at the Speaking Space help students to effectively speak and listen in order to engage meaningfully in academic conversations. Speaking tutors listen, ask questions, and provide guidance for speakers of all abilities in a variety of contexts, from presentations to discussions to interviews. The Speaking Space is committed to supporting speakers, not just improving speeches.

In a tutoring session, you may work collaboratively with a tutor to brainstorm ideas or outline a speech, rehearse a presentation, polish your delivery skills, plan to lead or participate in a class discussion, practice your conversation skills, or create a video recording of a presentation.

Language Support for Multilingual Students

An English language specialist is available to provide support with writing and academic communication as needed to multilingual students and to their professors. Conversation Partners are available to meet regularly with students whose first language is not English for conversation practice and help navigating the academic culture of this campus.

Disability and Access

Disability and Access staff provides consultation and assistance for students with disabilities, as well as serving as a resources for the students' instructors in the provision of accommodations. Accessibility Specialists offer the following services to students:

- Reading through the student's disability documentation and talking with the student in an intake interview to learn about their past lived experience with their disability and to identify barriers to access
- Determining and arranging for reasonable accommodations to help ensure equal access to the same opportunities to succeed as any other St. Olaf student
- Encouraging and facilitating communication between the student and their professors to discuss the logistics related to utilizing their accommodations
- Providing regular check-in meetings and academic strategies for the student as needed
Any documentation regarding the student's disability is confidential. It is not shared with anyone within the college unless there is a legitimate educational need to know. Registration with DAC and/or receiving accommodations will not be indicated on the student’s transcript.

**TRiO - Student Support Services for Students with Disabilities (SSSD)**

Student Support Services for Students with Disabilities (SSSD) is a federally funded TRIO college retention program serving 100 students per year. TRIO/SSSD helps students with disabilities develop the skills and knowledge necessary to pursue and successfully complete a college education by helping students focus on academic and personal development. SSSD offers intensive one on one advising, workshops on various topics relevant to students with disabilities, and works to build a community for SSSD students on campus. For information on applying please visit [https://wp.stolaf.edu/sssd/](https://wp.stolaf.edu/sssd/) or you can apply directly by clicking on SSSD Application.

**Advising**

Advising at St. Olaf College uses an intentional holistic student support approach, meaning that advisors focus on the whole student and work to establish meaningful relationships with the goal of teaching and learning. Central to this educational process is the collaboration between students and their advisors. Advising is individualized to address diverse student needs, and students discover how to direct their intellectual curiosity, overcome personal or academic barriers to learning, and to attain their goals.

The Center for Advising and Academic Support supports both advisors and their advisees by providing the necessary information to fulfill graduation, OLE Core (general education), and major requirements. We also assist students to explore possible major options, to change advisors, and to use a degree audit, class/lab schedule, and the St. Olaf Catalog.

**College Advisors**

Students generally will have at least two advisors during their time at St. Olaf—a College Advisor, typically for the first two years, and a Major Advisor. Every incoming St. Olaf student will be matched with a faculty or staff College Advisor during the summer. The College Advisor will be the first guide to a liberal arts education at St. Olaf. College Advisors will discuss students’ interests and goals, and assist with course registration. They will introduce opportunities for international and off-campus study and experiential learning, as well as encourage the use of resources on campus to explore academic, career, and lifelong goals. Because the role of the College Advisor is to advise broadly, College Advisors will come from all areas of the college and typically are not in a department in which students are considering a major.

All new incoming students will meet with their College Advisor at the New Student Orientation Meet and Greet event on opening day. In addition, students will also meet individually with their advisor at a designated time later that week to review their course schedule and discuss the upcoming semester. Students will be required to meet at least once a semester with their College Advisor.

**Major Advisors**

By March 15 of their sophomore year, students will declare a major. By the end of the sophomore year, students are expected to have a Major Advisor, a faculty member within a declared major. Students are generally more satisfied when they make an informed decision regarding their advisor than if the move is made for them by Advising. However, this change will be made by Advising if necessary. In certain circumstances, students will be given the opportunity to opt out of this reassignment to a Major Advisor. Although most students will no longer be formally assigned to their College Advisor, students are encouraged to remain in contact with their College Advisor as part of the network of relationships that students build while at St. Olaf. Major Advisors continue the work of the College Advisors while also assisting advisees in selecting courses in the major and introducing students to opportunities in their field of study. Students will be required to meet at least once a semester with their Major Advisor. Students who are planning more than one major, and/or a concentration, are advised to consult faculty in the areas in which they are not assigned an advisor. Similarly, students who are pursuing Pre-Professional Studies should work closely with pre-professional advisors.

**General Information on Advising**

After completing at least one semester, students may change to a different College Advisor or Major Advisor at any time during the academic year, with the permission of the new advisor via an electronic Request to Change Academic Advisor form, which can be found on the Student Information System (SIS). The Center for Advising and Academic Support and department chairs and program directors oversee the reassignment of advisees for faculty on sabbatical or other leaves. Generally, no individual advisor has more than 20 advisees in any given year.

The advice of advisors does not constitute a promise or a contract ensuring students graduate on schedule or complete specific requirements. Students and advisors must refer to the class and lab schedules 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 (SIS). Students are encouraged to review the goals of Advising as well as the Student’s and Advisors’ Roles and Responsibilities for Academic Advising in the Advising Syllabus to maximize their advising experience.

**The Piper Center for Vocation and Career**

The Piper Center for Vocation and Career is composed of four 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 mission to “provide resources and experiences designed to help students leverage their liberal arts education to achieve their full potential.” The Piper Center is a resource center for both students and alumni, 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
and group coaching, events and workshops provide the tools to guide students toward a meaningful career or post-graduate opportunity. The Piper Center also provides coaching for alumni at all stages of their careers, from recent graduates through to seasoned alumni who are rethinking their lives and careers.

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 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 Piper Center provides funding to support students who are participating in unfunded or underfunded internships and to enable students to participate in cohort internship programs (some with a residential component) in pre-health, pre-law, social impact, and entrepreneurship. The Piper Center also provides opportunities for students to meet with alumni and to explore opportunities in a broad range of careers.

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 staff facilitate numerous on-and off-campus career and networking events where students can take advantage of the vast network of St. Olaf alumni, parents, and friends living and working locally, domestically, and abroad.

Innovation and Entrepreneurship
The Innovation and Entrepreneurship program promotes creativity among students, faculty, staff, and alumni toward the goal of transforming society. Dedicated to education, research, and service within the liberal arts, the program supports student creativity through the Ole Cup competition, innovation grants, courses, internships, business plan development, start-up support, and networking events.

Information Technology
Information Technology (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 computer workstations are also available in the Digital Scholarship Center (DiSCO), located within Rolvaag Library. In addition to access to specialized software, the DISCO offers support for video production, web design, 3D printing and scanning, and general support for the integration of technology and education. The library circulation desk also provides a wide variety of media production equipment available for checkout to the campus community.

IT works closely with faculty in supporting their use of technology in teaching. This may take the form of digital assignments (e.g. podcasts, video, or website creation), classroom-based tools like personal response systems or “clickers” and computers and projectors, or by using our online Learning Management System (Moodle) to make course content available outside of class. All classrooms are equipped with computers, digital projectors, and other presentation equipment.

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 80 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 two branches: Rolvaag Library (the “main” library) and Halvorson Music 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 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 Rolvaag 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.

College Archives

Located in the Relvaag 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 www.stolaf.edu/apps/fram. Fram identifies paper records and artifacts, indexes abstracts of all articles in the student newspaper, The Manitou Messenger, 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 Relvaag 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: 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, the NorthStar STEM Alliance, 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, smartpen, and textbook lending program.

To be eligible for services, a participant must be a first-generation college student (where neither parent has a four-year bachelor's degree), meet federal income guidelines, and/or have a documented disability. A participant must also be 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 172 eligible St. Olaf students annually. In order to apply for the program, students should complete an application 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.

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

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.
- 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. Campus is smoke and tobacco free.
- All residence hall and honor house policies and procedures may be found here.

**Student Residence Halls**
- **Ellingson Hall** (1961): Houses 174 first-year students.
- **Hilleboe Hall** (1951): Houses 125 upperclass students; adjoins Kittelsby Hall.
- **Hoyme Hall** (1961): Houses 200 first-year students.
- **Kildahl Hall** (1957): Houses 156 first-year students.
- **Kittelsby Hall** (1957): Houses 154 first-year students.
- **Larson Hall** (1964): One of two high-rise residence halls; houses 300 upperclass students.
- **Mellby Hall** (1938): Houses 190 upperclass students.
- **Mohn Hall** (1964): The second high-rise residence hall; 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 Houses

In addition to its traditional residence halls, St. Olaf has 10 located primarily along St. Olaf Avenue just east of the campus, the honor houses are home to 80 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.

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 $330 “flex dollars” per year
- 14 meals per week with $470 “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 $390 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, St. Olaf clothing and accessories, Scandinavian gifts, insignia items, health and beauty aids, food and beverages, and recorded music.

Services include cap and gown rental, class ring orders, 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.stolaf.bncollege.com. Phone orders are also taken at 507-403-4183. The St. Olaf Bookstore is owned and operated by Barnes & Noble College Booksellers, LLC.

Counseling Center

Personal 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.

For additional information on Counseling Center services, staff, location, hours, appointments, etc., please refer to the Counseling Center website.

Support is also available from the college pastors, the dean of students, associate deans of students, and the Wellness Center.

Health Insurance

St. Olaf requires that all students enrolled at the College have adequate health insurance coverage. This requirement is in place for the protection of our students. If you are not covered under a comparable health insurance policy, you will be required to participate in the appropriate student health insurance plan.

St. Olaf has one plan for our domestic students and one plan for our international students. You can click the link below for more information on the two plans and the instructions to enroll or to waive if you are eligible for a waiver. If you are eligible to waive the insurance you must complete the waiver form online. This waiver must be completed each year you are enrolled at St. Olaf. If not completed prior to the 10th day of classes, you will automatically be enrolled in the appropriate student health insurance plan. Information is sent to students during the summer but can also be found on the Health Insurance webpage.

Health Service Information for Deposited Students

507-786-3063 • healthservices@stolaf.edu

Deposited Students can log into the Student Health Portal for instructions on how to enter Required documentation*. Due July 15

*Required Documentation: Immunization record and dates of required immunizations, Tuberculosis (TB) screening questionnaire, and if indicated, tuberculosis screening, and Report of Medical History.

Students unable to access the Student Health Portal can find Health Service Information for Incoming Students and Required Documentation on the Health Service website.

About Health Service.

The Glenn and Myretta Taylor Center for Equity and Inclusion

Mission

The Glenn and Myretta Taylor Center for Equity and Inclusion fosters a welcoming and inclusive community for students at St. Olaf by
providing resources and programs that support student success, engagement, leadership and intercultural understanding.

Vision

The Taylor Center is a place where students are empowered, engaged, and nurtured for success.

Values

The Taylor Center serves students regardless of race, gender, color, age, religion, political views, disability, gender identity, gender expression, sexual orientation, and national or ethnic origin.

- INCLUSIVE: We foster a diverse, inclusive, and equitable community where all students can reach their full potential.
- RESPECTFUL: We acknowledge the inherent dignity and importance of each person, and work toward establishing a community where all are free from discrimination, intimidation, harassment, and violence.
- ENGAGED: We support the college mission through the engagement and empowerment of all members of the campus community.
- COLLABORATIVE: We coordinate our efforts across the institution through education, programming, resource development, policy and process implementation.

Whether you find our Center to be your home away from home, a safe space, an area to broaden your horizons, a place to host a program or event, a study area, a place for you to discuss issues on campus, or merely a place to rest and have a bite to eat in between classes, we welcome you to explore, share, learn and be challenged.

At St. Olaf, the Taylor Center is about recognizing, accepting, and celebrating differences within our campus and surrounding communities. The Taylor Center believes that by providing a space for students to explore their multiple identities and learn about the backgrounds and experiences of others, we can all create a culture of inclusion and equity here on campus and beyond. We offer a range of programs, discussions, social events, resources, guest lectures, and events to continue your path of self-discovery. Our Center includes targeted support and initiatives for multicultural, international, and LGBTQIA+ students.

For more information about programs and services, call 507-786-3060, email taylorcenter@stolaf.edu or see https://wp.stolaf.edu/taylorcenter/. The Taylor Center for Equity and Inclusion is located in Buntrock Commons Room 111.

Post Office

The St. Olaf College Post Office, located on the main level of Buntrock Commons, assists students, faculty, and staff with a variety of postal services, provides mailing supplies, and handles all incoming and outgoing mail. **Cash, check, and Ole Cards are accepted. Credit cards are NOT accepted.**

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 programs are approved for the training of veterans and other eligible persons by the Minnesota State Approving Agency. St. Olaf College is responsible for certifying and transmitting necessary information to the Veterans Administration.

The Veterans Benefits and Transition Act of 2018 added a provision to 38 USC 3679 that requires schools to allow eligible beneficiaries to attend class without penalties while awaiting payments from the VA. Contact the Registrar's Office at registrar@stolaf.edu or 507-786-3015 with any questions.

The Wellness Center

The St. Olaf Wellness Center strives to educate and support the wellbeing of students in a community that encourages personal and social responsibility. We do this by:

- 1) Providing a variety of accessible educational programs and opportunities to engage in knowledge building and skill development related to the 9 areas of wellbeing.
- 2) Advocating for intentional language and evidence-based information for the purpose of preventing unsafe behaviors while countering health myths.
- 3) Actively incorporating intersectionality into all wellness education by acknowledging cultural differences, offering steps for mutual respect, and inviting actions to address health equity.

The Wellness Center is located on the main floor of Buntrock Commons (room 112). Student Peer Educators staff the Wellness Center and are trained in providing one-on-one support to help students who have questions or need guidance while at St. Olaf. These topics can include (but are not limited to) homesickness, roommates, concerns about friends, and general health and well-being questions. Peer Educators also present monthly programs on a variety of topics, which are open to all of campus! For more information on the Wellness Center, please visit http://wp.stolaf.edu/wellness/

Co-Curricular Activities

Student Organizations and Co-Curricular Involvement

Office of Student Activities

The mission of the Office of Student Activities is to empower students to discover and define their passions, themselves, and their communities. We seek to promote an active and engaged campus environment through advancing a culture of intentional co-curricular involvement and striving to know each Ole by name and story. By investing in student organizations, cultivating dynamic student leaders, and supporting campus programming initiatives, we aim to augment the St. Olaf experience, preparing students to live lives of meaning and purpose.

Many programming initiatives sponsored by the Office of Student Activities are planned and implemented through collaborative efforts with the Student Government Association.
Student Government Association (SGA)

Every St. Olaf student is considered to be a part of the Student Government Association.

The St. Olaf Student Senate, composed of elected student representatives, 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. It 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 and meeting minutes are available online at Oleville.

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 ten divisions, in addition to student media. These divisions are the Board of Regents Student Committee, Diversity Initiatives Support Committee, Music Entertainment Committee, The Lion’s Pause, Political Awareness Committee, Student Activities Committee, Student Organizations Committee, Student Senate, Volunteer Network, and After Dark Committee.

• The After Dark Committee (ADC) creates fun events for students after 10 p.m. on weekends.
• The Board of Regents Student Committee (BORSC) is responsible for gathering and voicing students' concerns to the governing body of St. Olaf, the Board of Regents.
• The Diversity Initiatives Support Committee (DISC) coordinates the many cultural celebrations held on campus each year through its supported seventeen student organizations. These include Black History Month, Viva La Raza, Hmong New Year, and the Drag Ball.
• The Music Entertainment Committee (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 Lizzo, Black Eyed Peas, Jesse McCartney, Ingrid Michealson, Andy Grammar, Doomtree, and OK Go.
• The Lion’s Pause, located in Buntrock Commons, is a place as well as an SGA division. It provides space for students to kick back and grab a shake or fresh 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 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, use the gaming system, or have a study group with friends in the comfortable seating of the Jungle.
• The Den is equipped with a pool table and giant TV. Come watch the next big game with us!
• The Political Awareness Committee (PAC) strives to keep students on top of critical political and social issues by bringing in national speakers, such as Karl Rove, Angela Davis, 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) 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) oversees 200+ student organizations, ranging from academic and honorary groups such as Neuroscience Club and Sigma Theta Tau (Student Nursing Association) 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 Volunteer Network (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 service student organizations as well.

All divisions of the SGA are entirely student-run.

Student Media

There are a number of student media outlets on campus that students engage with regularly. While not the sole organizations on campus, the below three student media groups make up the Board of Student Media.

The Olaf Messenger, 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, 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 is the student radio station for the St. Olaf College community. Broadcasts include music, athletic events, community service announcements, and recorded programs from college and outside sources. KSTQ, 93.1 FM, is student-run and operated 18 hours a day, seven days a week. Webcast available.

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 adults in need. 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 in the Office of Student Activities for more information.

Councils

The Honor Council (in conjunction with a College Judiciary and a College Appeals Board) is the primary body for hearing discipline cases involving academic dishonesty.
Students competing in intercollegiate athletics may use the season of participation in a varsity sport for 0.25 course credit in kinesiology. This 0.25 course can satisfy the Active Body graduation requirement. Only one 0.25 intercollegiate athletics course credit can be applied toward the 35.00 credits required for graduation.

**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 outdoor fields and hiking/skiing trails within the 350-acre natural lands 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. A nine-hole frisbee golf course is also located on campus.

**Athletic Facilities**

Skoglund Athletic Center and Tostrud Center houses all indoor sports, including basketball, volleyball, swimming, indoor track, and tennis. The new ice arena for hockey, intramurals and recreation opened for use in January 2019. The gymnasium, with three full-sized basketball courts, has seating for 2,000 at intercollegiate basketball and volleyball 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, two batting cages and ample room for indoor baseball, football, softball, soccer practice throughout the year. Three 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, matted all-purpose room, weight-training room, cardio-fitness room, training room, and one handball/racquetball court and a golf simulator for the golf teams for indoor practice.

Outdoor facilities include a turf football stadium, adjoining grass practice fields, a nine-lane artificial surface outdoor track, a separate soccer game turf field and four adjacent grass practice fields, tennis courts (6), baseball field, softball field, and three intramural fields. Porter Hall houses a strength room, meeting room, training room, two team dressing rooms, an equipment room, public rest rooms, and general changing areas.
Performance and Creative Opportunities

Dance

Companydance® is a student dance company offering a wide variety of performing opportunities. Companydance® strives to be inclusive and to accommodate the evolving interests, needs and abilities of a broad spectrum of students (dance majors and non-majors), while encouraging student responsibility, creative collaboration, community building, and, of course, great dancing. To provide for the optimum growth and safety, each member is required to be concurrently enrolled in a Dance Movement-Intensive class at an appropriate level. May be repeated. P/N only. Offered every semester.

Veselica International Dance Ensemble introduces student performers and audiences to dance as a global art, expanding their awareness of the spectrum of dance forms and contexts in the world. Student performers develop skills by performing a variety of dance forms and experience the process of working together in an ensemble to create quality performances. Interested students can choreograph or stage international dance works, and members of the ensemble may also work with guest choreographers. The ensemble is open by audition to all students. May be repeated. P/N only.

Music Ensembles

St. Olaf College is renowned for its excellent music ensembles. Eight 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 St. Olaf 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 a century, the St. Olaf Choir has maintained its original purpose — study and performance of a wide range of sacred and secular 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.

St. Olaf Chapel Choir, an ensemble of 120 mixed voices, performs a wide range of choral repertoire that includes larger works for choir and orchestra. The choir sings for Sunday services of the student congregation and performs a fall vespers concert and a spring concert together with the St. Olaf Orchestra.

St. Olaf Cantorei, a choir of 95 mixed voices performs a wide range of choral repertoire. In addition to singing at services of the student congregation, they often perform music for choir and instruments or organ as well as congregation.

The St. Olaf Chamber Singers, a vocal chamber ensemble of 20-24 singers, specializes in performing a broad range of early music and modern repertoire both sacred and secular, traditional and innovative, in a chamber music setting. Performances include concerts in Boe Memorial Chapel each term as well as singing for Sunday Chapel services; they also participate in collaborative performances with the St. Olaf Collegium Musicum and other professional and college vocal chamber ensembles in the area and region.

Manitou Singers, a 100-voice first-year treble chorus, performs a wide range of choral repertoire, giving campus concerts, singing at services of the student congregation, and making occasional off-campus appearances. Participation is by audition for soprano/alto singers only.

Viking Chorus, an 85-voice first-year tenor/bass chorus, performs a wide range of choral repertoire, giving campus concerts, singing at services of the student congregation, and making occasional off-campus appearances. Participation is by audition for first-year tenor/bass singers only.

Gospel Choir, a mixed ensemble of students of all 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.

Collegiate Chorale, a non-auditioned treble ensemble, is open to students in all four class years as well as faculty, staff and emerita. Emphasis is on a less-demanding rehearsal schedule to create an enjoyable choral experience for all members.

St. Olaf Orchestra, the college's touring orchestra of approximately 90 instrumentalists, performs a broad range of repertoire at a variety of concerts and college functions both on- and off-campus during the school year. Private lessons on one's orchestral instrument are required. The ensemble tours regionally for 10 days each year and also tours abroad periodically.

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 occasional off-campus appearances.

St. Olaf Band, the college's touring symphonic band of approximately 95 instrumentalists, performs a broad range of challenging and meaningful repertoire for winds and percussion 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 college's oldest music ensemble, the St. Olaf Band tours across the United States for 10 days each year and also tours abroad periodically. Its standing as one of the nation's finest bands has been recognized with invitations to perform at national music conventions, positive critical review of its CD recordings in major music journals, and regular broadcasts of its recordings on NPR, MPR, and streaming sites focused on band repertoire.

Norseman Band, a full symphonic band with 100 instrumentalists, performs a broad range of repertoire for wind and percussion instruments. The group performs several concerts each year, with occasional off-campus appearances.

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.

Collegium Musicum performs music of the Medieval, Renaissance and Baroque eras on historical instruments. Students learn and perform on early instruments such as recorders, viols, sackbuts, lutes, and cornets that are owned by the college. Performances are often in collaboration with the Early Music Singers.

Chamber Music — Through regular rehearsals and coaching sessions, 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.

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
Participation in the theater program is open to the entire St. Olaf College 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 presents outstanding interdisciplinary fine arts events with the aim of reaching a wide audience. Sponsored events, with related programming, bring renowned artists or groups to campus and are intended to serve as an important facet of a liberal arts education.

The Artist Series Committee, chaired by the Associate Dean of Fine Arts and consisting of faculty and staff from across campus, selects and sponsors Artist Series events. Admission is generally free to students, faculty, and staff.

Convocations
In addition to the regular academic offerings and related visiting speakers, the college provides opportunities for students and faculty to hear from leaders in the arts, humanities, sciences, and social sciences at its Opening and Honors Day Convocations.

The Campus
See the interactive campus map: http://wp.stolaf.edu/map/
Located in Northfield, Minnesota, 40 miles south of Minneapolis-St. Paul, the St. Olaf campus includes 30 major academic, residential, and service buildings, most of which are constructed in the Scandinavian-modern architectural style.
Emireritas Faculty and Retired
Faculty and Administrators

The following list is accurate through June 7, 2021

Nancy Aarsvold, 1995
Assistant Director of Instructional Technology, Information Technology, 2015

Steve Abbott, 2006
Director of Auxiliary Services, Business Office, 2014

Karen Achberger, 1979
Professor Emerita of German, 2020

Connie Albers, 2005
Director of Stewardship, 2018

Rich Allen, 1975
Professor Emeritus of Mathematics, Statistics and Computer Science, 2020

Wendy Allen, 1977
Professor Emerita of Romance Languages, 2017

Steve Amundson, 1981
Professor Emeritus of Music, 2021

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

Kurt Anderson, 1989
Instructor Emeritus in Exercise Science, Head Men’s Soccer Coach in Athletics, 2019

Wendell Arneson, 1978
Professor Emeritus of Art and Art History, 2015
B.A., Luther College; M.A., M.F.A., Bowling Green State University

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

John Barbour, 1982
Professor Emeritus of Religion, 2018

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

John Bazzachini, 2005
Instructor in Exercise Science, Head Women’s Hockey Coach in Athletics, 2019

Bruce Benson, 1981
College Pastor, 2011

Eric Bergh, 1991
Psychologist, Counseling Center, 2015

Linda Berger, 1997
Professor Emerita of Music, 2020

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

Brian Bjorklund, 1981
Professor Emeritus of Theater, 2021

Stephen Blake, 1986
Associate Professor Emeritus of History, 2003
A.B., Dartmouth College; M.A., Ph.D., University of Chicago

Steve Bledgett, 2007
Director of Marketing and Communications, 2016

Kathy Blough, 1999
Catalog Librarian, Music Library, 2016

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

David Booth, 1985
Associate Professor Emeritus of Religion, 2020

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

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

Christopher Brunelle, 2002
Assistant Professor Emeritus of Classics, 2018

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

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

Jean Callister-Benson, 1986
Director of College Special Events, 2017

Beth Christensen, 1977
Professor Emerita of Libraries and Music, Music Library, 2019

Lois Christenson, 1988
Admissions Counselor, 1995

Mary Cisar, 1978
Professor Emerita of Romance Languages, 2021

Janet Collrin Cameron, 1990
Manager of the Multimedia Development Center, 2013

Barry Carlson, 2003
Senior Development Officer, 2018

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

Laurel Carrington, 1988
Professor Emerita of History, 2016

Sylvia Carullo, 1990
Professor Emerita of Romance Languages, 2018

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

Christina Colwell, 2009
Psychologist, Counseling Center, 2018

Clifton Corzatt, 1974
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 Emeritus of Physics, 2014
B.S., University of Minnesota; M.S., Ph.D., Stanford University

Paddy Dale, 1988
Associate Professor Emeritus of Political Science, 2018

Bruce Dalgaard, 1992
Professor Emeritus of Economics and Asian Studies, 2012
B.A., M.S., Ph.D., University of Illinois at Urbana-Champaign

Chris Daymont, 1976-81, 1986
Head Women's Cross Country Coach and Associate Professor Emerita of Exercise Science, 2017

Renata Debska-McWilliams, 2006
Director of World Language Center, 2019

Gary DeKrey, 1988
Professor Emeritus of History, NAHA Archivist, and Director of the Center for College History, 2017

Jean DeLaney, 1990
Professor Emerita of History, 2021

Andrea Een, 1977
Associate Professor Emerita of Music, 2012
B.M., M.M., Cleveland Institute of Music

Mark U. Edwards Jr., 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
James Enestvedt, 1961  
Director of Alumni and Parent Relations, 2004  
B.A., St. Olaf College

Carole Leigh Engblom, 1999  
Editor, St. Olaf Magazine, 2021

Robert Entenmann, 1982  
Professor Emeritus of History and Asian Studies, 2018  
B.A., University of Washington; M.A., Stanford; Ph.D., Harvard

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

Kris Estenson, 2007  
Associate Director, Alumni Engagement, Piper Center, 2021

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

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

Jim Fisher, 1994  
Assistant Director of Facilities for Grounds, Facilities, 2021

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

Dan Franklin, 2011  
Associate Dean of Admissions, 2019

Dona Werner Freeman, 1985  
Artist in Residence Emerita of Theater, 2018

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

Ron Gallas, 1987  
Associate Professor Emeritus of Art and Art History, 2016  
B.A., College of St. Thomas; M.F.A., University of Minnesota

Yakov Gelfand, 1985  
Assistant Professor in Music, 2006

Karen Gervais, 1972  
Adjunct Professor of Philosophy, 2017

A. Malcolm Gimse, 1970  
Professor Emeritus of Art, 2000  
B.A., Macalaster College; M.A., M.F.A., University of Iowa

Gary Gisselman, 1999  
Artist-in-Residence Emeritus of Theater, 2017

Rita S. Glazebrook, 1981  
Professor Emerita of Nursing, 2012  
B.S.N., Augsburg College; M.S., Ph.D., University of Minnesota

Mike Goodson, 2014  
Vice President for Human Resources, 2021

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

Kathy Granquist, 1998  
Associate Registrar, Curriculum and Data Analysis, Registrar's Office, 2021

Mary Griep, 1988  
Professor Emerita of Art and Art History, Associate Dean of Fine Arts, 2017

Beverly Grubb, 1989  
Library Catalog Associate, 1999  
B.A., Concordia College-Moorhead

David Hagedorn, 1997  
Artist-in-Hagedorn Emeritus of Music, 2020

Dan Hagen, 1987  
Instructor in Exercise Science, 2017

Mary Hakes, 1999  
Assistant Director of Admissions, 2016

Gary Hall, 2003  
Custodial Supervisor, 2010

Eric Hanson, 2008  
Creative Director, Marketing and Communications, 2017

John Robert Hanson, 1996  
Instructor in Music, 2013
George Hardgrove Jr., 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

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

Joan Hepburn, 1987  
Associate Professor of English, 2021

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 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

Rick Hirsch, 2011  
Adjunct Instructor in Economics, 2018

Gerald R. Hoekstra, 1981  
Professor Emeritus of Music, 2014  
B.A., Calvin College; M.A., Ph.D., Ohio State University

James Holden, 1994  
Assistant Professor of Education, 2001  
B.A., Augsburg College; M.A., University of Minnesota

Carol Holly, 1975  
Professor Emerita of English, 2017

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

Torild Homstad, 1974-1978, 1996  
Program Administrator, Oslo International Summer School, 2019

Paul Humke, 1980  
Professor Emeritus of Mathematics, Statistics, and Computer Science, 2021

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

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

John Jensen, 2004  
Collaborative Pianist, Music, 2018

Linne Jensen, 2001  
Tutoring Specialist, Academic Support Center, 2010  
B.A., Carleton College; B.A., University of Minnesota School of Architecture

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

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

Jean Juenke, 1965  
Director, Print Center, 1999

Mark Kelley, 1991  
Adjunct Instructor in Music, 2020
Margaret Kelly, 1984
Associate, Music Library, 2004
B.M.Ed., Hartt School of Music

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

Bruce King, 2008
Vice President for Equity and Inclusion, President’s Office, 2021

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

Greg Kneser, 1989
Vice President for Student Life, Dean of Students, 2018

Amy Kolan, 1982
Professor Emerita of Physics, 2021

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 of Facilities for Engineering Services, Facilities, 2012

Linda Kuchinka, 1988
Internal Auditor, Business Office, 2013

Judy Kutulas, 1986
Professor Emerita of History, 2021

Devin Lackie, 2009
Physics Technician, 2018

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

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

Julie Legler, 2001
Professor Emerita of Mathematics, Statistics and Computer Science, 2019

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
B.A., Brown University; M.Div., M.A., M.Phil., Ph.D., Yale University

Phil Lundin, 2008
Head Men's Track and Field Coach and Head Men's Cross Country Coach, Athletics, 2019

Carole Lysne, 1977
Executive Assistant to the President, 2004
B.A., Concordia College-Moorhead; M.A., Concordia University-St. Paul

Helene MacCallum, 1988
Coordinator of Advising and Student Activities, International and Off-Campus Studies, 2017

Kris MacPherson, 1982
Professor Emerita of Asian Studies, Reference Librarian, 2017

James Mader, 2008
Instructor in Economics, 2014

Professor Emeritus of Biology, 1993
B.A., St. Olaf College; M.N.S., University of Oklahoma; M.A., Ph.D., University of Minnesota

Gordon Marino, 1995
Professor Emeritus of Philosophy, 2020

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

James May, 1977
Professor Emeritus of Classics, 2017

Harriet McCleary, 1994
Assistant Professor Emerita of Music, 2017

Janet McGrath, 2009
Music Library Associate, 2015

Jim McKeel, 1986
Professor Emeritus of Music, 2021

Kent McWilliams, 2001
Professor of Music, 2019

Gary Miessler, 1978
Professor Emeritus of Chemistry, 2017

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

Donna Moen, 1985
Assistant Director of Advancement Services, 2018

Sandy Morisette, 2012
Instructor in Nursing, 2017

Diana Neal, 1996
Associate Professor Emerita of Nursing, 2021

Bill Nelson, 1989
Assistant Director of Facilities for Building Services, Facilities, 2016

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

Ruth Neuger, 1999
Instructor in Exercise Science, 2016

Todd Nichol, 2001
Professor Emeritus of History, 2017

Robert Nichols, 1972
Professor Emeritus of History, 2005
B.A., M.A., Ph.D., University of Washington

Elinor Niemisto, 1985
Adjunct Instructor in Music, 2019

Paul Niemisto, 1978
Associate Professor Emeritus of Music, 2016
B.M., M.M., University of Michigan; Ph.D., University of Minnesota

David Nitz, 1979
Professor Emeritus of Physics, 2019

Bruce Nordstrom-Loeb, 1982
Professor Emeritus of Sociology/Anthropology, 2015
B.A., University of Michigan; M.A., Harvard University; Ph.D., University of California-Berkeley

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

Maggie Odell, 1994
Professor Emerita of Religion, 2020

Meg Ojala, 1983
Professor Emerita of Art and Art History, 2018

Barbara Olson, 1990
Instructor in Romance Languages, 2014
B.A., College of St. Benedict; M.A., New York 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

John Ophaug, 1979
Adjunct Assistant Professor of Economics, 2016
B.A., Carleton College; J.D., University of Minnesota

Julianne Overby, 1991
Acquisitions/Book Preservation Associate, Library, 2012

Donna Niebuhr Paulsen, 1972
Instructor Emerita in Music, 1999
Emeritus Faculty and Retired Faculty and Administrators

B.A. St. Olaf College

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

Mark Pernecky, 1990
Associate Professor Emeritus of Economics, 2020

Dolores Peters, 1986
Associate Professor Emerita of History, 2020

Glen Peterson, 2005
Head Men's Golf Coach, Exercise Science, 2016

Nancy Peterson, 1988
Assistant Director of Advancement Services, 2019

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

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

Xun Pomponio, 1991
Associate Professor Emerita of Economics, 2019

Diana Postlethwaite, 1988
Professor Emerita of English, 2018

Charlie Priore, 1984
Science Librarian, Library, 2018

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

Anant Rambachan, 1985
Professor Emeritus of Religion, 2021

Steve Rasmussen, 1984
Assistant Director of Facilities for Custodial Services, Facilities, 2021

Barbara Reed, 1982
Professor Emerita of Religion, 2021

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

LaVern Rippley, 1967
Professor Emeritus of German and German Studies, 2017

Bruce Roberts, 1968
Professor Emeritus of Psychology, 2001
B.S., M.Ed., Oregon State University; Ph.D., Claremont Graduate University

Matt Rohn, 1994
Associate Professor Emeritus of Art and Art History, 2019

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

Pete Sandberg, 1988
Assistant Vice President for Facilities Planning, Facilities, 2017

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

Sherry Saterstrom, 1987
Assistant Professor Emerita of Dance, 2016
B.A., St. Olaf College; M.A., Arizona State University

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
Grace Schroeder Scott, 1983
Senior Development Officer, 2019

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

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
Professor Emerita of Art and Art History, 2002
B.A., M.A., University of Minnesota

Mike Sjulstad, 1978
Network Engineer, Information Technology, 2016

Su Smallen, 2006
Writing Specialist, Academic Support Center, 2016

Bob Smith, 1995
Associate Professor Emeritus of Music, 2018

Kay Smith, 1980
Associate Professor Emerita of Mathematics, Statistics, and Computer Science, 2017

Patricia Harper Smith, 1983
Director, Center for Experiential Learning, 2011
B.S., M.S., Bemidji State University

Steve Soderlind, 1979
Professor Emeritus of Economics, 2016
B.A., University of Minnesota; Ph.D., University of Massachusetts

Emery N. Solberg, 1961
Director of Admission Services, 1993
B.A., St. Olaf College

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 Story, 1995
Instructor in Education, 2015

Judith Stoutland, 1968
Instructor in English, 1997
B.A., St. Olaf College; M.A., Trinity College

Paula Stowe, 1989
Assistant Registrar; Degree Completion and Special Programs, Registrar’s Office, 2018

Lois Stratmoen, 1988
Programmer/Systems Analyst, Information and Instructional Technologies, 2011
B.S., South Dakota State University

Dave Stromme, 2007
Head Women’s Basketball Coach in Athletics, 2020

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

Sandy Sundstrom, 2008
Director of Financial Aid, 2016

Lee Swan, 1976
Director of Athletics, Associate Professor Emeritus of Education, 1998
B.S., M.S., Ph.D., University of Wisconsin-Madison

Mike Swift, 1997
Assistant Professor Emeritus of Biology, 2016
B.S., M.A., University of California-Davis; Ph.D., University of British Columbia

Charles Taliaferro, 1985
Professor Emeritus of Philosophy, 2021

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

Howard Thorsheim, 1968
Professor Emeritus of Psychology and Neuroscience, 2012
B.A., St. Olaf College; M.A., Ph.D., University of Illinois at Urbana-Champaign

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

Kathy Tuma, 1975
Associate Director of International and Off-Campus Studies, 2019

Dave Van Wylen, 1994
Professor Emeritus of Biology, 2015
B.A., St. Olaf College; Ph.D., University of Michigan

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

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

Helen Warren, 2013
Director of Government, Foundation and Corporate Relations, 2020

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

Suzie Wegner, 1995
Senior Budget Analyst, Office of the Dean of the College, 2019

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

Karen Peterson Wilson, 1979
Professor Emerita of Theater, 2021

Herb Winslow, 2001
Adjunct Instructor in Music, 2019

Paul Wojick, 1988
Associate Professor Emeritus of Economics, 2019

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

Paul Zorn, 1981
Professor Emeritus of Mathematics, Statistics, and Computer Science, 2019

Faculty

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The following list is accurate through July 1, 2021.
(For the most up-to-date list of faculty, please visit http://wp.stolaf.edu/doc/list-of-faculty/)
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Assistant Professor of Physics, 2015
B.A., Grinnell College; Ph.D., University of Maryland - College Park

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Assistant Professor of Physics, 2017
B.A., B.E., Ph.D., Dartmouth College

Mahsa Akbari
Assistant Professor of Economics, 2021
B.A., University of Tabriz; M.A., University of Tehran; M.A., Ph.D., Simon Fraser University

Hiroe Akimoto
Visiting Instructor in Asian Studies, 2009
B.A., Gakushuin University; M.A., University of Minnesota

Seyma Akyol
Visiting Instructor in Political Science, 2021
B.A., Drexel University; M.A., American University

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Associate Professor of Sociology/Anthropology, 2009
B.A., M.A., University of Jordan; Ph.D., Freie Universität-Berlin

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Visiting Assistant Professor of Norwegian, 2015
B.A., St. Olaf College; M.A., University of Minnesota

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B.A., University of Ghana; M.A., Saint Mary's University - Halifax; Ph.D., University of Tennessee

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Professor of English and Environmental Studies, 1986
B.A., California State University - Chico; M.A., Ph.D., University of Washington

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B.A., University of Zimbabwe; M.A., Ph.D., Cornell University

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Professor of Music, 1981, Robert Scholz Endowed Chair in Music
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Professor of Music, 1997
B.M., B.A., Oberlin Conservatory; M.M., D.M.A., Peabody Institute of Johns Hopkins University

Francesca Anderegg
Associate Professor of Music, 2012
B.A., Harvard University; M.M., D.M.A., The Juilliard School

Joshua Anderson
Visiting Assistant Professor of Political Science, 2012
B.A., Carleton College; Ph.D., University of Minnesota

Scott Anderson
Associate Professor of Music, 2012
B.M., Eastman School of Music; M.M., Northwestern University

Matthew Anderson
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B.A., Pacific Lutheran University; M.A., Ph.D., University of Texas at Austin

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Associate Professor of Practice in Biology, 1999
B.A., Macalester College; Ph.D., Brown University

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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

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B.M., University of Texas at Austin; M.M., University of Michigan; D.M.A., Peabody Institute of Johns Hopkins University

B

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Assistant Professor Economics, 2020
B.A., M.Phil., University of Ghana; M.A., Ph.D., University of Tennessee

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Professor of Romance Languages - French, 1984
B.A., M.A., Illinois State University; Ph.D., University of Illinois at Urbana-Champaign

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Professor of Romance Languages - Spanish, 1988
B.A., Central College; M.A., Middlebury College; Ph.D., University of Minnesota

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Associate Professor of Religion, 2015
B.S., Iowa State University; M.Div., Lutheran School of Theology at Chicago; Ph.D., Princeton Seminary

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B.A., University of Maryland; M.A., Ph.D., Duke University

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Vice President for Mission and Professor of Political Science, 1984
B.A., Bethel College; M.A., M.Phil., Ph.D., Yale University
Jessica Benson
Assistant Professor of Psychology, 2018
B.A., University of California - Davis; M.A., Ph.D., Rutgers University

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Associate Professor of Mathematics, Statistics, and Computer Science, 2009
B.A., Carleton College; M.A., Ph.D., University of Wisconsin-Madison

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Adjunct Instructor in Writing, Multilingual Student Support Specialist, 2011
B.A., M.A., University of Illinois; M.S., Georgetown University

Douglas Beussman
Professor of Chemistry, 2003
B.A., St. Olaf College; Ph.D., Michigan State University

Hui Bi
Adjunct Assistant Professor of Asian Studies, 2014
B.A., Yantai University; M.A., Central-South University; M.A., Bowling Green State University; Ph.D., University of Minnesota

Tyler Billingsley
Visiting Assistant Professor of Mathematics, Statistics, and Computer Science, 2020
B.S., Purdue University - Calumet

Seth Binder
Associate 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

James Bobb
Associate Professor of Music, 2012, Elliot M. and Klara Stockdal Johnson Chair in Organ and Church Music
B.M., Capital University; M.M., Eastman School of Music

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Assistant Professor of Mathematics, Statistics, and Computer Science, 2020
B.A., St. Olaf College; M.Stat., Ph.D., North Carolina State University

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Visiting Instructor in Nursing, 2021
B.S.N., North Dakota State University; M.S.N., St. Catherine University

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Associate Professor of Kinesiology, 1991
B.S., Springfield College; M.Ed., University of New Hampshire; Ph.D., University of Minnesota

Brian Borovsky
Professor of Physics, 1998
B.A., St. Olaf College; Ph.D., University of Minnesota

Hilary Bouxsein
Visiting Assistant Professor of Classics, 2017
B.A., St. Olaf College; M.A., Ph.D., University of Virginia

Lisa Bowers
Associate Professor of Biology, 2012
B.S., University of Wisconsin - Green Bay; Ph.D., University of Wisconsin - Madison

Rachel Brandwein
Adjunct Assistant Professor of Music, 2019
B.M., University of Michigan; M.M., The Juilliard School; D.M.A., Stony Brook University

Anne Breckbill
Adjunct Instructor in Education, Licensed Independent Clinical Social Worker, and Licensed Alcohol and Drug Counselor, 2017
B.A., Goshen College; M.S.W., University of St. Thomas/St. Catherine University

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B.A., Colby College; Ph.D., Miami University

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Professor of Mathematics, Statistics, and Computer Science, 1990
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Visiting Assistant Professor of English, 2016
B.A., Ithaca College; M.F.A., Southern Illinois University Carbondale

Sarah Burk
Adjunct Instructor in Music, 2014
B.M., University of Minnesota, Duluth; M.L.S., University of Minnesota

Catharine Bushman
Adjunct Associate Professor of Music
B.M.E., Northwestern University; M.M.E., University of Illinois at Urbana-Champaign; D.M.A., University of Texas at Austin

Timothy Buzza
Adjunct Instructor in Education, 2020
B.A., M.A., Hamline University

Heather Campbell
Associate Professor of Education and Director of First-Year Seminar, 1995
B.A., St. Olaf College; M.Ed., University of St. Thomas; Ph.D., University of Minnesota

Mary Carlisen
Professor of Social Work and Family Studies, 1989, Oscar and Gertrude Boe Overby Distinguished Professor of Social Work and Family Studies
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B.A., McGill University; B.S., Johns Hopkins University; M.S.N., Minnesota State University - Mankato; D.N.P, University of Minnesota

David Carter
Professor of Music, 1988
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Douglas Casson  
Professor of Political Science, 2005  
B.A., Colorado College; M.A., Ph.D., Duke University

David Castro  
Associate Professor of Music, 2008  
B.M., Pacific Union College; M.M., University of Arizona; Ph.D., University of Oregon

Ali Chamseddine  
Visiting Instructor in Religion, 2020  
B.S.T., L.S.T., Pontifical University of St. Thomas Aquinas

Christopher Chapp  
Associate Professor of Political Science, 2008  
B.A., University of Wisconsin - Madison; M.A., Ph.D., University of Minnesota

Karen Cherewatuk  
Professor of English, 1986, Marie M. Meyer Distinguished Professor of English  
B.A., State University of New York at Albany; M.A., Ph.D., Cornell University

Christopher Chiappari  
Associate Professor of Sociology/Anthropology, 1999  
B.S., Santa Clara University; M.S., University of California-Davis; Ph.D., University of Minnesota

Grace Cho  
Associate Professor of Psychology, 2008  
B.A., University of California at Santa Cruz; M.A., Ph.D., University of Illinois at Urbana-Champaign

Vivian Choi  
Assistant Professor of Sociology and Anthropology, 2016  
B.A., Pomona College; M.A., Ph.D., University of California-Davis

D’Angelo Christian  
Visiting Assistant Professor of Art and Art History, 2021  
B.F.A., California Institute of the Arts; M.F.A., Yale School of Art

Sian Christie  
Entrepreneur in Residence, 2004  
Diploma in Management, Otago Polytechnic; M.B.A., Massey University

Menevis Cilizoglu  
Assistant Professor of Political Science, 2018  
B.A., Sabanci University; M.A., Ph.D., University of North Carolina

Kurt Claussen  
Adjunct Instructor in Music, 2006  
B.A., St. Olaf College; M.M., University of Minnesota

Sara Clifton  
Assistant Professor of Mathematics, 2019  
B.S., Colorado School of Mines; Ph.D., Northwestern University

Eric Cole  
Professor of Biology, 1993  
B.A., Reed College; M.S., University of Washington; Ph.D., University of Iowa

Steven Cole  
Visiting Instructor in Biology, 2013  
B.A., Westmar College; M.N.S., M.A., University of South Dakota

Andrea Conger  
Visiting Assistant Professor of Sociology and Anthropology, 2016  
B.A., St. Olaf College; M.A., University of Limerick, M.A., Indiana University; Ph.D., Indiana University

Ryan Cooper  
Visiting Instructor in Mathematics, Statistics, and Computer Science  
B.A., St. Olaf College; M.S., University of Minnesota

Jenna Coughlin  
Visiting Assistant Professor of Norwegian, 2018  
B.A., University of Chicago; Ph.D., University of California

Kevin Crisp  
Professor of Biology, 2005  
B.A., Haverford College; Ph.D., University of Minnesota

Kris Cropsey  
Visiting Instructor in Romance Languages - Spanish, 2001  
B.A., Gustavus Adolphus College; M.A., University of Minnesota

Arthur Cunningham  
Associate Professor of Philosophy, 2008  
B.A., B.S., University of Notre Dame; M.A., Ph.D., University of Pittsburgh

Marc David  
Associate Professor of Practice in Sociology/Anthropology, 2014  
B.A., St. Joseph Seminary College; M.A., Université Laval; Ph.D., University of North Carolina - Chapel Hill

Jaime Davila  
Assistant Professor of Mathematics, Statistics, and Computer Science, 2020  
B.S., M.S., Universidad de los Andes; Ph.D., University of Connecticut

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Visiting Assistant Professor of English, 2017  
B.A., St. Olaf College; M.F.A., University of Montana; M.A., Ph.D., University of Iowa

Irve Dell  
Professor of Art and Art History; Associate Dean of Fine Arts, 1989  
B.A., Williams College; M.F.A., University of Minnesota

James Demas  
Associate Professor of Biology and Physics, 2009  
B.A., Columbia University; B.S., University of Maryland; Ph.D., Washington University

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, Grace A. Whitier Endowed Chair in Science  
B.A., Brandeis University; M.S., Ph.D., Northwestern University
Kari Dorer
Professor of Norwegian, 2001, King Olav V Chair in Scandinavian-American Studies
B.A., Concordia College - Moorhead; M.A., University of Minnesota; Ph.D., University of Texas at Austin

Adam Dowd
Adjunct Instructor in Economics, 2016
B.A., University of Minnesota; J.D., William Mitchell College of Law

Bridget Draxler
Adjunct Assistant Professor of Writing, Writing and Speaking Specialist, 2016
B.A., St. Olaf College; M.A., The University of York; Ph.D., University of Iowa

Dan Dressen
Professor of Music, Associate Provost, 1982
B.S., Bemidji State University; M.F.A., D.M.A., University of Minnesota

Ryan Dulkin
Visiting Assistant Professor of Religion, 2020
B.A., M.A., San Francisco State University; M.A., M.Phil, Ph.D., Jewish Theological Seminary

Todd Edwards
Visiting Assistant Professor of Theater, 2006
B.A., Jacksonville State University; M.F.A., University of Southern Mississippi

Ryan Eichberger
Visiting Assistant Professor of English, 2019
B.A., M.A., Northern Illinois University; Ph.D., University of Minnesota

Sophie Eisner
Visiting Assistant Professor of Art and Art History, 2021

Julie Elhard
Adjunct Instructor in Music, 2001
B.A., Concordia

Jason Engbrecht
Professor of Physics; Associate Dean of Natural Sciences and Mathematics, 2002
B.S., Trinity University; M.S., Ph.D., University of Michigan

Tracey Engleman
Associate Professor of Music, 2001
B.M., St. Olaf College; M.M., D.M.A., University of Minnesota

Louis Epstein
Assistant Professor of Music, 2014
A.B., Princeton University; Ph.D., Harvard University

Anna Erickson
Adjunct Assistant Professor of Psychology, 2015
B.A., Concordia College, Moorhead; M.S., Ph.D., Iowa State University

Brice Erickson
Visiting Assistant Professor of Chemistry
B.A., Concordia College; M.S., Ph.D., University of Washington

Daniel Farnham
Adjunct Assistant Professor of Philosophy
B.A., Swarthmore College; A.M., University of Illinois at Urbana-Champaign; M.A., Ph.D., University of Arizona

Alison Feldt
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

Whitney Frary
Adjunct Instructor in Kinesiology; Head Women's Soccer Coach, 2019
B.A., B.S., Hobart and William Smith Colleges; M.S., State University of New York at Cortland

Steven Freedberg
Professor of Biology, 2006
B.A., University of Florida; Ph.D., Indiana University - Bloomington

Penelope Freeh
Adjunct Assistant Professor of Dance, 2021
M.F.A., Hollins University

Daniel Fretland
Adjunct Instructor in Music, 2019
B.A., University of Minnesota; M.A., Ed.S., University of St. Thomas

Dennis Friesen-Carper
Adjunct Professor of Music

Sara Fruehling
Associate Professor of Practice in Biology, 2005
B.A., St. Olaf College; Ph.D., Northwestern University

Eric Fure-Slocum
Visiting 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

Carlos Gallego
Associate Professor of English, 2011, O.C and Patricia Boldt Distinguished Teaching Professor in the Humanities
B.A., University of Arizona; M.A., Ph.D., Stanford University

Leigh Ann Garner
Assistant Professor of Music, 2020
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Kristina Garrett
Professor of Mathematics, Statistics, and Computer Science, 2005
S.B., Massachusetts Institute of Technology; Ph.D., University of Minnesota
John Giannini  
Associate Professor of Biology, 1988  
B.S., Philadelphia College of the Bible; M.A., Humboldt State University; Ph.D., Utah State University

Emily Gill  
Adjunct Instructor in Education, 2020  
B.A., Gustavus Adolphus College; M.F.A., Illinois State University

Peter Gittins  
Visiting Assistant Professor of Chemistry, 2009  
M.Chem. Hons., Lancaster University UK; Ph.D., University of Sheffield UK

Richard Goede  
Associate Professor of Economics, 1988  
B.B.A., M.B.A., University of Wisconsin-Madison; C.P.A. (inactive)

Rita Gomez  
Adjunct Instructor in Mathematics, Statistics, and Computer Science, 2020  
B.A., University of Oregon; M.S., Portland State University

Anne Gothmann  
Assistant Professor of Environmental Studies and Physics, 2018  
B.A., Williams College; M.A., Ph.D., Princeton University

Charles Gray  
Professor of Music, 1983  
B.M., Wheaton College; M.M., University of Michigan

Erik Grell  
Adjunct Assistant Professor of History  
B.A., St. Olaf College; Ph.D., Carolina-Duke Graduate Program in German Studies

Jeanine Grenberg  
Professor of Philosophy, 1996  
B.A., Fordham University; M.A., Ph.D., Emory University

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Visiting Instructor in Biology  
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Professor of Psychology, 1988, Paul and Mildred Hardy Distinguished Professor of Science  
B.A., Smith College; Ph.D., University of Minnesota

Thea Groth  
Adjunct Assistant Professor of Music, 2019  
B.M., University of Hartford; M.M., Manhattan School of Music; D.M.A., University of Hartford

Anne Groton  
Professor of Classics, 1981  
A.B., Wellesley College, M.A., Ph.D., University of Michigan

Karla Grotting  
Adjunct Instructor in Dance, 2014  
B.A., B.F.A., University of Minnesota

Steven Hahn  
Professor of History, 2000  
B.A., University of Michigan; M.A., University of Georgia; Ph.D., Emory University

Allison Hall  
Adjunct Instructor in Music, 2017  
B.A., St. Olaf College; M.M. University of New Mexico

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B.A., Swarthmore College; M.S., University of Minnesota; Ph.D., Stanford University

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B.A., Colgate University; M.A., University of Michigan - Ann Arbor; Ph.D., The Ohio State University

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Visiting Instructor in Theater, 2019  
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Professor of Mathematics, Statistics, and Computer Science, 1982  
B.A., St. Olaf College; M.S., Ph.D., University of Wisconsin-Madison

James Hanson  
Associate Professor of Religion, 1992  
B.A., St. Olaf College; M.Div., Luther Northwestern Theological Seminary; Ph.D., Princeton Theological Seminary

Robert Hanson  
Professor of Chemistry, 1986  
B.S., California Institute of Technology, M.A., Ph.D., Columbia University

Marit Hanson  
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B.A., St. Olaf College; M.A., Ph.D., University of Minnesota

Colin Harris  
Tomson Family Assistant Professor of Law and Economics, 2018  
B.S., Florida State University; M.A., Ph.D., George Mason University

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Adjunct Instructor in Kinesiology; Head Softball Coach, 2016  
B.A., Luther College

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B.A., St. Olaf College; M.A., Mankato State University

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Adjunct Instructor in Music, 2007
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Visiting Associate Professor of Music, 2015
B.M., Longwood College; M.M., Colorado State University, Fort Collins; D.M.A., University of Oregon School of Music, Eugene

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Visiting Assistant Professor of Romance Languages - Spanish, 2019
B.A., Macalester College; M.A., Ph.D., University of Minnesota

Martin Hodel
Professor of Music, 1997
B.A., Goshen College; M.M., University of North Carolina; D.M.A., Eastman School of Music

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Associate Professor of Economics, 2011, Frank Gery Associate Professor of Economics
B.A., Washington and Lee University; Ph.D., University of California, Berkeley

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B.S. University of Wisconsin-Eau Claire; M.S. University of Wisconsin-LaCrosse

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Professor of History, 2003
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Minnesota Campus Compact
Minnesota Intercollegiate Athletic Conference (MIAC)
Minnesota Private College Council (MPCC)
National Association of Independent Colleges and Universities (NAICU)
National Center for Faculty Development and Diversity (NCFDD)
National Collegiate Athletic Association (NCAA), Division III
Presidents’ Alliance on Higher Education and Immigration

Accreditations and Program Approvals
Higher Learning Commission
American Chemical Society
American Society for Biochemistry and Molecular Biology
Commission on Collegiate Nursing Education (CCNE)
Council on Social Work Education
Minnesota Board of Nursing
Minnesota Board of Teaching
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 Honorary and Service Organizations
Phi Beta Kappa (Scholarship)
Alpha Epsilon Delta (Health Pre-professional)
Alpha Kappa Delta (Sociology)
Alpha Phi Omega (Service)
Alpha Psi Omega (Theater)
Beta Beta Beta (Biology)
Blue Key (Leadership)
Delta Phi Alpha (German)
Dobro Slovo (Slavic)
Eta Sigma Phi (Classics)
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 Mu Epsilon (Mathematics)
Pi Sigma Alpha (Political Science)
Psi Chi (Psychology)
Sigma Pi Sigma (Physics)
Sigma Tau Delta (English)
Sigma Theta Tau (Nursing)
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