

Luther College

26-27 Catalog

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Equal Opportunity Statement, Provisions & Notices

Equal Opportunity: It is the policy of Luther College to provide equal educational opportunities and equal access to facilities for all qualified persons. The College does not discriminate in employment, educational programs, and activities on the basis of age, color, creed, disability, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, veteran status, or any other basis protected by federal or state law.

The provisions of this catalog do not constitute an irrevocable contract between the student and the college. The college reserves the right to change any provision or requirement at any time during the student's term of residence.

Notice: Course and program information viewable on the web version of the catalog may be updated throughout the academic year to provide the most current course and program information. Students should follow requirements for majors and minors as published in the academic catalog for the academic year in which they became a degree-seeking student at Luther College.

Curriculum Information

Course Organization

For convenience of reference the courses are listed alphabetically by discipline. When applicable, the current department head and/or program director name is included with each discipline listing. Information on core curriculum requirements can be found by viewing the Core Curriculum Requirements legend or detailed descriptions.

Course Numbers

Courses numbered 100 and 200 are lower division courses, normally intended for first-year students and sophomores; those numbered 300 and 400 are upper division courses, normally intended for juniors and seniors. The college reserves the right to change course offerings as it deems necessary.

Special Topics

Periodically, topics not included in the regular curriculum will be offered. Subjects will generally reflect a narrow focus and specific interests of the faculty. Lower division special topics will carry the number 139 and 239 while upper division offerings will be numbered 339 and 439. If a special topics course is to be offered a third time, it must be approved for regular listing in the catalog.

Divisional Structure

Departments are grouped into three divisions to facilitate integration of the various disciplines into a liberal arts curriculum, to provide a forum for faculty discussion of common programs and interests, and to assist in the planning of interdisciplinary academic programs.

Division of Mathematics, Science, and Health

Biology, Chemistry, Computer Science, Health and Exercise Science, Mathematics, Nursing, Physics

Division of History and Social Sciences

Communication Studies, Economics, Accounting, and Management, Education, History, Identity Studies, Political Science, Psychology, Sociology, Anthropology, Social Work

Division of Humanities and Fine Arts

English, Modern Languages and Cultures, Music, Philosophy, Religion, Visual and Performing Arts

Overview

To qualify for the bachelor of arts degree, students must complete 128 semester hours of credit with a cumulative grade-point average of 2.00 (C) or higher. Only four (combined) one-credit HES 100/110 courses will be applied toward the 128 semester hours of credit. The 128 hours must include the following:

- At least 68 credit hours outside the student's major discipline.
- 64 credit hours completed in residence.

Requirements for the Degree

Core Curriculum Requirements: Detailed Description

First-Year Experience: Paideia

Paideia 111-112 develops students' ability to read, write, analyze, discuss, and research by engaging with works drawn from different time periods, genres, and parts of the world. Paideia 111-112 grounds Luther students in community and place, paving the way toward educated global citizenship. This two-course sequence is taken in the fall and spring semester in the first-year.

Literacies

The role of Literacies within the General Education curriculum is to cultivate essential skills and knowledge in six areas crucial to a liberal arts education in a global world. Each course that satisfies a Literacy will involve scaffolded skills development across the arc of the course. Students will take at least one of each of the Literacy courses.

- **Creative Literacy** courses ask students to directly engage in the creative process, culminating in the creation of something new.
- **Data Literacy** courses ask students to examine data through either abstract reasoning or quantitative or qualitative analysis.
- **Religious Literacy** courses ask students to examine how religions and religious identities are formed and intersect with global issues.
- **Scientific Literacy** courses ask students to understand the nature and process of scientific discovery. These courses ask students to directly engage in the scientific method, including hypothesis formation and testing.
- **Social Systems Literacy** courses ask students to examine the interactions of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
- **Textual Literacy** courses ask students to engage in the study, close reading, and analysis of primary texts, such as literary works, art works, films, etc.

Experiential Learning

Students will engage in a sustained and substantive experiential learning activity that applies learning in context beyond the traditional classroom setting. Some EXPL experiences will be integrated into coursework, others will be internships, research, or student-proposed activities.

Global Engagement

Through the Global Engagement requirement, students build the capacity to understand and value cultural practices and perspectives. The required three courses help students grow their ability to step outside of their own experience to inhabit different ways of thinking about and experiencing the world. At least one of these courses is required to be in a language other than English (GE-L), affirming the unique importance of language-based study in fulfilling these goals.

Integrated Components

Integrated Components are courses that are embedded throughout the curriculum and designed to cultivate habits of mind.

- **Social and Environmental Justice (SEJ)** The SEJ tag will help students to understand that social structures and systems are designed, therefore they can be redesigned or dismantled. SEJ courses will provide students a theoretical basis for understanding injustice in social and/or environmental contexts.

Core Capstone: Paideia 450

Paideia 450 courses engage students in ethical deliberation. These team-taught courses are taken in the Junior or Senior year.

Requirements for the Degree

Core Curriculum Requirements: Legend

First Year Experiences

Paid	Paideia 111/112

Literacies

CRE-L	Creative
DTA-L	Data
REL-L	Religious
SCI-L	Scientific
SOC-L	Social Systems
TXT-L	Textual

Experiential Learning

EXPL	Experiential Learning

Global Engagement

GE	Global Engagement
GE-L	Global Engagement - Language

Integrated Components

SEJ	Social and Environmental Justice

Capstone Experience

Paid 450	Paideia 450

Requirements for the Degree

Core Curriculum Requirements: Student Learning Outcomes

First-Year Experience: Paideia 111 and 112

Our first year experience, Paideia 111 and 112, develops students' ability to read, write, analyze, discuss, and research by engaging with works drawn from different time periods, genres, and parts of the world. Paideia 111-112 grounds Luther students in community and place, paving the way toward educated global citizenship. This two-course sequence is taken in the fall and spring semester in the first-year.

1. Students will demonstrate growth in the ability to read with comprehension texts in a wide variety of genres.
2. Students will be able to make contextually informed connections among texts in order to place them in conversation about enduring questions central to the human condition.
3. Students will demonstrate growth in their ability to write with fluency, clarity, and coherence.
4. Students will demonstrate growth in their ability to present an effective, balanced perspective on an issue or topic in the process of forming a claim or argument.
5. Students will develop information literacy by identifying questions, choosing and evaluating resources, and synthesizing information for ethical contribution to a community of learning.
6. Students will demonstrate empathy in classroom discussions.

Literacies

The role of Literacies within the General Education curriculum is to cultivate essential skills and knowledge in six areas crucial to a liberal arts education in a global world. Each course that satisfies a Literacy will involve scaffolded skills development across the arc of the course.

The Literacies are intentionally decoupled from departments and divisions and are not restricted to any particular discipline or major.

Creative Literacy

Creative Literacy courses ask students to directly engage in the creative process, culminating in the creation of something new.

- Students will practice the skills involved in the creative process by refining fundamental concepts and methods of a discipline or interdisciplinary field.
- Students will share, reflect on, analyze, and critique their own creative work and the work of their peers in order to demonstrate their understanding of the creative process.

Data Literacy

Data Literacy courses ask students to examine data through either abstract reasoning or quantitative or qualitative analysis.

Courses that fulfill the Data Literacy will fulfill either 1 and 2a, or 1 and 2b:

1. Students will evaluate, interpret, and communicate data in graphs, models, tables, figures, equations, symbols, or words.

2a. Students will understand the uses and limitations of data, including sources, assumptions, methods, broader impacts, and conclusions.

OR

2b. Students will use quantitative and/or algorithmic methods to solve multistep problems.

Religious Literacy

Religious Literacy courses ask students to examine how religions and religious identities are formed and intersect with global issues.

- Students will explain how religious traditions and/or religious beliefs shape and have been shaped by the experiences and histories of individuals, communities, cultures, nations, regions, or other religious or philosophical traditions.
- Students will demonstrate the ability to critically evaluate the intersections of religious identity within religious or philosophical traditions and with global issues.

Scientific Literacy

Scientific Literacy courses ask students to understand the nature and process of scientific discovery. These courses ask students to directly engage in the scientific method, including hypothesis formation and testing.

- Students will demonstrate an understanding of the iterative process of science by engaging in the methods of inquiry that enable the creation and testing of scientific knowledge.
- Students will evaluate the extent to which claims are scientific as they look at existing and new scientific content related to personal, local, or global issues.

Social Systems Literacy

Social Systems Literacy courses ask students to examine the interactions of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.

- Students will demonstrate analytical skills necessary to understand the dynamics of social systems or social change.
- Students will explain the dynamic interactions of individuals, groups, or societies as they shape and are shaped by history, culture, institutions, and ideas.

Textual Literacy

Textual Literacy courses ask students to engage in the study, close reading, and analysis of primary texts, such as literary works, art works, films, etc.

- Students will demonstrate relevant analytical skills for close reading of texts.
- Students will explain how context informs the production of a text, and how a text may shape and be shaped by a society or culture.

Experiential Learning

Students will engage in a sustained and substantive experiential learning activity that applies learning in context beyond the traditional classroom setting. Some experiential learning (EXPL) experiences will be integrated into coursework, others will be internships, research, or student-proposed activities.

- Students will demonstrate new skills, knowledge, and perspectives that inform the discernment of future goals.
- Students will apply previous knowledge to their EXPL experience to address or to better understand our world's complex questions.

Global Engagement

Through the Global Engagement requirement, students build the capacity to understand and value cultural practices and perspectives. The required three courses help students grow their ability to step outside of their own experience to inhabit different ways of thinking about and experiencing the world. At least one of these courses is required to be in a language other than English (GE-L), affirming the unique importance of language-based study in fulfilling these goals.

All students must take at least one GE-L course and can take up to three GE-L courses to fulfill the Global Engagement requirement. Global Engagement (GE) courses must satisfy 1 and 2. Global Engagement Language (GE-L) courses must satisfy all three.

1. Students demonstrate an understanding of how cultures shape, and are shaped by, identities, communities, and practices (both others' cultures and one's own).
2. Students will develop the ability to decenter themselves from their own culture(s) and reflect on this new perspective.
3. Students will improve their ability to engage in productive interactions with people in a language other than their own.

Social and Environmental Justice

Social and Environmental Justice courses will help students to understand that social structures and systems are designed, therefore they can be redesigned or dismantled. Courses will provide students a theoretical basis for understanding injustice in social and/or environmental contexts.

1. Students will be able to explain the sources and constructs of systemic injustice and inequity, such as various forms of privilege and oppression, or unequal access to resources (e.g. social, economic, political, or environmental).
2. Students will evaluate tools and strategies to address systemic inequities in order to effect change.

January Term

January Term at Luther alters the pace of the academic year by creating opportunities for students to engage in focused exploration of a single subject. January study is often experiential and/or experimental, and it offers students both greater freedom and greater responsibility for their learning. A separate listing of January courses is published online every year. Students can enroll in a maximum of 4 credit hours during each January term.

Majors and Minors

Majors

Luther College's liberal education balances the breadth symbolized in the general requirements with the depth possible in an individual major. Each major incorporates a body of knowledge, a methodology, applications, and ethical concerns. Each student must complete one major according to catalog specifications, earning a C average (2.00) or better in the number of hours required in the major. The specific requirements for the various majors are listed in the catalog. In most cases students who transfer to Luther as juniors or seniors will be required to complete a minimum of two courses in the major at Luther. All transfer students must consult with the head of their intended major department as soon as possible after entering Luther College to determine what will be required to complete the major at Luther College.

If a major is discontinued, students who are currently declared in the major will still have the opportunity to complete those requirements. Students who matriculated in a catalog year during which a major was available (but were not declared at the time the decision to discontinue was made), may still declare the major. However, they will need to work with the department to discuss the feasibility for major completion. In some situations, required coursework may no longer be available and there may not be an opportunity for course substitution, thus making the discontinued major unattainable.

The following majors are described in the catalog: accounting, anthropology, art, biology, chemistry, communication studies, computer science, data science, economics, elementary education, English, engineering science, environmental studies, exercise science, French, German, global health, history, identity studies, international studies, law & values, management, marketing, mathematics, mathematics/statistics, music, music education, neuroscience, Nordic studies, nursing, physics, political science, psychology, religion, social work, sociology, Spanish, theatre, and visual communication.

A student may also propose an **individualized interdisciplinary major**, developed in consultation with a faculty advisor. An interested student should obtain an application form from the office of the registrar. Constructing a major is a complex venture; therefore, students should spend time planning and consulting with faculty and the advisor about the development of an IIM. It is the responsibility of the student to prepare the proposal and provide any necessary supporting documentation. Conversations about the IIM should begin well in advance of the proposal deadline in order to ensure a thorough rationale and supporting documentation. An IIM proposal should have sufficient coherence in the disciplines, programs, and departments involved to achieve a knowledge base and an understanding of the philosophy and methods comparable to those of a traditional major. The rationale should include an explanation of how the upper-level coursework demonstrates intentionality within the proposed program.

In addition, IIM proposals should meet the following criteria:

1. GPA. Students should have a GPA of at least 3.00 at the time an IIM proposal is submitted. (A person with GPA lower than 3.00 may petition for an exception, providing a rationale for the request.)

2. CREDITS. An IIM proposal should have between 30 and 40 credit hours. At least 16 credits in the proposed IIM must be in courses numbered 300 and above. Careful consideration should be given to the number of credits fulfilled through independent study or directed readings.

3. REVIEW PROCESS. The proposal must be approved by a faculty advisor, in consultation with the department and program heads who sign off on the coursework. After the proposal has been submitted to the Registrar's Office, it will be reviewed by the Registrar and the Curriculum Committee.

4. TIMING. Proposals must show when the student anticipates enrolling in each course included in the proposed IIM. Each proposed course must be signed by the relevant department or program head prior to the proposal deadline.

5. DEADLINES. An IIM proposal should be submitted to the Registrar's Office by October 1st of the student's junior year. Students may expect a committee response no later than March 1 of the student's Junior year.

6. RATIONALE. Every IIM proposal should be accompanied by a two-page typed rationale in which the student, in close consultation with the faculty advisor, describes how and why the IIM relates to the student's educational goals, the purpose of these individual courses, the relationship that exists among the courses, and how they fit together to support the proposed major. The rationale should include an explanation of how the upper-level coursework demonstrates intentionality within the proposed program. Courses taken at other institutions may be included in the plan. In such cases, supplementary documentation of course availability should be provided.

7. NOTIFICATIONS. Following review by the Registrar and the Curriculum Committee, the Committee Chair will notify the student and faculty advisor of the decision. The Committee Chair and Registrar will finalize the decision by signing the proposal. The proposal and any accompanying documentation will be added to the student's confidential file in the Registrar's Office.

Minors

Students may designate a minor field of specialization, although minors are not required for graduation. The requirements for these academic minors are described in the catalog: Africana studies, anthropology, applied leadership studies, art, art history, biology, chemistry, classical studies, communication studies, computer science, counseling, dance, data science, economics, education studies, English, English writing, environmental science, environmental studies, exercise science, French, German, history, identity studies, international studies, journalism, management, marketing, mathematics, museum studies, music, musical theatre, Nordic studies, philosophy, physics, psychology, religion, secondary education, social welfare, sociology, Spanish, statistics, sustainability, theatre, and visual communication. Students must have a C (2.00) average in the number of hours required for the minor.

Requirements for the Degree

Focus

A Focus is a credentialed grouping of courses that centers on a particular topic and is distinct in its scope and content from majors and minors. Focuses are not required for graduation and should be viewed as enrichment opportunities. Students are encouraged to plan accordingly and consult with their academic advisor. A 2.00 GPA in the Focus is required to earn the credential.

Requirements for the Degree

Residence

To qualify for the bachelor of arts degree from Luther College, a student must earn a minimum of 64 credit hours in full-time residence at the college. Credit hours earned on study abroad programs associated with Luther College are included in these 64 hours. The Registrar and Curriculum Committee will review requests for exemptions from the 64-credit hour residency requirement.

Luther permits a student who has completed other requirements for the B.A. degree to transfer into an approved professional school program at the end of the junior year and offer the last 32 hours for graduation from work in the professional school.

Requirements for the Degree

Candidacy for the Degree

All members of the senior class must be approved by the department heads before they are eligible to receive the bachelor of arts degree. To qualify as a candidate for the bachelor of arts degree from Luther College, a student must have completed all requirements for the degree, or must register in the final semester for all remaining requirements for the degree (or arrange with the Registrar to complete them). Students accepted for candidacy are expected to participate in commencement exercises at the conclusion of the academic year.

Requirements for the Degree

Second Teaching Areas

Students who seek certification for teaching may declare a second teaching area. In some cases requirements for a second teaching area may vary from those for an academic minor. This is an Iowa licensure designation only. The addition of a second teaching area may, in some instances, be accompanied by additional Education Department coursework. Students desiring a second teaching area should consult with the education department for details.

Policies & Procedures

Academic policies and procedures for Luther College, including information on courses, grading systems, internships, and more.

Policies & Procedures

Calendar

Luther's academic year consists of a fall semester, January Term, and spring semester (see the Academic Calendar). A Luther semester lasts approximately 14 weeks (13.5 weeks of classes and a 4-day final exam period).

The January term at Luther alters the pace of the academic year by creating opportunities for students to engage in focused exploration of a single subject. January study is often experiential and/or experimental, and it offers students both greater freedom and greater responsibility for their learning.

Two four-week summer sessions are offered, one in June and the other in July. Students normally take one four-hour course each session. These sessions, as well as special institutes not offered during the regular school year, are open to Luther students, students from other colleges and universities, teachers in elementary and secondary schools, and other special students. Some courses are open to high school students who are in the top quarter of their high school class academically and will be entering their junior or senior year the following fall. Information about summer offerings with detailed course information is made available on Norse Hub.

The summer term is a 12 week term that begins coincident with the first day of the June summer session. Offerings in the summer term are limited to internships and study away courses and programs.

Regardless of term, a four-credit course includes, at minimum, thirty-eight instructional hours. Students are expected to devote a minimum of 3 hours outside of class for every instructional hour. Some courses (e.g., laboratory, studio, and off-campus courses) may have additional instructional time that may alter expectations for out-of-class work.

Policies & Procedures

Registration of Full-Time Students

All students are expected to register during the official registration days which are scheduled on the college calendar. Students who fail to complete financial arrangements by the first day of classes are charged a late registration fee.

Each student has a faculty advisor who gives aid and counsel in the selection of a course of study. The advisor is assigned in the first semester of enrollment. When a student has decided on a major, that student should select as advisor a member of the department of that major. Each student arranges a course schedule in consultation with the advisor and is invited to counsel with them on academic and related matters during the course of the semester.

Registration does not go into effect until the student has made settlement for the semester charges at the Financial Services Office. Until such settlement has been made, the student is not entitled to participate in any class or any individual lesson.

Policies & Procedures

Registration of Part-Time Students

A student who has not been formally admitted to Luther College, planning to take courses on a part-time basis, registers on the first day of classes at the Registrar's Office, and is allowed to select courses from the full range of courses offered for the term, provided all prerequisites associated with the courses have been met. Registration is on a space-available basis. Until formally admitted, a part-time student may enroll in consecutive semesters, but must wait to register at the start of each semester.

Policies & Procedures

Class Load

The average annual class load for full-time students is 33 semester hours. This annual average includes courses taken during the fall semester, the January Term, and the spring semester. Normally, a student will register for three or four courses (four hours each) in a semester and one course (4 hours maximum) during January Terms. Only a student with a grade point average of 3.00 or above should consider a semester class load in excess of 17 hours. Any student who wishes to register for more than 17 hours during the fall or spring semester, or more than 4 hours during the January term or summer sessions, may be required to first secure permission from the Registrar.

An extra hours fee is charged for each hour of credit in excess of an annual load of 36 hours. Extra credit hours are determined based on the total number of credit hours a student has registered for in the academic year, which includes fall, January, and spring terms. Credit hours for courses dropped without academic record are excluded from this calculation. Additional information on the extra hours fee can be found on the Financial Services website.

The minimum class load for full-time students is 12 semester hours. Under special circumstances, with the permission of the Dean for Student Engagement, after consultation with the Registrar, a resident student may be permitted to register for fewer than 12 semester hours.

Policies & Procedures

Class Attendance

Regular class attendance is expected at Luther. Each instructor determines the attendance policy for their classes. If an instructor requires attendance, he or she has the authority to excuse the student. It is the responsibility of the student who is absent from class, whether excused or unexcused, to take the initiative to contact the instructor to learn about work missed and about upcoming assignments. When a student's absence from class jeopardizes their class standing, it may be reported to the Center for Academic Enrichment (CAE).

Policies & Procedures

Academic Transcript

A permanent academic record is prepared for every student registered at Luther College. The record is maintained in the Registrar's Office, and administered in accordance with the Family Education Rights and Privacy Act of 1974.

Policies & Procedures

Changes in Registration

Changes in registration are to be completed using the college's online registration system (norsehub.luther.edu). Students are encouraged to consult with their advisor before any changes are made.

Refer to the college academic calendar for a listing of the course add and drop dates in each semester.

In 1985, the faculty approved a "no-drop" policy for Paideia 111 and 112. Therefore, a student cannot withdraw from Paideia 111 or 112.

Policies & Procedures

Auditing Courses

Full-time students wishing to attend a class without taking examinations or receiving college credit may do so with the consent of the instructor and the Registrar. The student must have a cumulative average of 3.00 or above, register for the course as an audit, and attend classes regularly. There is no charge to full-time students for auditing a course.

Area residents wishing to attend class without receiving college credit may do so by registering for the course as an audit. This requires the consent of the instructor and the Registrar. The charge to area residents for auditing one course is listed on the Financial Services Fee Schedule. Additional fees may be required for the course (i.e., music lesson charges, specific course fees, etc.) Registration for area residents occurs on the first day of classes, if space is available in the course. Area residents are limited to auditing one course per term.

Students may complete the application for auditing a course on the Registrar's Office website.

Policies & Procedures

Repeating Courses

Students who repeat courses for the purpose of improving their grade point average cannot receive credit for the course every time it is taken. The grade that stands is the one for the most recent time the course is taken. No change is made in the grade point average for the semester in which the course is repeated, nor is the course (and grade) removed from the transcript, but the cumulative grade point average is changed to show the reduction of hours and grade points repeated.

Courses repeated at another institution will not be accepted for transfer when credit has already been earned, with a grade of D- or above, or grade of credit, at Luther.

Policies & Procedures

Independent Study

Students may register for individualized courses of study for independent study credit in each department (specific requirements may vary by department). Types of independent study include:

285: Directed Study. An opportunity to pursue individualized or experiential learning with a faculty member in the **January term**, at the sophomore level, either within or outside the major.

295: Directed Study. An opportunity to pursue individualized or experiential learning with a faculty member in the **fall, spring, or summer term,** at the sophomore level, either within or outside the major.

375: Directed Readings. An opportunity to pursue a specialized area of the discipline for which course offering are limited by following a prescribed reading list under the direction of a faculty member. Prerequisites and requirements vary by department.

389: Directed Research. Involvement in a research project under the supervision of department faculty. Recommended for students who expect to attend graduate school. Prerequisites and requirements vary by department.

395: Independent Study. Used by the student who wishes to design a course of independent study not otherwise available in the curriculum. **Prerequisite of 12 semester hours in the department of study.** Requires detailed proposal of study written in consultation with instructor.

Course by Arrangement. Method of taking a regular curricular offering (same course number, description, and credits as listed in the catalog) by special arrangement or under special conditions outside the typical classroom setting.

The student who wishes to design a course of independent study should outline a proposal on the official application form, obtain written approval from the instructor who will direct the course, his or her advisor, and the head of the department in which the study is done. A student may take no more than four hours of independent study in one semester.

Policies & Procedures

Internships

Departments which offer internship credit for majors provide a list of appropriate internships normally under course number 380 (graded credit/no credit) or 381 (graded A-F). Prerequisites and requirements vary by department. Internships normally should be used to acquire experience in the application of knowledge rather than substitute for the academic content or methods taught in a major. Students wishing to register for internship credit should obtain application materials from the Career Center.

Policies & Procedures

Experiential Learning

Students will engage in a sustained and substantive experiential learning activity (at least 72 hours) that applies learning in context beyond the traditional classroom setting. In addition, students will reflect on that experience to inform personal and vocational discernment and present their experience to an appropriate community. The experiential learning requirement can be fulfilled via two distinct pathways:

1. An EXPL experience and a co-enrolled Reflection Seminar. Experiences include internships, job shadows, field work, research, creative projects, community engaged projects, or work study projects. The experience must be for at least 72 hours in one term. Students will submit an experience proposal in the Handshake platform for approvals and then register for EXPL 392 Experiential Learning Experience for at least 2 credits plus EXPL 300 Reflection Seminar for 1 credit. More procedural details can be found at:
   https://www.luther.edu/offices/academic-affairs/student-info/experiential-learning
2. An intentionally designed course (4 + credits) modified or developed and approved through the normal course approval process. These courses carry the EXPL tag and are searchable in Norse Hub. Students will register for these courses like they would any other regular course.

EXPL Student Learning Outcomes:

- Students will demonstrate new skills, knowledge, and perspectives that inform the discernment of future goals.
- Students will apply previous knowledge to their EXPL experience to address or to better understand our world’s complex questions.

Policies & Procedures

Credit/No Credit Grading

Courses which are not taken to satisfy core curriculum requirements and are outside the requirements for the major or minor may be taken for credit/no credit grading by sophomores, juniors, and seniors in good standing with the following provisions:

1. Not more than one course in a semester and not more than two courses per academic year may be taken for credit/no credit; the maximum number of courses is six.
2. The work of a student enrolled on a credit/no credit basis is treated in all respects like the work of regularly enrolled students.
3. The student must authorize credit/no credit grading for a full-semester course in the first eight class days of the semester or in the first four days for a seven-week course. They may cancel the authorization at any time up to the final day of classes in the semester or half-semester and receive the earned letter grade. If the authorization is not canceled, grades of A, B, and C are recorded on the transcript as CR; grades of D and F are recorded as NC. A student who receives a grade of D in a course where credit/no credit grading has been authorized may elect to have the D recorded on the transcript in place of the NC within 30 days of receiving the grade report.
4. The number of courses permitted on a credit/no credit basis is exclusive of any courses offered on a credit/no credit basis only. Further, any student, including first-year students, may also register for one-credit physical education activities on a credit/no credit basis. Such courses taken on a credit/no credit basis may be used to fulfill graduation (but not core curriculum) requirements.

Students may complete the application for authorizing credit/no credit on the Registrar's Office website.

Policies & Procedures

Credit by Special Examination and Advanced Placement

In order to provide a means whereby a mature student may obtain credit in a subject in which they have attained mastery through intensive private study or experience, the college has instituted a system of credit by comprehensive examination. For credit earned by special examination the charge is $60 per course. Each academic department is responsible for establishing eligibility requirements for the examinations and for administering them. Credit by examination is available for most courses offered on campus but the student should discuss the course requirements with the department head.

Some academic departments will award advanced placement credit based on successful completion of coursework in the department. Additional information can be found in the catalog under specific disciplines.

Policies & Procedures

Student Classification

Students are classified according to the number of semester hours and grade points they have earned as follows:

Sophomore: 27 semester hours, 54 grade points

Junior: 60 semester hours, 120 grade points

Senior: 94 semester hours, 188 grade points

Students who register for fewer than 12 hours are classified as part-time students.

Policies & Procedures

Grades

The transcript of a student's academic record will include all courses from which they have not withdrawn prior to the deadline to drop without record. The following notations and grade point values are used:

A	4.0 grade points
A-	3.7 grade points
B+	3.3 grade points
B	3.0 grade points
B-	2.7 grade points
C+	2.3 grade points
C	2.0 grade points
C-	1.7 grade points
D+	1.3 grade points
D	1.0 grade points
D-	0.7 grade points
F	0.0 grade points

CR	For courses taken on a credit/no credit basis (refer to regulations concerning registration on a credit/no credit basis) in which the student earns no less than a C- grade.
NC	For courses taken on a credit/no credit basis in which a student earns less than a C- grade.
W	For courses from which a student withdraws after the last day to add a course for the respective semester, term, or session, and before the last day to withdraw from a course for the respective semester, term, or session, as published on the academic calendar. Also for courses from which a student withdraws as part of a withdrawal from the college after the eighth week of the semester with the approval of the Dean for Student Engagement and the Associate Provost. Discontinuing a course without an approved withdrawal results in a grade of F.
WR	For courses from which a student withdraws within the first four weeks of the semester.
I	An Incomplete grade is meant for students who are doing passing work or better but fail to complete the remaining course requirements due to circumstances beyond their control (e.g., illness). It is NOT meant for giving a failing student an opportunity to redo unsatisfactory work or to allow more time to complete the work when the reasons for the delay have been within the student's control. In cases where an incomplete is appropriate, the instructor, in conversation with the student, establishes the deadline for completed work to be submitted (typically before the end of the subsequent semester; if the deadline needs to extend beyond that, the instructor should communicate with the Registrar). An instructor may recommend to the Registrar an extension of this deadline in cases of special hardship. If no grade is submitted, an Incomplete grade will be replaced by an F at the conclusion of the subsequent semester.

Policies & Procedures

Grade Point Average

1. All courses for which a grade of A, A-, B+, B, B-, C+ , C, C-, D+, D, D-, or F is recorded are computed in the grade point average.
2. The grade point average is determined by dividing the total number of grade points a student has earned in courses graded with A, A-, B+, B, B-, C+, C, C-, D+, D, D-, or F by the number of semester hours of work for which he or she received such grades.

3. Credits and grade points for work transferred from other schools are not counted in determining the Luther College grade point average.

Policies & Procedures

Final Grade Appeals

If a student feels that their grade in a course is inconsistent with explicit standards, then they should first make an effort to resolve the matter by registering a complaint with the instructor. In the event that this fails to produce a resolution, the student may submit a formal petition to the head of the department in question, unless the head is the person in question, then it should go directly to the Associate Provost. This petition should express the grievance and give just cause for the department to intervene. Should the department support the actions of the instructor, then the matter is closed with no further institutional recourse to the student. A department may wish to refer the issue to the Associate Provost for final resolution.

When a student feels that their academic evaluation has not been fairly rendered, they have 30 days after the release of the final grades by the Registrar's Office to file an appeal.

Policies & Procedures

Honor System

The student-initiated honor system, administered by the Honor Council, applies to all aspects of the academic life of the student, including, but not limited to, written tests, quizzes, examinations, and assigned written or oral work. Violations of the Honor Code come under the jurisdiction of the Honor Council, composed of and elected by students, and a faculty advisor.

From the preamble: "We, the members of the student body of Luther College, believe that one of the basic functions of an institution dedicated to the Christian faith and engaged in higher education is the development of academic integrity and responsibility. We therefore hereby resolve to uphold individually and collectively the honor of the college by doing all that is within our power to prevent any form of dishonesty in our academic work and our college life. We manifest our conviction in this Honor Code for all students at Luther College."

View the Honor Code in its entirety on the Academic Integrity website.

Policies & Procedures

Financial Aid and Academic Progress

Federal regulations and college policy require students to maintain academic progress in order to receive financial aid. See the Consumer Information section of the Financial Aid website to review the Satisfactory Academic Progress Policy document.

Policies & Procedures

Academic Warning, Probation, and Dismissal

Graduation at Luther College requires a minimum grade point average (GPA) of 2.00 for 128 hours of course work. Academic records are reviewed at the conclusion of the fall and spring semesters. Any student whose Luther GPA falls below 2.00 will either be issued an academic warning, placed on academic probation, or dismissed from Luther College. The Academic Standing Board will issue a notice of academic warning, probation, or dismissal to the student and the academic advisor.

Students on probation who improve their cumulative GPA to the minimum level or higher will be removed from academic probation. In addition to the reviews at the end of each semester, the academic records of students on probation are reviewed at the conclusion of January Term and the Summer Term.

Academic Warning: Students will be issued an academic warning when they have one of the following: (1) A Luther GPA of less than 2.00 but above the minimum level for academic probation; or (2) a Luther GPA of 2.00 or higher but have obtained a semester GPA of less than 2.00 and higher than 0.99. The academic record of students who receive an academic warning for more than one semester may be reviewed for possible placement on academic probation.

Academic Probation: The following table indicates the minimum GPA needed in order to avoid being placed on academic probation. Both hours and GPA are based on Luther work only.

Hours	Minimum Cumulative GPA
0–26	1.75
27–59	1.90
60–93	2.00
94–	2.00

Students will also be placed on academic probation when their Luther cumulative GPA is at or above these minimum GPA guidelines and they obtain a semester GPA of less than 1.00.

Students who are placed on academic probation must meet with both their academic advisor and an advisor from the Center for Academic Enrichment to develop an academic success plan.

In compliance with NCAA Division III rules, students on academic probation may not compete on any intercollegiate athletic team. The faculty board that monitors the academic progress of students may restrict participation in recognized campus organizations or activities for any student on academic probation.

Academic Dismissal: Students will be dismissed from Luther College when their cumulative GPA falls below 1.00. Students on academic probation also risk dismissal from Luther College. Full-time students on probation will be dismissed

1. if they earn a semester GPA of less than 2.00, unless the semester GPA raises the cumulative GPA above the minimum level for academic probation;

2. if their academic performance would have warranted being placed on probation for a third consecutive semester at Luther College; (NOTE: A student who successfully appeals a dismissal is readmitted on probation, and that probationary readmission is included in the consecutive semester count. College work completed at another institution during a semester or more away from Luther does not interrupt the consecutive semesters of probation at Luther.)

3. or, if they fail to adhere to the conditions of enrollment established by the Academic Standing Board.

The time period of dismissal will be for at least one semester (fall or spring). Students requesting to return to Luther after the dismissal period must have approval from the Academic Standing Board. Students who wish to apply for readmission begin the process by contacting the Registrar's Office and Center for Academic Enrichment. Applications for readmission are reviewed twice a year, in January and June. Students should contact college offices at least one month in advance to begin the process.

Policies & Procedures

Itinerant Status

An itinerant student is defined as a Luther College student who intends to participate in an off-campus academic program under the auspices of an accredited college or university other than Luther College, provided prior approval has been granted. Such a program may be a foreign study program or a course of study at another American university, used to enhance the major program at Luther. This is normally done during the sophomore or junior year.

See the Center for Global Learning for an application for itinerant status. A student with itinerant status is considered an enrolled student of Luther College. This status is important for the purposes of being eligible for student loan deferments and for consideration of financial assistance under federal regulations. Itinerant students are not required to apply for readmission.

Policies & Procedures

Withdrawal

Students who wish to withdraw from the college, or withdraw from all courses during the semester, must take formal action to do so. The appropriate form is available at the Student Life Office. This procedure applies whether the decision to withdraw occurs during the semester, or at the conclusion of the term. Completion of the form and the approval of the Dean of Students and the Associate Provost allows the appropriate offices to terminate the enrollment status of the student according to a specific date.

Tuition and fees are refunded as shown under refunds in the section on college costs. Students who wish to return to Luther must reapply for admission by contacting the Student Life Office. Please see "Readmission Requirements after Withdrawal" for additional information.

Policies & Procedures

Administrative Withdrawal

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

In certain circumstances, a student may be administratively withdrawn from his/her courses. While the college reserves the right in each instance to determine when administrative withdrawal appears appropriate, normally this process will be initiated when a student is not attending the courses for which he or she is registered, or attendance and work for over half of those courses are erratic, and after one or both of the following conditions have occurred:

- The student does not respond appropriately to reasonable requests from faculty instructors, their advisor, the Registrar, the Dean for Student Engagement, the Associate Provost or other college personnel for explanation of nonattendance;
- The student is on academic probation and is not following through with expectations for academic recovery.

If the student has authorized disclosure of educational records to their parent(s)/guardian(s) under FERPA, the student's parent(s)/guardian(s) may be notified.

Policies & Procedures

Student Presence on Campus While Separated from the College

Students who have been separated from the college through academic dismissal, suspension for disciplinary reasons, or for medical reasons do not have the rights and privileges accorded to full-time enrolled Luther students. Such students are expected to absent themselves from campus and to visit only with permission, given in advance, by the Student Life Office. Failure to abide by this expectation may adversely affect the decision to readmit a student.

Policies & Procedures

Readmission Requirements after Withdrawal

Students who wish to return to Luther must reapply for admission by contacting the Student Life Office. Reapplication requires a statement of intent to return and supporting evidence for readiness to rejoin the college. The Academic Standing Board will review the requests from students who were on probation at the time they withdrew, or who were academically dismissed from the college. Applications for readmission are reviewed twice a year, in January and June. The Dean of Students and the Associate Provost will review the requests from other students who were not on probation at the time they withdrew and who were not academically dismissed from the college.

Catalog Archive

- 2026-2027 Catalog
- 2025-2026 Catalog
- 2024-2025 Catalog

- 2023-2024 Catalog
- 2022-2023 Catalog
- 2021-2022 Catalog
- 2020-2021 Catalog
- 2019-2020 Catalog
- 2018-2019 Catalog
- 2017-2018 Catalog
- 2016-2017 Catalog
- 2015-2016 Catalog
- 2014-2015 Catalog
- 2013-2014 Catalog
- 2012-2013 Catalog
- 2011-2012 Catalog
- 2010-2011 Catalog
- 2009-2010 Catalog
- 2008-2009 Catalog

All Programs

BA.ACCTG - Accounting

Program Description

Brittany Cord (department head)

The accounting major prepares students for career opportunities in public accounting, corporate finance, manufacturing, government service, health care, nonprofit organizations, and more. Students are encouraged to design their Luther College curriculum to support future professional credentialing.

Required for the major: The foundation courses which include ECON 130; MGT 150, MATH 115 or an equivalent statistics course; ACCTG 120; MGT 250; MATH 140 or higher. Courses in which grades below C- are earned will not count toward fulfilling the foundation requirements and students must achieve at least a C average (2.0 GPA) in these courses. Ideally, these foundation requirements should be completed by the end of the sophomore year.

Also required are ACCTG 220, 320, 353, 354, 368, 465, 467, 490. The ACCTG 490: Senior Business Capstone 4 credit course is required to complete an accounting major. This course will integrate knowledge and skills acquired throughout previous accounting and management courses. (Accounting courses numbered above 300 are intended for students with junior standing.)

Students majoring in this area are encouraged to consider the following courses as electives: ECON 247, 248, MGT 303, MGT 361, COMS 132, SOC 101, PSYC 130, PHIL 120, Data Science and Computer Science offerings.

Credits earned through internships may not be counted toward the total hours required for the major.

Students interested in the CPA certification (or other professional certifications) should consult with an accounting faculty member to plan their program of study.

Learning Goals

- Students will demonstrate growth in their ability to perform analysis of and evaluate information to support decision making using critical thinking and ethics.
- Students will demonstrate the ability to professionally research and apply accounting knowledge to business situations.
- Students will develop the ability to work effectively in teams.
- Students will demonstrate the ability to communicate information clearly in writing.
- Students will demonstrate the ability to express ideas and present information clearly in an oral presentation, with effective use of visuals.

BA.AFRS - Africana Studies

Program Description

Novian Whitsitt (program director)

Africana Studies involves a critical study of the peoples of Africa and the African diaspora throughout the United States, the Caribbean and elsewhere in the world. Africana Studies examines the histories, cultures, and literatures of African peoples within both national and international contexts. Since the subject matter of Africana Studies embraces a wide spectrum of topics and issues, the program is multidisciplinary, with its main thrusts in the social sciences and the humanities. It also provides an excellent opportunity for social science and humanities majors to gain valuable career-related insight into the African and African-American experiences.

Required for a minor: IDS/AFRS 135, plus four other courses in IDS/AFRS.

Learning Goals

Knowledge

History, Geography, and Social Structures

Breadth

1. Understand the outline of Africana history
2. Be aware of contemporary political, economic, and social structures of the African Diaspora and their historical significance
3. Be familiar with genres of historical writing and tools of a historian's craft
4. Be familiar with critical racial formations in Africana historical studies (slavery and the slave trade, colonialism and post-colonialism, institutionalized racial segregation)
5. Appreciate the challenges, struggles, and successes of peoples throughout the African Diaspora

Depth

1. Know national, regional, or topical histories, such as Pan-Africanism or the Modern Black Freedom Movement in the United States in depth
2. Understand the intersections between race and gender

Literature and the Expressive Arts

Breadth

1. Be aware of the range of Africana expressive arts in literature, music, film, art, etc.
2. Understand the development of key literary forms and traditions
3. Appreciate the power and beauty of African artists who have expressed themselves within and against their social and historical predicament

Depth

1. Understand the content and style of works of past and present Africana writers
2. Be familiar with critical issues in postcolonial Africana literary studies
3. Read and apply scholarship in argumentative thesis-driven essays

Abilities

Africana Studies majors should be able to demonstrate the following:

Reasoning

1. Explore ways in which knowledge is constructed, i.e. the tension between a historical European 'norm' of knowledge versus new knowledge from indigenous and/or marginalized Africana voices and perspectives
2. Reflect on the social location of the self in relation to knowledge, i.e. the cultural displacement one feels when reading African literature or while doing service learning in an African setting
3. Think within each discipline in Africana Studies—i.e. read with flexibility and comprehension and invent and analyze arguments particular to each discipline
4. Deliberate rationally and empathetically about complex, multidimensional problems (empathy = identifying with--for the *purposes* of understanding—another person's or group's situation, feelings, and motives)

Inquiry

1. Define and seek answers to problems by locating, analyzing, synthesizing and acknowledging sources accurately
2. Conduct research through appropriate and relevant sources and technologies
3. Pursue analysis by asking new and deeper questions based on initial findings

Communication

1. Read texts in history, literature and other related disciplines for comprehension and enjoyment
2. Write clear and persuasive argumentative essays in each of the disciplines of history and literature
3. Listen well to the viewpoints of others
4. Speak effectively formally and informally, at home and abroad, and within and outside of one's comfort zone

Values

1. Africana Studies majors should be aware of, and act on, ethical values by:
    1. Reflecting on the social location of the self in relation to other cultures and values, specifically:
        1. broadening one's perspective to understand the world in its complex diversity
        2. increasing sensitivity to different perspectives and experiences
        3. rooting one’s understanding of contemporary issues in light of the past
2. Examining the world in ways that compel one to ask ethical questions
3. Apply personal experience and knowledge to one's learning, i.e. through reflection and writing during on campus classes or during study abroad semesters in Africa
4. Be willing to challenge one's beliefs, values, and convictions
5. Appreciating the environment as a site of contested spaces as well as a site of stewardship g) Reflecting on the meaning and value of justice and service in one's vocation

BA.AL - Applied Leadership Studies

Program Description

Brian Solberg (department head)

The Applied Leadership Studies minor is designed to guide students through pedagogical examination of theories, methodologies, historical models, and research data to correlate leadership behavior with individual and societal influence. Through focus on knowledge, purpose, competency, and values, the construct of Leadership Studies provides a framework to analyze strategies and considerations for how effective leadership can strengthen communities, improve vocational performance, and create opportunity through relational contribution. Principled in the blending of theory and practice through an experiential education philosophy, courses and experiences in this track of study provide an ideal didactic learning environment for concentration on leadership development and life-skill application.

The scope of study in this program prepares students to effectively lead through scholarly assessment of how experience, reflection, and dispositions of change can be used to effect group dynamics and unite varieties of perspective. Students are encouraged to apply the context of discussion, coursework, and internships to their respective disciplines of study and interest.

Applied Leadership Studies Minor: A minimum of 18 credits including LS 130, LS 132, LS 225 or 226, LS 381 (4 credits), LS 420, LS 450; COMS 130 or COMS 132; one elective from LS 375, SCI 140, COMS 239, COMS 241, COMS 236, REL 234, MGT 240, ENG 214, approved January term electives.

Learning Goals

- To provide students with knowledge and experience that identifies effectual leadership as strategic and intentional action, which guides individuals, communities, and organizations towards goals of improvement.
- To provide students with the knowledge and ability to critically assess personal leadership effectiveness.
- To provide students with the knowledge and ability to critically review and analyze the leadership effectiveness of others.
- To provide students with knowledge and understanding of leadership behaviors, expectations, and values that benefit future decisions and choices they will make.
- To provide students with a didactic foundation that distinguishes relational-influence as the core principle of leadership merit related to personal, community, and vocation application.

BA.ANTH - Anthropology

Program Description

Britt Rhodes (department head) **Anita Carrasco** (program director)

Anthropology is the study of human societies and cultures across space and time. In the spirit of the North American tradition, our program draws upon a four-field approach that includes attention to cultural anthropology, archaeology, biological anthropology, and linguistic anthropology. Anthropology strives to understand cultural and biological diversity in a holistic way, inspired by the humanities and the social and natural sciences. This anthropological approach is enriched by Luther's liberal arts education with its emphasis on interdisciplinarity, commitment to community, and ample opportunities for study and research abroad.

The four-field emphasis of Luther's anthropology program provides the opportunity to examine central questions concerning the human condition today and in the past. These include a range of contemporary issues, such as the impacts of extractive industries on the sustainability of the natural environment and local communities, language death and linguistic diversity, the self-determination of indigenous peoples, gender ideologies, and cultural influences on health and illness around the globe. Further, archaeological and biological perspectives provide insights into the dynamic nature of ethnic and cultural identity and technological change in prehistoric North America and the ways that our evolutionary heritage has shaped our modern physiology.

The anthropology major is founded upon five core courses that define the holistic nature of the discipline. The 100-level core courses introduce students to the major subfields of anthropology; cultural anthropology, biological anthropology, archaeology, and linguistic anthropology. The 200-level research methods courses are designed to equip students with the tools and framework needed to conduct anthropological research. ANTH 485 course serves as the bookend for the major and the minor and allows students practice problem-solving skills and discern career opportunities. Electives should build upon the 5-course core and emphasize personal interests and goals. Majors and minors in anthropology are encouraged to have a field experience, accomplished through regular course offerings, an internship, or study abroad. Students planning on pursuing graduate work in the discipline should consider taking all four introductory courses, social theory and praxis course, as well as both methods courses.

Required for a major: minimum of 8 courses in anthropology, including ANTH 101 and 104, ANTH 102 or 103, ANTH 210 or 211, and ANTH 485. In addition, students are required to take at least three elective courses, two of which must be at the 300 level or above, and two correlative courses from this list: ART 108; ART 206; ART 218; COMS 132; COMS 258; DAN140; ENG 211; ENG 214; ENG 233; ENG230; ENVS 133; ENVS 134; ENVS 175; MUST 120; MUST 220; SOC-290; VC 150.

Required for a minor: minimum of five courses, including ANTH 101; ANTH 104; ANTH 210 or 211; one elective; and ANTH 485.

Students interested in teaching should see the education department for secondary education minor requirements.

Learning Goals

Students who complete the anthropology major will:

- Develop knowledge of the central units of anthropological analysis and their application in the four subfields of anthropology;
- Have a solid understanding of the current standards for ethical practice, and the range of ethical dilemmas encountered in the practice of anthropology;
- Be able to recognize and understand the ways in which culture shapes us as members of diverse communities;
- Be able to discern anthropological questions of relevance to contemporary society and the ability to problem-solve using anthropological knowledge and methods;
- Demonstrate the ability to collect and analyze relevant data, understand their relevance, and present the results to stakeholders.

BA.ART - Art

Program Description

Joe Madrigal (department head)

The Art major at Luther College encourages art making in the context of a liberal arts community. Studio work complements the language of other disciplines, enriching and strengthening artistic goals and perspectives. The Art major is designed to build and sustain life-long pursuits of creative problem solving, individual expression, and aesthetic appreciation. Introductory art courses provide both traditional and contemporary ways of art making through a variety of mediums including painting, drawing, ceramics, photography, graphic design, and printmaking. Advanced courses synthesize multiple interests and experiences further developing technical and conceptual skills in the context of individual creative practice within the greater global community.

Required for a major: Totaling 40 credit hours across these four areas: Foundations, Studio Core, Art History: Context and Theory, and Studio Synthesis. All areas are detailed below. Students are advised to plan ahead as Foundations and some Studio Core courses are required before ART 391 Creative Practice, and ART 485 Advance Studio.

FOUNDATIONS (4-credits): ART 108 Drawing

STUDIO CORE (20-credits) : Image, Object, Digital: At least One course from each of the 3 studio core areas Image, Object, Digital; plus any Two elective courses across any of the studio core areas; at least One of these additional core electives must be at the 300-level, and completed before taking ART 391 Creative Practice. See course options below listed in each Studio Core area:

Image: courses emphasizing the creation and manipulation of the image through various 2D media.

ART 200 Painting I

ART 208 Life Drawing

ART 214 Graphic Novel

ART 216 Printmaking I

ART 300 Painting II

ART 316 Printmaking II

Object: courses emphasizing material, form, and process in the creation of physical objects

ART 210 Clay Sculpture I

ART 217 Wheel Throwing I

ART 310 Clay Sculpture II

ART 317 Wheel Throwing II

Digital: courses emphasizing the creation and manipulation of digital formats.

ART 206 Graphic Design I

ART 207 3D Modeling and Animation I

ART 218 Photography I

ART 306 Graphic Design II

ART 307 3D Modeling and Animation II

ART 318 Photography II

ART HISTORY: CONTEXT & THEORY (8-credits): ARTH 260, plus one additional course at 200-level or higher in ARTH or a course taught outside of ARTH at 200-level or higher from the following list:

CLAS 270, 275, or 330

DAN 264

FREN 220

HIST 226

IDS 260 or 264

PHIL/IDS 300

STUDIO SYNTHESIS (8-credits): ART 391 Creative Practice and Critique (ART 108 and any 300-level Studio Core course are required before taking ART 391), and ART 485 Advanced Studio Seminar (ART 391 is required before taking ART 485).

Required for a (Studio) Art minor: 24 credit hours in ART including: ART-108, and Four courses across at least Two of the Studio Core areas; One of the Studio Core courses must be at the 300-level. The Art Minor is completed with a capstone experience in ART 391 Creative Practice and Critique (ART 108 and any 300-level Studio Core course are required before taking ART 391).

Art Management: Students may combine a major in art and a minor in management (or a major in management and a minor in art) in order to create a course of study suitable for those interested in Art Management.

Learning Goals

Creative Process: Students will be able to ideate, problem solve and explore media to create original work (Critical Thinking)

Skill and Technique: Students will attain sufficient skill in one or more media to meet the technical and formal challenges to generate original creative works

Context and Concept: Students will be able to develop ideas through individual research goals and the synthesis of multiple points of information, influences, and experiences (Info Literacy)

Critical Engagement: Students will be able to analyze their own creative work and the creative works of others through written and oral communication. (Communication)

Creative Practice: Students will be able to demonstrate an ability to activate curiosity, self motivation, and a creative work ethic to access and engage the world in productive ways. Students will be able to work independently and collaboratively to achieve stated goals.

BA.ARTH - Art History - Not Currently Accepting Students

Program Description

Joe Madrigal (department head)

Art history has historically been a core aspect of humanities curricula, as it emphasizes the analysis and contextualization of images and objects utilizing strategies from such diverse fields as history, psychology, physics, and cultural studies. Although allied, the discipline of art history is distinct from studio art. Simply put, in studio courses students are primarily engaged in the making of art, while students in art history courses are primarily engaged in the study and research of art made by others. Art history courses allow students interested in art, but who are not necessarily interested in making art, a chance to explore visual production.

For students interested in graduate work in art history, a study abroad experience is highly recommended. Students should also consider pursuing language study beyond the 201 level.

A total of 22 credit hours are required for the art history minor. These credits are primarily housed in the art history program, but other credit bearing courses from related disciplines that have a distinct material culture focus or deal with critical theory and aesthetics are also included.

Required for a minor: Six courses (22 credits) are required. This includes the art history core: ARTH 251, 252, 379, plus one course selected from the following ARTH 362, 364, 368, and two of the following ARTH 262, 264, 266, 362, 364, 368; ART 320; CLAS 270, 275, 330; DAN 264; FREN 220; HIST 226; IDS 260, 264; PHIL 300. Other courses may count towards the minor upon department approval.

Art Management Concentration: To complete the art management concentration a student is required to complete a major in management and a minor in art history.

Learning Goals

- Understand the significance of major intellectual and artistic landmarks of human history
- Recognize and understand the diversity of people and societies, both historically and cross-culturally
- Write with fluency, clarity, and coherence
- Work productively in a collaborative environment
- Cultivate aesthetic sensitivity and intellectual curiosity

BA.BIO1 - Biology

Program Description

Eric Baack (department head)

Biology is the scientific study of living systems. The discipline ranges from studying the structure of biomolecules to the interactions of species with their environment. Courses are taught from an evolutionary perspective, which explains both the unity and diversity of life.

The biology major is designed to be flexible in meeting the needs and interests of students. Students are introduced to the discipline in three introductory courses, BIO 151 Ecology, Evolution and Biodiversity, BIO 152 Cells and Molecules, and BIO 201 Genetics. Beyond that, students are encouraged to select courses across the breadth of the discipline, from molecular/cellular to systemic to organismic to ecological aspects. Supplementing the biology courses are courses in general chemistry and calculus. Depending on students' interests and goals, they may be advised to take supporting coursework in chemistry (CHEM 202 or higher), physics (PHYS 151 or higher), mathematics (MATH 152 or higher), computer science (CS 150 or higher), or environmental studies (ENVS 134, ENVS 220, ENVS 320). Students are encouraged to seek undergraduate research opportunities and internship experience in addition to their coursework to better prepare them for their future career.

Required for a major:

All biology majors are required to attend a minimum of 12 approved biology colloquia. Biology colloquium meets approximately 10 times during the academic year for lectures and discussions led by visiting scholars, faculty, and student researchers. Declared biology majors are expected to attend as often as possible.

Plan I (Non-teaching): Minimum of 32 hours in biology, including BIO 151, BIO 152, BIO 201, and BIO 490; 20 hours in biology numbered above 201 including at least one W course, one R course, 16 hours in biology lab courses and 4 hours in a biology course numbered 340-370; CHEM 151 and CHEM 152, or CHEM 201; MATH 150 (or higher) or BIO 256 or PSYC 350 (note: if BIO 256 is used to fulfill this quantitative/statistics requirement within the major, it does not count towards the 20 hours in biology numbered above 201). No courses numbered 185 may be used to fulfill the major. No more than 4 hours from biology 371-399 can be applied toward the major. Transfer students must complete at least four biology courses (four hours each) at Luther.

Plan II (teaching): Same as the major requirements in Plan 1 except that the 20 hours in biology numbered above 201 must include one course from each of the three categories listed below. See education department for secondary education minor requirements.

- ecology or evolution (BIO 354 or BIO 365, 354 is recommended)
- microbiology or physiology (BIO 243, BIO 255, or BIO 262)
- botany or zoology (BIO 251, BIO 252, or BIO 258)

(W) Writing requirement for either major plan is completed with one of BIO 250, 251, 258, 260, 262, 354, 356, 358, 359, 363, 364, 365, 367, or selected special topics courses in biology.

(R) Research requirement for either major plan is completed with one of BIO 240, 247, 249, 250, 251, 258, 260, 354, 356, 358, 363, 364, 365, or selected special topics courses in biology.

Required for a minor: A minimum of 20 hours in biology, including BIO 151, BIO 152, BIO 201, and two additional four hour courses in biology numbered above 201.

Affiliated programs are available in medical technology, cytotechnology, and nuclear medicine technology. Consult with the Biology department about the 3 + 1 options.

Learning Goals

1. Students will be proficient in using fundamental biological concepts, including:
    1. Evolution: The diversity of life evolved over time by processes of mutation, selection, and genetic drift.
    2. Structure and Function: Basic units of structure define the function of all living things.
    3. Information flow, exchange, and storage: The development, maintenance, and behavior of organisms occurs through the expression of genetic information interacting with the environment.
    4. Pathways and transformations of energy and matter: Biological systems grow and change by processes based upon chemical transformation pathways that are governed by the laws of thermodynamics.
    5. Systems: Living systems are interconnected and interacting with each other and the abiotic environment.
2. Students will apply the process of science, including using the primary literature, designing experiments, making observations, developing problem-solving strategies, and using models.
3. Students will communicate scientific ideas orally and in writing.
4. Students will use quantitative reasoning, including developing and interpreting graphs, applying statistical methods to data, and using mathematical models.
5. Students will understand the relationship between science and society. This includes understanding the ethics of research and publishing, considering the ethical implications of biological research, and understanding the social and biological contexts of problems.

BA.CHEM - Chemistry

Program Description

Molly Wilker (department head)

The program of instruction offered by the chemistry department is approved by the American Chemical Society Committee on Professional Training.

Required for a major:

Plan 1: CHEM 201 (or 151 and 152); CHEM 202, 241, 242, 361, and 490; 4 credits in CHEM 301 or 372; 2 credits in CHEM 344 or 345; 2 credits in CHEM 362 or 363; and 4 credits in two of CHEM 306, 346, 366, or 379. One year of calculus (MATH 150 and 152) and one year of physics (PHYS 151 and 152, or PHYS 201 and 202).

Plan 2 (ACS Certified): CHEM 201 (or 151 and 152); CHEM 202, 241, 242, 301, 344, 345, 361, 362, 363, 372 and 490; 2 credits in CHEM 302 or 303; and 6 credits in three of CHEM 306, 346, 366, or 379. One year of calculus (MATH 150 and 152) and one year of physics (PHYS 151 and 152, or PHYS 201 and 202).

Plan 3 (Biochemistry Emphasis): CHEM 201 (or 151 and 152); CHEM 202, 241, 242, 301, 302 or 303, 361, and 490; 4 credits in 2 of CHEM 306, 346, 366 or 376 (2 of the 4 credits must be CHEM 306 OR 366) and a minimum of 2 credits in CHEM 344, 345, 362, 363, or 372; BIO 151, 152, and 201; and 4 credits in BIO 243, 261, 356, 363, or 364. One year of calculus (MATH 150 and 152) and one year of physics (PHYS 151 and 152, or PHYS 201 and 202).

Note: A student earning a Plan 3 (Biochemistry Emphasis) major cannot minor in Biology. To double major in Plan 3 and Biology, the 4th elective Biology class in the Plan 3 Chemistry major will not count toward the Biology major.

Writing requirement for all majors is completed in any one of the advanced labs (CHEM 306, 346, 366 and 379)

Required for a minor: CHEM 201 (or 151 and 152), CHEM 202 and 241, and 4 credits in chemistry courses numbered above 300.

Preparation for professional/graduate study: Students who need a full year of general chemistry for professional school must take either CHEM 151 and 152 or CHEM 201 and 202. Students considering going on to a graduate program in chemistry should consider taking additional courses beyond those listed above in Plan 1. Students interested in teaching should see the education department for secondary education minor requirements.

Learning Goals

1. Students will develop an understanding of the fundamental concepts of chemistry.
2. Students will be able to design and execute experiments, make observations, and use appropriate methods and equipment in adherence with safety standards.
3. Students will be able to answer conceptual and quantitative chemistry questions through data analysis and interpret results in the context of theory.
4. Students will be able to prepare and interpret communication of scientific ideas in a professional and effective manner.
5. Students will understand the relationship between science and society, including understanding the ethics of research and publishing, considering the ethical implications of chemical research, and understanding the social and chemical contexts of problems.

BA.CHIN - Chinese

Program Description

Nancy Gates Madsen (department head), **Hongmei Yu** (section head)

Language Learning Center

The department of Modern Languages and Cultures has a Language Learning Center in Main Building. Language students have access to language learning materials, tutoring, computers and printers, and video study rooms. The Language Learning Center also houses the department's Foreign Language Media Library with over 800 foreign language films and a selection of leisure reading books and audio books for language learners. Students can check out these materials as well as audio and video equipment for their class assignments. The Language Learning Center also provides language students with valuable work-study experiences related to their interest in languages.

BA.CLAS1 - Classics

Program Description

Dan Davis (program director)

Explore the vibrant heart of the ancient Greco-Roman world—its languages, literature, history, archaeology, and culture. Here, Greek and Latin open the door to the very foundations of European literature, civilization, and the evolution of modern languages themselves. Dive into the timeless masterpieces that still resonate today: the epic poetry of Homer and Sappho, the gripping histories of Thucydides, the profound ideas of Plato, the majestic verses of Virgil, and the transformative writings of St. Augustine—just a glimpse of the literary giants who continue to shape how we think and feel at a deep level. From law and poetry to art and religion, the influence of Greek and Roman civilization pulses through every corner of modern life, offering fresh perspectives on the world around us.

At Luther, students may earn a minor in classical studies.

A background in classics is outstanding preparation for a wide range of dynamic careers—including education, business, computer science, music, foreign languages, museum studies, theology, law, and medicine. Many of our students go on to pursue graduate work in history, political science, classics, or archaeology, carrying the enduring wisdom of antiquity into tomorrow's exciting fields.

A classical studies minor can combine the study of the Greek and Latin languages, along with thematic courses in classical civilization.

Required for a classical studies minor: Two foundation courses that cover both Greek and Roman history/culture (see lists below), plus three electives chosen from Classical Studies, ART 251, CLAS 360, HIST 241, 242, MUS 244, and PHIL 200. Other non-language courses may apply with the permission of the department head. Students may also apply GRK 101, GRK 102, LAT 101, and/or LAT 102 to the minor for a maximum of two electives.

Greek History/Culture
CLAS 240: Classical Mythology
CLAS 250: Ancient World: Greece
CLAS 270: Archaeology of Ancient Greece
CLAS 299: Study Abroad Classics (Greece)

Roman History/Culture
CLAS 275: Archaeology of Ancient Rome
CLAS 299: Study Abroad Classics (Italy)
CLAS 330: Pompeii: Life and Death in a Roman City
HIST 139: Study Abroad History (Rome and Istanbul)
HIST 241: Rome: Republic and Empire

Learning Goals

Knowledge
Classics is a rewarding, interdisciplinary journey into the ancient world—a field that embraces everything from language and religion to art, philosophy, drama, science, archaeology, poetry, mythology, mathematics, politics, law, and gender studies. In both our original-language and translation courses, students dive deep into the rich complexities of classical culture, wielding an array of analytical tools and fresh perspectives to bring the past vividly to life.

Abilities
Students can master the essential linguistic, literary, and historical skills needed to explore the classical world with confidence and precision. Through lively class discussions and ongoing, constructive feedback from dedicated professors, they sharpen their reasoning, embrace rigorous critique, and refine their ideas. Whether in informal discussions or polished formal presentations, students share their discoveries with peers and faculty. Those pursuing a minor in Classical Studies can take it even further, learning to read and interpret original Greek or Latin texts.

Values
At its heart, Classical Studies invites students into the vibrant, often contradictory world of ancient Greece and Rome—a place where the greatest minds grappled with the most enduring questions of human life. Ancient writers confront us with timeless challenges: the eternal tension between the individual and society, the quest for justice, the deep yearning for peace, and the profound meaning of love. Students are often astonished to discover that these very same struggles—still so urgent today—were being passionately debated more than two thousand years ago.

BA.COMS - Communication Studies

Program Description

Derek Sweet (department head)

Communication--from an intimate conversation with friends to a thoughtful documentary to a politically charged protest--provides individuals, groups, and communities the opportunities to navigate relationships, impact culture, and participate in democratic self-governance. The faculty of the Department of Communication Studies at Luther College is committed to helping students understand, evaluate, and practice human communication in all its forms. Specializing in the areas of relational studies, media studies, and rhetorical studies, the department encourages students to interact purposefully, create intentionally, and communicate eloquently.

Required for a major in Communication Studies: COMS 130, 132, 133; two relational studies courses of COMS 230, 244, 275, 300, or 340; two media studies courses of COMS 241, 242, 258, 260 or 335; two rhetorical studies courses of COMS 232, 233, 234, 333, or 353; two methods courses of COMS 356, 358, or 362. Writing requirement completed in COMS 356 or 362. Courses designated as 239's will be evaluated by the department head on a case-by-case basis in reference to fulfillment of requirements.

Required for a minor in Communication Studies: COMS 130, 132, 133; one relational studies course of COMS 230, 244, 275, 300, 340, or 362; one media studies course of COMS 241, 242, 258, 260, 335, or 358; one rhetorical studies course of COMS 232, 233, 234, 333, 353, or 356. Courses designated as 239's will be evaluated by the department head on a case-by-case basis in reference to fulfillment of requirements.

Required for a minor in Journalism: See requirements listed under Journalism in the Curriculum section of the catalog.

Learning Goals

As a major in communication studies you will learn to:

- Engage a range of communication contexts critically.
- Examine ethical implications of communication practices purposefully.
- Apply communication theories and skills meaningfully.
- Write, speak, interact, and create skillfully.

BA.COUN - Counseling

Program Description

David Njus (Psychology department head and program coordinator)**, Britt Rhodes** (Social Work program director)

The interdisciplinary minor in counseling is intended to complement majors associated with helping professions such as pastoral counseling, art therapy, physical therapy, financial counseling, etc. Most such professions require graduate degrees and students should examine particular programs carefully for required coursework and not assume completing a counseling minor will satisfy prerequisites. *Students minoring in counseling should consult closely with their academic advisor regarding relevant career information.*

The counseling minor can complement any major at the college. Counseling minors may not minor in Psychology or Social Welfare. Psychology and Social Work majors complete six additional courses that are not counted toward the major. Students majoring in another area complete seven courses.

The Counseling Minor for Students not Majoring in Psychology or Social Work
PSYC 130 General Psychology
SW 101 Introduction to Social Work and Social Welfare
SW 102 Social Work Field Experience
COUN 301 Evidence-Based Practice
PSYC 265 Abnormal Psychology
PSYC 268 Introduction to Counseling
One 200-level course selected from the following: SW 201, 204, PSYC 240,
PSYC 241, PSYC 243, PSYC 246, PSYC 249, PSYC 270.

The Counseling Minor with a Psychology Major1
PSYC 130 General Psychology
SW 101 Introduction to Social Work and Social Welfare
SW 102 Social Work Field Experience
SW 204 Human Behavior in the Social Environment I
COUN 301 Evidence-Based Practice
PSYC 265 Abnormal Psychology
PSYC 268 Introduction to Counseling

1Psychology majors take PSYC 130 and could take PSYC 265 and PSYC 268 for the major. Therefore, Psychology majors complete SW 204. Psychology majors who complete PSYC 265 or PSYC 268 as part of the major must select an additional course to substitute for each, which can be Psychology courses not counting toward the major or SW 201, 303, or 304.

The Counseling Minor with a Social Work Major2
PSYC 130 General Psychology
SW 101 Introduction to Social Work and Social Welfare
SW 102 Social Work Field Experience
COUN 301 Evidence-Based Practice
PSYC 265 Abnormal Psychology
PSYC 268 Introduction to Counseling
Two 200-level courses selected from the following: PSYC 240,
PSYC 241, PSYC 243, PSYC 246, PSYC 249, PSYC 270.

2Social Work majors take SW 101 and SW 102 for the major. Therefore, Social Work majors take two 200-level psychology courses.

Learning Goals

1. Develop awareness of the counseling profession and how general counseling skills can complement related professions like occupational therapy, school counseling, etc.
2. Learn evidence-based practices commonly used by counselors.
3. Practice evidence-based counseling techniques in a supervised setting.
4. Utilize information from the minor to refine and meet career goals.

BA.CS - Computer Science

Program Description

Roman Yasinovskyy (department head)

The computer science major at Luther College is designed to provide each student with the foundation needed to keep abreast of the changing world of computing. Theoretical concepts and practical skill are covered to help students be successful in their chosen career. Students are going to use methods and tools commonly used by computer scientists in academia and industry.

The major contains a set of core courses covering concepts common to all areas of the discipline and electives in three knowledge areas: computer systems, applications and software engineering, and theory of computation. Since computer science relates to so many different disciplines, students are encouraged to select additional supporting courses from a broad range of academic areas.

Required for a major: CS 130, 140, 150, 160, 165L, 230, 252, 260; Junior seminar (CS 301—309); three elective courses (one in each knowledge area); a senior project (usually a year-long combination of CS 490 and CS 491).

Students graduating early or those spending a semester of their senior year away from campus must petition the department to complete their senior project in one semester as CS 492.

At least one elective course must be taken in each knowledge area:

1. Computer *Systems* (CS 430, CS 440, or CS 454);
2. *Applications* and Software Engineering (CS 330, CS 460, or DS 420);
3. *Theory* of Computation (CS 360 or CS 370).

Required for a minor: CS 150, 160, 165L, 252, and 8 more credits of Computer Science courses.

Advanced Placement and A-levels: Advanced placement within Computer Science must be approved by the department head. Credit for CS 150 will be awarded for students completing *AP Computer Science A* with a score of 4 or 5 or *A-levels Computer Science* after having successfully completed CS 160, the next course in the sequence.

Learning Goals

Luther College graduates with a major in Computer Science are going to have the necessary knowledge, skills, and be competent in various areas of the discipline. Graduates of the program will be able to:

1. Analyze computing problems and identify feasible solutions.
2. Use appropriate theoretical frameworks to evaluate a chosen solution.
3. Design, implement, validate, and verify a chosen solution.
4. Understand, design, and implement computer systems and protocols.
5. Communicate effectively in a variety of professional contexts.
6. Function effectively as a member of a team solving a problem.
7. Recognize their professional, ethical, and legal responsibilities.

BA.DAN - Dance

Program Description

Joe Madrigal (department head)

Art and performance training expands the capabilities of the human body and imagination, developing capacities for persistence, invention, and communication. Dance minors learn self-confidence and refine their ability to conceive and enact new ideas, practices, and solutions through the performative body. Collaborative performances and studio environments stimulate active learning, and promote body and mind development to reflect what it means to be human. This approach equips students with skills for dealing with a complex world, and engaging with and contributing to the dance world as performers, choreographers, teachers, and collaborators.

The dance minor is appropriate for the student who is continuing their study of dance, reentering dance, or accessing dance for the first time. The discipline of dance at Luther is based in the experiential and analytical study of Movement Fundamentals (MF), three courses rooted in somatic (body-based) rather than dance style education. These three courses educate the dance artist through the MF paired principles of: Alignment and Function; Range and Efficiency; and Vocabulary and Intention. Along with Movement Fundamentals, Contact Improvisation is a core component in shaping this holistic and distinct foundation for dance technique. This somatic approach to dance brings suppleness and refinement to skills attained in prior studio training and daily life movements while adding sophistication to dance-making and performing.

Dance minors become dance artists, dance or movement teachers, or continue on to become dance scholars. Dance minors pursue graduate and professional studies, certification and employment in performance; choreography; dance or movement therapy; dance studio or company management; somatic practices; somatic psychology; massage therapy; medicine; and chiropractic arts.

Required for a minor: A minimum of 20 credits in dance. These 20 credits must include at least one 300-level course or three DAN-100 courses.

Movement Fundamentals® Certification is available to Luther students during their studies. Courses for MF Certification are DAN/IDS 105; DAN/IDS 205; and PAID 450 Practicing Embodiment. An externship with Professor Hawley is required as the culminating course and arranged separately in consultation with Professor Hawley.
For more information, please visit the Movement Fundamentals Institute at movementfundamentals.org and contact Professor Hawley at hawleyja@luther.eduor jane@movementfundamentals.org.

Dance Management: Students may combine a major in Management and a minor in Dance in order to create a course of study suitable for those interested in Dance Management.

Learning Goals

The Dance program at Luther is grounded in the Movement Fundamentals (MF) paradigm, which provides a foundation for practicing embodiment, refining movement, and crafting expression.

The MF Tenets of Practice are standards for agency, artistic refinement, and inclusivity while accessing the body as a primary source for radically different ways of perceiving, learning, connecting and creating.

MF Tenets of Practice operate as the dance program learning goals:

- Learn through sensory awareness, proprioception, and imagery.
- Know the body as an intelligent source for direction and information.
- Develop skills in awareness, responsiveness, expressiveness, observation, and documentation.
- Employ bodily systems to create dynamic balance and form.
- Explore vocabulary of anatomy, spatial intent, movement qualities, and design elements.
- Allow personal questions and emotions to guide research.
- Investigate the unfolding of embodiment, generosity, and personal virtuosity.
- Apply MF principles, tenets, and phases as guides for living and creating.
- Practice, create, and perform anywhere.
- Embolden every body shape, age, and ability with agency and refinement.

BA.DS - Data Science

Program Description

Roman Yasinovskyy (department head)

Data science is the study of how we extract meaning from data, and in a data driven world, this is an exciting time to seek a degree in this field. Data science is unique in that it combines techniques and theories from many fields including mathematics, computer science, probability and statistics, machine learning, pattern recognition, communication studies, art, and ethics.

The data science major at Luther is designed to provide students with an interest in data science with the technical skills required to enter this field, along with the interdisciplinary breadth required to apply these skills to a particular field.

Required for a major: DS 120, 220, 321, 420, 421; CS 130, 140, and 150; MATH 115 (or equivalent statistics course, such as MATH 215, BIO 256, MGT 150, PSYC 350, or SOC 350) and MATH 327; and 2 Subject Matter courses. Senior project, usually a year-long combination of DS 490 and DS 491, is required (students graduating early or those spending a semester of their senior year away from campus must petition the department to complete their senior project in one semester as DS 492).

Subject Matter Courses: Subject Matter courses give students the required background in one of the subject matter fields. Students may design their own set of subject matter preparatory courses in consultation with the department head and subject area faculty. The chosen courses must be approved by the department head, who may consult with members of other departments as appropriate. Two courses from different departments may be accepted as long as they form a cohesive package. At least one of the 2 courses must be numbered 200 or above.

Required for a minor: DS 120, 220, and 420; CS 130, 140, 150; and MATH 115 (or equivalent statistics course, such as MATH 215, BIO 256, MGT 150, PSYC 350, or SOC 350).

Advanced Placement Credit: A student who receives a score of 4 or 5 on the APCS-A exam will receive credit for CS 150. A student who receives a score of 4 or 5 on the AP Statistics exam may receive credit for Math 115.

Learning Goals

Luther College graduates with a major in Data Science are going to have the necessary knowledge, skills, and be competent in various areas of the discipline. Graduates of the program will be able to:

1.Analyze problems and use their knowledge of the principles of computing and other relevant disciplines to identify solutions.

2.Design, implement, validate, and verify a chosen solution.

3.Communicate effectively in a variety of professional contexts with various stakeholders.

4.Recognize professional responsibilities and make informed decisions based on feasibility, legality, and ethical considerations.

5.Function effectively as a team member.

6.Apply data science fundamentals and approaches to produce computing-based solutions.

BA.ECON - Economics

Program Description

Brittany Cord (department head)

Students will develop a broad knowledge of economic theory and methods. Courses will emphasize critical reasoning, problem-solving, and analytical skills. Students will be expected to complete coursework in foundational topics of economics and complete an array of electives to further expand their skills. The major will culminate in an individual research project in which students will demonstrate their ability to apply economic theory and carry out economic analysis.

Required for a major: ECON 130, 242, 247, 248, 342, 490; MATH 150 (or above); and four additional economics courses numbered 200 or above, at least one of which must be numbered 300 or above. ECON 490 is required of all economics majors, even those completing a second major.

Required for a minor: ECON 130; ECON 247 or 248; and three additional economics courses numbered above 200, at least one of which must be numbered 300 or above.

Credits earned through directed readings, independent study, and internships may not be counted toward the major or minor.

Learning Goals

Economics majors will:

- Understand core principles and theories of economics.
- Apply economic theory in order to explain current events, policy and problems in the world.
- Analyze economic data
- Evaluate economic arguments or opinions using theory and empirical evidence.
- Create new economic knowledge.

BA.EDST - Education Studies

Program Description

Many Luther College Education program graduates pursue state licensure to become certified teachers in the United States. However, numerous domestic and international organizations seek individuals with expertise in education who may not require a formal teaching license. A minor could cater to individuals whose vocational calling lies in working with children and youth in various settings that are not traditional academic classroom settings, such as non-profit organizations, educational consulting firms, museums, camps, youth theaters, daycare centers, youth sports, nature centers, etc. This minor offers a flexible pathway for those who desire to contribute to the field of education without pursuing a traditional teaching credential.

This minor is designed to equip students with the necessary skills and knowledge for a diverse range of career paths that extend beyond the conventional K-12 teaching roles. By emphasizing an understanding of educational theories and methodologies, the program aims to prepare graduates for successful entry into various fields that value educational expertise.

Required for the minor: EDUC 115; EDUC 220 or PSYC 130; EDUC 221 or IDS 101; One course chosen from: EDUC 222, EDUC 228, EDUC 240, EDUC 242, EDUC 247, EDUC 252, HES 260; and PAID 450 (U.S. Schools).

Note: Elementary Education majors may not minor in Education Studies.

Learning Goals

1. The learner uses an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
2. The learner understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
3. The learner engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

BA.ELED - Elementary Education

Program Description

Elliott Johnson (department head)

Teacher Education Programs: K-6 Elementary, 5-12 Secondary, K-12 Music

All completers of the Luther Teacher Education Program are eligible for a license to teach in Iowa. See the Luther College Education website for information regarding licensure in other states. For complete information regarding the education programs and licensure requirements at Luther, consult the Education Department website. Changes in Iowa state requirements appear periodically, so printed material may be out of date; the Education Department endeavors to keep the departmental website updated. Be sure to consult the Teacher Education Program Handbook. All students pursuing licensure in education must be aware that their course selections will have an impact on the length of their programs and their certification. For this reason, it is important that these students maintain regular contact with their education advisors and with the Education Department staff. It is imperative that Elementary, Secondary and Music Education students with advisors in other departments also seek regular consultation with the Education Department staff and faculty.

Important information for all students interested in the teacher education program:

- Students must be approved for the Teacher Education Program before they are permitted to register for 300-400 level education courses. Transfer students should see the Education Department Chair.
- Completed Teacher Education Program applications are due October 1 or March 1 for admission consideration.
- The Education Department and all program area departments review teacher education candidates.

To be licensed to teach, a student must successfully complete the education program at Luther College. There are three levels of approval within the Teacher Education Program: admission to teacher education, approval for the professional semester, and approval for licensure.

A. Admission to the Teacher Education Program (required before taking any courses at or above the 300-level)

1. 2.75 minimum overall GPA.
2. Pass the following courses with a minimum of a "C":
    - EDUC 115
    - EDUC 220
    - EDUC 221
    - EDUC 222 or 252
3. Three recommendations from faculty (at least one from students' major field of study) and staff.
4. Approval of the candidate by all program-area departments and the Education Department.
5. Approval of portfolio submissions is needed to progress in one's coursework or program. Satisfactory completion of the introductory portfolio is required by the deadline set in the department.

B. Approval for the professional semester (student teaching)

All education majors and minors are required to have various practica that include students from diverse backgrounds. Factors to consider are school size, the percentage of multi-language learners (ELL), culture, race, free and reduced lunch, and school models. All Elementary Education majors, Music Education majors, and Education minors are required to teach for the minimum of a full semester. All those licensed K-12 are required to student teach both at the elementary and secondary grade levels. It is recommended that Elementary majors student teach at a K-2 and 3-6 grade levels. All secondary minors are required to student teach at the [5-8] and [9-12] levels. Additional endorsement areas may require extended student teaching or specific grade levels/ranges. Students seeking licensure in more than one endorsement must meet the requirements for each endorsement.

Requirements for Approval

1. Approval by all program-area departments and the Education Department.
2. A 2.75 cumulative GPA and 2.75 minimum GPA in program area coursework.

    (Exceptions include mathematics/biology/chemistry/physics at 2.50). Math Education minors must earn a grade of a "C" or above in MATH 220, 240/200 and 365. The Education Department incorporates all transfer course grades when calculating the GPA.

    - Elementary Education majors - completion of MATH 123 and satisfactory completion of at least one of the two required lab science courses (life & physical science) plus EDUC 220, 221, 222, 228, 229, 247, 321, 322, 325, 326, 328, 329, and EDUC 376, and all endorsement classes before the student teaching semester. All education and content area courses need to be passed with a "C" or above.
    - Secondary Education minors - completion of methods coursework in their field of study plus 90 percent of their major requirements before the student teaching semester. All education pedagogy courses need to be passed with a "C" or above. Math Education minors seeking a teaching license must earn a grade of "C" or above in MATH 220, 240/200 and 365.
3. Attend a professional semester application meeting that is appropriate for your professional semester:
    - A student teacher application meeting is held each fall the year before you plan to student teach whether you begin in fall or spring.
    - Student teacher orientation meeting is held the semester before student teaching begins.

4. Approval of portfolio submissions is needed to progress to student teaching. Satisfactory completion of the developing portfolio is required by the deadline set in the department.

C. Approval for licensure after completion of the teacher education program, professional semester, and graduation from Luther College.

Luther College prepares students to be eligible for licensure in the state of Iowa. Luther students are also eligible to receive a preliminary license in most states. All students must complete the Luther College program and meet Iowa requirements, regardless of the state in which they plan to teach, the Iowa requirements, regardless of the state in which the student plans to eventually teach, in order to be approved for licensure. Check with the Education Department for your particular program. Each state regulates certification rules for teacher licensing. It is the student's responsibility to monitor licensure requirements outside the requirements for licensure outside of Iowa and discuss them with his or her advisor as necessary. These rules change often; therefore, for licensure outside Iowa, the best source for information is the state department of education website for your preferred state. See the link on our licensure page. Luther College program completion requirements are:

1. Completion of Bachelor of Arts degree, which includes the acquisition of a core of liberal arts knowledge, including English composition, mathematics, natural sciences, social sciences, and humanities.
2. Achievement of a 2.75 minimum final overall GPA and 2.75 minimum final GPA in all program areas - including Education Department coursework (exceptions include mathematics/biology/chemistry/physics at 2.50). Please note: Elementary education majors and secondary education minors must earn a grade of "C" or above in all all Education pedagogy courses plus PAID 450 U.S. Schools.
3. Completion of all program requirements in elementary, secondary, or K-12 programs, including successful completion of all required practica.
4. Required by all states: criminal background check, fingerprinting.
5. Successful completion of the advanced portfolio.
6. Approval of your student teaching practicum by your student teaching supervisor, cooperating teacher and the Education Department. When concerns arise, the department chair works with the student's advisor and methods professors to make the final decision. Seminar attendance each week is required during the professional semester.
7. Check with the state education department in which you wish to teach, as it regulates teacher licensure. The student is responsible for monitoring the requirements for licensure outside of Iowa and needs to discuss requirements with their advisor. These rules change often; therefore, for licensure outside of Iowa, the best source for information is the state department of education website for your preferred state. See the link on our licensure page.

Elementary Education (K-6) Required for a major: EDUC 115 (Clinical Experience I: Classroom Experience in Local Schools), EDUC 220, 221, 222, 228, 229, 247, 302, 321, 322, 325, 326, 328, 329, 376, 486, 487, PAID 450 (Making Decisions for U.S. Schools); HIST 111 or 112 and HIST 126; MATH 123; two lab science courses (one life science and one physical science). Elementary majors must receive a "C" or better in each required content knowledge course.

The elementary major requires an academic endorsement or a special endorsement. If more than one endorsement is selected, please speak with your advisor regarding the length of student teaching required. A ninth semester and/or an extended student teaching may be necessary for completion of the program.

At least 68 semester hours must be completed outside of the education (EDUC) discipline.

EDUC 325-EDUC 329 should be taken within one year of student teaching.

Secondary Education Minor (in conjunction with an academic major, grades 5-12) Requirements for certification in English, mathematics, science, and social sciences: EDUC 115 (Clinical Experience I: Classroom Experience in Local Schools), EDUC 220, 221, 252, 352, EDUC 366, 367, 377, 486, 487, PAID 450 (Making Decisions for U.S. Schools). Students are strongly encouraged, but not yet required, to take the EDUC 382 practicum while student teaching since a practicum in content area reading is required in several states. Students seeking certification in mathematics must earn a C or better in MATH 220, 240/200, and 365.

Second Teaching Area: In the state of Iowa, students majoring in one subject may take fewer semester hours in another subject and be granted an endorsement to teach that subject. This is not transferable to other states. It only applies to students wishing to teach in the state of Iowa. Please check the Education Department website for specific requirements for second teaching areas.

Students who wish to teach K-12 Music should refer to the Music Education major.

Learning Goals

The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), developed model core teaching standards that outline what teachers should know and be able to do to ensure that every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. Our state (Iowa) accreditation depends on evidence that our Education students develop, over time, is dependent upon evidence that our Education students develop over time the knowledge, skills, and dispositions described by the InTASC standards.

2011 InTASC Standards

The LEARNER and LEARNING

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

CONTENT

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

INSTRUCTIONAL PRACTICE

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

PROFESSIONAL RESPONSIBILITY

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

BA.ENG - English

Program Description

Amy Weldon (department head)

The English major instills a passion for reading widely, for sharing ideas, and for writing modulated to every occasion. In reading and responding to a range of genres -- poetry, drama, film, novels, creative nonfiction, graphic narratives, and more -- students will gain valuable skills such as critical and creative thinking, problem-solving, and clear communication. The skills developed as an English major are fundamental for careers in almost any field.

Enrollments in English courses are kept small to allow professors and students to get to know each other in conversation and to allow professors to pay close attention to the development of students' writing.

Prerequisites:

First-year students may enroll in courses numbered ENG 130, ENG 139, ENG 140, ENG 221, and ENG 223 without any prerequisites. Students must have completed PAID 111 (or the transfer equivalent) to enroll in ENG 230, ENG 233, ENG 239, ENG 240, ENG 244, ENG 245, ENG 243, ENG 251. Students must have completed PAID 111 and 112 (or transfer equivalents) to enroll in ENG 211, ENG 212, ENG 331 and any course at the 300 level and above.

Students in the major must complete ENG 230 before enrolling in ENG 330 and are strongly encouraged to complete ENG 330 before enrolling in any courses listed 350 or above.

Required for a major:

Majors will take 36 credits: 2 Foundations courses; 1 Pre-1800 Literature course; 1 Voices & Visions course; 1 Writing course; 1 World Literature course; 2 electives; 1 English Seminar.

- **Foundations:** ENG 230, ENG 330
- **Pre-1800 Literature**: ENG 360, ENG 361
- **Voices and Visions**: ENG 231, ENG 233, ENG 234, ENG 240, ENG 244, ENG 245, ENG 251, ENG 331, ENG 341, ENG 350, ENG 351, ENG 263; and other ENG travel courses.
- **World Literature:** ENG 140, ENG 240, ENG 243
- **Writing:** ENG 211, ENG 212, ENG 221, ENG 223
- **Electives:** Any ENG courses, including ENG 130
- **English Seminar**: ENG 485

Students may, with the recommendation of their advisors, petition the English Department Head to have one literature-based course taken outside the department count as an elective course. No courses can count for two areas within the major. For instance, ENG 240: Africana Women's Writing can fulfill either the Voices and Visions requirement or the World Literature requirement, but it cannot fulfill both.

Writing internships (ENG 380) are available and encouraged for those interested. While an internship cannot fulfill the required Writing course in the major, a four-credit writing internship could count as an elective.

Senior projects (ENG 490) are available and encouraged for those interested. While a senior project cannot fulfill the required Writing course in the major, a four-credit senior project could count as an elective.

There are no correlative requirements for the English major.

Required for an English minor: ENG 230, one World Literature course, one Writing Course, and two 4-credit ENG electives.

Required for a writing minor: Three courses from ENG 211, ENG 212, ENG 221, ENG 223, ENG 312; and two 4-credit English electives, as least one of which must be a literature course. A student with an English major may not also earn a writing minor.

Required for English with a Secondary Education Minor: Students who are planning to pursue an English major with a Secondary Education minor will need to fulfill the requirements for the English major, being sure to include the following courses: ENG 221 or 223, ENG 234, ENG 341 or ANTH 103, ENG 360, and ENG 485, along with an American literature course (ENG 251 or ENG 350), in order to fulfill teacher certification requirements. They should also take COMS 132. See the Education Department for secondary education minor requirements.

Required for a journalism minor: See requirements listed under Journalism in the programs section of the catalog.

Preparation for graduate school: Students considering graduate school in English may wish to take an additional seminar and/or courses in both early and modern American and English literature. They should also consider a 4-credit senior project with an emphasis on literary criticism or theory.

Learning Goals

The English department is committed to helping each of our students

1. to become a more sophisticated reader
2. to become a better, more flexible writer
3. to become a more active listener and more effective speaker

4. to become a more creative and critical thinker
5. to develop moral imagination, empathy, and a sense of justice
6. to develop a sense of vocation, self-awareness and agency that can translate skills and practices to a professional environment
7. to explore a diversity of perspectives on experience

BA.ENGR - Engineering Science

Program Description

Todd Pedlar (department head)

The student majoring in Engineering Science will gain a solid background in our current understanding of the physical universe and in the principles of engineering design. Students will learn and experience first hand how that understanding evolves through the interplay between theory and experiment. Research facilities include computer labs for theoretical research and analysis of experimental data, modern experimental labs, and an astronomical observatory. Students are strongly encouraged to participate in at least one internship experience.

Required for an Engineering Science major: The major consists of PHYS/ENGR 150, PHYS 201, 202, ENGR 251 and 351, and PHYS/ENGR 311 and 312, and PHYS/ENGR/MATH 250. One additional course chosen from ENGR 353, PHYS 359, PHYS 361, and PHYS 364 is required. PHYS 151 and PHYS 152 may be used to satisfy the requirement of PHYS 201 and 202. In addition a year of college chemistry is required, in the form either of CHEM 151/152, or CHEM 201, or transfer equivalent, is required. Finally, coursework equivalent to MATH 351 is required. The capstone experience for Engineering Science is a required Senior Project, which consists of a 1 credit ENGR 490 and 2 credit ENGR 491. Eligible students may apply to replace ENGR 490/491 with a year-long Senior Honors Project, ENGR 493.

Students are also encouraged to take other PHYS and ENGR courses based on their future area of engineering specialization, such as PHYS 359 (Thermodynamics and Statistical Mechanics), PHYS 364 (Electricity and Magnetism), ENGR 353 (Fluid Mechanics), PHYS 369 (Numerical Physics), and/or PHYS 411 (Quantum Mechanics). Further supporting courses in mathematics, computer science, and other sciences are desirable. Each student's course of study is designed to meet the needs and special interests of the student and their preparation for the engineering discipline of their choice.

Advanced Placement Credit: Students with exceptional preparation in physics (a thorough calculus-based introductory physics course including weekly laboratory work) may begin in PHYS 202 or PHYS 203 after consultation with a member of the physics faculty. Students earning a grade of B- or above in this higher numbered course will receive credit for PHYS 201 and (when appropriate) PHYS 202.

Because of the substantial overlap of the requirements for the Physics Major and for the major in Engineering Science, a student cannot both major in Engineering Science while also earning a major or minor in Physics.

Learning Goals

All who encounter our department, both students and community members alike, will find an environment that encourages curiosity about and appreciation of the physical universe. We seek to provide a safe and friendly environment that encourages a commitment to deep and honest work together as we study natural phenomena. In light of our stated mission:

For all students taking courses in our department, our goals are that they:

● Gain an appreciation for the historical and philosophical context of theoretical and experimental science, and an appreciation for how scientific ideas develop over time.

● Develop critical thinking skills and the ability to perform both conceptual and quantitative analysis of physical phenomena.

● Understand the impact that physical science investigations have had on the global development of human society.

For students majoring in scientific fields other than physics, our additional goals are that they:

● Develop familiarity with essential physics concepts and the relationship between physics and other scientific fields.

● Gain an understanding of physics sufficient for admission to professional schools and graduate programs outside physics.

● Better understand the power and limits of physics as a mode of human understanding by engaging in laboratory experiences that encourage exploration

Additional goals for students majoring in physics are that they:

● Obtain a depth and breadth of understanding of both classical and modern physics that is sufficient for success in graduate programs in physics or engineering.

● Grow in technical skills and analytical ability so that upon graduation they are prepared to succeed in a variety of interesting and challenging work environments or academic settings.

● Develop the ability to design and perform experiments to investigate physical problems, and to draw justifiable conclusions given the uncertainties inherent in all experiments.

● Better understand the practice of science and engineering by engaging in one or more experiences of extended applied learning, such as high-quality research experiences, team-oriented project-based learning, and/or an off-campus internship.

● Develop the ability to communicate scientific ideas effectively, in a way that is consistent with their understanding and that of their audience.

Additional goals for students pursuing the engineering science major are that they:

● Obtain a strong foundation in basic physics principles such as Newtonian mechanics, energy methods, thermodynamics, and electricity and magnetism.

● Learn the key principles of engineering including computer aided design (CAD), prototyping, and testing and improving their designs.

● Develop the depth and breadth of their understanding in the above areas so that they are sufficiently well prepared to succeed in graduate degree programs in their chosen field of engineering.

● Apply their learning to hands-on design projects in classes and in one or more experiences of extended applied learning, such as high-quality research experiences, team-oriented project-based learning, and/or an off-campus internship.

● Develop the ability to communicate ideas to engineering project work effectively, in a way that is consistent with their understanding and that of their audience.

BA.ENVS1 - Environmental Studies

Program Description

Rachel Brummel (program director)

The interdisciplinary major in environmental studies is designed to provide students with fundamental resources for understanding the complex and dynamic relations between humans and the natural world. The major integrates perspectives from the social sciences, the natural sciences, and humanities to develop the conceptual and analytical skills required for a critical approach to environmental issues. Students completing a major in environmental studies also gain depth of knowledge in one specific area of study through an area of concentration within a major plan and complete a senior project as a capstone experience.

Required for an Environmental Studies major: Twelve courses including six core courses and a six course concentration area, plus a senior project.

Core Courses: ENVS 134; ENVS 250; ENVS 258; ENVS 485; PHIL 140; BIO 151.

Senior Project: 2 semesters of ENVS 490.

Major Plan Concentrations:

*denotes courses with prerequisite(s) outside of the major or minor

Plan I: Sustainability and Social Change: ENVS 260; one of the following: ENVS 175, POLS 240, BIO 256; two of the following, at least one from ENVS: ENVS 150, ENVS 224, ENVS 240, ENVS 320, ANTH 306, BIO 250, ECON 262, SOC 468, PAID 450 Food & Environment; two of the following, from two different disciplines, with at least one course numbered 300 or above and applying no more than one course that counts toward another major or minor: ENVS 280, ENVS 340, ENVS 360, ANTH 203, ECON 255, ENG 212, FCUL 210, HIST 291, HIST 293, SOC 356, SOC 472*, POLS 247, POLS 355.

Plan II: Environmental Science: one of the following: CHEM 141, CHEM 151 and CHEM 152, or CHEM 201; one of the following: BIO 152, MATH 140 or above, or ENVS 175; ENVS 220; one of the following: BIO 256 or CHEM 202; one of the following: ENVS 224, BIO 243, BIO 250, BIO 251, BIO 252, BIO 258, or 4 credits from CHEM 344, CHEM 345, and CHEM 346; one of following (may not include a course counting toward another major or minor): ENVS 320, BIO 354*, or BIO 365.

Plan III: Individualized: Students develop a proposed course of study for their concentration in consultation with an environmental studies faculty member. This proposal must explain the six courses to be taken for the concentration, how they link together, and the rationale behind the proposal as relates to the student's educational goals. The proposed course plan must include two 300 level courses and no more than one 100 level course. Such proposals are typically completed during the spring semester of the sophomore year and must be submitted to the Environmental Studies Steering Committee no later than Dec. 1 of the junior year.

Required for an Environmental Studies minor: ENVS 134 or BIO 151; ENVS 250; ENVS 258; ENVS 485; and PHIL 140.

Required for an Environmental Science minor: ENVS 134; BIO 151; one of the following: CHEM 141, CHEM 151 and CHEM 152, or CHEM 201; ENVS 220; one of the following: ENVS 175, ENVS 224, BIO 243, BIO 250, BIO 251, BIO 252, BIO 258, or 4 credits from CHEM 344, CHEM 345, CHEM 346; one of the following (may not include a course counting toward another major or minor): ENVS 320, BIO 354, BIO 365.

Required for a Sustainability minor: ENVS 134 or BIO 151; ENVS 260; two of the following, at least one from ENVS (may not include more than one course counting toward another major or minor): ENVS 150, ENVS 224, ENVS 240, ENVS 320, ANTH 306, BIO 250, ECON 262, SOC 468, PAID 450 Food & Environment; one of the following (may not include a course counting toward another major or minor): ENVS 258, ENVS 280, ENVS 340, ENVS 360, ANTH 203, ECON 255, ENG 212, FCUL 210, HIST 291, HIST 293, SOC 356, SOC 472*, POLS 247, or POLS 355.

Learning Goals

At the time of graduation, majors in Environmental Studies will be able to:

1. Recognize the range, implications, and causes of environmental issues confronting contemporary societies and critically evaluate possible solutions.

2. Demonstrate the capacity to communicate effectively through multiple means including writing, speaking, and digital storytelling.

3. Comprehend systems dynamics, the ways human systems interact with and are shaped by natural systems, and leverage points for systems change.

4. Integrate and evaluate information, methodologies, and data from different sources and disciplines to propose creative solutions to real world problems

BA.ES - Exercise Science

Program Description

Brian Solberg (department head)

Exercise Science Major/Minor

The Exercise Science major is designed to prepare students for careers ranging from the clinical healthcare setting to human performance. Our graduates are knowledgeable in the scientific principles surrounding exercise science. The coursework incorporates rigorous didactic study along with laboratory learning and hands-on techniques that aim to prepare students to meet the needs of their chosen profession.

A core of courses including human anatomy, physiology, kinesiology and biomechanics, motor learning and exercise physiology provide the foundation for students preparing to work with individuals recovering from injury or improving performance capacity. Students completing a major in Exercise Science also gain depth of knowledge in one specific area of study. Two tracks, offered in Allied Health Sciences and in Strength & Conditioning, provide students the flexibility to prepare for graduate school or enter directly into a professional career. The Allied Health Sciences track is designed to prepare students to enter graduate studies in allied health programs including physical therapy, occupational therapy, athletic training and other fields. Students are able to work with their advisors to select from a range of courses in the Health & Exercise Science (HES), Anthropology (ANTH), Biology (BIO), Chemistry (CHEM), Physics (PHYS), Psychology (PSYC), Mathematics (MATH), and Science (SCI) departments to help them meet their prerequisites for entry into the professional graduate program of interest. The Strength & Conditioning track is designed to prepare students to serve as professionals in the field of human performance including athletic performance, personal training, fitness training, corporate wellness, research and clinical exercise physiology.

Required for an Exercise Science major:

Core: HES 261 or BIO 115, BIO 116 or BIO 255, HES 264, 343, 366, plus one of the following tracks.

Allied Health Science track: Complete the Exercise Science Core plus 28 credits from the following: ANTH 102 or ANTH 208; BIO 151, 152, 301; CHEM 141, 151, 152, 201, 202; HES 126, 323, 324; MATH 115 or BIO 256; PHYS 151, 152; PSYC 130, 240, 465; SCI 110

Strength & Conditioning track: Complete the Exercise Science Core plus HES 126, 323, 324, 340, 372, 380 (4 credit min - 8 credit max), and 425.

Writing requirement is completed with HES 343.

Required for an Exercise Science minor: A minimum of 20 credits, requires HES 261 or BIO 115, HES 264, plus 3 of the following electives: HES 126, 323, 324, 340, 372, 425. No more than two courses counting for another major or minor may be applied to the Exercise Science minor.

Learning Goals

GOAL 1: Content Knowledge

Explain and apply knowledge of anatomy, physiology, biomechanics, nutrition, and bioenergetics of the human body.

Learning Objectives

Students will be able to:

1. Explain knowledge of the structure of the human body and locate anatomic landmarks.
2. Describe movements for major joints of the body and analyze the movement patterns and muscles involved in performing various activities.
3. Discuss various locomotors and describe the biomechanical principles that explain the kinematics and kinetics of motion with regards to human performance.
4. Explain the metabolic processes responsible for generation of ATP and the relationship among the anaerobic and aerobic systems.
5. Explain knowledge of nutrition, the ability to perform nutritional assessment (ie caloric expenditure, diet analysis), and interpret the results with specific attention to weight management, physical activity and overall health

GOAL 2: Metabolic Adaptations and Assessment

Explain and apply knowledge of the physiological basis for exercise and physical activity in direct application to physical fitness and conditioning.

Learning Objectives

Students will be able to:

1. Articulate the aerobic metabolic responses and adaptations to training and physical activity.
2. Articulate the anaerobic metabolic responses and adaptations to training and physical activity.
3. Demonstrate the ability to assess aerobic function and to interpret the results.
4. Demonstrate the ability to assess anaerobic function and to interpret the results.

GOAL 3: Health and Fitness Testing

Demonstrate the ability to assess health status and conduct fitness testing.

Learning Objectives

Students will be able to:

1. Demonstrate the different methods for assessing health status of clients and evaluate the results for exercise programming.
2. Apply the appropriate guidelines for test administration and the principles of fitness assessment through their ability to conduct exercise testing
3. Interpret information from fitness assessment and evaluate the results to develop an appropriate exercise recommendation.

GOAL 4: Exercise Techniques and Program Design

The student will demonstrate an understanding of appropriate exercise techniques and its application to program design

Learning Objectives

Students will be able to:

1. Teach and evaluate aerobic exercise techniques
2. Teach and evaluate anaerobic exercise techniques
3. Design and periodize training programs based upon appropriate scientific foundations of exercise prescription

GOAL 5: Organization and Administration

The student will demonstrate an understanding of how to organize and administer health, wellness, physical activity and fitness programs.

Learning Objectives

Students will be able to:

1. Demonstrate professional, legal and ethical responsibility
2. Apply policies and procedures related to facility and program safety
3. Demonstrate an understanding of financial, economic, regulatory, and human resource considerations related to program implementation

BA.FCUL - Foreign Culture

Program Description

Foreign Culture courses are taught in English by faculty in the Department of Modern Languages and Cultures. Courses include film, literature, culture studies, history, and current global events. For more information about individual courses, please refer to the catalog listings under each individual program.

BA.FREN - French

Program Description

Nancy Gates Madsen (department head), **Anne-Marine Feat** (section head)

Required for a major: Thirty-two hours, starting at FREN 200-level or above, including one "speaking" course at 200-level (or above), one "writing" course at 200-level (or above), one "cultural production" course at 200-level (or above), one "intercultural understanding" course at 200-level (or above); FREN 460 or 464; credit-bearing language immersion experience; an oral proficiency examination in French. Writing requirement completed with "writing" course. At least 12 credits should be taken at or above the 300-level.

Required for a minor: No fewer than 18 hours, including one "cultural production" course at 200-level (or above); credit-bearing language immersion experience; an oral proficiency examination in French. At least eight credits should be taken at or above the 300-level.

Language immersion experience: For majors, a minimum of one semester of academic study in a country where French is an official language. For minors, at least one January Term of academic study in such a country, although a semester is strongly recommended. Those preparing to teach must spend at least one semester of academic study in such a country. Program selection and other options must be approved by the department for all majors and minors prior to departure.

Language Learning Center

The department of Modern Languages and Cultures has aLanguage Learning Center in Main Building. Language students have access to language learning materials, tutoring, computers and printers, and video study rooms. The Language Learning Center also houses the department's Foreign Language Media Library with over 800 foreign language films and a selection of leisure reading books and audio books for language learners. Students can check out these materials as well as audio and video equipment for their class assignments. The Language Learning Center also provides language students with valuable work-study experiences related to their interest in languages.

Learning Goals

Students completing the major in French will be able to:

- Demonstrate language proficiency at the Advanced Low proficiency level, as defined by ACTFL
- Employ intercultural knowledge and skills to connect and communicate more fully with people from Francophone cultures
- Demonstrate understanding of the practices and perspectives of Francophone cultures and reflect upon their own
- Analyze the cultural production of and diversity within the French-speaking world

Students completing the minor in French will be able to:

- Demonstrate language proficiency at the Intermediate High proficiency level, as defined by ACTFL,
- Employ intercultural knowledge and skills to connect and communicate more fully with people from Francophone cultures,
- Demonstrate understanding of the practices and perspectives of Francophone cultures and reflect upon their own
- Analyze the cultural production of and diversity within the French-speaking world

BA.GER - German

Program Description

Nancy Gates Madsen (department head), **Elizabeth Steding** (section head), **Sören Steding** (Münster program director)

Required for a major: 32 hours, including 8 hours in German above 300; up to eight hours may have English as the language of instruction (with prior approval by the German program); credit-bearing language immersion experience; an oral proficiency examination in German.

Recommended supporting courses for students majoring in German: Courses in German history; politics and anthropology; courses in another modern or classical language.

Required for a minor: No fewer than 18 hours, including four hours above 300; credit-bearing language immersion experience; an oral proficiency examination in German.

Language immersion experience: For majors, a minimum of one semester of academic study in a country where German is an official language. For minors, at least one January Term (or a similar program) of academic study in such a country, although a semester is strongly recommended. Program selection must be approved by the department for all majors and minors prior to departure. Luther College offers a semester program in Münster, Germany, every other year (2028, 2030). However, other programs may also fulfill this requirement. All majors and minors are strongly urged to help maintain and advance their language skills by completing courses in German during their final semesters at Luther.

Language Learning Center

The department of Modern Languages and Cultures has a Language Learning Centerin Main Building. Language students have access to language learning materials, tutoring, computers and printers, and video study rooms. The Language Learning Center also houses the department's Foreign Language Media Library with over 800 foreign language films and a selection of leisure reading books and audio books for language learners. Students can check out these materials as well as audio and video equipment for their class assignments. The Language Learning Center also provides language students with valuable work-study experiences related to their interest in languages.

Learning Goals

Students completing the major in German will be able to:

- Demonstrate language proficiency at the Intermediate High proficiency level
- Employ intercultural knowledge and skills to connect and communicate more fully with people from German-speaking cultures
- Demonstrate understanding of the practices and perspectives of German-speaking cultures and reflect upon their own
- Analyze the cultural production of and diversity within the German-speaking world

Students completing the minor in German will be able to:

- Demonstrate language proficiency at an Intermediate proficiency level
- Employ intercultural knowledge and skills to connect and communicate more fully with people from German-speaking cultures
- Demonstrate understanding of the practices and perspectives of German-speaking cultures and reflect upon their own
- Analyze the cultural production of and diversity within the German-speaking world

BA.GH - Global Health

Program Description

Angela Kueny (program director)

Global health is an interdisciplinary field that draws on public health, clinical medicine, anthropology, political economy, sociology, history and more. Thus, the global health curriculum is interdisciplinary in nature and provides students with both a common core curriculum and the opportunity to pursue depth in a related area of interest. Global health focuses on understanding how political, socioeconomic, and environmental factors affect health domestically and internationally. While life expectancy and health outcomes in many populations have dramatically improved as a result of advances in public health measures and technological innovations, these gains have not been distributed evenly around the world. Global health focuses on improving health and achieving equity in health for all people worldwide.

Required for a major: The Global Health major requires a minimum of 32 credits in core courses, including GH 101, GH 301, GH 401, ANTH 208, BIO 151, HIST 292 or HIST 239 (ST: Plague & Pandemic Disease), BIO 259, POLS 330, and BIO 256 or SOC 350 or PSYC 350. In addition, students are required to take at least 16 credits from one of the following tracks. At least 8 of those track credits must be at or above the 200 level.

Track 1: The Science of Disease and Wellness

ANTH 102: Biological Anthropology
BIO 152: Principles of Biology: Cellular and Molecular Biology
BIO 190: Clinical Microbiology or BIO 243: Microbiology
BIO 201: Genetics
BIO 255: Human Physiology
ENVS 175: Intro to Geographic Information Systems
ENVS 250: Sustainability, Systems and Solutions
HES 126: Human Performance Nutrition
PSYC 241: Psychology of Health and Illness
SCI 240: Pathophysiology
(7 of the 12 courses in this track have prerequisites, although BIO 152 serves as the final prerequisite for BIO 201, BIO 243 and BIO 255)

Track 2: Global Health Policy and Systems

ANTH 303: Consumerism and Sustainability: An Anthropological Perspective
DS 120: Introduction to Data Science
ECON 262: Development Economics
ECON 362: International Trade
ENG 130: Literary Ventures: Superpowers and Disabilities or ENG 244: Literature and Disability
ENVS 175: Intro to Geographic Information Systems
INTL 230: Introduction to International Studies
POLS 135: Global Politics
POLS 247: Social Policy
SW 304: Social Welfare Policies, Programs, and Issues
(6 of the 11 courses in this track have prerequisites)

Track 3: Society, Culture, and Human Health

IDS 345: Constructs of Race and Racialization
ANTH 205: Religion and Culture
IDS 333: Rhetoric of Identity and Difference
HIST 239 (ST: Plague & Pandemic Disease) - provided it is not used to fulfill the core requirement REL 232: God, Self, and the Afterlife
SOC 261: Social Conflict
SOC/IDS 468: Gender, Globalization and Development
SPAN 341: Spanish for Medical Professionals or SPAN 350: Practical and Professional Uses of Spanish
SW 204: Human Behavior in the Social Environment I
IDS 331: Gender, Health and Medicine
(8 of the 10 courses in this track have prerequisites)

Track 4: Foundations of Public Health

This track is based on a 4+1 articulation agreement between Luther College and the University of Iowa, and enables students to be accepted to the Master of Public Health (MPH) program during their junior year at Luther College. Students from any major seeking this Track must contact the Global Health Board for advising and application assistance. Tuition fees for all graduate-level courses at The University of Iowa will be covered by Luther College, but students are responsible for all non-tuition fees, and for tuition related to the undergraduate level Fundamentals of Public Health course.

Students completing the Foundations of Public Health track must complete the following requirements:

A. University of Iowa Courses:

1) The undergraduate level Fundamentals of Public Health (3 cr) course. This will be waived for all students who have completed GH 101.

2) 3-4 graduate-level courses (9-12 credits) from the University of Iowa's School of Public Health program. Options available are:

a. Intro to Health Promotion and Disease Prevention (fall, online, 3 cr)

b. Global Environmental Health (fall, online,3 cr)

c. Intro to Biostatistics (fall or spring, online, 3 cr)

d. Epidemiology I (fall or spring, online, 3 cr)

e. Intro to Public Health (fall, spring, or summer online, 3 cr)

f. Intro to US Healthcare (fall, spring, or summer online, 3 cr)

B. Luther College: in addition to the required core courses, Global Health majors must complete a total of 16 credits in one of the tracks. For the Foundations in Public Health track, students must complete at least 1-2 additional courses from any of the existing Global Health tracks.

No more than 3 courses may count toward 2 majors if a student is double majoring. Since double dipping between majors cannot be tracked by the advising software, students must familiarize themselves with the double-dipping rule and consult regularly with the Global Health program director and their advisor in order to track their major attainment goals. Writing requirement fulfilled by taking GH 401 and completing the global health e-portfolio (tracked in courses with GH designation and via advising).

Global health majors are encouraged to identify electives that will advance the development of skills relevant to their particular career goals. Recommended areas include modern languages, writing, oral communication, geographic information systems, graphic design, and web programming.

Learning Goals

1. Educate students to:
    1. recognize the greatest challenges facing health systems around the globe,
    2. understand the ways in which these challenges can be measured,
    3. discern between possible health care intervention approaches to address these challenges, and
    4. be familiar with the variety of actors that are equipped to tackle these tasks.
2. Train students to understand the complex interactions between social, political, environmental, and cultural forces that shape the health status of populations worldwide.
3. Encourage students to understand the implications of inequalities domestically and globally and to begin taking steps to make a difference, with an ultimate goal of reducing the prevalence of diseases that threaten lives and diminish people's wellbeing.
4. Prepare students for work with different types of organizations or to enroll in a graduate degree program related to global health.

BA.GRK - Greek

Program Description

Dan Davis (section head)

Students master the art of translating Koine Greek—the rich and vibrant language of the New Testament and the world of the ancient eastern Mediterranean. Along the way, they explore the rich tapestry of ancient Greek, Roman, and Near Eastern culture, history, literature, and art, bringing the New Testament authors and their cultural and historical contexts vividly to life.

BA.GS - General Studies

Program Description

The Luther College curriculum allows for the offering of courses under the heading of general studies. This heading is reserved for those courses whose primary content lies outside a departmental subject area, and there are normally no academic prerequisites for those courses. The courses bear full academic credit and advance students toward the total number of credits for graduation; however, the courses do not fulfill requirements for majors or minors.

BA.HIST1 - History

Program Description

Robert Christman (department head)

The objectives of the history program at Luther College derive from our understanding of the discipline of history as defined by the American Historical Association, the largest professional organization for historians in the United States:

"History is an encompassing discipline. Its essence is in the connectedness of historical events and human experiences. By examining the causes, contexts, and chronologies of events, one gains an understanding of the nature of continuity and change in human experiences. Contemporary issues, ideas, and relationships take on new meaning when they are explored from historical perspectives."

Thus as historians, we can investigate any element of the past we choose, but we are guided in our study by a set of questions that are applicable across time and place: why and how does change occur over time? How do the local, national, and global contexts affect particular groups of people and influence events? What causes specific events to occur (and when does something that happens prior to such an event have no causal link to it)? The ability to research and answer such questions imparts vital skills for career paths both in teaching (Plan II) and in the broad spectrum of occupations our graduates have undertaken.

Required for a major:

Plan I (non-teaching). The major normally consists of nine courses (36 hours) of history, including at least one course in **three** of the following areas of history: African, Asian, European, U.S., and transregional/comparative (at least one of these courses must be in African or Asian History). Each student must complete one course in historical methods (HIST 298), two courses at the 300 level, and a research seminar (HIST 485). Writing requirement completed with HIST 485. Students select remaining history courses based on their interests with the approval of and consultation with history faculty.

Plan II (teaching in U.S. and/or world history). Same as Plan I requirements. Students planning to teach in secondary education must also complete at least one certification area (U.S. history, world history, or both) for teaching history in the state of Iowa; a minimum of four courses in U.S. history (for certification in U.S. history) **and/or** four courses in African, Asian, European, or transregional/comparative history (for certification in world history). Writing requirement completed with HIST 485. See education department for secondary education minor requirements.

Required for the history minor: The minor normally consists of five courses. Students must have at least one course in three of the following areas of history: African, Asian, European, U.S., and transregional/comparative (at least one of these courses must be African or Asian history). One of the five courses must be at the 300 level or above. Students select other history courses based on their interests with the approval of and consultation with the history faculty.

Classical Studies minor: The History Department also houses the Classical Studies minor. For students who may be interested in ancient history, archaeology, and the study of Greek and Roman civilization, including the study of ancient Greek and Latin languages, please see the Classical Studies minor in the catalog program listings.

Courses where region is dependent upon instructor (not tracked in Program Evaluation: History Department will communicate appropriate designation to the Registrar's Office)
HIST 226 History and Material Culture
HIST 290 Gender and Women's History

African
HIST 171 History of Africa to 1880
HIST 172 History of Modern Africa
HIST 371 Topics in African History

Asian
HIST 161 East Asian History
HIST 162 South Asian History
HIST 163 Modern Middle East History
HIST 262 Everybody Loves Gandhi
HIST 361 Topics in Asian History

European
HIST 139 Empires East and West: Istanbul and Rome
HIST 149 Europe to 1648
HIST 150 Europe, 1648 to the Present
HIST 239 From Medieval to Modern
HIST 241 Rome: Republic and Empire
HIST 244 British History and the Fallacies of National History
HIST 245 Plague and Pandemic Disease
HIST 248 The Viking Age: Then and Now
HIST 254 Russian History
HIST 351 Topics in European History
HIST 355 The Reformation in Renaissance Europe
HIST 358 The Holocaust

United States
HIST 111 Survey of US History to 1877
HIST 112 Survey of US History Since 1877
HIST 135 African-American History

HIST 227 Public History
HIST 235 The Long Civil Rights Era: Black Nationalism to Black Power
HIST 236 Asian American History
HIST 256 Scandinavian Immigration History
HIST 321 Topics in U.S. History
HIST 331 Topics in African American History

Transregional/Comparative: Classes that cover more than one region
HIST 126 Human Geography
HIST 129 World History I to 1500
HIST 130 World History II 1500 to the Present
HIST 243 Christianity and Islam: Encounters and Perceptions, 632-1683
HIST 271 African Diaspora
HIST 291 Environmental History
HIST 292 History of Medicine
HIST 293 Arctic Exploration and Exploitation
HIST 391 Topics in Africana History

Learning Goals

Knowledge and Historical Thinking

- Students will demonstrate an understanding of societies on their own terms and in relationship to one another, including the ways in which our knowledge of past societies informs our understanding of present societies.
- Students will develop an understanding of the constructed and contested nature of history, including knowledge of different historical methods as well as historical debates and historiography.
- Students will learn to use historical sources, including evaluating and analyzing primary sources and situating them within their historical context.

Disciplinary and Transferable Skills

- Students will demonstrate effective research skills, including the use of libraries, archives, databases, and other repositories of historical sources.
- Students will exhibit the ability to articulate historical findings in coherent, thesis-driven essays, supported thoroughly by relevant evidence and appropriately documented.
- Students will develop the ability to present information orally in a clear and compelling manner, in both formal and informal settings.

BA.IDS - Identity Studies

Program Description

Char Kunkel (department head)

Identity Studies (IDS) is an interdisciplinary academic program devoted to the critical analyses of identities and embodied knowing. IDS celebrates embodiment and cultural expressions, creates context for seemingly disparate identities, and exposes intersectionality, while moving toward the goal of a fairer and more equitable society. The program offers courses that investigate the intersections of race, ethnicity, gender, sexuality and the body as they are created, experienced, and used to delineate systems of power and domination.

The mission of Identity Studies is to empower students to create the practice of employing multiple perspectives, to increase understanding of self and other, to appreciate diversity, and to understand systems of power in order to challenge them. Identity Studies prepares students to be critical advocates, activists, scholars, and educators for social justice in a variety of professions. Faculty with specializations in Africana Studies, Asian Studies and Women and Gender Studies are housed here.

Required for a Major: The major consists of 10 courses plus senior project (38 credit hours). Five required courses include 101, 260, 355, 381 internship, 400 level seminar; five electives include at least one course in each area, (areas described below), of which at least one is at the 200 level, and one is at the 300 level.

All College requirements will be met by existing courses. Writing in the major will be fulfilled by IDS 260. Speaking in the major is completed in IDS 381 with required oral presentations. Ethics will be fulfilled in IDS 101 and the 400 level seminar. Research is fulfilled throughout the curriculum, beginning in IDS 101 and culminating in the 400 level seminar.

Required for a Minor: The minor consists of 7 courses (28 credit hours). Two required courses include 101 or 260, and 355, at least one course from each of two areas, and two electives (of which at least one is at the 200 level or above), plus one 400 level seminar.

Identity Studies Areas
If a student wants to specialize, they can choose an emphasis area in Gender and Sexuality, Race and Ethnicity, or Body Studies. In addition to the required course in this area, two electives and a 400-level seminar can be in the specialty area (up to 4 courses). Students should consult with their advisor as specializations are not tracked on program evaluations.

Gender/Sexuality
Courses in this area are centrally informed by questions about gender and sexuality, or gender and sexuality are the central topic of investigation.

IDS 138 Human Sexuality
IDS 220 Experiencing Mahayana Buddhism
IDS 225 Women in Science
IDS 233 God and Gender
IDS 240 Africana Women's Writing
IDS 242 Sociology of Gender
IDS 245 Literature by Women
IDS 254 Politics, Policy and Gender
IDS 270 Psychology and Aging
IDS 290 Gender and Women's History
IDS 300 Critical Theories
IDS 331 Gender, Health and Medicine
IDS 335 Masculinity in Film
IDS 350 Gendered Activism in a Global Context
IDS 351 Gender and Crime
IDS 361 Medieval Literature
IDS 368 Gender in Art
IDS 468 Seminar: Gender, Globalization and Development

Race/Ethnicity
Courses in this area are centrally informed by questions about race and ethnicity, or constructs of race and ethnicity are the central topic of investigation. Courses may also celebrate the unique contributions of peoples defined by embodied identities.

IDS 131 Blaxploitation Film
IDS 135 African-American History
IDS 142 China in the World
IDS 146 Asia on Screen
IDS 161 East Asian History
IDS 162 South Asian History
IDS 171 History of Africa to 1880
IDS 172 History of Modern Africa
IDS 202 From Buddhist Texts to Anime
IDS 221 Anthropology in East Africa: Forces of Culture Change Among the Maasai
IDS 228 Chinese Religion and the Body in China
IDS 235 The Long Civil Rights Era: Black Nationalism to Black Power
IDS 236 Disaster and Enlightenment: Pilgrimages East Asia
IDS 238 Islamophobia

IDS 240 Africana Women's Writing
IDS 243 Literature of the African Peoples
IDS 246 Chinese Cinema and Chinese Modernity
IDS 247 History of Jazz
IDS 251 African-American Literature
IDS 255 Religious Identity and Diversity in East Asia
IDS 262 Everybody Loves Gandhi
IDS 271 African Diaspora
IDS 333 Rhetoric of Identity and Difference
IDS 345 Constructs of Race and Racialization
HIST 361 Topics in Asian History
IDS 371 Topics in African History

Body Studies
Courses in this area cohesively integrate thinking through the body, interweaving theory and applied, guided, or improvisational bodily practice within the course of study. The physical practice is guided by clear conceptual guidance, research, and development for all abilities. Emphasizing movement, demeanor, and inhabited/lived space, Body Studies courses focus on understanding through the body while also documenting from the body. This process emphasizes the innate intelligence, or intuition, of one's body - unique in experiences and culture, ideas and ideology, and, thinking, moving, and being within the self, other, and world.

IDS 105 Movement Fundamentals I: Practices of Alignment and Function
IDS 130 Contact Improvisation
IDS 140 Identity and Movement Analysis
IDS 205 Movement Fundamentals II: Practices of Range and Efficiency
IDS 220 Experiencing Mahayana Buddhism
IDS 244 Disability and Literature
IDS 305 Movement Fundamentals III: Practices of Vocabulary and Intention
IDS 352 Moving History
IDS 360 Dance Composition

Current 400-level seminars include the following Paideia 450s:
"The Color of Change: Black Intellectual Thought and Social Change in America", "Re-imagining Race through Speculative Fiction", "Queering Subjectivities", "Working Japan" (Study Abroad), "Love and Gender in China", "Bodies, Sticks, and Mindfulness", "Ritual and Performance in Japan", "War and Reconciliation in Cambodia", "Practicing Embodiment", and "Stability and Change in Vietnam".

As well as IDS 468 "Gender, Globalization, and Development", SOC 472 Seminar: "Social Institutions and Inequalities" and PHIL 485 Critical Theories. Other 400 level courses accepted upon approval.

An Africana Studies minor is also housed in Identity Studies.

Learning Goals

Learning Goals

The mission of Identity Studies is to empower students to create the practice of employing multiple perspectives, to increase understanding of self and other, to appreciate diversity, and to understand systems of power in order to challenge them. Our learning goals include:

Knowledge

Understand the ways in which the systems of power intersect with social identities, such as race, class, ethnicity, gender, sexuality, health status, and others; as well as how peoples have used these complex intersections to generate creative expressions that have enabled them to transcend systems of power. (multiplicity, intersectionality, appreciation)

Explore the ways in which these systems of power are historically structured, reproduced, and experienced, embodied and resisted. (history, intersectionality)

Celebrate the diversity of cultures and traditions of global majority peoples. (appreciation)

Realize the significance of such interdisciplinary inquiry for equality and civil rights using critical scholarship that challenges traditional assumptions and attempts to determine causes of inequality; understand the intersectionality and embodiment of identities. (reflection/self-awareness)

Abilities

Through a critical understanding of the origins and historical development of such fields of inquiry as studies of gender and sexuality, critical race theory, feminism, post-colonial studies, theories of embodiment, and others, including the ways systems of dominance such as sexism and racism function and have changed; (critical thinking)

To ensure students' ability to conduct effective research and critique scholarly sources through written and oral work that demonstrates an aptitude to synthesize multi-disciplinary approaches to identities. (research, writing, speaking)

To develop student's ability to challenge historical and cultural assumptions about racial, sexual, gender and other social identities and claims of knowledge, and work towards influencing greater social justice in their day-to-day experiences. (seeking justice, equity, liberation and transformation).

Values

Critical understanding and appreciation of the origins and historical development of identities and intersectional theories, including the ways systems of dominance such as sexism and racism function and have changed. (appreciation of diversity)

Commitment to lifelong independent learning versed in theories and strategies for achieving greater equity. (praxis)

BA.INTL - International Studies

Program Description

Orçun Selçuk (program director)

The international studies program develops international and intercultural awareness and understanding through interdisciplinary coursework. International issues are inherently interdisciplinary, and international studies majors specialize in understanding how the various methods of inquiry and fields of disciplinary knowledge combine to address issues in the international arena.

INTL Plan of Study:

The major and the minor are built around an international theme that students identify during the INTL 230 course. It is strongly recommended that students take this course before the spring semester of their sophomore year. Working with the director, the student develops a plan of study that guides course selection and reflects intentional connections between courses.

The Major: The major is structured with courses in three categories: core courses that provide the tools to develop interdisciplinary thinking and research, global perspectives courses that connect diverse themes using an international frame, and courses based on a regional or thematic track allowing students to delve deeper into a specific area of interest. During their early coursework, students completing the major identify an individual theme, which they develop and refine as a focus for study in later courses and study abroad.

Requirements for a major: Eleven courses, study abroad (one semester or equivalent), language training (non-English), and a required senior project (INTL 490). The courses are divided into three groups:

- Core (five courses): ANTH 101, ECON 130, and POLS 135; INTL 230 and INTL 485
- Global Perspectives (two courses)
- Regional Track/Thematic Track (four courses)

Of the six global perspectives and regional track/thematic track courses required for the major, students may count no more than two 100-level on-campus courses and must take at least two courses numbered 300 or above. No more than two courses counting toward another major or minor, excluding core courses, may be applied to the International Studies major. Writing requirement completed with INTL 485.

Language Requirement: To satisfy the language requirement, there are two options. Students can take a non-English language, such as Spanish, French, Norwegian, or German, that is offered on campus and complete the 201 level. Alternatively, students can take one of the world languages that is offered on campus and complete the 102 level in addition to taking a language course, such as Portuguese, Arabic, Greek, or Italian, while studying abroad. We strongly recommend, when possible, that the students take a language course while studying abroad. International students who speak a language other than English are exempt from this requirement. There is also no language requirement for the minor.

Study Abroad: Majors must complete at least a full semester of study abroad. If the student selected a regional track, the study abroad semester must be in their selected geographical region of study. The content of the study abroad courses needs to be taught from the perspective of the host country or region. Students are advised to take at least one course focused on the region's contemporary situation. At a minimum, students must have their major approved and complete introductory courses and INTL 230 prior to studying abroad. International students and U.S. citizens who spent most of their lives abroad are exempt from the study abroad requirement.

Global Perspectives Courses: Students must take a minimum of two approved courses that address fields of study using a global perspective. Approved courses regularly taught on-campus are listed below. Additional courses, including special topics courses of appropriate content, may be approved by the international studies director. Study abroad courses may also fulfill this requirement. Courses fulfilling this requirement must not come from the same discipline.

ANTH 103, 104, 203, 205, 208; ART 121; COMS 333 (COMS 130 prerequisite may be waived with instructor permission); DAN 352; ECON 262, 362; FCUL 142; HIST 126, 129; MGT 360; MUS 248; ENVS 360; POLS 230 330, 342, 363; REL 250; SOC 179, 279; SOC/IDS 468; THTR 351, 352, and PAID 450 courses upon approval.

Regional Track Courses: Majors who select a geographical region take a total of four courses, ideally including at least one course from each of the three categories 1) history, social science and science; 2) language; and 3) culture: religion, literature, and fine arts. Approved courses taught on campus are listed below. Additional courses, including special topics courses of appropriate content, may be approved by the international studies director. Study abroad courses may also fulfill this requirement.

Sub-Saharan Africa
History/Social Science/Science: AFRS/HIST/IDS 171, 172, 371
Language: Any language spoken in the study abroad host country, preferably taken while studying abroad
Culture/Religion/Literature/Fine Arts: AFRS 221/ANTH 221; ENG/AFRS/IDS 247, 240; FREN 348, 464; REL 224; MUS 245

South and East Asia
History-Social Science/Science: HIST 161, 162, 361
Language: Any language spoken in the study abroad host country, preferably taken while studying abroad
Culture/Religion/Literature/Fine Arts: FCUL 142, 146, 246; REL 220, 224, 228, 229, 236, 255

Latin America and the Caribbean
History/Social Science/Science: HIST 271, POLS 238, INTL 240
Language: Any language spoken in the study abroad host country, preferably taken while studying abroad
Culture/Religion/Literature/Fine Arts: ENG/AFRS/IDS 240; REL 303; SPAN 346, 360 (Latin America version)

Middle East and North Africa
History/Social Science/Science: HIST 163
Language: Any language spoken in the study abroad host country, preferably taken while studying abroad
Culture/Religion/Literature/Fine Arts: REL 224, 225

Europe
History/Social Science/Science: HIST 149, 150, 239 (Bubonic Plague and Pandemic Disease), 241, 248, 351, 355; INTL 135, 136
Language: Any language spoken in the study abroad host country, preferably taken while studying abroad
Culture/Religion/Literature/Fine Arts: ART 290; ARTH 251, 252, 362, 364; ENG 351, 360, 361; FREN 342, 343, 346, 347; FCUL 250, 251, 262, 361, 363; GER 460, 470; SPAN 360 (Spain version)

Thematic Track Courses: Majors who select a thematic track complete four courses that are listed below or pre-approved by the director to fulfill the track. At least one course has to come from the "focus courses" list. Students also have the option to create their individualized track in consultation with the international studies director. Students cannot take no more than two courses in the same discipline to fulfill this requirement. Additional courses, including special topics courses of appropriate content, may be approved by the international studies director. Study abroad courses may also fulfill this requirement.

Development Studies Track: courses seeking to understand social, political, economic, and cultural aspects of societal change, particularly in developing countries; explain political and economic development and their impact on the world; understand the relationship between globalization, capitalism, and development (of individuals, groups, countries, or regions); provide the toolkit necessary to comprehend issues related to political, social, and/or economic development outside the United States.

Focus Courses: ECON 262; SOC/IDS 468

On-Campus Courses Include: AFRS/ENG/IDS 247; ANTH 208, 303; FCUL 142, ECON 255, 362; ENVS 360; HIST 150, 241; PAID 450 courses upon approval.

Peace and Dialogue Studies Track: courses seeking to examine the process of peace-making in conflict and post-conflict situations; courses with a particular focus on peace-making methods grounded in some form of dialogue; courses examining dialogue, diplomacy, and mediation; courses seeking to understand the cultural, social, political, and religious contexts and intersections of dialogue, transitional justice, human rights, ecology, and peace-building.

Focus Courses: REL 252; FCUL 239 (Peace and Conflict Studies); INTL 250

On-Campus Courses Include AFRS/HIST 172; AFRS 271; ANTH 204, 264; HIST 243, 262; PAID 450 courses upon approval; REL 234, 236, 240; SOC 242, 261, 453; IDS 101, 350.

Requirements for a minor: Study abroad (minimum of one January Term study abroad course or equivalent) and seven courses that consist of two of the three foundation courses (ANTH 101, ECON 130, POLS 135); INTL 230 and INTL 485; and three additional courses selected from one of the following tracks:

- Global Perspectives Track: three courses from this category.
- Regional Track: students select a geographical region and take three courses in that area.
- Thematic Track: students select or create a thematic track and take three courses approved by the director.

At least two of the three courses within the selected plan must be at the 200 level or above. No more than two courses from other majors or minors, excluding core courses, can count toward the International Studies minor.

Students minoring in Nordic Studies must secure approval of the International Studies Board to minor in International Studies with a focus on the same region.

Learning Goals

- Develop an interdisciplinary understanding of global systems, to provide intellectual context for further individualized study.
- Demonstrate depth of specialized knowledge in a chosen area of interest (region or track).
- Develop familiarity with the methodology of several disciplines within the course of study and the ability to apply different frameworks of analysis to examine international issues.
- Engage in experiential learning in the form of study abroad and/or internship experiences.
- Hone important academic skills of research, writing, and oral communication of ideas.

BA.JOUR - Journalism

Program Description

Amy Weldon (English department head and program coordinator), **Derek Sweet** (Communication Studies department head and program coordinator)

The interdisciplinary minor in journalism is intended for students of any major who are interested in vocations in nonfiction writing, digital media, or media production. Coupled with majors in the sciences, environmental studies, art, business, or other fields, the journalism minor enables students to specialize as journalists in their chosen field.

Journalism minors are encouraged to supplement their required coursework with additional courses in art, communication studies, English, political science, and theater. Internships are available in all areas of journalism and communication, and valuable experience can be gained by working for the campus newspaper or the college radio station.

Required for a minor: 21 credit hours, including COMS 133, COMS 258, ENG 211, two semesters of JOUR 100 (practicum), JOUR 380 (minimum 1 credit hour), and any two approved elective courses selected from:

- ART 206 Graphic Design
- ART 218 Photography I
- COMS 353 Argumentation and Eloquence
- COMS 358 Documentary Storytelling
- ENG 221 Rhetoric and Persuasion
- ENG 223 Professional and Technical Writing
- POLS 355 Constitutional Law
- THTR 155 Dramatic Podcast Production

Communication studies majors wishing to minor in Journalism may not apply elective courses to both the major and the minor. Students may not minor in both the English writing minor and the Journalism minor.

Learning Goals

1. Write clearly and effectively for a variety of audiences, disciplines, and purposes

2. Evaluate writing for accuracy, fairness, clarity, standard usage and grammar

3. Research, evaluate, and report information ethically and thoroughly

4. Master skills with multimedia tools, platforms and programs, aiding in the creation and promotion of journalistic work

5. Develop an understanding of the vital role that media organizations play in sustaining democracies

6. Understand and apply the First Amendment and laws related to journalistic practice

BA.LAT - Latin

Program Description

Dan Davis (section head)

Unlock the ancient secrets of the Roman Empire and the medieval world through the power of Latin. In this course, you'll master the art of reading, composing, and conversing in Latin as you build fluency in its rich vocabulary, intricate grammar, and elegant syntax. At every step, you'll dive into the vibrant everyday life, timeless literature, dramatic history, and breathtaking art of Roman and Medieval Europe. Latin is more than a language—it's your passport to the vast and influential canon of Roman literature and to an unbroken tradition of Latin writing that thrived through the Middle Ages, the Renaissance, and continues into the modern era. Whether you're drawn to ancient history, medieval literature and history, Romance languages and literatures, linguistics, English literature, art, music, or the development of Christianity, Latin coursework will give you an indispensable foundation and a lifelong edge in every one of these fields.

BA.LV - Law & Values

Program Description

Steve Holland (program director)

Law & Values is an interdisciplinary major that draws on the fields of philosophy, law, politics, and economics to provide students the tools to understand the complex set of institutions that shape societies so they can engage important questions about the common good. Graduates will be well-equipped to go on to law school, to attend graduate programs in public policy and similar fields, or to enter the workplace readied with the skills necessary to become leaders in law, business, politics, civil service, and the nonprofit sector.

Required for a major: Majors will take twelve courses - four foundation courses, two integration courses, and six electives. No more than three courses counting for another major or minor may be applied to the Law & Values major. Writing in the major requirement is completed with LV 485.

Foundation: PHIL 120, POLS 135, ECON 130, and PHIL 110, POLS 240, or ECON 242

Integration: LV 250 and LV 485

Electives (six required): Majors must take at least one course from each of the following categories. At least one of the six electives must be at the 300 level or above.

- **Normative Systems:** PHIL 300, PHIL 320, IDS 260, POLS 366, REL 223, REL 252, REL 301, REL 302, SOC 270
- **Legal and Political Systems:** POLS 247, ENVS 340, POLS 171, POLS 330, POLS 355, ECON 268, MGT 361, SOC 248, SOC 253
- **Economic Systems:** ANTH 339 (Culture of Capitalism), ECON 247, ECON 255, ECON 262, ECON 272, ECON 348, ECON 362, SOC 287

Internships are strongly encouraged, and students may petition the Law & Values board to approve an appropriate 4-credit internship to satisfy one of the elective requirements.

Learning Goals

The program's learning goals are to enable majors to:

1. Appreciate the way various political and economic systems interact in order to recognize the way different types of institutions lead to different types of societies.

2. Examine the sources of human value systems by considering, assessing and defending various ways to define a "good" society.

3. Employ normative criteria to evaluate the laws, policies, and other social forces that shape political and economic institutions.

4. Exhibit skills of effective leadership and decision making by analyzing complex problems through a multi-disciplinary lens, composing sound and persuasive arguments about contemporary social issues, and effectively communicating well-formulated solutions with clarity.

BA.MATH - Mathematics

Program Description

Phil Iversen (department head)

The department offers two majors: mathematics and mathematics/statistics.

Mathematics is the study of patterns and relationships between variable quantities. We use mathematical functions to model natural phenomena and social behavior, then analyze those functions to give quantitative and qualitative descriptions of relationships between variables. We use logic to prove new theorems from accepted axioms. Mathematics pairs well with other majors for students planning careers in engineering, physics, computer science, or business.

Statistics is the science of reasoning from uncertain empirical data. Statisticians build mathematical models to solve problems in business, the natural sciences and the social sciences. The intent of the mathematics/statistics major is to provide adequate preparation to attend graduate school in statistics or to pursue a career such as actuary, data scientist, statistical analyst, etc.

Requirements for majors:

Mathematics major. CS 150 or 160; MATH 150; 152; 220; 200; 253; and 215 or 322 or 327. A minimum of eight courses (32 credits) in mathematics numbered 200 or above, including at least three courses (12 credits) in mathematics numbered 300 or above. No more than 4 credits of internships (Math 380, or similar approved mathematics or statistics focused internship) may count towards the mathematics major. No more than two of MATH 215, 271, 322, 327, 328 can count toward the mathematics major.

Mathematics/Statistics major. CS 150 or CS 160; MATH 150; 152; 220; 200; 253; 215 or 271; 322; 327; 328; and any 200+ elective in mathematics or an approved elective in a related field (such as ACCTG 320, BIO 356, DS 320, 420, ECON 342, MGT 320, PSYCH 355) that focuses on applications of statistical methods and/or presentation of data in other fields. This correlative course should go beyond the typical introductory statistics course in that field (BIO 256, ECON 242, MGT 250, PSYCH 350, or SOC 350 cannot be used to satisfy this correlative requirement). An approved internship in mathematics or statistics (at least 4 credits) can also meet this elective requirement. A student may not major in both mathematics and mathematics/statistics.

Mathematics minor. At least six courses (24 credits) in mathematics, including Math 150; 152; two of MATH 200, 215, 220; and two additional courses, of which at least one is numbered 200 or above. A student majoring in Mathematics or Mathematics/statistics or minoring in statistics, cannot get a mathematics minor.

Statistics minor. At least six courses (24 credits) including MATH 150; MATH 200; three of MATH 215, 271, 322, 327, 328; and an elective course (4 credits) in mathematics or an approved correlative course such as ACCTG 320, BIO 256, 356, CS 150, 160, DS 120 or higher, ECON 242, 342, MGT 150, 250, 320, PSYC 350, SOC 350, or VC 150. A student majoring or minoring in Mathematics or majoring in Mathematics/statistics, cannot get a statistics minor.

Suggested courses by area of interest:

- Actuarial Science: Mathematics/Statistics major, ECON 247 and 248, MGT 353 and 365, additional courses in CS or DS.
- Physics/Engineering: MATH 152, 200 or 240, 250**,** 351 are required for Physics; MATH 215, 253, 452, 456, are great electives.
- Preparation for graduate study in mathematics: MATH 351, 454, 471 and as many other mathematics courses that can fit into your schedule.
- Computer Science/Data Science: MATH 150**,** 200, 215, 220, 327, 328, 361, 471.
- Secondary Education: Math 215, 360, 365, 471. See Education Department for requirements for a secondary education minor.

NOTE: Students should not enroll in any math course if they earned below a C- in a prerequisite course.

First-Year Placement

The mathematics department placement procedure uses high school records, scores on outside standardized tests, and a placement test as a basis for a recommendation.

We have two main introductory courses in statistical methods. MATH 115: Introduction to Statistics is designed for students who do not plan on taking calculus, and MATH 215: Probability and Data Analysis is designed for students who have already completed Calculus 1 (MATH 150 or higher).

There are multiple courses available for students planning to take calculus. Students with strong algebra and precalculus skills should begin with the course MATH 150: Calculus in Context. Students who have taken some calculus, but feel they would benefit from encountering the material again are welcome. Students who need calculus for their major but whose placement indicates they need a review of algebra and precalculus should start in MATH 140: Limits and Derivatives. Students whose math placement suggests they require more in-depth review of algebra should complete MATH 100 Algebra for Science and Business before registering for MATH 140. Students who have completed a year of calculus in high school and perform well on the Advanced Placement AB Exam or the calculus portion of the mathematics placement test should start in MATH 152: Calculus II or MATH 215. Students who perform well on the Advanced Placement BC Exam should start in MATH 200, 215, or 220.

Advanced Placement Credit

- A student will receive credit for MATH 150 with a score of 4 or 5 on the AP Calculus AB Exam. A student will receive credit for MATH 150 and MATH 152 with a score of 4 or 5 on the AP Calculus BC Exam. A student will receive credit for MATH 150 with an IB Mathematics HL score of 4-7.
- A student who places into MATH 152 will receive, upon completion of the course with a grade of C or better, a waiver satisfying any Luther College requirement or prerequisite for the preceding calculus course, MATH 150 (if credit has not already been awarded through AP or transfer credit).
- A student who has completed coursework covering the full contents of Calculus I and/or II may petition the head of the mathematics department, upon completion of an approved 200-level Math course with a grade of C or better, to receive a waiver satisfying any Luther College requirement or prerequisite for the preceding calculus course(s) MATH 150 and/or MATH 152 (if credit has not already been awarded through AP or transfer credit). Approval of the petition will depend upon whether the student has previously covered the full content of Calculus I and/or II.

- A student who achieves a score of 4 or 5 on the AP Statistics Exam will receive credit for MATH 115.

NOTE: AP credit for MATH 115 or MATH 150 satisfies the all-college requirement for Data Literacy (DTA-L).

Learning Goals

To do math is to think critically about a wide range of problems. At Luther College, students majoring in mathematics will develop as creative problem solvers using mathematical reasoning, modeling of applications, and statistical methods. Each student will:

1. **Problem Solving:** Solve multi-step problems using a mix of mathematical tools and techniques. (Critical Thinking)
2. **Mathematical Reasoning:** Explore how mathematical knowledge is learned through the deductive process, and use quantitative techniques and logical reasoning to engage with understanding important mathematical structures. (Information Literacy)
3. **Modeling and Applications:** Examine and apply mathematical models and methods to answer questions motivated by other disciplines.
4. **Statistical Methods:** Implement different methods of drawing inferences from sample data, and understand the uses and limitations of these methods.
5. **Communication:** Organize and articulate ideas clearly for a variety of audiences. (Communication)
6. **Technology:** Use appropriate technological tools to assist with the exploration and communication of work in mathematics/statistics.

BA.MGT - Management

Program Description

Brittany Cord (department head)

The management major courses emphasize the knowledge, skills and values applicable to profit and nonprofit organizations. Students are encouraged to consult with Economics, Accounting and Management department faculty, the Luther Career Center, and alumni to design their academic plan and discover professional opportunities.

Required for a major: The foundation courses, which include ECON 130; MGT 150 or MATH 115 or an equivalent statistics course; ACCTG 120; and MGT 250. Students are encouraged to complete these foundation courses by the end of the sophomore year. Other requirements include MGT 240, 302, 303 and 304; MKT 201; two management electives numbered above 300, and MGT 490.

Credits earned through directed readings, independent study, or internships may not be counted toward the total hours required for the major.

Students planning to pursue graduate work in management are advised to consult a management faculty member to identify coursework that will strengthen their graduate preparation and application.

Required for a minor: ACCTG 120; MGT 240; three courses from MKT 201, MGT 302, 303 or 304, or two courses from MKT 201, MGT 302, 303 or 304, and one management elective numbered above 300.

Required for certification to teach: Completion of the management major, completion of the secondary education program, and student teaching at the secondary level. See education department for secondary education minor requirements.

Learning Goals

- Students will demonstrate the ability to analyze ethical dilemmas and express their choices for ethical responses.
- Students will demonstrate the ability to function as a member of a team.
- Students will demonstrate the ability to express ideas clearly in oral presentations.
- Students will demonstrate the ability to express their ideas clearly in writing.
- Students will demonstrate the ability to think critically, solve problems, and make decisions.
- Students will demonstrate proficiency with quantitative analysis.

BA.MKT - Marketing

Program Description

Alexandra White (program director)

The marketing major provides students with the ability to understand consumer behavior, analyze market trends, and develop creative strategies to address real-world challenges. Students are encouraged to consult with Economics, Accounting and Management department faculty, the Luther Career Center, and alumni to design their academic plan and discover professional opportunities.

Required for a major: The foundation courses, which include ACCTG 120, ECON 130, MGT 150 or MATH 115 or PSYC 350 or equivalent statistics course, MGT 240, MGT 250, and PSYC 130 or SOC 101 or ANTH 101. Students are encouraged to complete these foundation courses by the end of the sophomore year if possible. Other requirements include MKT 201, MKT 301, and MKT 401; three marketing electives numbered above 300 or two marketing electives numbered above 300 and one elective from the approved elective course list, and MKT 490.

Required for a minor: PSYC 130 or SOC 101 or ANTH 101, MKT 201, and MKT 301, two marketing electives numbered above 300, or one marketing elective numbered above 300 and one elective from approved elective course list.

Required for a concentration in Promotional Marketing: MGT 240, MKT 201, and MKT 320.

Required for a concentration in Digital Marketing: MGT 240, MKT 201, and MKT 310.

Required for a concentration in Sports Marketing: MGT 240, MKT 201, and MKT 330.

Approved elective courses: ART 206, ART 218, ENG 211, ENG 223, PSYC 246, and VC 150. Additional courses may be approved by the marketing program director.

Learning Goals

1. Critically analyze market research, consumer behavior data, and competitive intelligence to drive informed and ethical marketing decisions.

2. Leverage core marketing theories and frameworks to assess complex business scenarios, identify market opportunities, and develop targeted strategies.

3. Develop effective teamwork skills to design, execute, and evaluate integrated marketing projects.

4. Craft effective written materials that communicate marketing strategies, campaign insights, and performance metrics to diverse stakeholders.

5. Deliver oral presentations that effectively convey marketing strategies, research findings, and campaign results to varied audiences.

6. Demonstrate skills in information literacy and data analytics by sourcing, analyzing, and interpreting market data to support evidence-based marketing strategies.

BA.MTHE - Musical Theatre

Program Description

Joe Madrigal (department head)

The musical theatre minor is intended for students of any major interested in studying the intersections of dance, music and theatre. The minor emphasizes the performer as creator by providing a broad foundation through performance-related coursework and the study of the art form in context to its historical underpinnings and current trends in musical theatre.

Required for a musical theatre minor: 26-28 hours including THTR 100 (three times); THTR 105, THTR 208, THTR 308, THTR 353, THTR 130 (four times). A music major or minor who wishes to minor in musical theatre may substitute MUS 130, 230, 330 and 430 for THTR 130.

Correlative requirement: One 4-credit elective selected from courses in dance; a choice of MUS 121 and MUS 121L or MUS 115 and MUS 116.

Recommendation: MUS 121 and MUS 121L for students who read music. MUS 115 and MUS 116 for students who do not read music.

Notes:

1. Theatre majors with a musical theatre minor may use the required three THTR 100 experiences to count toward the six required THTR 100 experiences for the theatre major as long as three of the six THTR 100 experiences involve a substantial interaction with music.
2. THTR 353: The History of Musical Theatre may not be substituted to count toward a theatre major's THTR 351: Theatre History I and THTR 352: Theatre History II requirement.
3. THTR 208: Acting for Musical Theatre and THTR 308: Voice for Musical Theatre may not count toward a theatre major's 200 and 300 level course requirements, or as an elective in the theatre minor.

Learning Goals

1. Students who minor in Musical Theatre study the craft of acting while developing the essential skills that performing musical theatre demands of them physically, vocally, intellectually, and emotionally.
2. Students learn foundational acting techniques in order to create complex characters rooted in textual analysis. These students craft specific imaginative viewpoints and learn to respond “as if” their character’s viewpoint and circumstances were their own.
3. Classes in acting for musical theatre aim to develop vocal dexterity, clarity, openness, and health.
4. Students acquire collaborative interpersonal skills in production and coursework including active listening, time management, goal prioritizing, and effective communication.
5. Students contextualize the art of musical theatre by engaging with historical figures, prominent work, and ideologies that illustrate musical theatre as a product of its cultural moment and an art that tries to shape society in return.

BA.MUED - Music Education

Program Description

Elliott Johnson (Education department head), **Jill Wilson** (program director)

All completers of the Luther Teacher Education Program are eligible for a license to teach in Iowa. See the Luther College Education website for information regarding licensure in other states. For complete information regarding the education programs and licensure requirements at Luther, consult the Education Department website. Changes in Iowa state requirements appear periodically, so printed material may be out of date; the Education Department endeavors to keep the departmental website updated. Be sure to consult the Teacher Education Program Handbook. All students pursuing licensure in education must be aware that their course selections will have an impact on the length of their programs and their certification. For this reason, it is important that these students maintain regular contact with their advisors and with the Music Education Program Director.

Important information for all students interested in the teacher education program:

- Students must be approved for the Teacher Education Program before they are permitted to register for 300-400 level courses in the education department. Transfer students should see the Education Department Chair.
- Completed Teacher Education Program applications are due October 1 or March 1 for admission consideration.
- The Education Department and all program area departments review teacher education candidates.

To be licensed to teach, a student must successfully complete the education program at Luther College. There are three levels of approval within the Teacher Education Program: admission to teacher education, approval for the professional semester, and approval for licensure.

A. Admission to the Teacher Education Program (required before taking any courses at or above the 300-level)

1. 2.75 minimum overall GPA.
2. Pass the following courses with a minimum of a "C":
    - MUED 101
    - MUED 102
    - EDUC 220
    - EDUC 221
    - MUED 232
3. Three recommendations from faculty (at least one from students' major field of study) and staff.
4. Approval of the candidate by all program-area departments and the Education Department.
5. Satisfactory completion of the introductory portfolio by set deadlines.
6. Students desiring to teach music must have passed piano proficiency or currently be enrolled in MUS 117 or applied study.

B. Approval for the professional semester (student teaching)

All music education majors are required to have a practicum that includes students from diverse backgrounds and are required to student teach both at the elementary and secondary grade levels.

Approval by all program-area departments, and the Education Department.

1. A 2.75 cumulative GPA and 2.75 minimum GPA in program area coursework.
    - completion of methods coursework in their field of study plus 90 percent of their major requirements before the student teaching semester.
2. Attend a professional semester application meeting that is appropriate for your professional semester:
    - Fall student teachers' meeting: The year before you wish to student teach, regardless of whether you will student teach in the fall or spring.
    - An additional meeting: One semester before you wish to student teach.
3. Satisfactory completion of a developing portfolio by set deadlines.

C. Approval for licensure after completion of the teacher education program, professional semester, and graduation from Luther College.

Luther College prepares students to be eligible for licensure in the state of Iowa. Luther students are also eligible to receive a preliminary license in most states. All students must complete the Luther College program and meet Iowa requirements, regardless of the state in which they plan to teach, to be approved for licensure. Check with the Education Department for your particular program. Each state regulates certification rules for teacher licensing. It is the student's responsibility to monitor licensure requirements outside Iowa and discuss them with his or her advisor as necessary. These rules change often; therefore, for licensure outside Iowa, the best source for information is the state department of education website for your preferred state. See the link on our licensure page. Luther College program completion requirements are:

1. Completion of Bachelor of Arts degree, which includes the acquisition of a core of liberal arts knowledge, including English composition, mathematics, natural sciences, social sciences, and humanities.
2. Achievement of a 2.75 minimum final overall GPA and 2.75 minimum final GPA in all program areas - including Education Department coursework. Please note: Music education majors must earn a grade of "C" or above in all content and pedagogy (MUS, MUED, and EDUC) courses plus PAID 450 U.S. Schools.

3. Completion of all program requirements including successful completion of all required practica.
4. Required by all states: criminal background check, fingerprinting.
5. Successful completion of the advanced portfolio.
6. Approval of your student teaching practicum by your student teaching supervisor and, when necessary, the Education Department. When concerns arise, the department chair works with the student's advisor and methods professors to make the final decision.

Required coursework: Completion of Luther College All-College requirements (including PAID 450: Making Decisions in U.S. Schools), Music Correlatives, Education Correlatives, Professional Core, Vocal or Instrumental Focus, and Electives.

Music correlatives:
MUS 121, 121L, 122, 122L, 231, 231L, 244, 250, MUS 117 or 118 (Piano Proficiency), 345, 347, Music Ensemble Participation in area of concentration (6 semesters), Recital Requirement (1/2 Recital) and Music Event Attendance Requirement (6 semesters) and 7 semesters of private lesson study in the student's area of concentration (33 credits).

Education correlatives:
EDUC 220 and 221 (8 credits).

Professional Core:
MUED 101, 102, 232, 371, 389, 471, 486, and 487 (31 credits).

Students who wish to pursue a **vocal music education concentration** must additionally complete MUED 235, 280, 351, and 386 (8 credits).

Students who wish to pursue an **instrumental music education concentration** must additionally complete MUED 255, 260, 265, 270, 275, and 353 (12 credits).

Electives:

Four courses to be chosen from MUED 241, 256, 373, 374, 378, 379, 380, 384, and 385 (8 credits).

a. Additional criteria for applying for admission to the teacher education program (in Music Education): (Admission to the teacher education program is a prerequisite to enrolling in education courses above 300). See also the general requirements for admission to the teacher education program.

1. Satisfactory completion of EDUC 220, 221, and MUED 232.
2. Successful completion of piano proficiency or enrollment in MUS 117 (or applied study) during the semester of TEP application.

b. Criteria for admission to the professional semester (student teaching): See also general requirements for admission to the professional semester.

1. Successful completion of piano proficiency. All music education majors must pass the piano proficiency exam in order to obtain final teacher education approval.

   Requirements listed above must be completed by the professional semester. Check the Education Department website for specific dates. If any requirement is incomplete by the professional semester application due date, the student must delay student teaching until the following approval cycle (one semester).

Learning Goals

The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), developed model core teaching standards that outline what teachers should know and be able to do to ensure that every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. Our state (Iowa) accreditation depends on evidence that our Education students develop, over time, the knowledge, skills, and dispositions described by the InTASC standards.

[The Council of Chief State School Officers is a nonpartisan, nationwide, nonprofit organization of public officials, who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions.]

2011 InTASC Standards:

The LEARNER and LEARNING

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

CONTENT

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

INSTRUCTIONAL PRACTICE

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

PROFESSIONAL RESPONSIBILITY

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

BA.MUS - Music

Program Description

Heather Armstrong (co-department head) **Brooke Joyce** (co-department head)

Required for a major: MUS 121 (or 131), 121L (or 131L), 122 (or 132), 122L (or 132L), 231, 231L, 244, 250, 333 or 334, 335, 345, 485, one additional music history or ethnomusicology course selected from MUS 247, 347, 348, 486, and 7 semesters of applied music study in the student's primary performance area. These courses form the music major core. A sequence of courses can be arranged to allow a student to begin a major in the sophomore year.

In addition to the above coursework, music majors must:

- complete a minimum of 6 semesters of ensemble participation
- complete a minimum of 6 semesters of music event attendance
- complete a piano proficiency requirement by successfully passing MUS 117 or MUS 118
- perform a 1/2 degree recital (approximately 25 minutes of music) in either their junior or senior year Further details about these requirements may be found in the Music Department Student Guidelines, available on Luther's website.

Required for a minor: the following music theory courses: MUS 121 (or 131), 121L (or 131L), 122 (or 132), 122L (or 132L); one of the following music history or ethnomusicology courses: MUS 120, 244, 247, 248, 345, 347, 348; four semesters of applied music study in the student's primary performance area. A minimum of two additional elective courses (totaling 4-6 credits) are required with at least one course from the following: MUS 231, 236, 237, 244, 247, 248, 250, 272, 345, 347, 348. MUS 273 and applied music do not count toward the elective requirement. The same music history or ethnomusicology class cannot fulfill both the music history/ethnomusicology requirement and the elective requirement. The instructor's permission may be required to enroll in some courses. The student must also satisfy the ensemble requirement with four semesters of participation (or an approved equivalent). The student must complete two semesters of music event attendance to be fulfilled concurrently in the semesters when the student is enrolled in applied music.

Transfer students: Prior to initial registration, all transfer students must make an appointment with the Music department head to determine the number of music credits and other requirements for the major that will be accepted for transfer. Any transfer student expecting to graduate as a music major at Luther College must complete at least 8 hours of coursework in the department and at least 3 semesters of applied music study in the student's primary performance area while at Luther College. Additional information for transfer students may be found in the Music Department Student Guidelines.

Progress in the major: The music faculty regularly assesses the progress of all music majors and makes recommendations to students about continuing in the major.

Study plans: Students are encouraged to develop supplemental study plans with their advisors in one of the following areas: church music, instrumental performance, jazz, theory/composition or vocal/opera performance. For further information, see Recommended Study Plans in the latest edition of the Music Department Student Guidelines.

Applied Music: Applied Music courses are: MUS 130, MUS 230, MUS 330, and MUS 430. One credit hour is equal to 30 minutes of instructional time per week for a full semester; 2 credit hours equals 60 minutes of instructional time per week. Attendance at studio seminars may be required. Final semester examinations before a faculty jury will be held for selected students taking applied music. See the Music Department Student Guidelines for additional information by applied area.

Learning Goals

- To understand the theoretical basis of Western music
- To know music literature and understand style and performance practice in a historical context
- To demonstrate aural, conducting, and basic keyboard skills
- To develop the discipline, technique, and musicianship necessary to perform as a recitalist
- To develop the discipline and musical skills necessary to function in a musical ensemble
- To develop the vocabulary and research tools necessary to write and speak cogently about music
- To be able to utilize recent technology in music
- To develop an appreciation for the music of diverse cultures
- To foster creativity in performance, composition, and improvisation

"We expect our students to respect the Luther College Honor Code and the National Association of Schools of Music (NASM) Code of Ethics." In addition, the Luther College Music Department recognizes and affirms its obligation to comply with the provisions of the 1976 United States Copyright Act.

College and Music Department mission, goals, and objectives are reflected in the *Luther College Catalog.*

BA.MUST - Museum Studies

Program Description

Destiny Crider (program director)

The museum studies minor is a course of study intended to introduce and familiarize individuals with the foundations of contemporary museum practices and to better understand museums and their impact on social, civic, and cultural life. The minor provides students with an introduction to practical skills and basic knowledge needed to work in museums and other heritage institutions.

A Luther program for some 50 years, the museum studies program furthers the college's commitment to the liberal arts by offering students a venue in which to apply their knowledge. It is further intended to meet several key components of the college's mission, including the promotion of public service, the preservation of tradition, and a strong emphasis on moving students beyond immediate interests and knowledge toward a recognition of the larger world around us.

The museum studies minor involves three required courses (MUST 120, 220, and MUST 380) and three elective courses. Electives may involve exploration of subjects reflecting cultural and natural heritage subjects, which encompass both the human-created and natural aspects of our world that hold significant value to society. Electives may involve developing skills and methods for understanding, documenting and communicating the significance of objects and ideas to public audiences. (Students may petition the program director to accept courses not on the list below to satisfy the elective requirement, given they can justify its relevance to museums and museum work.) At least one elective must come from outside the student's major field of study.

Required for a minor: MUST 120, 220, 380 and three courses from the following list (one of which must fall outside of the student's major discipline): ANTH 101, 104, ART 206, 290, ARTH 252, 262, 266, BIO 112, 251, 258, CLAS 250, 275, EDUC 220, 221, ENG 211, FCUL-115, HIST 227, 256, THTR 203, VC 150.

Learning Goals

Focus on Knowledge, Abilities, and Values

1. Exploration of museums and related cultural, historical, and natural heritage professions.
2. Understand the purpose and mission of cultural, historical, and natural heritage collections, galleries, and museums.
3. Through selected electives, explore content appropriate to cultural, historical or natural history knowledge and methods of inquiry.
4. Gain experience in the practice of research, communication and engagement with a diverse public.
5. Through electives and core courses, explore skills and methods appropriate to understand and communicate significance of cultural, historical, and natural heritage care and interpretation.
6. Identify and apply professional ethics and policies related to acquisition, care, and distribution of cultural and natural heritage collections and exhibition.
7. Through the internship requirement, apply values, skills, and knowledge within a guided experiential course set within an appropriate cultural, historical, or natural heritage environment, such as a museum, archive, gallery, or special collection.
8. Identify and communicate personal and professional values and ethics related to the care and interpretation of cultural, historical, and natural heritage.

BA.NEUR - Neuroscience

Program Description

Stephanie Fretham (program director)

Neuroscience is the interdisciplinary study of how the nervous system functions, from the cellular level to more complex features such as movement, perception, behavior, emotion, desires and memory. The foundational components of the major are provided through a series of courses in the disciplines of biology and psychology that center on neuronal function and its role in biology and behavior. Students then gain a deeper understanding of neuroscience through completion of additional coursework taken from biological and cognitive and behavioral neuroscience perspectives.

The neuroscience major is intended to provide students with the knowledge and skills to successfully matriculate onto the next chapter of their lives, whether it is graduate school, a career in medicine or other allied health field, or another career avenue that requires strong quantitative and assessment skills. Depending on a student's goals and interests, they may be advised to take additional preparatory coursework in chemistry, physics, mathematics (calculus and/or statistics), or computer science. Thus, it is essential that students consult an advisor when planning their curricular pathway. Students are also encouraged to seek undergraduate research opportunities and internship experiences to strengthen their career preparation.

Required for the Major:

The neuroscience major requires completion of the following core course requirements: BIO 151 and 152 (Principles of Biology); BIO 255 (Human Physiology); BIO 260 (Experimental Neuroscience); BIO 362 (Neuroscience); PSYC 130 (General Psychology); PSYC 249 (Brain and Behavior); one course in statistics (BIO 256 or PSYC 350); NEUR 485 (Neuroscience Seminar).

In addition, students must complete a total of 16 hours of supporting coursework, with at least 4 hours from each of the following categories:

Category 1

BIO 201 Genetics

BIO 301 Human Dissection and Anatomy

BIO 363 Molecular Biology*

BIO 364 Cell Biology*

BIO 367 Endocrinology

CHEM 301 Biochemistry*

CS 150 Introduction to Computer Science or DS 120 Introduction to Data Science

Category 2

PHIL 330 Minds, Brains, and Persons or REL 231 Contemplative Studies

PSYC 244 Animal Cognition

PSYC 265 Abnormal Psychology

PSYC 452 Cognitive Processes*

PSYC 454 Learning and Behavior*

Please note that the * designates courses that have additional pre-requisite requirements not fully met by the core courses.

For students majoring in both neuroscience and psychology, only three psychology courses may be used to satisfy the requirements for both majors. For students majoring in both neuroscience and biology, only three biology courses may be used to satisfy the requirements for both majors.

No minor is offered for neuroscience. Additionally, students majoring in neuroscience may not earn a minor in either biology or psychology.

Learning Goals

- Students will develop an understanding of the fundamentals of neuroscience spanning the breadth of the field and across multiple levels of analysis
    - *Through the core courses and correlatives, students will be exposed the breadth of neuroscience and be challenged to develop competency in many areas of inquiry*
- Students will develop competency in quantitative and evidence-based reasoning and experimental design
    - *These reasoning skills will be emphasized throughout the curriculum, especially in statistics, Experimental Neuroscience (BIO 260), and Neuroscience (BIO 362)*
- Students will be able to find and interpret articles in the neuroscience primary literature
    - *Primary literature is a focus of both Neuroscience (BIO 362) and the capstone seminar (NEUR 485)*

- Students will be able to communicate scientific ideas in oral and written format
    - *Designated speaking (BIO 362) and writing (BIO 260) courses will serve to develop these skills in students, while the capstone seminar (NEUR 485) will reinforce speaking and writing*

BA.NORST - Nordic Studies

Program Description

Nancy Gates Madsen (department head), **Maren Johnson** (program director)

Required for a major: 32 hours including NORST 101, 102, two-200 level language courses (201, 202, 203, 204) plus 16 additional credits in approved courses, 8 credits of which must be at the 300 level or above; a credit-bearing language immersion experience. Approved study abroad courses can be used to fulfill the requirements for the major.

Required for a minor: 20 hours including NORST 101, 102, one-200 level language course (201, 202, 203, 204), plus 8 additional credits in approved courses. Approved study abroad courses can be used to fulfill the requirements for the minor.

Current courses approved for the Nordic studies major/minor include:

FCUL 115, 270, 271, 361, 362, 364

HIST 248, 256, 293

PAID 450 (Ethics of Sustainable Organizations), PAID 450 (Nordic Environmentalism), PAID 450 (Ethical Futures in Norway)

NORST 201, 202, 203, 204, 345

Additional courses that might apply toward the Nordic studies major or minor are reviewed by the Nordic studies program director.

Language immersion experience: For majors, a minimum of 6 weeks of credit-bearing study through an approved study abroad program OR at least six weeks of credit-bearing internship in a Nordic-speaking environment. Credits earned during study away must be approved by the faculty in Nordic Studies. For minors, a term of study abroad is strongly recommended, but not required.

Language Learning Center

Language students have access to language learning materials, tutoring, computers and printers, and video study rooms. The Language Learning Center also houses the department's Foreign Language Media Library with over 800 foreign language films and a selection of leisure reading books and audio books for language learners. Students can check out these materials as well as audio and video equipment for their class assignments. The Language Learning Center also provides language students with valuable work-study experiences related to their interest in languages.

Learning Goals

Students completing the major in Nordic Studies will be able to:

- Demonstrate language proficiency at the Intermediate High proficiency level, as defined by ACTF
- Employ intercultural knowledge and skills to connect more fully with people from the Nordic region
- Demonstrate understanding of the practices and perspectives of Nordic cultures and reflect upon their own
- Analyze the cultural differences and diversity within in the Nordic region

Students completing the minor in Nordic Studies will be able to:

- Develop language proficiency at the Intermediate Low proficiency level, as defined by ACTFL
- Employ intercultural knowledge and skills to connect more fully with people from the Nordic region
- Demonstrate understanding of the practices and perspectives of Nordic cultures and reflect upon their own

BA.NURS - Nursing

Program Description

Laurie Bouska (department head)

Admission to the nursing major:

Luther's nursing program, with its longstanding connection to Mayo Clinic in Rochester, has a very strong reputation. Clinical resources both in the Rochester and Decorah areas limit the number of students who can be enrolled in the program, and so the number of qualified program applicants may exceed the number who can be admitted. Students must understand that admission to Luther does not itself mean admission to nursing. Applicants must meet minimum eligibility requirements indicated below; however, obtaining or exceeding minimum criteria does not guarantee admission. Decisions affecting admission to the major will be made in January term of the Sophomore year. Luther also offers a direct entry program into the nursing major for high school seniors.

Minimum criteria for admission to the nursing major include:

- A minimum cumulative grade point average (GPA) for college courses taken at Luther College of 2.75.
- A minimum grade of C in all courses required for the nursing major.
- Repetition of any single course required for the major no more than once.
- Repetition of a total of no more than two courses required for the major.

Continued progression in the nursing major:

Decisions affecting continued progression in the major after admission to it are made at the end of each semester. Students must continue to meet all admissions requirements. Additionally, a minimum grade of C is required for all nursing courses as well as satisfactory completion of the clinical components. No courses required for the major can be repeated more than once.

All other policies regarding grading, withdrawal, and graduation are in accordance with general college policy and can be found elsewhere in the college catalog.

Clinical participation is not allowed by persons who have been denied licensure by the Iowa Board of Nursing or whose license is currently suspended, surrendered, or revoked in any country or U.S. jurisdiction due to disciplinary action.

Students must be able to provide their own transportation to clinical facilities. They must also pay for their own uniforms and stethoscopes, as well as costs for CPR certification and state background checks (required by clinical agencies). Nursing courses in the senior year are taken off campus in Rochester, MN.

Required for a major: NURS 240, 301, 334, 350, 310, 311, 314, 382, 370, 385, 472, 473, 474, 477, 486, 488, and 490.

Correlative requirements: BIO 115, 116, 190; HES 125 or 126; PSYC 130. A course in developmental psychology and statistics is recommended for nursing majors.

Learning Goals

1. Apply knowledge from the science of nursing with knowledge from the liberal arts and natural and social sciences to develop a foundation for nursing practice and sound clinical judgment.
2. Perform person-centered care to guide nursing practice across varied locations and levels of care.
3. Assess, collaborate, and advocate for the optimal health of individuals, families, and populations.
4. Incorporate an evidence-based practice approach to clinical decision making.
5. Integrate quality and safety into nursing practice, minimizing risk of harm to patients and providers.
6. Collaborate with care team members, the patient, and others in the provision of care to enhance the healthcare experience and strengthen outcomes.
7. Integrate clinical judgment in a complex health care environment to provide safe, quality, and equitable care to diverse populations.
8. Demonstrate safe utilization and implementation of healthcare technology standards across healthcare settings.
9. Demonstrate professional characteristics and values fundamental to the nursing profession.
10. Participate in activities that foster personal well-being and lifelong learning, and acquire nursing expertise and leadership.

BA.PAID - Paideia

Program Description

Brian Caton (program director)

"Paideia" (pronounced pie-DAY-uh) is a classical Greek term meaning "education." For the Greeks, Paideia was a wide-ranging education that helped students become intellectually well-rounded citizens who could contribute ideas and solve problems in a free society. Paideia was essentially a liberal arts education. Developed in 1977 at Luther College, Paideia is a signature program. Its endurance testifies to the intellectual transformation afforded thousands of Luther students. This foundation grounds students for success in education and life.

The Paideia curriculum includes three interdisciplinary courses: a common two-semester sequence for first-year students (PAID 111D and 112D), and a one-semester course for juniors and seniors (PAID 450).

Paideia 111 and 112 are two first-year sequential semester courses taught by faculty from every academic division. The courses provide an introduction to the liberal arts and a base of skills students will use throughout their college experience. Every Luther student takes Paideia 111 and 112; this common element is vital. Throughout the year all Luther first-year students read the same works (though the class assignments related to the works may vary). The best class discussions extend into residence halls and cafeteria tables. Sections of Paideia 111 and 112 allow face-to-face learning, with no more than 19 students per section. Each unit of the courses begins with a large-format lecture in which a faculty member provides an overview. Often, the author of the summer reading visits Luther and speaks at convocation.

In Paideia 450, juniors and seniors face ethical challenges and learn to make educated choices. In this one-semester course, students use the critical reading, thinking, and reflection skills developed in Enduring Questions to explore an ethical issue.

All of these courses model the ideals of the liberal arts because:

- the most important questions draw on a range of perspectives for their answers
- the best answers draw not only on facts but on the wisdom of a well-developed sensibility
- education develops your potential, not just for a job, but for an active social, political, and inner life

Paideia 450 courses are taught in rotation; therefore, a particular course won't typically be offered every semester. Courses listed in the catalog are a representative sample of topics.

Learning Goals

Paideia 111-112: Enduring Questions

1. Students will demonstrate growth in the ability to read with comprehension texts in a wide variety of genres.

2. Students will be able to make contextually informed connections among texts in order to place them in conversation about enduring questions central to the human condition.

3. Students will demonstrate growth in their ability to write with fluency, clarity, and coherence.

4. Students will demonstrate growth in their ability to present an effective, balanced perspective on an issue or topic in the process of forming a claim or argument.

5. Students will develop information literacy by identifying questions, choosing and evaluating resources, and synthesizing information for ethical contribution to a community of learning.

6. Students will demonstrate empathy in classroom discussions.

Paideia 450: Ethical Choices

1. Students will demonstrate ethical reasoning as they engage with course content.

2. Students will apply integrative approaches to make connections across disciplines and perspectives.

BA.PHIL - Philosophy

Program Description

Holly Moore (department head)

Academic study of philosophy is a systematic inquiry into the basic assumptions of human life and experience. Philosophy courses are designed to deepen reflection about the nature of persons, the world, or the divine. Philosophy explores the meaning of value and the good, as well as the nature of knowledge and reason itself. Thus the study of philosophy has the possibility of enhancing and deepening study in every major, and the liberal arts generally; philosophy courses are designed with this goal in mind.

Philosophy minors receive a more comprehensive knowledge of philosophy alongside their major course of study. All students in philosophy move toward "the love of wisdom", which provides insight about the most important questions. Pursuit of the "examined life" provides students of philosophy the means to flourish both in and beyond academic pursuits.

Required for a minor: A minimum of five courses in philosophy, with at least three courses numbered 200 or above.

Students who lack the formal prerequisites for advanced philosophy courses but have appropriate academic experience and interest may obtain consent of instructor to enroll.

Learning Goals

At the time of graduation, minors in Philosophy will be able to demonstrate:

Dispositions

1. Courage to ask difficult questions
2. Commitment to rigorous thinking
3. Fairness and generosity to others' views
4. Honesty in assessing their own positions
5. Commitment to putting philosophical skills and knowledge to work to address contemporary challenges
6. Desire to think in creative and constructive ways

Skills

1. Competence in reading and interpreting difficult texts
2. Excellence in forming, refining, and evaluating arguments
3. Strength in critical thinking, including the ability to identify assumptions, distinguish empirical from normative claims, and articulate the significance of an issue
4. Effective oral and written expression, including the ability to formulate strong questions, thoughtfully engage others' views, and clearly articulate their own thinking
5. Proficiency in research, including distinguishing and evaluating primary and secondary sources and integrating information from multiple sources

Knowledge

1. Fluency in the concepts and terminology of philosophical inquiry and dialogue
2. Familiarity with major problems, positions, debates in the history of philosophy
3. In depth knowledge of at least one major philosopher and/or topic in philosophy.

BA.PHYS - Physics

Program Description

Todd Pedlar (department head)

The student majoring in physics will gain a solid background in our current understanding of the physical universe. Students will learn and experience first hand how that understanding evolves through the interplay between theory and experiment. The department maintains several instructional laboratory spaces, a planetarium, an astronomical observing facility for use with classes, and faculty/student collaborative research spaces. Research facilities include computers-for theoretical research and analysis of experimental data, modern experimental labs, and an astronomical observatory. Students are encouraged to participate in collaborative research with members of the physics faculty.

Required for a physics major: The major consists of PHYS/ENGR 150, PHYS 201, 202, and 203, PHYS/ENGR/MATH 250, PHYS/ENGR 311, and 312; and three additional four-credit PHYS or ENGR courses numbered above 300. Two of these three additional courses must be chosen from PHYS 361, 364 and PHYS 411. PHYS 151 and PHYS 152 may be used to satisfy the requirement of PHYS 201 and 202. In addition, coursework equivalent to MATH 351 is required. The capstone experience for Physics majors is a required Senior Project, which consists of a 1 credit PHYS 490 and 2 credit PHYS 491. Eligible students may apply to replace PHYS 490/491 with a year-long Senior Honors Project, PHYS 493.

Further supporting courses in mathematics, computer science, and other sciences are desirable. Each student's course of study is designed to meet the needs and special interests of the student, and interdisciplinary study is encouraged in order to obtain a broad base for the major. Emphases in applied physics, astrophysics, biophysics, energy resources and environmental sciences, geophysics, data science, history of science, teacher preparation, and technical writing are indicative of the many broad areas that may be developed for the student. Students interested in teaching should see the education department for secondary minor requirements.

Required for a physics minor: Twenty credits in Physics courses numbered 150 or above. Four credits must come from Physics courses numbered at 300 or above.

Required for a second teaching area: See the Education department for specific requirements. The second teaching area license is offered only in the state of Iowa.

Advanced Placement Credit: Students with exceptional preparation in physics (a thorough calculus-based introductory physics course including weekly laboratory work) may begin in PHYS 202 or PHYS 203 after consultation with a member of the physics faculty. Students earning a grade of B- or above in this higher numbered course will receive credit for PHYS 201 and (when appropriate) PHYS 202.

Because of the substantial overlap of the requirements for the Physics Major and for the major in Engineering Science, a student cannot both major or minor in Physics and major in Engineering Science.

Learning Goals

All who encounter our department, both students and community members alike, will find an environment that encourages curiosity about and appreciation of the physical universe. We seek to provide a safe and friendly environment that encourages a commitment to deep and honest work together as we study natural phenomena. In light of our stated mission:

For all students taking courses in our department, our goals are that they:

Gain an appreciation for the historical and philosophical context of theoretical and experimental science, and an appreciation for how scientific ideas develop over time.

Develop critical thinking skills and the ability to perform both conceptual and quantitative analysis of physical phenomena.

Understand the impact that physical science investigations have had on the global development of human society.

For students majoring in scientific fields other than physics, our additional goals are that they:

Develop familiarity with essential physics concepts and the relationship between physics and other scientific fields.

Gain an understanding of physics sufficient for admission to professional schools and graduate programs outside physics.

Better understand the power and limits of physics as a mode of human understanding by engaging in laboratory experiences that encourage exploration

In addition to the above, our goals for students majoring in physics are that they:

Obtain a depth and breadth of understanding of both classical and modern physics sufficient for success in graduate programs in physics or engineering.

Grow in technical skills and analytical ability so that upon graduation they are prepared to succeed in a variety of interesting and challenging work environments or academic settings.

Develop the ability to design and perform experiments to investigate physical problems, and to draw justifiable conclusions given the uncertainties inherent in all experiments.

Better understand the practice of science and engineering by engaging in one or more experiences of extended applied learning, such as high-quality research experiences, team-oriented project-based learning, and/or an off-campus internship.

Develop the ability to communicate scientific ideas effectively, in a way that is consistent with their understanding and that of their audience.

BA.POLS1 - Political Science

Program Description

Carly Foster (department head)

The roots of the political science discipline extend back to ancient times when political philosophers such as Plato and Aristotle pondered the role of leaders and the meaning of citizenship and the good life. And yet, political science is also very much a modern science, utilizing sophisticated research methodologies to analyze political events and institutions. We study political phenomena at various levels—individual, group, local, national, international, and global. Ultimately we seek to develop in our students the capacity to understand, question, and evaluate political phenomena in multiple contexts.

Required for a major:

Plan I. Thirty-two hours in the department, including POLS 130 and 135; two courses in the 300-370 range; POLS 485. In addition, ENVS 258, ENVS 340, and/or ENVS 360 can be applied to the political science major requirements. Students will fulfill the writing and speaking requirements by completing POLS 485 and the research requirement by completing POLS 485. Normally a maximum of four internship hours can be counted toward the major, with the exception of the internship completed through the Washington Consortium program. In that case, all six internship credits will apply toward the major. The major is flexible, but it requires frequent consultation with the major advisor.

Students considering graduate study in political science, public policy, law, or public administration should consider taking at least one course in economics and a statistics course.

Plan II (teaching). Same as general major requirements, except that a minimum of 24 hours must be selected from American government topics. A minimum of 34 hours of political science is required in Wisconsin. See Education department for secondary education minor requirements.

Required for a second teaching area: See Education department for specific requirements. The second teaching area license is offered only in the state of Iowa.

Learning Goals

Luther College Political Science graduates will be able to:

- Find, evaluate, and use reliable sources of information to analyze political phenomena in the United States and globally.
- Apply a wide range of research methods to identify and create knowledge.
- Effectively communicate political ideas and beliefs to scholarly audiences.
- Consider the implications of political issues from diverse perspectives.

BA.PSYC - Psychology

Program Description

Justin Sprung (department head)

Psychology is the science that studies behavior and mental processes. The course of study offered in psychology is designed to give the student not only knowledge of behavior and mental processes, but also an understanding of how this knowledge is scientifically acquired and applied. The basic psychological processes - learning, memory, motivation, emotions, perception, thinking - in both humans and animals are emphasized. Attention is directed both to the biological basis of behavior and to the interpersonal and social context in which it occurs.

To be a psychologist normally requires graduate education. Professional psychologists work as counselors in schools, institutions, and industry; engage in clinical work in mental health centers, state and V.A. hospitals; teach; conduct research; and engage in many other activities. Students who plan to attend graduate school should discuss this with an advisor and should take statistics early to prepare for the additional research experience necessary for success in psychology graduate programs. Students frequently pursue graduate degrees in related fields as well, such as medicine, law, and theology, and should be aware of specific admission requirements for such programs. Graduates with psychology majors or minors readily find a wide range of immediate employment opportunities in human resources, business, and social services. Such graduates are encouraged to work with their advisors to choose electives that broaden the applicability of their degree.

Requirements for a major: The following psychology courses are required for a major: PSYC 130; PSYC 180; five courses selected from between 239 and 270 ; PSYC 350; PSYC 355; one course numbered between PSYC 451 and PSYC 458, and PSYC 460. Majors may take Biology 256: Biostatistics in place of PSYC 350.

Current Luther students who are interested in completing a class at another institution with the idea of transferring the credits to Luther to satisfy psychology major or minor requirements must have that course approved by the psychology department head *before* the course is taken.

Psychology majors must have a minimum ***overall*** GPA of 2.00 in all Luther psychology courses. (Note: while this does not require that majors earn a grade of C or better in each individual PSYC course, an average of C or better must be earned overall in all PSYC courses.)

Required for a minor: The following psychology courses are required for a minor: PSYC 130; PSYC 350; PSYC 355; one course numbered between PSYC 451 and PSYC 458, and two 4-credit psychology electives (the two courses selected from: courses between 239 and 270; 451-458; and 460). Minors may take Biology 256: Biostatistics in place of PSYC 350.

Required for a second teaching area: See Education department for specific requirements. The second teaching area license is offered only in the state of Iowa.

Learning Goals

Upon completion of the psychology major, a student should:

1. Have a conceptual framework that embraces the core knowledge underlying behavior and mental processes and forms the basis for lifelong learning. This includes:
    1. understanding the interrelationship between the biological and cognitive aspects of the body.
    2. understanding basic psychological processes, including cognition, learning, motivation, and emotion.
    3. understanding behavior as it is directly influenced by other individuals.
    4. understanding individual differences.
    5. understanding psychology in historical and sociocultural contexts.
2. Have a working knowledge of the methods of acquiring, evaluating, and applying psychological knowledge including:
    1. basic descriptive and inferential statistics.
    2. research methodology.
    3. critical analysis and interpretation of research.
    4. knowledge of how research findings are applied.
    5. ability to communicate effectively with others about psychology including but not exclusively confined to the American Psychological Association Publication Manual.
3. Have a working knowledge of the professional ethics of the discipline of psychology.
4. In addition, students intending to continue their education in psychology in graduate or professional school should:
    1. have a working knowledge of advanced statistics.
    2. acquire significant research, internship, and /or experience.

Note: The Psychology Department learning goals are consistent with the American Psychological Association Guidelines for the Undergraduate Psychology Major (https://www.apa.org/ed/precollege/psn/2014/09/career-counselor)

BA.REL - Religion

Program Description

Kristin Swanson (department head)

Studying religion at Luther College equips students to be global citizens in a diverse and changing world. The academic study of religion helps students become competent in religious literacy and provides analytical tools for understanding how religion creates, maintains, and challenges social, political, and economic structures and institutions. By taking religion courses, students wrestle with some of life's biggest questions and examine religion's complex role in society throughout history.

The study of religion at Luther is not limited to the classroom. Study abroad courses and field trips have provided a variety of experiences, such as having tea with a Zen master in a mountain temple in Japan, joining Muslims for Friday prayer in Copenhagen, meeting survivors in Hiroshima and Nagasaki, talking to liberation theologians in Latin America, and participating in interreligious engagement in South Africa. Internships provide further opportunities to learn in specific contexts and explore possible careers.

The requirements for the religion major and minor are listed below. Students planning to major or minor in religion should consult with faculty in the department.

Required for a major: Eight 4-credit courses, distributed as follows: One core course from each of the following four categories: Texts (courses numbered 101-114); Traditions (courses numbered 215-229); Issues (courses numbered 230-249, excluding 239); and Interactions (courses numbered 250-265); one course numbered 300-315 (with a focus on research); one course numbered 316-330 (with a focus on approaches that scholars use to study religion); REL 490 (Senior Project); two electives from departmental offerings in religion (one of the electives may consist of a 4-credit REL-395); and the Reflection and Synthesis requirement.

Reflection and Synthesis: A year-long eportfolio requirement (typically in the junior year) where students reflect on their work in the major; make connections between their work in the major and other curricular and co-curricular learning, as well as possible vocational/avocational aspirations; and prepare for the senior project.

Core: The core of the religion major is divided into the following four categories:

Texts: Courses in the category explore the nature, development and ongoing interpretation of foundational religious texts. Attention is given to how such texts continue to shape, while also being shaped by, the religious communities that use them.

Traditions: Courses in this category explore the history and formation of particular religious traditions or sub-traditions. Attention is given to the communal, political, and legal structures of these traditions, as well as the contemporary challenges and controversies within them.

Issues: Courses in this category explore the engagement of religious communities and worldviews with contemporary issues of public concern. Attention is given to ethics and to the intersections between the study of religion and other fields of knowledge.

Interactions: Courses in this category explore cross-cultural or interfaith issues. Attention is given to how religious communities, worldviews, and practices are impacted by encounters with other communities, worldviews, and practices.

Required for a minor: Five 4-credit courses, distributed as follows: core course from each of the following four categories: Texts (courses numbered 101-114); Traditions (courses numbered 215-229); Issues (courses numbered 230-249, excluding 239); and Interactions (courses numbered 250-265); one course numbered 300 or higher (excluding 380 and 381).

Learning Goals

PLO 1: Analyze the development and ongoing interpretation of foundational religious narratives in the form of literary or non-literary texts.

PLO 2: Develop critical skills to examine the ongoing history of particular religious traditions or subtraditions.

PLO 3: Integrate knowledge about religious communities and worldviews with contemporary issues of public concern.

PLO 4: Assess how religious communities, worldviews, and practices are impacted by encounters with other communities, worldviews, and practices.

PLO 5: Learn and practice research skills in the academic study of religion.

PLO 6: Be able to identify different approaches that scholars use to study religious communities.

PLO 7: Analyze how religion relates to a sense of self, identity and social location.

BA.SCI - Science

Program Description

Science courses are offered by faculty from disciplines such as Biology, Chemistry, Environmental Studies, Nursing, and Physics.

BA.SOC - Sociology

Program Description

Britt Rhodes (department head), **Char Kunkel** (program director)

Sociologists study human behavior in groups, the interactions between people and the patterned structure of relationships that result. Criminal and deviant behavior, racism, inequality, gender, the environment, and social movements are just a few of the social structures we study. Consequently, the faculty represents a variety of complementary research interests and areas of expertise. This makes available to students both a wide selection of the topical areas within the field and an exposure to differing presuppositions.

Required for a major: SOC 101, 301, 307, 350, 499, and five additional courses in the discipline, one of which must be a 400-level seminar. If a statistics course judged comparable to SOC 350 (i.e.: PSYC 350) is taken in another department, substitute an additional elective in sociology for SOC 350. Students who contemplate graduate study should participate in research opportunities with the faculty and develop internships. Writing requirement is completed with SOC 301.

Required for a Criminology Track: In addition to the core requirements for a Sociology Major (SOC 101, 301, 307, 350, 499), criminology track students will also complete 248, 253, and 345 and two additional courses in the discipline, one of which must be a 400-level seminar. If a statistics course judged comparable to SOC 350 (i.e.: PSYC 350) is taken in another department, substitute an additional elective in sociology for SOC 350. Students who contemplate graduate study should participate in research opportunities with the faculty and develop internships.

Required for a minor: SOC 101, 301, and three additional courses, one of which must be a 400-level seminar.

Learning Goals

Mission Statement

The mission of the Sociology Department is to create an active learning environment in which students gain an understanding of humans in groups and human social behavior. Through systematic critical study, students are exposed to classical sociological ideas, current scholarship, and its application to our increasingly global and rapidly changing, diverse societies.

Learning Goals

Perspective

Students will be able to…

- Describe the interaction between the individual and society; develop a sociological eye
- Explain the social construction of reality and culture
- Describe major sociological perspectives
- Critically analyze the society in which they live, and view the world from a critical perspective

Abilities

Students will be able to…

- Present sociological argument in both oral and written forms
- Critically analyze and synthesize sociological theory and research
- Develop proficiency in the use of both quantitative and qualitative research methods
- Conduct scholarly research

BA.SPAN - Spanish

Program Description

Nancy Gates Madsen (department head), **David Thompson** (section head)

Required for a major: Eight courses (32 hours), starting at SPAN 201 or above. May include one elective course (up to 4 credits) taught in English and approved by the faculty in Spanish. Elective options include ANTH 101, ANTH 103, ANTH 204, COMS 333, ECON 362, GH 101, GH 201, IDS 101, POLS 135, and POLS 238. Required courses are SPAN 303, SPAN 346, SPAN 360; at least 4 courses (16 hours) above 300; language immersion experience. Writing requirement completed with SPAN 303.

Recommended supporting courses for students majoring in Spanish: Courses in Latin American history; politics and anthropology; courses in another modern or classical language.

Required for a minor: Five courses (20 hours), starting at SPAN 201 or above. Required course is SPAN 303; language immersion experience.

Language immersion experience: For majors, a minimum of 6 weeks of credit-bearing study through an approved study abroad program OR at least six weeks of credit-bearing internship in a Spanish-speaking environment. Credits earned during study away must be approved by the faculty in Spanish. For minors, at least three weeks of credit-bearing study through an approved study abroad program or January Term abroad course in Spanish, OR at least three weeks of credit-bearing internship in a Spanish speaking environment. Credits earned during study away must be approved by the faculty in Spanish. Program selection must be approved by the department for all majors and minors prior to departure. All majors and minors are encouraged to help maintain and advance their language skills by completing courses in the language during their final semesters at Luther.

Language Learning Center

The Department of Modern Languages and Cultures has a Language Learning Center in Main Building. Language students have access to language learning materials, tutoring, computers and printers, and video study rooms. The Language Learning Center also houses the department's Foreign Language Media Library with over 800 foreign language films and a selection of leisure reading books and audio books for language learners. Students can check out these materials as well as audio and video equipment for their class assignments. The Language Learning Center also provides language students with valuable work-study experiences related to their interest in languages.

For courses on teaching Spanish in the elementary grades, see Education.

Learning Goals

Students completing the major or minor in Spanish will:

- Demonstrate critical thinking skills through analytical reading and persuasive writing
- Communicate effectively in daily interactions and participate in communication on abstract topics
- Demonstrate understanding of critical issues that shape Latin America, Spain, and the United States (e.g. gender inequality, racism, environmental sustainability, political revolution)
- Demonstrate in-depth knowledge of the products, practices and perspectives of at least one Spanish speaking culture
- Demonstrate awareness, cultivate empathy, and withhold judgment in interactions with others
- Reflect persuasively on how language and culture shape identity, communities, and practices (both others' and one's own)

BA.SW - Social Work

Program Description

Britt Rhodes (department head and program director)

The social work major prepares undergraduate students for beginning level generalist social work practice while a secondary objective is to prepare students for graduate (MSW) study. The social work program is accredited by the Council on Social Work Education at the baccalaureate level, allowing students to gain advanced standing in M.S.W. programs at many graduate schools of social work. Skills and knowledge for lifelong learning and active citizenship are included.

Graduates of the social work program are employed in a variety of practice settings including: counseling, mental health, chemical dependency, family services, refugee and immigrant services, international social work, public health, public policy, child welfare, corrections, developmental disabilities, eldercare, healthcare, faith-based organizations, environmental organizations, schools, and other areas of social services.

The program has two internship requirements. The first is SW 102, which involves a three-week experience shadowing a social worker. A full semester in the senior year is devoted entirely to off-campus field instruction in a selected social service organization and a concurrent professional seminar. Work experience does not provide exemption from academic coursework.

Within the context of the liberal arts program at Luther College, the social work major includes nine areas of emphasis: social work values and ethics; anti-racism, diversity, equity and inclusion; social, racial, economic, and environmental justice; populations at risk, social welfare policy and services; human behavior and the social environment, social work research, social work practice, and field practicum. These do not necessarily represent specific courses but, rather, clusters of facts, ideas, and skills that are needed to provide effective social services.

Required for a major: SW 101, 102, 201, 204, 301, 303, 304, 305, 401, 402, 403, 490; correlative courses consisting of BIO 115, 117, or another course in human biology approved by the department, and POLS 247. The first social work field experience (SW 102) is recommended before the junior year. A course in statistics is recommended for students considering graduate study: SOC 350 (social statistics), PSYC 350 (behavioral statistics), or MATH 115 (introduction to statistics) are all good options. Writing requirement completed with SW 305 or SOC 301.

Policies for admission and progression in the social work major are as follows:

Students may apply for admission to the social work major after completion of SW 101 (Introduction to Social Work and Social Welfare), and SW 102 (Social Work Field Experience). Formal application to the major is made by completing the "Application for Admission to the Social Work Major," writing an essay, and completion of an application interview with members of the social work faculty. Once admitted, students are required to:

1. Designate a Social Work Faculty member as their advisor in the Registrar's Office and utilize this person in future planning.
2. Maintain a Luther College cumulative grade point average of 2.0. Students with a GPA below 2.5 are required to develop an academic learning plan with their advisor with follow-up with the advisor each semester until the GPA raises above 2.5.
3. Earn a C or better in all social work practice courses (SW 201, 301, 401, 402, and SW 403).
4. Continue to demonstrate suitability to enter the profession of Social Work by maintaining compliance with the Luther Honor Code and the Social Work Code of Ethics.

Admission and other policies relating to the social work major, including a statement of students' rights and responsibilities, are described in the social work program's Student Handbook, copies of which are available from program faculty or on the social work website. All other policies regarding grading, withdrawal, and graduation are in accordance with general college policy and can be found elsewhere in the college catalog.

Counseling Minor

Students can pair a social work major with a 5.5 course minor in counseling.

Social Welfare Minor

The social welfare minor focuses on the development of social welfare and the behavior of individuals, families, organizations, and communities in the context of their social environment. The minor helps provide an understanding of the social welfare system in the United States, the values and theories behind it, and the social issues facing our nation. It does not provide the specific skills needed for actual social work practice. Graduate schools of social work examine the course work taken in CSWE accredited undergraduate programs on a case-by-case basis and may accept some undergraduate course work as meeting some requirements in the first year of the MSW program.

Requirements for a minor in social welfare: Five courses are required. This includes three courses: SW 101, 204, 303; plus two additional courses selected from the following: SW 102, 185, 304, 305; POLS 247. A special topics course in social work approved by the department may be substituted for one of the electives. In the minor, POLS 247 and SW 201 are not prerequisites to SW 304. Students may not both major in social work and minor in social welfare.

Learning Goals

Mission

The Social Work Program at Luther College is grounded in the history, purposes, and philosophy – as well as the knowledge, values, and skills – of the social work profession. It operates within the context of a small church affiliated liberal arts college in rural town in the American upper Midwest. The core values of the social work profession that shape the Luther Social Work Program are: service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry.

The program assists students in developing their professional core competencies including the knowledge, values, skills, and professional identity they need to practice as entry level generalist professional social workers promoting human and community well-being in a diverse, complex, and global world. Graduates are prepared to be culturally competent life-long learners, active citizens, and advocates for social and economic justice who value the dignity and worth of the person and the importance of human relationships. Graduates are prepared to be competent social workers who practice with integrity through critical thinking, use of research based interventions, scientific inquiry, sound ethical decision making, and a respect for human diversity. The program prepares students to serve as leaders in strengthening the social service delivery system, as they strive to empower people in their environments and working to eliminate poverty, racism and other conditions that limit human rights. The program also contributes to knowledge in the field, provides leadership and expertise to strengthen the social service system, and works for the common good in an ever changing society.

Goals

Goal 1: Prepare students for competent and effective entry-level generalist professional social work practice with individuals, families, groups, organizations, and communities through mastery of the knowledge, values, and skills that inform the nine core competencies.

Goal 2: Prepare students to think critically, using the values, codes of ethics, and research base of the profession.

Goal 3: Prepare students to use prevention and intervention methods to work effectively in changing contexts with diverse populations, drawing on people's strengths and resilience.

BA.THE - Theatre

Program Description

Joe Madrigal (department head)

Theatre training expands the capabilities of the human body and imagination, developing capacities for persistence, invention, and communication. Theatre majors learn self-confidence and refine their ability to conceive and enact new ideas, practices and solutions through the performative body. Collaborative performances and studio environments stimulate active learning, and promote body and mind development toward reflecting what it means to be human. This approach equips students with skills for dealing with a complex world. Theatre majors pursue graduate and professional studies, certification, and employment in: acting, design, directing, freelance performing, freelance designing, international arts education, theatre education, movement for actors, performance, and performance art.

Required for a major: 33 hours including THTR 100/DAN 100 (6 times), THTR 103, 105, 127, 300, 351, 352; two 200 level courses; one 300 level course. Writing requirement completed with THTR 352.

Correlative requirement: One 4-credit elective selected from courses in dance.

Theatre Synthesis: During the sophomore year a major will develop a written reflection outlining their previous work in the performing arts and develop possible pathways for future directions.

Required for a minor: THTR 100/DAN 100 (three times); THTR 103, 105, 127, 300, and one 4-credit elective selected from courses in theatre or dance.

Theatre Management: Students may combine a major and Theatre and a minor in Management (or a major in Management and a minor in Theatre) in order to create a course of study suitable for those interested in Theatre Management.

Learning Goals

1. Theatre students acquire an understanding of the technique, artistry, and craft of making theatrical performances through coursework and the performance of theatrical works.
2. Theatre students broaden and deepen their physical, verbal, and visual vocabulary through the study and performance of theatrical works.
3. Theatre students learn to communicate artistic intentions through verbal, visual, physical, and written forms.
4. Theatre students develop skills that help them work collaboratively in the imaginative process of theatre making, employing an awareness of self and others within the context of creating theatre.
5. Theatre students engage in investigating historical and contemporary figures, works, and ideologies to explore the diversity of theatre and its intersection with contemporary culture and society.

BA.VC - Visual Communication

Program Description

Aaron Lurth (program director)

Visual Communication at Luther College is an interdisciplinary program comprised of faculty in Visual and Performing Arts (VPA), Communication Studies, Computer Science, Data Science, Management, and English. In short, visual communication is concerned with modes of production and distribution, as well as interpretation of codes, messages, and systems.

The Visual Communication major provides our students with a theoretical and practical framework necessary to create, understand, and critically engage media. This major is designed for students interested in career preparation for graphic design, web design, media production, marketing, user experience design, branding, and other pertinent fields.

Required for a major: 12 courses including VC 150, ART 206, COMS 133, CS 130, ENG 211 and VC 490; three courses including one course from each area: COMS (COMS 234 or COMS 258), ART (ART 207 or ART 218), CS/DS (CS 150 or DS 120); three additional courses chosen from approved electives courses, including two courses at the 300 level. VC 490 will serve as the culminating course in the Visual Communication major. No more than two courses counting for another major or minor may be applied to the Visual Communication major.

Approved Elective Courses: Students must take a minimum of three courses. Approved courses are listed below. Additional courses, including special topics, internships/experiential learning or study away courses of appropriate content, may be approved by the visual communication director.

ART 214, ART 306, ART 307, ART 318, ARTH 260, ARTH 266, COMS 335/IDS 335, COMS 358, CS 160, DS 321, ENG 231, ENG 233, ENG 331, MKT 201, MKT 310, MKT 320, THTR 204 and SOC 290.

Required for a minor: Six courses including VC 150, ART 206, COMS 133, and CS 130; two courses chosen from approved major or electives courses.

Learning Goals

Applied Visual Communication Skills

Students in Visual Communication:

1. Possess the fundamental skills of writing, editing, photography, graphic design and time- based media with sufficient expertise to actively contribute to the Visual Communication field and profession.
2. Recognize the appropriate visual tools and aesthetic principles to communicate salient and integral Information to a specifically defined or general audience.
3. Possess the skills necessary to adapt to changing technology found in the visual communication field.
4. Leverage knowledge from disparate disciplines to effectively solve complex problems.

Integrate disciplines and persons and applied visual communication skills to solve complex problems.

Ethical Responsibilities

Students in Visual Communication:

1. Appreciate the importance of the highest ethical standards when gathering information, engaging communities and producing visual communication products.
2. Understand the significant social power of visual communication as it interacts in society and deploy visual communication projects with the utmost appreciation of this power.
3. Appreciating the value of collaboration with persons of diverse origins, experiences and ideas in the pursuit of excellent visual communication.

Skills and Attributes

Students in Visual Communication:

1. Use multiple strategies for the generation of ideas in the context of visual communication design.
2. Examine visual communication products, formally, theoretically, critically and ethically.
3. Speak clearly about their process, consideration and ultimately, their products.
4. Understand the context and intentions of Visual Communication in the multivalent environments in which it exists.
5. Speak clearly about their process, consideration and ultimately, their products.
6. Demonstrate an active engagement in allied fields (art) as well as disparate fields and integrate discoveries into their work.
7. Work in a mature and professional manner.

All Courses

ACCTG120 - Principles of Accounting

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Description
This course provides an introduction to, and a basic understanding of, financial and managerial accounting concepts, principles and procedures. Emphasis will be placed on the use of accounting information by managers, creditors, stockholders, and other external parties. Course coverage includes the basic accounting cycle, accounting for inventory, receivables, long-term assets, short and long-term liabilities, stockholders equity, financial statement analysis, cost behavior, cost estimation, budgeting, and relevant costs for decision making.

ACCTG220 - Managerial and Cost Accounting

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take ACCTG-120. (Required, Previous).

Course Description
This course builds upon the managerial concepts presented in the Principles of Accounting course and introduces cost accounting concepts. It examines the central role of managerial and cost accounting in the decision-making process of an organization. Topics include cost-volume-profit analysis, job costing, process costing, master and flexible budgeting, variance analysis, capital budgeting, and cost behavior.

ACCTG320 - Business Analytics and Information Systems

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take MGT-250. (Required, Previous).

Course Description
This course builds on introductory business analytics skills to prepare students to understand, manage, and visualize the data; apply data analytics skills in a business context; design business processes and databases; and query databases to provide insights about the performance of business operations. This course aims to provide students with a variety of technology and business analysis concepts and skills most relevant to business operations and decision making. (same as Mgt 320)

ACCTG353 - Intermediate Accounting I

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take ACCTG-220. (Required, Previous).

Course Description
Deals with financial accounting concepts and practice. Provides an expansion of the basic fundamentals of accounting procedure. Includes intensive coverage of the asset and liability sections of the balance sheet. Student applies accounting theory, standards, principles, and procedures to accounting problems. Requires junior or senior standing.

ACCTG354 - Intermediate Accounting II

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take ACCTG-353. (Required, Previous).

Course Description
Further coverage of financial accounting concepts and practice. Includes intensive coverage of the stockholders' equity section of the balance sheet, the statement of changes in financial position, and other special topics, including pension costs, leases, and income tax allocation.

ACCTG357 - Accounting for Government and Nonprofit Entities

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Registration Restrictions: Juniors and Seniors Only; Course Requisites: Take ACCTG-120. (Required, Previous).

Course Description
Introduction to governmental and nonprofit accounting financial reporting principles, procedures, and analysis. The integration of sustainable decision making into government and nonprofit communities is emphasized. Junior standing required.

ACCTG368 - Federal Income Taxation

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Registration Restrictions: Juniors and Seniors Only; Course Requisites: Take ACCTG-120. (Required, Previous).

Course Description
Provide an in-depth introduction to the U.S. Tax System. The primary focus of this course will be an analysis of individual income tax, with emphasis on the economic and legal effect on the individual taxpayer. Much of the material is relevant to the taxpayer in the business environment, including taxation for the entrepreneur, financial planner partnership, estates & trusts and basic concepts of corporate taxation.

ACCTG465 - Advanced Accounting

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Registration Restrictions: Course Requisites: Take ACCTG-354. (Required, Previous).

Course Description
Accounting for mergers and consolidations, partnerships, foreign currency transactions, segment reporting, theoretical concepts of value and measurement, and special problems of various industries.

ACCTG467 - Auditing and Assurance Services

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Registration Restrictions: Seniors Only; Course Requisites: Take ACCTG-354. (Required, Previous).

Course Description
Emphasizes the analysis of an entity's business strategy, identification of risks, mapping of business processes, evaluation of internal controls, and the implications of each of those analyses on the quality of financial and non-financial information. The accounting profession's standards and prescribed procedures for financial statement audits are a significant component of the course. Legal responsibilities and professional ethics naturally integrate with the course content. Students learn how accounting professionals exercise judgement, examine client financial statement assertions and document a problem's analysis, the procedures applied, and the conclusions reached. Writing instruction and practice are incorporated to realistically reflect the practice of accounting. Open only to seniors.

ACCTG485 - Seminar

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	1	4	-

Course Description
Selected topics in accounting.

ACCTG490 - Senior Business Capstone

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Registration Restriction: Accounting Majors Only | Seniors Only

Course Description
This course is designed to integrate and apply knowledge acquired throughout the accounting and management majors. It offers a comprehensive exploration of strategic management principles and practices, focusing on analysis, formulation, and implementation of organizational strategies. Students work on case studies, simulations and projects in a group environment to study and discuss contemporary issues in strategic management. Students explore a specific area of research and present the results to an audience of peers and faculty.

AFRS130 - Blaxploitation Film:Its Birth & Evolution

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Textual Literacy (TXT-L)

Course Description
This course will explore the development of the film genre commonly referred to as "Blaxploitation." Beginning in the late 60s and lasting through the 70s, this body of movies starred African-American actors who would become icons in black American culture. Our study will focus on the social and political forces that gave birth to this wave of art, noting how the films challenged, resisted, transformed, or confirmed public perception about African-Americans, both within Black and mainstream communities. The film's political content, as it relates to racial discourse, class realities, and gender norms, will serve as the focus of class conversation. (same as Eng 130 and IDS 131)

AFRS135 - African-American History

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social Systems Literacy (SOC-L), Social & Environmental Justice (SEJ)

Course Description

This course is a survey of African-American history from the 15th century to the present. Eras and topics include the trans-Atlantic slave trade, slavery in the Americas, the Civil War and Emancipation, segregation, the Great Migration, the Great Depression and World War II, the modern black freedom struggle, and the post-civil rights era. The class emphasizes how African Americans constructed individual and collective selves, created livelihoods, formed families, communities, and institutions, fashioned cultures, defined citizenship, and consistently defied notions of a monolithic "black community." Centering African Americans' words, actions, and artistic creations and the ways they interacted with other cultures and peoples within the Americas and abroad, this course investigates how African Americans shaped and were shaped by the many worlds they traversed. (Same as HIST 135 and IDS 135)

AFRS171 - History of Africa to 1880

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social Systems Literacy (SOC-L), Social & Environmental Justice (SEJ)

Course Description

Survey of African history from the earliest times to roughly about 1880. The course begins with the historical development of Africa's still-vital cultural, linguistic, social and economic systems and moves on to examine the Islamic and Christian impact on these systems through the era of Atlantic slave trade. The course concludes by discussing the ways in which early European colonialism affected the African past. (Same as HIST 171 and IDS 171)

AFRS172 - History of Modern Africa

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social Systems Literacy (SOC-L), Social & Environmental Justice (SEJ)

Course Description

This course surveys the history of sub-Saharan Africa from the 1880s to the present. The course examines African life under European colonial domination (from about 1880 to about 1960) and under independent states which succeeded colonial governments after 1960. A primary aim of this course is to explore the diversity of human experience in Africa during the colonial and post-colonial periods. The course makes use of several primary documents to portray ways in which men and women have dealt with the challenges of living in 20th- and 21st-century Africa. (Same as HIST 172 and IDS 172)

AFRS221 - Anthropology in East Africa: Forces of Culture Change Among the Massai

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description

The Maasai pastoralists of Tanzania and Kenya are experiencing rapid culture change in response to global, national, and local forces. In this course we will study "traditional" Maasai culture and examine the ways in which the Maasai of northern Tanzania are adapting to changing social, political, economic, and environmental conditions. Topics to be explored include the shift from herding to agropastoralism; the tension between traditional and formal modes of education; the adoption of Christianity in place of or alongside traditional religion; changes in coming-of-age rituals; cultural dimensions of health, illness and healing; challenges to traditional gender ideology; the Maasai relationship to their environment; and the impacts of ecotourism, cultural tourism, and wildlife conservation programs on the pastoral way of life. From bases near the city of Arusha and the small town of Monduli students will interact with Maasai people in urban and rural marketplaces; in schools, medical facilities, and places of worship; and at Maasai bomas (family compounds) in the bush. We will also visit the Ngorongoro Crater Conservation area and the Oldoinyo Lengai volcano and pilgrimage routes in in order to explore the tension between pastoralism, wildlife conservation programs, and tourism. Offered January term. (Same as ANTH 221 and IDS 221)

AFRS235 - The Long Civil Rights Era: Black Nationalism to Black Power

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
Adopting a "Long Civil Rights Movement" framework, we will examine how African Americans adopted various strategies to bring effective meaning tot their citizenship status and expand the boundaries of American democracy. Instead of limiting our study to the "classical phase" of the movement between 1954 and the early 1970s, we will begin in the 1930s and end with contemporary activism such as the Black Live Matter movement. Through an extended periodization of what is traditionally considered the Civil Rights Movement, the class reveals how the struggle for civil rights was not a singular moment in the mid 20th century, by a sustained, multidimensional, ideologically diverse movement that continues to the present. Using a range of primary and secondary sources, we will pay particular attention to the regional dynamics of African American civil rights movements and the role of gender in these movements. (same as HIST 235 and IDS 235)

AFRS240 - Africana Women's Writing

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take PAID-111D or transfer equivalent (Required, Previous).

Course Description
A study of writing by selected Africana women writers from Africa, the Caribbean, the United States and elsewhere in the African diaspora. Topics may vary by geographic region or theme. (Same as ENG 240 and IDS 240)

AFRS243 - Literature of the African Peoples

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Textual Literacy (TXT-L)

Course Description
Modern African writers are some of the most dynamic and innovative writers as they draw from and respond to different literary traditions, such as their own oral and written traditions, as well as European models. This course serves as an introduction to the various themes and styles of written literature of the 20th century. Central to discussion will be an analysis of gender within various African cultural contexts. Understanding constructions of masculinity and femininity, dominant female and male roles in society, and the ways in which the works challenge traditional norms of gender will be priorities within applied theoretical approaches. (Same as ENG 243 and IDS 243)

AFRS247 - History of Jazz

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
A survey of the history and development of jazz, from the 1890s to the present. Includes origins and early jazz through the modern jazz era. Listening activities focus on the major figures of each historical period. Offered alternate years. (Same as MUS 247 and IDS 247)

AFRS251 - African-American Literature

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Textual Literacy (TXT-L), Social & Environmental Justice (SEJ)

Course Requisites
Course Requisites: Take PAID-111D or transfer equivalent (Required, Previous).

Course Description
A survey of African-American literature, drawing primarily from 19th, 20th, and 21st century works. Contributions from authors such as Frederick Douglass, Harriet Jacobs, David Walker, Zora Neale Hurston, Ralph Ellison, Toni Morrison, and Ta-Nehisi Coates combine their artistic craft with acute interrogations of their socio-political environments. Thus, the course focuses on how both fictional and non-fictional Black literature grounds itself in its respective historical context and addresses themes of social justice. Class discussions will pay special attention to the intersection of race, class, and gender as writers engage with this struggle to achieve the American promises of freedom and equality (Same as ENG 251 and IDS 251)

AFRS271 - African Diaspora

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social Systems Literacy (SOC-L), Social & Environmental Justice (SEJ)

Course Description
This course explores the global experiences of people of African descent. Students will study the human experiences of Africans in the Indian Ocean world, the trans-Saharan trade and the Trans-Atlantic slave trade. Geographical areas include Asia, the Caribbean, and Latin America. Particular attention will be given to the web of interrelated histories, social dynamics, political, and economic processes affecting and reflecting world cultures and histories. (Same as HIST 271 and IDS 271)

AFRS331 - Topics in African American History

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take PAID-112D or transfer equivalent (Required, Previous).

Course Description
In-depth study of a selected topic in African American history. Instruction in this course will require students to read and access monographs written by prominent historians related to the topic. This course will require intensive engagement with primary and secondary sources in writing. Topics may include but are not limited to: Black Family History; Black Urban History; The Hip Hop Generation, 1975-2015.

AFRS345 - Constructs of Race and Racialization

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Social Systems Literacy (SOC-L), Social & Environmental Justice (SEJ)

Course Requisites
Course Requisites: Take SOC-101. (Required, Previous).

Course Description
This course examines the social construction of race as a concept and the racialization of US society. An assessment of how racialization has changed over time and has created various interactions between groups from Whites and enslaved Africans, Mexicans and Native Americans to present day race relations. We also examine how racialization both determines and impacts social structures and the attainment of societal honors, rewards and power in modern society. (Same as SOC 345 and IDS 345)

AFRS371 - Topics in African History

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take PAID-112D or transfer equivalent (Required, Previous).

Course Description
In-depth study of a selected topic in African history. Instruction in this course will require students to read and assess monographs by African historians on the topic. Topics may include but are not limited to apartheid in South Africa and Zimbabwe, decolonization, nationalism, environmental history of sub-Saharan Africa. (Same as HIST 371 and IDS 371)

AFRS391 - Topics in Africana History

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take PAID-112D or transfer equivalent (Required, Previous).

Course Description
In-depth study of a selected topic in Africana history, emphasizing links between the African continent and the African diaspora. Instruction in the course will require students to read and assess monographs written by prominent historians related to the topic. This course will require intensive engagement with primary and secondary sources in writing. AFRS 391/ HIST 391 explores how people of African descent on the continent and in the diaspora interacted with each other and with European colonial powers. The course explores interactions across empire and national boundaries as well as between different cultural groups. Topics may include but are not limited to: Comparative Slavery, Pan-Africanism, Black Internationalism.

ANTH101 - Cultural Anthropology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social Systems Literacy (SOC-L)

Course Description
A study in what it means to be human, this course uses the concept of culture to account for the tremendous variety of practices and beliefs throughout the world. Students will also examine patterns in human behavior, addressing cultural similarities as well as cultural differences. Course content provides insight into how cultural anthropologists do what they do - what methods they use to study culture and what ethical issues they may encounter while doing so. Students will be expected to engage some of these anthropological methods by completing a series of ethnographic exercises. Through the study of anthropological works and practice with ethnographic methods, the course will prepare students to apply the anthropological approach as they navigate an increasingly diverse and globalized world.

ANTH102 - Biological Anthropology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Description
Biological anthropology focuses primarily on the physical development of the human species. This course serves as an introduction to the various lines of inquiry that comprise this sub-field of anthropology. Primary topics include a survey of human biological and cultural evolution, genetics and the mechanics of evolution, non-human primates, and forensic anthropology.

ANTH103 - Linguistic Anthropology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social Systems Literacy (SOC-L)

Course Description
An introduction to human language, with an emphasis on the relationship between language and culture. Topics include the origin and evolution of language, language acquisition, language and society, and current issues in linguistic anthropology, such as lanuage ideologies and their social, political, and economic implications. Students will gain hands-on-experience with the methods and techniques of linguistic anthropology.

ANTH104 - Archaeology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social Systems Literacy (SOC-L)

Course Description
Archaeology is the study of the human past through material remains. This course introduces students to the fundamental techniques employed by archaeologists to reconstruct the past. In addition to exploring the basic methodological foundations of archaeology this course provides an overview of world archaeology, including major developments in human prehistory and significant archaeological sites.

ANTH109 - Are You a Neanderthal?

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Textual Literacy (TXT-L)

Course Description
Who were the Neanderthals and what does it mean if you are descended from them? This class will use popular culture and our current scientific view of Neanderthals as a way of answering these questions. The depictions of Neanderthals and cavemen in movies, television, literature, and art will be analyzed to see how they have been used to define what it means to be human. The class will also examine both the history and current scientific view of Neanderthals as a way of understanding our relationship to Neanderthals and their place within the human family.

ANTH110 - Going Global: Preparing to Study Abroad

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	1	-	-

Course Description
This course will prepare you to travel to another country and immerse yourself in another culture. Successful study abroad involves ethical, culturally sensitive, active engagement with your host culture and requires developing habits of purposeful self-reflection. Together we will critically examine our motivations and goals for studying abroad, explore visible and invisible dimensions of culture, enhance our understanding of cultural self-identity, and raise awareness of the lens through which we view others and others view us. Ultimately you will learn important skills that will empower you to become a culturally sensitive and self-reflective traveler in life rather than just a tourist.

ANTH202 - Anthropology of Food

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social Systems Literacy (SOC-L)

Course Description
Anthropology of food invites students to explore human relationship with food from the days when we gathered and hunted to the current era of processed foods like potato chips and ramen noodles. People never eat everything that is available to them, instead our cuisines are shaped by powerful forces like culture, identity, globalization, and more. Whether or not we have enough to put on our tables at all, can tell us a lot about our social organization. Our class will investigate these forces through ethnography, focusing on the themes like identity, sociality, health, food production and distribution, among other things. We will rely on anthropological research that focuses on contemporary and historical examples, and we will try out some ethnographic fieldwork techniques for ourselves.

ANTH203 - Environmental Anthropology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
The study of the environment in anthropology addresses problems that not only threaten our ecology but also human existence on the planet. This course will demonstrate the importance of anthropological theory and practice for solving environmental problems and for understanding people's responses to them. The course will begin by laying the theoretical foundations of environmental/ecological anthropology. Then it will be structured around what are seen in anthropology as the key environmental questions arising from increased interaction and unequal exchange among widely different cultures: population growth, economic development and underdevelopment, the loss of biodiversity, environmental management, the future of indigenous peoples, environmental campaigns and collaborations within the context of the politics of natural resources, and the connections between consumption and globalization.

ANTH204 - Migration and Borders in a Global Age

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
This course captures the broadest possible spectrum of the migration experience, from the violence and suffering caused by the practices of social, economic, political, and cultural exclusion, to the sympathy, solidarity, and respect expressed in practices of social inclusion. Students will engage in critical reading of contemporary ethnographies of migration to explore: (1) how global migration flows are shaping the lives of persons who move across national borders, and (2) how these people are affected by the practices of social exclusion or invisible borders. The case studies will mainly focus on undocumented migration between Latin America and the United States, but other world areas will also be considered.

ANTH205 - Religion and Culture

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
What is religion? When and how did it develop? Is religion a human universal? What features, if any, are common to all religions? How and why do religions change, and what happens when different systems of religious belief and practice come into contact? This introduction to the anthropology of religion explores these questions and others through in-depth case studies from the ethnographic literature, comparisons made across cultures, and the theoretical works of anthropologists and other scholars. Though some attention is given to the world's major religions, the course emphasizes the religious traditions of indigenous peoples around the globe.(Students may use this course to fulfill either the second Religion requirement or the Human Behavior requirement, but not both.)

ANTH208 - Medical Anthropology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social Systems Literacy (SOC-L)

Course Description
Medical Anthropology explores health, illness, disease and medicine across the globe. Using anthropological principles, we explore how medical knowledge and practices are culturally and socially constructed. Key topics of the course include: interactions between various ethnomedical systems, including biomedicine; healers and healing professions; ideologies of the body; beginnings and ends of life; the role of new biomedical technologies and the pharmaceutical industry; political and moral economies of health in the global context. Our course will focus on some key texts in medical anthropology as well as new ethnographies that address intercultural encounters in medical settings.

ANTH209 - Born to Run

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social Systems Literacy (SOC-L)

Course Description
Humans possess a capacity for endurance running that is virtually unmatched in the natural world. This course uses each both biological and cultural perspectives to provide insights into the "how" and "why" of running. The physiology of long distance running can only be understood by studying the larger environmental and behavorial conditions under which it evolved. Similarly, ethnographic accounts from various cultural groups provide essential insights for understanding the social and cultural dimensions of running among modern humans.

ANTH210 - Qualitative Research Methods in Anthropology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take ANTH-101. (Required, Previous).

Course Description
This course will introduce students to qualitative research methods in anthropology. The goal is to provide training and hands-on experience in designing a research project, carrying out ethnographic fieldwork, and analyzing the data. Students will get an opportunity to work on projects of their choice and select appropriate methodologies, including participant observation, different types of interviewing, and other systematic observation techniques. Students will learn how to construct interview schedules, administer sorting and ranking surveys, use time recall questionnaires, ethnographic taxonomies, life histories, genealogies, and focus groups. The writing component will include field notes, reports, and personal journals. Students will engage in multiple re-writes of their final reports, aided by peer review. In this process, we will pay special attention to ethics involving research with human subjects. Offered alternate years.

ANTH211 - Quantitative Research Methods in Anthropology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take ANTH-102 or ANTH-104. (Required, Previous).

Course Description
Effectively understanding cultural behavior requires asking the right questions and correctly interpreting the resulting answers. Often, the best way to address these questions requires the collection of quantitative data. This course will use case studies from cultural anthropology, archaeology, and physical anthropology, as well as student-generated research as means for learning how to design anthropologically relevant research questions, identifying the appropriate ways of acquiring the data required to successfully address these questions, and evaluating the results. Finally, we will address the ethics of anthropological research.

ANTH221 - Anthropology in East Africa: Culture Change Among the Maasai

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
The Maasai pastoralists of Tanzania and Kenya are experiencing rapid culture change in response to global, national, and local forces. In this course we will study "traditional" Maasai culture and examine the ways in which the Maasai of northern Tanzania are adapting to changing social, political, economic, and environmental conditions. Topics to be explored include the shift from herding to agropastoralism; the tension between traditional and formal modes of education; the adoption of Christianity in place of or alongside traditional religion; changes in coming-of-age rituals; cultural dimensions of health, illness and healing; challenges to traditional gender ideology; the Maasai relationship to their environment; and the impacts of ecotourism, cultural tourism, and wildlife conservation programs on the pastoral way of life. From bases near the city of Arusha and the small town of Monduli students will interact with Maasai people in urban and rural marketplaces; in schools, medical facilities, and places of worship; and at Maasai bomas (family compounds) in the bush. We will also visit the Ngorongoro Crater Conservation area and the Oldoinyo Lengai volcano and pilgrimage routes in in order to explore the tension between pastoralism, wildlife conservation programs, and tourism. Offered January term. (Same as AFRS 221 and IDS 221)

ANTH264 - Pre-Columbian and Native American Art

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
This course will examine the diverse artistic traditions of the Americas from the pre-contact period to the present day. Emphasis will be placed on situating artistic production within its cultural context and examining how pre-contact practices continue to inform contemporary artistic production. (Same as ART 264)

ANTH301 - Experimental Archaeology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take ANTH-104. (Required, Previous).

Course Description
The anthropological study of material culture and technology provides a wealth of information about human behavior. This course will use ethnographic analogy and experimental archaeology as tools for reconstructing a specific example of prehistoric technology. We will search for and analyze relevant ethnographic data, design and implement replicative experiments based on this data, and evaluate the effectiveness of the results for interpreting the archaeological record. In the process of recreating past technology we will explore how the analysis of material culture and technology can be used to understand topics such as cognition, social boundaries, gender, and symbolism.

ANTH302 - Field Methods in Archaeology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	6	-	-

Course Requisites
Instructor Consent Required; Course Requisites: Take ANTH-104. (Required, Previous).

Course Description
This is a hands-on experience in archaeological field techniques offered in the summer. Students will be instructed in the fundamental skills required to do field archaeology while conducting surveys, mapping, and excavations on real archaeological sites. This is a labor intensive course that requires students to participate in field work and data management procedures daily, possibly including some evenings (depending on weather conditions). This course is the equivalent of a full-time job and synthesizes classroom study with real world experiences. Offered alternate summers (even years).

ANTH303 - Consumerism and Sustainability: An Anthropological Perspective

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take ANTH-101. (Required, Previous).

Course Description
Consumerism and Sustainability: An Anthropological Perspective. The world is in the midst of unprecedented social and cultural changes. One important dimension of this global change is the dramatic increase in the consumption of goods manufactured, designed and/or marketed by corporations based mainly in Europe and North America. The consumption of 'northern'goods of all kinds threatens the stability and diversity of the natural environment in many ways. Some also argue that, at the local level, consumption constitutes the greatest contemporary threat to the continued existence of local traditions, local cultures and local economic autonomy. In this course, we will pay special attention to some of the linkages between consumer culture and environmental problems, tracing the chains of cause and effect that connect particular kinds of consumption to specific places, resources, people, and interests. At the end of the course, we will discuss about the anti-consumption, sustainable consumption and other activist strategies for changing the direction of consumer society, possibly including a field visit to an off-the-grid farm in the Decorah area.

ANTH305 - Remote Sensing in Archaeology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take ANTH-104. (Required, Previous).

Course Description
The use of technology to remotely detect and investigate archaeological data in a noninvasive manner is an increasingly important component of modern archaeological research. This class examines the history, theory, and application of various remote sensing methods, with an emphasis on near surface geophysical and aerial photography methods. Students will apply this knowledge to design and implement a remote sensing nvestigation of a local archaeological site and learn how to analyze, interpret, and present the resulting data.

ANTH306 - Sugar, Strawberries and Pills: Anthropology of Commodity Chains

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Description
Our class will embark on an exploration of social histories of commodity chains, such as sugar, oil, diamonds, coffee, strawberries, pharmaceuticals, and others. We will explore the ways in which commodity flows connect people, places, images, ideologies, and capital around the globe in multidirectional, hierarchical, and uneven exchange. We will contextualize the large-scale political, economic, and cultural processes in the everyday realities of particular societies and everyday experiences of regular people. In other words, this course will study globalization from below. We will address questions such as: how do men and women around the world engage with various commodities? How is globalization implicated in people's wellbeing, occupations, family lives, intimacies, futures? Our class will challenge you to think about the interactions between the issues of social justice, human rights, and the anthropological dedication to cultural rights. Ultimately, we will consider what the commodity chains mean to stability and prosperity of various communities around the world, as well as challenge us to see where we are positioned in the flow of certain commodities.

ANTH307 - Social Theory and Praxis

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: ANTH 101 or ANTH 104 or SOC 101 (Required, Previous).

Course Description
This course gives students knowledge of the classical and contemporary perspectives on human social behavior. Students will explore the rise of modern anthropology and sociology looking at a sample of various schools of thought that have shaped both disciplines, including an in-depth analysis of contemporary anthropological & sociological discourse, application of these perspectives to current events, and discussion of the ethical considerations involved. The ultimate goal of this course is to provide students with a comprehensive understanding of the fields of sociology and anthropology, as well as, the skills required to negotiate current trends in these sister disciplines. This course should be taken during the junior year and is highly recommended for students considering further study in graduate school. (same as SOC 307)

ANTH331 - Gender, Health and Medicine

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Social & Environmental Justice (SEJ)

Course Description
This class will invite students to examine gender and health issues around the globe, focusing primarily on reproductive health. The class uses a multidisciplinary perspective, which involves insights from anthropology, global health, sociology, women and gender studies, and related disciplines. The course will focus on different themes, responding to current developments in the world. Our goal is to understand how bodies and health are connected to the overarching social and environmental issues, as well as to see how people have made sense of their bodies, identities, and health experiences. Offered alternate years. (Same as IDS 331)

ANTH401 - Anthropological Theory

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Registration Restrictions: Juniors and Seniors Only; Course Requisites: Take ANTH-101 ANTH-104. (Required, Previous).

Course Description
This course explores the rise of modern anthropology and the various schools of thought that have shaped the discipline, including an in-depth treatment of contemporary anthropological discourse. We will discuss the issues and approaches that define the anthropological approach as well as the ethical considerations involved in anthropological inquiry. The ultimate goal of this course is to provide students with comprehensive understanding of the field of anthropology and the skills required to negotiate current trends in the discipline. This course should be taken during the junior year.

ANTH485 - Anthropology in the Real World

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: ANTH 101, ANTH 104, ANTH 210 or ANTH 211 (Required, Previous); Registration Restriction: Junior Standing or Above.

Course Description
This capstone course will explore what it means to be an anthropologist today and prepare students for the various career paths that utilize anthropological knowledge, perspectives, and skills. Students will learn about diverse career paths in anthropology and explore a number of professional development exercises. Students will also have an opportunity to consider the ethical and professional obligations to the many constituencies they serve and critically examine various applications of anthropology to contemporary issues.

ART103 - Foundations: Circa Now

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Creative Literacy (CRE-L)

Course Description
This course introduces studio art in an academic context establishing the basics of visual language and the creative tools in the exploration, creation, and critique of artworks. Through individual and group investigation we will explore recent and current trends in contemporary art practice. This course will balance making, research, and discussion through various assignments. This is an open media course, meaning that students will approach physical work through a variety of approaches given various prompts. Technical ability will be discussed but not evaluated, instead of our focus will be on engagement and approach to ideas and creative goals.

ART108 - Drawing

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Creative Literacy (CRE-L)

Course Description
This course introduces basic aesthetic and technical aspects of drawing to students as they work to address the challenge of thinking and creating in two dimensions. The course will initially focus on images drawn from observation while the later part of the course will apply those skills to drawing imagination and conceptual prompts. Students will refine their visual language in drawing through critique, research, and making.

ART200 - Painting I

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Creative Literacy (CRE-L)

Course Requisites
Course Requisites: Take ART-108. (Recommended, Previous).

Course Description
An introduction to painting methods and color theory using water and oil based materials. Contemporary issues in painting will be addressed using representational and conceptual frameworks. Context for painting language in a larger art world will be addressed through discussion, research projects, and critiques.

ART205 - Art and Technology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
This studio course examines the intersection of art and technology with particular attention to the ways that software, video, and interaction are used to produce emerging art forms and genres. Instruction will focus on object-oriented programming, application and algorithm design.

ART206 - Graphic Design I

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Creative Literacy (CRE-L)

Course Description
This course introduces students to the use of raster and vector graphics applications as advanced art-making tools. Students will produce static 2-dimensional works of art that simultaneously explore design concepts and the cognitive processes of software learning. Through regular critique students will engage in the ideation and refinement process, and through regular class discussions topics of contemporary and historical design and advertising will be explored.

ART207 - 3D Modeling and Animation

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
Course will cover computer based 3-D animation with emphasis on creative content, experimentation and critical thinking. Advanced software and hardware will be used to explore modeling, texturing, physics simulations, and animation. Offered alternate years.

ART208 - Life Drawing

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
This studio course provides students with a thorough understanding of the structural anatomy of the human figure with emphasis on proportion, weight distribution, form and mass.

ART210 - Clay Sculpture I

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Creative Literacy (CRE-L)

Course Description
This course is designed as a survey of ceramic methods focusing on hand-building and other sculptural processes and a variety of surfacing and glazing techniques Aspects of ceramic history and contemporary practices will also be explored. Assignments will focus on technical applications while engaging ideas engendered in the material of clay and ceramic objects in the creation, critique and reflection of ceramic artworks.

ART214 - Applied Illustration

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take ART-108. (Recommended, Previous).

Course Description
This studio/lab course introduces students to the use of illustration across a number of disciplines and case uses. Students will be exposed to illustration in character design, animation and sequential storytelling. Course products will include character and environment sheets, short animations, info-graphics and a graphic novelette.

ART216 - Printmaking I

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Creative Literacy (CRE-L)

Course Requisites
Course Requisites: Take ART-108 (Recommended, Previous)

Course Description
An introduction to the aesthetic and technical considerations of the printed image through exploration of relief, intaglio, and monotype printmaking methods. The course requires students to develop a small body of work and to refine their visual language in printmaking through critique, reflection, and making.

ART217 - Wheel Throwing I

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Creative Literacy (CRE-L)

Course Description
This course is an introductory pottery course focusing on the design and creation of functional ceramics following form and function. Students will explore beginning wheel and off-wheel clay forming and surfacing techniques in the making of utilitarian ceramic objects, specifically bowl and cup forms. In this pursuit, students will explore and enact aspects of Art and Design via form, function, and surface. Through midterm and final projects students will activate the creative process through research and investigation, experimentation and creation, and reflection and critique of their functional ceramic works.

ART218 - Photography I

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Creative Literacy (CRE-L)

Course Description
This course combines lectures with hands-on experience in digital photography. Instruction includes technical aspects of digital photography, including camera function, exposure control, and creative control, as well as discussion on the contemporary and historical impact of the medium. The format of the class includes lectures, visual presentations, lab time, individual research/presentations and regular critiques. A personal camera capable of shooting in RAW is highly recommended.

ART290 - Art in Cultural Perspective

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
This course engages students in the study of visual culture - the interaction between differing cultures as interpreted throughout history. Students examine the intersection of art, cultural and aesthetic heritage past and present. May be repeated for credit up to two times under different topics.

ART300 - Painting II

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take ART-200. (Required, Previous).

Course Description
This class will focus on the development of personal painting language in conversation with the larger artwork. Advance materials usage will be addressed in tandem with relevant contemporary painting discourse. Discussions and critiques are held on a regular basis.

ART306 - Graphic Design II

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take ART-206 or THTR-206. (Required, Previous).

Course Description
Through a combination of digital and analog media, students will create applied design projects integrating multimedia tools to convey ideas and to generate original content. The course emphasizes image-based concept development, interactive design, planning for print and digital media, and the development of art direction skills.

ART307 - 3D Modeling and Animation II

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take ART-207. (Required, Previous).

Course Description
This course expands on computer based 3-D animation with emphasis on asset creation for specific platforms such as animation, game development, or 3D design. Students will be expected to design fully realized and useable assets for their chosen platform. Offered alternative years.

ART310 - Clay Sculpture II

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take ART-110 or ART-210. (Required, Previous).

Course Description
This course expands the vocabulary of ceramic materials and techniques. Processes and techniques will be directed in individual and group projects questioning design, function and the expanding potential of sculptural outcomes. Greater emphasis will be placed on developing individual ideas by directing the ceramic process to address concepts in contemporary sculpture and ceramics. This course will also delve deeper into topics of ceramic history and contemporary ceramic practices questioning the role of ceramic objects and our relationships with and to them.

ART316 - Printmaking II

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take ART-216. (Required, Previous).

Course Description
This course focuses on expanding and enriching practices related to the creation of original prints, including the exploration of alternative printmaking processes and the development of multi-colored images.

ART317 - Wheel Throwing II

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take ART-217. (Required, Previous).

Course Description
This course will continue to build from the content and skills acquired from Art 217 in the pursuit of individual style and voice in the production of functional creamic objects. This advanced course will have greater emphasis on independent original work as guided by shared prompts and course content. Students with significant experience outside of Luther College are encouraged to inquire about the Consent of Instructor registration option.

ART318 - Photography II

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take ART-218. (Required, Previous).

Course Description
This studio course will be a further exploration of photography. Assignments will become more self-directed. Exploration of new techniques and materials, such as film based work or alternative printing methods, will be stressed in the course. Connections to photographers of note, both current and historically relevant, will be made through the work created by the students.

ART320 - Critical Theory

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Description
An investigation of ideas that have informed and shaped the practice and understanding of art from the late 19th century to the present day. Students will engage in critical discourse, encounter texts that have changed our concepts of art, and hone their writing skills through the development of personal statements and written analysis of selected readings.

ART384 - Studio Projects

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Description
This is an open topics studio course with the content determined by the instructor. Topics explored in this course will focus on establishing context in art through individual and collective investigation of contemporary conversations in art and critical theory. Students will make and critique artworks in the context of art practice in the creative process.

ART391 - Creative Practice and Critique

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take ART-108 and any 300-Level Studio Core Course. (Required, Previous).

Course Description
This course will prepare students to synthesize ideas and develop content in the creation of original artworks. Projects will be guided by topics and themes in Contemporary Art introduced by the instructor via discussion, research, and selected shared readings. Individualized projects will be proposed, discussed, created, critiqued and reworked within the context of the creative process. This course is required before enrolling in ART 485 Advance Studio Seminar.

ART400 - Painting III

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	2	-	-

Course Requisites
Course Requisites: Take ART-300. (Required, Previous).

Course Description
The course is designed to allow Art Majors and Minors interested in painting to continue to pursue studio work and conversations in the field of painting. Students at this level will be responsible for individualized work and will dialog and critique with Painting II students.

ART485 - Advanced Studio Seminar

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: Take ART-391. (Required, Previous).

Course Description
This Art major capstone experience will focus on contemporary conversations in art and art practice. Students will conduct research and exploration in development of their individual studio art practice. This research and exploration will result in an Artist Research Statement and Artworks for a culminating Art Exhibition at the end of the term. The course format is a seminar that centers on student-led discussions and critiques of student artwork. Students are expected to work independently outside the seminar meeting time. Additionally, each student will have two Art faculty advisers on their project with regular meetings also outside of the seminar context.

ARTH251 - Survey of Western Art I

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
This survey course will introduce students to the different styles and functions of art from the Paleolithic to the Gothic age, giving students the background and tools for understanding the visual culture of each period against the cultural background of their times. Attention is paid to the analysis of the art objects alongside historical texts to allow for a historical interpretation of the past.

ARTH252 - Art History: A Global Perspective

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Global Engagement (GE)

Course Description
This course will introduce students to the different styles and functions of global art from ancient times to the present day. Using a case study approach, we will be selective rather than comprehensive. We will examine the major monuments and artworks from Africa, the Americas, Asia, Europe and other regions across the world. The course will be a combination of lecture and discussion, prompted by various in-class activities designed to help students critically engage the art, our readings, and the techniques of art history.

ARTH260 - 20th Century Art

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social & Environmental Justice (SEJ)

Course Description
Since the turn of the 20th century, artists have increasingly challenged previous art movements- confronting, transforming, and reorienting the direction of art through the 20th and 21st centuries. This course examines a selection of major art movements since 1880, including Impressionism, Post-Impressionism, Cubism, Dada, Expressionism, Pop, Minimalism, Conceptual Art, and Postmodernism. We will explore how these movements, and the artists behind them, have engaged with social and environmental justice issues, confronting inequities and sparking change through visual language. Our focus will primarily be on the works of art themselves and the writings of artists and critics, with an emphasis on understanding how art has responded to and challenged societal systems. The course will be largely discussion-based, providing students the opportunity to engage with diverse perspectives and develop the ability to participate in respectful dialogue that challenges their own views.

ARTH262 - American Art

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
This course will survey the history of art in the United States from the colonial period through the 20th century. The class will address the meaning of and controversy surrounding the idea of a strictly "American" art. We will discuss ways in which our relatively new country sought to define itself through visual media.

ARTH264 - Pre-Columbian and Native American Art

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
This course will examine the diverse artistic traditions of the Americas from the pre-contact period to the present day. Emphasis will be placed on situating artistic production within its cultural context and examining how pre-contact practices continue to inform contemporary artistic production. (Same as ANTH 264)

ARTH266 - The Photograph and Photographic Image

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Textual Literacy (TXT-L)

Course Description
Since its invention in 1839, photography has transformed how people see, document, and understand the world. This course traces the development of photography from early artistic experimentation in America to the establishment of a 'straight' aesthetic and its ascendancy in a post-painting art world. Through close analysis, historical research, and creative practice, students will explore how photographs reflect and shape cultural, social and technological contexts.

ARTH362 - 19th Century Art

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take ARTH-252 or ART-252. (Required, Previous).

Course Description
This course will examine the major artists and artistic movements of the nineteenth century. In particular we will be concerned with how artists both participated in and responded to larger cultural and historical events.

ARTH368 - Gender in Art

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take ARTH-252 or IDS-101. (Required, Previous).

Course Description
Taking Linda Nochlin's seminal essay, "Why Have There Been No Great Women Artists?" as our starting point, this course will explore the place of gender in the history of art. We will explore both images of men and images of women, as well as the differing roles afforded to male and female artists across time. We will examine assumptions we and others make about women, gender, art, culture, queer theory, and feminism. (Same as IDS 368)

ARTH379 - Art History Methods

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Take ARTH-252 or ART-252. (Required, Previous).

Course Description
This course will offer advanced students the opportunity to explore methods of art historical research and analysis, as well as historiography.

BIO112 - Insects, Humans and the Environment

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Scientific Literacy (SCI-L)

Course Requisites
Course Requisites: BIO-112L (Required, Concurrent).

Course Description
A study of relationships among insects, humans, and the environment. Using insects as a model, basic biological concepts are presented. Discussions cover why insects are so successful and important, giving attention to their behavior, evolution, ecological roles in nature, and impacts on human societies and culture. Using an investigative approach to learning insect biology, students develop an understanding of the nature of science by engaging in scientific inquiry, and evaluate claims as scientific studying a variety issues that involve and affect insects. Laboratory includes field trips.

BIO114 - Introduction to Human Biology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Requisites
Course Requisites: Take BIO-114L. (Required, Concurrent).

Course Description
This course will provide an introduction to human biology through the study of organ systems' structure and function. This course is intended for students who wish to study human biology but do not expect to major in the discipline of biology. Lectures and laboratory. No prerequisites.

BIO115 - Human Anatomy

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Requisites
Course Requisites: Take BIO-115L. (Required, Concurrent).

Course Description
A basic gross anatomy course including dissection of the cat with reference and comparison made to human organ systems. For non-biology majors. Lectures and laboratory.

BIO116 - Intro to Human Physiology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Requisites
Course Requisites: BIO-115, BIO-152, or HES-261 (Required, Previous or Concurrent). BIO-116L (Required Concurrent).

Course Description
A survey of physiological systems and principles with specific reference to the human body. This course is intended for non-biology majors. Lectures and laboratory.

BIO117 - Human Biology and Scientific Process

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Scientific Literacy (SCI-L)

Course Description
This course provides an introduction to the human body as it functions independently and within broader environmental and experiential contexts. The course focuses significantly on the nature and process of science while building a framework for understanding human biology that spans from molecules and cells to organ systems and whole individuals. The integrative framework is applied through several hands on lab activities and in discussion of multiple relevant topics related to disease, development, aging, and student-selected projects. This course is intended for students who wish to study human biology but do not expect to major in the discipline of biology. Students may not earn credit for both Bio 117 and Bio 114.

BIO120 - Human Pathology:Mechanism of Disease

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Scientific Literacy (SCI-L)

Course Requisites
Course Requisites: Take BIO-120L. (Required, Concurrent).

Course Description
An introduction to the study of human disease, beginning with a comparison between healthy and disease states of cells, tissues, and the body. This course will examine the biology of a variety of diseases including infections, genetic conditions, and cancer. The scientific study of risk factors, disease progression, and treatment are included. Students develop an understanding of the nature of science, engaging in inquiry through developing hypotheses, analyzing data, and evaluating scientific claims related to the field of pathology. Lecture and Laboratory. Prerequisites:none.

BIO125 - Genetics and Society

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Requisites
Course Requisites: Take BIO-125L. (Required, Concurrent).

Course Description
Genetics plays an ever increasing role in our society, and a basic understanding of this field is vital for making informed decisions on issues that impact our health, safety, and environment. This course aims to connect the concepts and approaches of genetics to societal issues relating to health, diversity, forensics, and evolution. The course will provide basic coverage of the science of genetics, including the structure, expression, and transmission of heritable information and the evolution of populations. Methods and techniques, such as gene cloning and DNA fingerprinting, will be covered to provide information on how scientists use genetic technology to answer questions. Also included will be discussion of some of the ethical and social questions surrounding issues as diverse as screening human embryos for genetic traits, evaluating the genetic basis of aggressive behavior, and creating genetically modified organisms. Lecture and laboratory.

BIO140 - Introduction to Ecology of the Southwest

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Scientific Literacy (SCI-L)

Course Requisites
Instructor Consent Required

Course Description
Field study of the ecology of the arid Southwest, with a focus on adaptations of organisms to arid conditions and understanding the role and limits of science in shaping environmental policy. Course activities include strenuous hikes in the deserts, mountains, and riparian areas of Arizona; daily readings, discussions, and journaling; and plant identification quizzes. Students develop an understanding of the nature of science through reading scientific papers and engaging in inquiry through a seven day research project culminating in a poster presentation. Students who earn credit for BIO 140 may not earn credit for BIO 240.

BIO151 - Principles of Biology: Ecology, Evolution and Biodiversity

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Scientific Literacy (SCI-L)

Course Requisites
Course Requisites: Take BIO-151L. (Required, Concurrent).

Course Description
An exploration of the diversity of life, its origins, and interactions among organisms and their environment. Students develop an understanding of the iterative nature of science by engaging in inquiry in the laboratory and field, analyzing data, reading the primary literature, and communicating results. Students explore the line separating science from values and other forms of understanding through analysis of societal issues connected to ecology, evolution, and biodiversity. Designed as an introduction for biology and related majors; required for the biology major and minor.

BIO152 - Principles of Biology: Molecules and Cells

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Requisites
Course Requisites: Take BIO-152L. (Required, Concurrent).

Course Description
Cells serve as the building blocks of all biological systems, so understanding cellular biology is critical to comprehension of life systems. This course examines the structural and chemical composition of cells, processes related to cellular metabolism and homeostatic control. Laboratory methods reinforce concepts and increase students' ability to design experiments, analyze data, and communicate results in written form. Designed as an introduction to biology; required for biology major and minor. Lectures and laboratory.

BIO190 - Clinical Microbiology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Scientific Literacy (SCI-L)

Course Requisites
Course Requisites: Take BIO-190L. (Required, Concurrent).

Course Description
An introduction to the study of microorganisms with a focus on pathogens and infectious disease. Bacterial, eukaryotic, and viral diversity, structures, metabolism, and replication strategies are covered. Additional topics include principles of disease, mechanisms of pathogenicity, immunology, and control of microbe growth. Students develop an understanding of the nature of science, engaging in inquiry through developing hypotheses, analyzing data, and evaluating scientific claims related to the field of clinical microbiology. Lecture and laboratory. Students may not earn credit for both Bio 190 and Bio 243.

BIO201 - Genetics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take BIO-152 BIO-151. (Required, Previous). | Take BIO-201L. (Required, Concurrent).

Course Description
A study of Mendelian genetics, gene structure, mechanisms of gene expression, mutagenesis, evolutionary genetics, and genomics. Lectures and laboratory.

BIO230 - Introduction to Fluorescence Microscopy

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take BIO-151 BIO-152. (Required, Previous). | Take BIO-230L. (Required, Concurrent).

Course Description
A lecture and laboratory introduction to the history, principles, and research applications of fluorescence microscopy. Students will learn the fundamental principles of widefield and confocal fluorescence microscopy, and will apply their knowledge in the context of a guided research project under the mentorship of the instructor. Additional emphasis will be placed on critical reading and discussion of relevant primary scientific literature.

BIO240 - Ecology of the Southwest

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Instructor Consent Required; Course Requisites: Take BIO-151. (Required, Previous).

Course Description
Field study of the ecology of the arid Southwest, with a focus on adaptations of organisms to arid conditions and understanding the challenges of setting environmental policy. Course activities include hiking in the deserts, mountains, and riparian areas of Arizona; daily readings and discussions; a paper exploring the ethical dimensions of environmental policy; and a research project including statistical analysis of data. Students who earn credit for BIO 240 may not earn credit for BIO 140. Fufills Paideia 450 when students with junior or senior standing enroll in POLS 258 in the following term. Fulfills (R) research requirement in the biology major. Offered alternate years during January term.

BIO242 - Animal Behavior

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take BIO-151 BIO-152. (Required, Previous). | Take BIO-242L. (Required, Concurrent).

Course Description
An examination of the proximate and ultimate causes of behavior in animals. Topics include the development, control mechanisms, evolution, and ecology of behavior. In addition to lectures, this course includes films and behavioral studies of animals.

BIO243 - Microbiology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take BIO-151 BIO-152. (Required, Previous). | Take BIO-243L. (Required, Concurrent).

Course Description
A basic introduction to the study of microorganisms and the principles of immunology and virology. Laboratory includes the study of basic cell processes and the identification and culturing of typical forms. Lectures and laboratory. Fulfills (R) research requirement in the biology major.

BIO247 - Marine Biology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Experiential Learning (EXPL)

Course Requisites
Course Requisites: BIO-151, BIO-152 (Required, Previous).

Course Description
An introduction to the biology of coral reef and other marine environments of the Caribbean. Daily snorkels, SCUBA dives, and lectures introduce students to the identification, ecology, behavior, and conservation of marine organisms and environments. Students develop and complete research projects. Several days are spent on the Luther campus for pre-trip orientation and post-trip completion of projects. Consent of instructor required. Fulfills (R) research requirement in the biology major.

BIO249 - Winter Biology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: BIO-151, BIO-152 (Required, Previous).

Course Description
A field study of the natural history of the southern boreal forest ecosystem in northern Minnesota, including the physiological and behavioral adaptations of organisms to extreme cold. Course activities will include skiing and snowshoeing excursions in remote natural areas, assigned readings, observations of natural history, and research projects. Fulfills (R) research requirement in the biology major. Students who earn credit for ENVS 249 may not earn credit for BIO 249.

BIO250 - Restoration and Conservation Biology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Registration Restrictions: Sophomore Standing Or Above; Course Requisites: Take BIO-151. (Required, Previous). | Take BIO-250L. (Required, Concurrent).

Course Description
This course is an introduction to restoration ecology and conservation biology, with a primary focus on ecological principles used in restoring human-altered landscapes and conserving natural habitats. Secondarily, it considers basic policy and non-governmental avenues for the protection of biodiversity. Class is a combination of lecture, discussion, and lab. Discussion includes scientific literature and case-studies. In lab, students put theory into practice to develop restoration and conservation plans for local sites in a semester-long project. Requires sophomore standing or above. Fulfills both (W) writing and (R) research requirement in the biology major.

BIO251 - Entomology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take BIO-151 BIO-152. (Required, Previous). | Take BIO-251L. (Required, Concurrent).

Course Description
An introduction to the biology and diversity of insects, particularly the life histories, form and function, ecology, and behavior of various insect groups found in various habitats. Students interested in developing field biology skills should take this course during their sophomore or junior year. Fulfills both (W) writing and (R) research requirement in the biology major.

BIO252 - Botany

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: BIO-151, BIO-152 (Required, Previous). BIO-252L (Required, Concurrent).

Course Description
A study of the anatomy, physiology, and evolution of the major groups of plants with an emphasis on field identification of seed plants. Students intersted in developing field biology skills should take this course during their sophomore or junior year. Lectures and laboratory. Laboratory includes field trips that require hiking.

BIO255 - Human Physiology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: BIO-151, BIO-152 (Required, Previous). BIO-255L (Required, Previous).

Course Description
An in-depth exploration of physiological systems in the human body, beginning at the cellular level and proceeding to physiological systems and their role in homeostatic control. Students may not earn credit for BIO 255 and BIO 262. Lectures and laboratory.

BIO256 - Biostatistics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Data Literacy (DTA-L)

Course Requisites
Take BIO-151. Take MATH 140, MATH-150, or MATH-152 (Required, Previous) or permission of instructor. Take BIO-256L (Required, Concurrent).

Course Description
This course considers the application of statistical inference to the life sciences; numerous examples will be taken from the health sciences and environmental sciences. Emphasis will be on experimental design, hypothesis testing, and the communication of results verbally and with appropriate graphs. Lectures and laboratory.

BIO258 - Vertebrate Natural History

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: BIO-151, BIO-152 (Required, Previous). BIO-258L (Required, Concurrent).

Course Description
A study of the classification, natural history, and distribution of the vertebrates. Laboratory emphasizes identification and field study of species typical of this geographical area. Lectures stress principles of vertebrate biology. Fulfills both (W) writing and (R) research requirement in the biology major. Offered alternate years.

BIO259 - Epidemiology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take BIO-151 and BIO-152 or consent of instructor (Required, Previous). Take BIO-259L (Required, Concurrent).

Course Description
An overview of epidemiology - exploring how diseases and other factors are measured and modeled to improve health outcomes. Students will examine common forms of data in public health and tools used to analyze them. Common study designs are explored alongside challenges like bias, confounding, and casual interference. The course extends into quantifying and predicting disease transmission through compartmental models, immunity, zoonotic pathways, spatial epidemiology, and OneHealth perspectives to address complex public health challenges. Lecture and Laboratory.

BIO260 - Experimental Neuroscience

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take BIO-151 BIO-152. (Required, Previous). | Take BIO-260L. (Required, Concurrent).

Course Description
This course will use a variety of experimental techniques and model systems commonly used in neuroscience research to explore concepts fundamental to the development and systems organization of the human nervous system. Students will be exposed to immunohistochemistry, structural analysis, behavioral assays, neuroanatomy, and electrophysiology. Concepts such as experimental design, data analysis, and research ethics will also be discussed. Fulfills both (W) writing and (R) research requirement in the biology major.

BIO261 - Developmental Biology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: BIO-151, BIO-152 (Required, Previous).

Course Description
A study of gametogenesis, fertilization, organogenesis, and the formation of the body. Both organismal and molecular aspects of these processes will be discussed, ending with a discussion of organ formation, especially the limb, the eye, and gonadal develpment. Questions such as how sperm and egg interact to create a new organism and how a single cell gives rise to the diverse group of cells that make up the adult body are central to this course. Laboratory will include observation of and experimentation with invertebrate and vertebrate systems.

BIO262 - Environmental Animal Physiology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take BIO-151 BIO-152. (Required, Previous).

Course Description
This course will examine the homeostatic control mechanisms of organ systems across species lines. Additionally, the course will focus on the molecular, cellular and systems adaptations that allow animals to live in particular environments. Lectures and laboratory. Students may not earn credit for BIO 262 and BIO 255. Fulfills (W) writing requirement in the biology major. Offered alternate years.

BIO264 - Advanced Topics in Biology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Requisites
Course Requisites: Take BIO-151 BIO-152. (Required, Previous).

Course Description
This is a reading-intensive course designed to provide an in-depth examination of a topic in biology. The topic may vary, but will cut across several scales of biological organization, from cells to ecosystems. The goals are to learn about the diversity of approaches used to investigate the biological world and to identify and explore questions that remain open to scientific inquiry.

BIO301 - Human Dissection and Anatomy

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: BIO-151 and BIO-152, or NURS-372 (Required, Previous). BIO-301L (Required, Concurrent).

Course Description
An in-depth gross anatomy course that includes dissection of a human cadaver. Skeletal, muscular, nervous, digestive, cardiovascular, respiratory, and urogenital systems will be covered. Lectures and laboratory. Requires junior or senior standing.

BIO354 - Evolutionary Biology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: BIO-151, BIO-152, BIO-201 (Required, Previous). BIO-354L (Required, Concurrent).

Course Description
An exploration of current questions in evolutionary biology through lecture, lab, and discussion of the primary literature. Topics include the role of natural selection and drift in human evolution; inferring the origins of new diseases; the effects of genomic conflict on speciation; and the challenges that hybridization poses to understanding the tree of life. Fulfills both (W) writing and (R) research requirement in the biology major.

BIO356 - Genomics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take BIO-151 BIO-152 BIO-201. (Required, Previous). | Take BIO-356L. (Required, Concurrent).

Course Description
An introduction to the principles of genome science and the application of genomic data in diverse biological fields. We explore topics such as high-throughput sequencing technologies, genome projects, genome structure and function, genome expression and the transcriptome, and evolution and genome change. We also discuss social impacts and ethical implications of the increased use of genomic data, with topics ranging from direct-to-consumer personal genomics to paleogenomics. Students gain hands-on experience with some of the popular tools and databases available for bioinformatics analysis, as well as basic Unix and R coding. Students complete a semester-long research project to generate, analyze, visualize, and interpret high-throughput sequence data. Fulfills both (W) writing and (R) research requirement in the biology major. Lectures and laboratory.

BIO357 - Immunology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: BIO-151, BIO-152 (Required, Previous). One of BIO-201, BIO-243, BIO-255, or BIO-262 (Required, Previous).

Course Description
This course examines how the cells and molecules of the human immune system develop and how they work together in providing defenses against invading microorganisms. A portion of the course will emphasize reading, evaluation, and presentation of primary and secondary immunological literature. A non-lab course.

BIO358 - Toxicology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take BIO-151 BIO-152 Take BIO-255 BIO-262 or CHEM-241. (Required, Previous). | Take BIO-358L. (Required, Concurrent).

Course Description
This course covers the principles of toxicology, the study of poisons. Topics include molecular and cellular sites of toxicant action, physiological effects of toxicants in mammalian systems and ecological systems, and the application of toxicology to public health and policy. Central toxicology concepts such as dose-response, mixtures, gene-environment interaction, and endocrine/reproductive toxicity will be explored in the laboratory culminating in student-designed research projects and scientific papers. It is recommended that students have completed CHEM 152 or 201 before enrollin in this course. Fulfills both (W) writing and (R) research requirement in the biology major. Lectures and laboratory.

BIO362 - Neuroscience

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: BIO-151, BIO-152 (Required, Previous). BIO-255 or BIO-262 (Required, Previous).

Course Description
The course explores the means by which neurons function and how they form circuitry related to sensory input, motor control and higher cognitive functions. A second component of the course is devoted to the role of primary literature within the field of neuroscience, including how hypotheses are formulated, tested and the results conveyed to the scientific community. A non-lab course.

BIO363 - Molecular Biology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: BIO-151, BIO-152 , BIO-201 (Required, Previous). BIO-363L (Required, Concurrent).

Course Description
This course examines molecular functions, gene expression, and regulation from an evolutionary perspective emphasizing structure-function relationships. Laboratory emphasis. Lectures and laboratory. Fulfills both (W) writing and (R) research requirement in the biology major.

BIO364 - Cell Biology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: BIO-151, BIO-152, BIO-201 (Required, Previous). BIO-364L (Required, Concurrent).

Course Description
A study of the biochemical and structural basis of cell activity. Close attention is given to protein structure and function as well as organelle activity. The laboratory stresses the use of biochemical and cytological techniques to study living systems at the cellular and molecular levels of organization. Lectures and laboratory. Fulfills both (W) writing and (R) research requirement in the biology major.

BIO365 - Ecology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: BIO-151, BIO-152 (Required, Previous). One four-credit, 200-level BIO course (Required, Previous). BIO-365L (Required, Concurrent)

Course Description
A study of the complex patterns and processes in the natural world. We examine questions about the distribution and abundance of species and communities, the transfer of matter and energy in ecosystems, and how these relate to biodiversity. Lectures and laboratory. Laboratory includes field trips requiring hiking and directed research projects. Fulfills both (W) writing and (R) research requirement in the biology major.

BIO367 - Endocrinology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: BIO-151, BIO-152 (Required, Previous). BIO-255 or BIO-262 (Required, Previous). BIO-367L (Required, Concurrent).

Course Description
This course will emphasize the role of hormones in maintaining homeostasis. We will examine the chemical messengers most relevant to human biology, and explore the structure, sites of synthesis and the mechanisms by which hormones exert their effects. Finally, through laboratory exercises, students will directly utilize current research methodologies to examine the role of hormones in physiologic control systems. Fulfills (W) writing requirement in the biology major. Offered alternate years.

BIO380 - Internship

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	1	8	-

Course Description
Registration in the following internships only by permission of the biology department and the cooperating institution. At least 40 interning hours are required for one credit during the semester or summer. To earn two J2 credits during January term, the internship must be full-time for a minimum of three weeks. Students keep a journal and submit reflective essays and an academic paper to earn credit. A. Environmental Biology Internship: A work-study program in soils, conservation, forestry, fisheries, wildlife, or outdoor education. Field work to be completed in cooperation with conservation agencies, zoos, nature centers, and other environmental agencies. B. Health Career Internship: A work-study program in the various health professions in cooperation with area health care delivery institutions. C. Research Internship: A work-study program at a major research institution or in an industrial setting. This would usually include participation in a specific research project.

BIO385 - Reflection Seminar

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	1	-	Experiential Learning (EXPL)

Course Requisites
Course Requisites: 12 credits in biology (Required, Previous); At least 2 credits of BIO-380, BIO-389, or BIO-395 (Required, Concurrent).

Course Description
This course is to be taken concurrently with Bio-380, 389, or 395. Students will reflect on the knowledge, skills, and abilities they apply and develop during the internship, research, or independent study experience. Emphasis will be placed on how students can use their experience to 1) inform future career goals, and 2) address complex problems in the world of work and the field of biology.

BIO389 - Directed Research

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	1	4	-

BIO475 - Med Tech Program

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	16	-	-

Course Description
Consult with the Biology department about the Med Tech program.

BIO490 - Senior Project

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	2	-	-

Course Requisites
Course Requisites: BIO-151, BIO-152, BIO-201 (Required, Previous). Senior Biology Majors.

Course Description
The senior project draws upon a discipline's methodology and provides a culminating, independent experience of the major. Because presentation and communication of finished projects are typical of a culminating experience, many senior projects will require formal writing and all senior projects will include a formal presentation.

CHEM114 - The Environment: A Chemical Perspective

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Scientific Literacy (SCI-L)

Course Requisites
Course Requisites: Take CHEM-114L. (Required, Concurrent).

Course Description
A study of the environment with emphasis on the relationship between technology and our surroundings. The course is designed for non-science students with little or no science background. (Students who earn credit for CHEM 114 may not earn credit for CHEM 141).

CHEM141 - Essentials of Chemistry

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Scientific Literacy (SCI-L)

Course Requisites
Course Requisites: Take CHEM-141L. (Required, Concurrent).

Course Description
A one-semester general chemistry class for students who require or wish to take just one semester of college chemistry with a laboratory component. Topics will be chosen from the Chemical Principles sequence (Chemistry 151-152)as well as some organic and biochemistry. Laboratories will introduce students to basic chemistry lab skills and techniques. This course is not intended for students going on in chemistry or biology. Algebra skills are assumed. (Students who earn credit for CHEM 141 may not earn credit for CHEM 114, 151 or 152).

CHEM151 - Chemical Principles I

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Scientific Literacy (SCI-L)

Course Requisites
Course Requisites: Take CHEM-151L. (Required, Concurrent).

Course Description
The first course of a two course introductory chemistry sequence with a laboratory component. This course provides an overview of key chemistry principles and develops the necessary skills to apply chemical concepts and think critically to solve pertinent chemical problems. (Students who earn credit for CHEM 151 may not earn credit for CHEM 114 or 141).

CHEM152 - Chemical Principles II

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Requisites
Course Requisites: Take CHEM-151. (Required, Previous). | Take CHEM-152L. (Required, Concurrent).

Course Description
General course intended primarily for students concentrating in the science area. Algebra skills are assumed.

CHEM201 - Advanced Chemical Principles

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: CHEM-201L (Required, Concurrent).

Course Description
A faster paced introduction to Chemistry than CHEM 151 and 152. Material from both CHEM 151 and 152 will be included, but basic chemical knowledge and competence in algebra will be assumed. Lab will emphasize an introduction to several instruments and to data-handling with spreadsheets. Prerequisite: a good high school chemistry course and testing into at least MATH 151 on mathematics placement test. In order to have a full year of chemistry as required by many professional schools students must take CHEM 202 in addition to this course. (Students who earn credit for 201 may not earn credit for CHEM 114 or 116).

CHEM202 - Analytical Chemistry

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take CHEM-152 or CHEM-201. (Required, Previous). | Take CHEM-202L. (Required, Concurrent).

Course Description
An introduction to quantitative analysis with laboratory. The course provides a detailed examination of equilibrium chemistry and its application to gravimetry and titrimetry. The theory and practice of chromatographic separations and spectroscopic detection are introduced.

CHEM241 - Organic Chemistry I

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Scientific Literacy (SCI-L)

Course Requisites
Course Requisites: Take CHEM-152 or CHEM-201. (Required, Previous). | Take CHEM-241L. (Required, Concurrent).

Course Description
The first of a two-course sequence that examines the structure and reactivity of compounds containing carbon. Topics include bonding, nomenclature, conformations, stereochemistry, and organic acid/base chemistry. An introduction to reaction mechanism and reaction pathways is achieved through the study of the reactivity of aliphatic hydrocarbons. Spectroscopic identification of organic molecules by IR and NMR spectroscopy is also examined in detail. Three lectures per week, one three-hour lab a week.

CHEM242 - Organic Chemistry II

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take CHEM-241. (Required, Previous). | Take CHEM-242L. (Required, Concurrent).

Course Description
The second of a two-course sequence that examines the structure and reactivity of compounds containing carbon. Topics include the reactivity of aromatic hydrocarbons and molecules containing the carbonyl functional group; parallels between the behavior of these compounds and biomolecules are illustrated. Emphasis is placed on reaction mechanisms and the design of multi-step organic syntheses. Three lectures per week, one three-hour lab per week.

CHEM270 - Introduction to Materials Science

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take CHEM-151 & CHEM-152 or CHEM-201; Take PHYS-151 & PHYS-152 or PHYS-201 & PHYS-202. (Required, Previous). Take CHEM-270L. (Required, Concurrent).

Course Description
Introduces the structure of materials from atomic to macroscopic scales. The course will focus on materials selection for engineering design through analysis of the relationships between processing, structure, and properties for major classes of materials such as metals, ceramics, and polymers. Topics covered about these materials include phase transformations, diffusion, microstructure, thermal behavior, and mechanical properties. (Same as ENGR 270)

CHEM301 - Biochemistry

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take CHEM-241 CHEM-242. (Required, Previous).

Course Description
An introduction to the chemistry of the four major classes of biological molecules:proteins, sugars, lipids, and nucleic acids. The relationship between the functional roles of these molecules and their structure and reactivity will be examined using the chemical principles mastered in the prerequisite courses of general chemistry and two semesters of organic chemistry. This course will fulfill the one-semester biochemistry prerequisite of typical health professional programs.

CHEM302 - Biophysical Chemistry

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Take CHEM-301. (Required, Previous).

Course Description
Biophysical Chemistry covers the physical chemistry of biological macromolecules and the experimental techniques used to study them. The course will build on prerequisite topics in thermodynamics and kinetics; and apply these principles to the stabilities and interactions of biomolecular structures. Topics covered will include: the hydrodynamics of macromolecules and protein folding; mass spectrometry and proteomics; membrane dynamics and hormone-receptor binding; imaging; and DNA-protein interactions. The course is designed for students of life sciences, but is open to those interested in related fields.

CHEM303 - Biochemistry Tools and Techniques

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Take CHEM-301 (Required, Previous).

Course Description
This course explores the chemical tools used to study biological macromolecules. This course will build on prerequisite topics in organic chemical reactions, macromolecular structure, and spectroscopy. These topics will be interwoven and expanded upon to address the complexities of cellular signal transduction that lead to cancer development at the molecular level. Example of topics that may be addressed in this course include: Common lab-based tools used in chemical biology, signal transduction and post-translational modifications leading to cancer development and progression, and current techniques in therapeutic development.

CHEM306 - Analytical Biochemistry Laboratory

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Take CHEM-241. (Required, Previous).

Course Description
A laboratory introduction to the isolation and analysis of biological molecules. Techniques employed will include cell culture, protein purification, use of fluorescent tags, and immunochemical methods of analysis. Writing instructions will emphasize the preparation of figure legends and data tables.

CHEM344 - Spectroscopy

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: CHEM-241 (Required, Previous).

Course Description
A detailed look at the instrumentation and applications of optical spectroscopy associated with chemical analyses. Topics will include molecular and atomic absorption, fluorescence, NMR, and IR spectrometries, as well as selected advanced spectroscopic techniques.

CHEM345 - Separations

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Take CHEM-202 CHEM-241. (Required, Previous).

Course Description
A detailed look at methods of separation and electroanalytical techniques including GC, HPLC, MS, SFC, potentiometry. amperometry, and voltammetry.

CHEM346 - Advanced Instrumentation and Analysis

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Take CHEM-202 and CHEM-242

Course Description
This laboratory course is focused on the use of chemical instrumentation and analytical techniques, highlighting applications relevant to environmental systems. The skills emphasized in this course include: data analysis, reading and applying standard methods, and reflection on best practices.

CHEM361 - Physical Chemistry

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take CHEM-152 or 201, MATH-152, PHYS-152 or 182. (Required, Previous).

Course Description
This course is an introduction to the topics in physical chemistry, including classical thermodynamics, chemical kinetics, atomic and molecular structure and energetics, and quantum mechanics

CHEM362 - Statistical Thermodynamics and Kinetics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Take CHEM-361. (Required, Previous).

Course Description
A study of thermodynamics of systems in equilibrium and of change from a statistical perspective, kinetic-molecular theory of gases, and theories of reactions rates.

CHEM363 - Quantum Chemistry

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Take CHEM-361. (Required, Previous).

Course Description
In this course, quantum mechanical models will be applied to study chemical structures using specreoscopy, approximation methods, and computational chemistry.

CHEM366 - Biophysical Chemistry Laboratory

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: CHEM-202, CHEM-242 (Required, Previous).

Course Description
This laboratory course is focused on the study of energetics and rates of biologically relevant chemical reactions. This course includes an introduction to chemistry instrumentation and a student-designed research project. Concepts such as data analysis, experimental design, and hypothesis testing are emphasized.

CHEM372 - Inorganic Chemistry

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take CHEM-242. (Required, Previous).

Course Description
A course including molecular and solid-state bonding and structure, molecular symmetry, and coordination and organometallic chemistry.

CHEM373 - Solid State Chemistry

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Take CHEM-372. (Required, Previous).

Course Description
An examination of the synthesis and characterization of solids, especially those with crystalline structures. Emphasis is placed upon the electrochemical, magnetic, optical, and conductive properties of these materials, as well as their applications in batteries, semiconductors, superconductors, and light-emitting devices. Materials of interest include zeolites, metal-organic frameworks, and nanotubes. Offered alternate years.

CHEM379 - Advanced Synthesis Laboratory

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Take CHEM-202 CHEM-242. (Required, Previous).

Course Description
This laboratory course is focused on synthetic techniques and characterization instrumentation. Synthesis will include inorganic compounds and materials of both historical and contemporary interest. Additionally, the course will emphasize optimizing experimental protocols and writing procedural details and results.

CHEM490 - Senior Project

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	2	-	-

Course Requisites
Registration Restrictions: Chemistry Majors Only | Seniors Only; Course Requisites: Take CHEM-365 and 4 additional hours of chemistry numbered above 300. (Required, Previous).

Course Description
Each student will write a research paper reporting the results and significance of the project completed to satisfy the Chemistry 490L requirement. In addition, the seminar meets weekly for lectures and discussions led by students, faculty, and visiting scholars. Students who have not completed the prerequisites before the fall semester of their senior year must complete the prerequisites and register for this course in January.

CHIN101 - Beginning Chinese

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Global Engagement - Language (GE-L), Global Engagement (GE)

Course Description
This course offers an introduction to speaking, reading, listening to, and writing Chinese. Through the study of the language, the student will also gain an appreciation of Chinese culture and contemporary life.

CHIN102 - Beginning Chinese

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Global Engagement - Language (GE-L), Global Engagement (GE)

Course Requisites
Course Requisites: Take CHIN-101. (Required, Previous).

Course Description
This course offers an introduction to speaking, reading, listening to, and writing Chinese. Through the study of the language, the student will also gain an appreciation of Chinese culture and contemporary life.

CHIN201 - Intermediate Chinese

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take CHIN-102. (Required, Previous).

Course Description
A continuation of the study of Mandarin Chinese: grammar, writing, speaking, reading and listening comprehension. Speaking proficiency will be developed through active class participation. The use of authentic materials (video, music, texts) will enhance language skills and cultural knowledge.

CHIN202 - Intermediate Chinese

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take CHIN-201. (Required, Previous).

Course Description
A continuation of the study of Mandarin Chinese: grammar, writing, speaking, reading and listening comprehension. Speaking proficiency will be developed through active class participation. The use of authentic materials (video, music, texts) will enhance language skills and cultural knowledge.

CHIN246 - Chinese Cinema and Chinese Modernity

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Global Engagement (GE)

Course Description
From the fall of the Celestial Empire to the rise of China's economy today, Chinese cinema has witnessed many social changes in the modern era. This course will focus on the interaction between Chinese cinema and the process of modernization. By examining how Chinese films dialogue with Hollywood, it will explore Chinese people's experiences of semi-colonial modernity, socialist modernity and postsocialist/global modernity. Students will watch select films made in mainland China, Hong Kong and Taiwan. Along with reading and writing assignments, students will be required to do oral presentations. All films have English subtitles. All readings are in English. (same as FCUL 246 and IDS 246)

CLAS140 - Classical Mythology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Textual Literacy (TXT-L)

Course Description
Stories of gods, heroes and monsters were a prevalent facet of life in ancient Greece and Rome, permeating the landscape, civic and religious architecture, and cultural practice. They have retained their power to fascinate down to our own time. This course investigates the roles myth played in the ancient world, drawing on careful readings of the literary, historical and archaeological evidence, as well as the most prominent theoretical frameworks for interpreting myths, and some examples of modern adaptations.

CLAS250 - Ancient Greece

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social Systems Literacy (SOC-L)

Course Description
A historical and cultural survey of ancient Greece from the Late Bronze Age to the end of the Hellenistic period in the first century BCE. Topics will include the collapse of the Bronze Age, the rise of the polis, the Persian Wars, the Peloponnesian War, the age of Alexander the Great, and the Successor kingdoms of the Hellenistic period. Readings will draw from ancient historical documents, Greek literature, and archaeological excavations. Open to all students without prerequisite.

CLAS270 - Archaeology of Ancient Greece

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social Systems Literacy (SOC-L)

Course Description
An in-depth study of the archaeology of ancient Greece, with a focus on the high points of Greek civilization and material culture during the Classical and Hellenistic periods. We will examine archaeological methods and explore developments in urban, rural, and maritime life, funerary practices, building technology, architecture, and the arts. Through these categories of material evidence, we will analyze the building blocks and dynamics of social structures and attempt to model and explain societal change over time. We will also consider the nature of archaeological evidence, the relationship between classical archaeology and history, and the legacy of Athens and the classical world in modern culture. Offered alternate years.

CLAS275 - Archaeology of Ancient Rome

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social Systems Literacy (SOC-L)

Course Description
An in-depth study of the archaeology of ancient Rome, with a focus on the high points of Roman civilization and material culture from the Early Iron Age to the age of Constantine in the 4th century. We will examine archaeological methods and explore developments in urban, rural, and maritime life, funerary practices, building technology, architecture, and the arts. Through these categories of material evidence, we will analyze the building blocks and dynamics of social structures and attempt to model and explain societal change over time. We will also consider the nature of archaeological evidence, the relationship between classical archaeology and history, and the tremendous legacy of ancient Rome in modern culture. Offered alternate years.

CLAS299 - Study Abroad-Classics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Instructor Consent Required

Course Description
In-depth study of selected topics in the Greco-Roman world taught during January term as part of Luther's study abroad offerings. Topics will vary according to faculty member and location. Possible topics may include the Ancient Empires of the Mediterranean, Age of Pericles, the World of Alexander, Caesar's Rome, and Roman Britain. Consent of instructor required.

CLAS310 - Ancient Science

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take PAID-112D or transfer equivalent. (Required, Previous).

Course Description
This course examines the history of science and technology in the ancient world between 1200 B.C. (when Babylonian astronomical texts emerge) and A.D. 500. Scientific ideas and technological innovations will be placed in their intellectual, social, religious, economic, and political context. Emphasis is placed on the Greek and Roman period, which saw substantial developments in agriculture, astronomy, geography, mathematics, hydraulics, medicine, music, botany, zoology, and meteorology. Attention will be paid to both literary sources (read in translation) and archaeological evidence.

CLAS330 - Pompeii:Life and Death in a Roman City

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take PAID-112D or transfer equivalent. (Required, Previous).

Course Description
This course examines the ancient city of Pompeii in order to understand its development from a prehistoric village to the Roman city buried by Vesuvius in A.D. 79. From its preserved loaves of bread to houses filled with mosaics, paintings, and art collections, Pompeii provides us with unique and spectacularly detailed insights into social, political, and commercial life in the ancient Roman world. We explore the streets, homes, shops and sanctuaries of Pompeii, along with those of neighboring cities and settlements buried by the eruption. Through ancient accounts of the city, urban life and eruption, and through the things the Pompeiians left behind, we will learn about everyday life, and untimely death, in the ancient world.

CLAS360 - Ancient Explorers and Their Maritime Worlds

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Social Systems Literacy (SOC-L)

Course Requisites
Course Requisites: Take PAID-112D or permission of instructor (Required, Previous).

Course Description
The ancient Mediterranean world witnessed the floruit of four civilizations-the Egyptians, Phoenicians, Greeks, and Romans- that based their prosperity on the sea. Each traded far and wide, each projected their power with navies, and each accomplished exploratory expeditions both within and outside of the Mediterranean Sea. This course investigates the modes of ancient exploration, contextualizes the ancient civilizations that took part, examines the motivations that inspired these voyages, and explores the political, social, and economic consequences of their discoveries. We will also consider the nature of literacy, artistic, and archaeological evidence, the relationship between mythology, history, and archaeology, and the legacy of ancient exploration and maritime culture into the medieval and modern periods. Offered alternative years.

COMS130 - Interpersonal Communication

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social Systems Literacy (SOC-L)

Course Description
Since communication in relationships is tied to life satisfaction and success, this course provides an introduction to person-to-person interaction in the interpersonal communication field. Students begin to explore aspects of self and communication (e.g., culture, verbal, nonverbal) in relation to personal relationships in multiple contexts (e.g., friendships, family, romantic, workplace).

COMS132 - Public Address

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Creative Literacy (CRE-L)

Course Description
This course examines the principles of speech composition, organization, delivery, and critique. The primary aim of this course is to situate students as critical participants in a variety of public dialogues, dialogues that are crucial to the continued health of a democratic society. Emphasizing critical thinking, thorough research, and rhetorical strategies, students develop their own speaking voice through a series of public performances.

COMS133 - Media Literacy

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Textual Literacy (TXT-L)

Course Description
This course considers how and why media matters. The focus is on engaging, analyzing, and evaluating mediated texts and practices, in addition to articulating and cultivating arguments about their cultural, political, and social merits. The course includes lectures on programs, audiences, institutions, and contexts, as well screenings and discussion.

COMS230 - The Wonderful World of Disney Communication

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
Taking a generalist approach, this course explores the communication practices employed by the Walt Disney Company and affiliated businesses (e.g., ESPN, Marvel Studios, National Geographic). Specifically, it will dive into the history and current overview of the Walt Disney Company, interpersonal relationships represented in Disney movies, gender and inequality challenges faced by Disney (e.g., incorporating princesses of color), and current social media/marketing efforts. Students will learn how to research public relations efforts, understand the effects of Disney's prior history/choices, and where Disney is heading in the future.

COMS232 - Superheroes as Social Justice Warriors

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social & Environmental Justice (SEJ)

Course Description
This course explores the way superhero narratives contribute to an understanding of contemporary life. Through an in-depth analysis of mediated artifacts (e.g. comic books, films, and television programs), as well as an exploration of the approaches taken by popular culture theorists and critics, students examine how dominant societal discourses, cultural myths, individual identities, and institutional ideologies are reinforced and challenged. (same as IDS 232).

COMS233 - Rhetoric of Spirituality

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Religious Literacy (REL-L)

Course Description
Engaging a variety of traditions (e.g. Christianity, Judaism, Islam, Buddhism, Taoism, Wicca, New Ageism), Rhetoric of Spirituality explores the relationship between communication, U.S. American popular culture, and spiritual practice. Utilizing the fundamentals of rhetorical analysis--close textual reading, thematic interpretation, and critical judgment--the course examines the role of religion and spirituality in public dialogue. Throughout the course, students study how popular spiritual texts like political speeches, feature films, television shows, and written works contribute to the communicative creation, maintenance, and reconceptualization of self, other, and spiritual ideologies.

COMS234 - Popular Culture

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
This course examines the intersection of rhetoric, popular culture, and broader cultural contexts. During the course of the semester, students explore how people employ popular culture texts (e.g. film, television, fashion, music, architecture, public art) as a means of constituting, negotiating, and transforming the cultures and communities in which they live.

COMS241 - Communication and Adventure Recreation in New Zealand

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Global Engagement (GE)

Course Requisites
Instructor Consent Required

Course Description
This course investigates the relationship between communication and adventure recreation in New Zealand. Specific communication-related focuses on media and technology, consumer culture, globalization, and nation building will be addressed through a variety of adventure activities that highlight community sustainability, risk benefit factors, experience-based judgment, ethical behavior, and effective leadership. Information on these subjects will be drawn from lectures, discussions, and interviews, as well as participation in adventure excursions. Ultimately, these undertakings will provide an in-depth framework on how New Zealand uses its unique places, landscapes, and resources to brand itself as a destination for outdoor exploration. (Same as LS 241)

COMS242 - Environmental Communication in Belize

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	4	Global Engagement (GE)

Course Requisites
Instructor Consent Required

Course Description
This course examines environmental communication and the public sphere in Belize with particular focus on the significant role of eco-adventure tourism in the country. Topics that will be reviewed, analyzed, and critiqued include the study of environmental rhetoric and discourse, media and environmental journalism, public participation in environmental decision-making practices, varying regulatory factors, social marketing and advocacy campaigns, environmental collaboration and conflict resolution, risk communication, and representations of nature in popular culture and green marketing. Information on these subjects will be drawn from lectures and discussions, as well as from visits with government officials, local non-governmental organizations (NGOs), eco-tourism venders, tourists, and other key stakeholders. These undertakings will provide an understanding of how individuals, institutions, societies, and cultures craft, distribute, receive, understand, and use messages about the environment to influence attitudes and initiatives related to its use.

COMS244 - Health Communication

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
This course explores how health communication is applied and practiced in academic research and in everyday life. Health communication concepts and theories, as well as how to apply both, are areas of focus. More specifically, the course covers topics such as patient-caregiver communication, organizational communication, mediated communication, health promotion and sociocultural issues.

COMS258 - Video Production

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
This course explores video production, primarily single-camera field production and editing. The focus is on narrative as communication, message-centered content, and technical expertise. The course includes lectures on phases of production, screen composition, and color temperature, training sessions on lighting techniques, sound recording, and post-production, as well as screenings and discussion.

COMS260 - Communication and Sport

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
This course draws from scholarly work in critical media studies, relational studies, and sociology to examine cultural, political, and social roles of sport in contemporary society. The focus is on how sport, as well as mediated sport, can be approached critically and read in different ways. The course includes lectures on nationalism, commodification, and identity, as well as screenings and discussion.

COMS275 - Organizational Communication

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
This course will emphasize strategic communication and relationships across a variety of internal and external constituencies. Exploring concepts such as organizational socialization and identity will provide students an opportunity to engage in practical career planning (e.g., researching a company profile, responding to possible business crises and building an appropriate CV/resume). This class will also help students understand organizational structure and strategic communication within an organization.

COMS300 - Relational Communication

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Description
This course will challenge the notions of romantic relationships, friendships and family relationships to help students better understand societal implications and actions regarding communicative aspects that make relationships beneficial, disadvantageous, complex and nuanced. Students will explore ideas in all three types of relationships such as relational turbulence, intimacy, termination of relationships, and controversies. This class takes an in-depth look at the relationships that influence our everyday lives and examines the implications that may arise from them.

COMS333 - Rhetoric of Identity and Difference

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Description
This course examines the role of rhetoric in such significant identity categories as race, ethnicity, sexuality, gender, nationality, and ability. Focusing on historical and contemporary political discourse, protest movements, and media representations, students examine how people navigate individual, cultural, and national identities as they strive for social justice.

COMS335 - Masculinity in Film

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take COMS-133 or IDS-101. (Required, Previous).

Course Description
This course takes a feminist perspective to analyze portrayals of sex and gender in film with a particular emphasis on representation of men and masculinity. The focus is on how films construct different notions of gender, how films can be read in different ways, and to what social uses film portrayals may be put. The course includes lectures on film criticism, gender theory, and theories of representation, as well as screenings and discussion. (Same as IDS 335)

COMS340 - Online Relationships

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Description
Online relationships continue to play an integral role in today's society, therefore dedicating an entire class to prepare students for and understand the implications of online relationships is integral. They will learn about their own social media footprint, online relationships, implications, and current trends in online spaces (i.e., live-streaming). The ability to create and maintain relationships online is a key skill that students need heading off into the real world, as well as being able to identify when they or others may be experiencing online threats (i.e., dark side of the web, catfishing, etc.). Therefore, this class allows them to think critically about this ever growing societal change, and examine what has happened and what the future holds.

COMS353 - Argumentation and Eloquence

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Description
The course takes a rhetorical perspective on argument. Basic principles of argumentation are explored: problem solving through evidence, reasoning, and persuasion. Analysis and criticism of various types of contemporary speech-making based on principles, models, and theories of argumentation.

COMS356 - Rhetorical Criticism

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take COMS-130 COMS-132 COMS-133. (Required, Previous).

Course Description
This course examines key concepts in the area of rhetorical theory and methods. Grounded in classical and contemporary texts, students explore the function of rhetoric in relation to knowledge, community, governance, and power. Throughout the course, particular attention is given to the way specific methodological approaches help explore the relationship between rhetoric and social transformation.

COMS358 - Documentary Storytelling

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take COMS-133 COMS-258. (Required, Previous).

Course Description
This course builds on video production skills developed in COMS-258. The focus is on researching, scripting, planning, producing, and editing short subject documentary films. The course includes lectures on the history of the genre, exemplar filmmakers, and dramatic structure, training sessions on shooting, interviewing, and advanced editing, as well as screenings and discussion.

COMS362 - Communication Methods

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take COMS-130 COMS-132 COMS-133. (Required, Previous).

Course Description
This course is a combination of studying advanced communication theories and learning and implementing social scientific research methods (such as interviewing and survey data collection and qualitative and quantitative data analysis). By reading and researching theory and engaging in collecting and analyzing data, students will focus on the connections between theories while learning research methodologies to understand the complexities of communication in human relationships.

COUN301 - Evidence-Based Practice

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Take PSYC-130 Take PSYC-240 PSYC-241 PSYC-243 PSYC-249 or PSYC-270 Take SW-101 and SW-102. (Required, Previous).

Course Description
This course will explore how and why helping professions are increasingly driven by demands for accountability through evidence-based practices, and will help students prepare for future workplace expectations. Students will investigate methods of generating, applying and evaluating evidence-based practices, and develop knowledge and skills through state-certified formal training in essential areas of practice (such as Court-Appointed Special Advocate, Overdose Education and Naloxone Distribution, Sexual Assault and Domestic Violence Advocate, Mandatory Reporter, and HIPAA). This course will review evidence supporting the training and biopsychosocial factors contributing to the problems addressed (e.g., substance abuse, child abuse, and domestic violence, epidemics). Students will select training(s) from a pre-approved list and will process their experiences through concurrent class seminars. Due to the logistical differences in training formats (e.g., in-person on campus, synchronous and asynchronous online formats, community-based training, etc.), students should expect to spend between 10-15 hours in formal training, approximately half of which will be in lieu of class time. While completion of the self-selected training course(s) is expected, there may be occasions for approved exceptions due to individual student response, or unanticipated external factors. Course grades will reflect progress in achieving the stated learning objectives.

CS130 - Fundamentals of Web Programming

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	2	-	-

Course Description
This course focuses on learning the basic building blocks of web programming. Students will be introduced to the languages used for web page design and implementation, such as HTML, CSS, and JavaScript.

CS140 - Data Modeling and Querying

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	2	-	-

Course Description
The course focuses on constructing relational models of data, the relational algebra, and querying relational databases using SQL. Students will become familiar with a popular open source database management systems

CS150 - Introduction to Computer Science

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Data Literacy (DTA-L)

Course Description
An introduction to computer science emphasizing problem solving, data organization, and data transformation using quantitative and algorithmic methods. Problems are selected from a variety of areas of human knowledge. Students will learn to model, analyze, and process data generating information with algorithms implemented using a general-purpose programming language. Students will be introduced to object oriented programming.

CS160 - Algorithms and Data Structures

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Requisites
Course Requisites: Take CS-150. (Required, Previous).

Course Description
This course is a continuation of the ideas presented in CS 150 with particular emphasis on object-oriented programming, data structures, algorithms, and analysis. Topics include implementation of abstract data types such as stacks, queues, trees, and graphs; analysis of sorting and searching algorithms.

CS165L - Software Development Lab

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	-	-	-

Course Requisites
Instructor Consent Required

Course Description
Introduction to the software development tools and automation methods using UNIX-like operating systems. Topics include shell programming, redirection of input and output, piping, file management, version control, and system security.

CS230 - Computer Architecture and Organization

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: CS-150 and DT Proficiency (Required, Previous).

Course Description
An introduction to fundamental ideas of computer architecture and organization, including numbering systems, data representation, digital logic, circuits, CPU architecture, assembly language, memory design, bus organization, input/output processing, and interrupts.

CS252 - Object-Oriented Programming

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take CS-160 and CS-165L. (Required, Previous).

Course Description
Introduction to software design and development using an object-oriented programming language. Topics include project setup and organization, packages, classes, object creation, inheritance, interfaces, polymorphism, and the use of built-in types and the language standard library. Students will learn the principles of incremental programming, debugging strategies, testing strategies, interface documentation, preconditions, postconditions, boundary case testing, unit testing of individual functions, test stubs, and test harnesses.

CS255 - Programming Language Workshop

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Requisites
Course Requisites: Take CS-160 and CS-165L. (Required, Previous).

Course Description
Introduction to a programming language syntax, standard library, and common patterns of usuage. Each iteration of this course focuses on a single language not covered in the CS curriculum, such as Go, Rust, Haskell, Prolog, Lua etc. Students will use the language to design and implement algorithmic solutions to a wide variety of problems.

CS260 - Computational Models

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take CS-160 and CS-165L. (Required, Previous).

Course Description
This course covers mathimatical structures that are relevant to understanding both theoretical and practical ideas in computer science. Topics include logic, sets, graph theory, regular languages, deterministic and nondeterministic finite automata, regular grammars, regular expressions, induction and recursion, pushdown automata, Turing machines, and computability.

CS296 - Writing in the Major Lab

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	1	-	-

Course Requisites
Instructor Consent Required

Course Description
A companion to any of CS 330, 352, 353, 360, 370, 430, 440, 450, DS 320, or 420. Students wishing to delve deeper into a subject in one of the companion courses may register for this lab with consent of instructor. A student taking this lab will be required to write a technical paper in the style typical of a computer science journal or conference proceedings, on a topic agreed to by the companion course instructor. Feedback will be provided on writing style and content with the paper going through multiple revisions. Students receiving a C or better on their paper will fulfill the writing in the major requirement. Students may register for this as a seven week lab anytime prior to the middle of the semester in which the companion course is taught. Requires consent of instructor.

CS301 - History of Computer Science

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take CS-260. (Required, Previous).

Course Description
Exploration of the history of Computer Science from early days to modern era. Students research, discuss, and present various topics from the areas of algorithms, programming languages, hardware, and applications. Current ethical and social issues involving computers and technology are discussed from the historical perspective of the field.

CS330 - Web Application Development

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: CS-130, CS-140, CS-160, and CS-165L. (Required, Previous).

Course Description
This course covers the three-tier architecture of Web applications, including user interface, server-side logic, and data storage. Modern programming languages, libraries, frameworks, and application programming interfaces are used to develop and deploy web applications. Current development principles and practices are discussed and used in this project driven course.

CS360 - Advanced Algorithms and Data Structures

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: CS-260 (Required, Previous).

Course Description
Development of advanced data structures, parallel algorithms, and advanced analysis of algorithms. Included topics are B-trees, Tries, B+ and B* trees, hashing algorithms and other structures for dealing with large data sets. Algorithms for data set manipulation including parallel algorithms for processing data sets.

CS370 - Programming Languages

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take CS-252 and CS-260. (Required, Previous).

Course Description
A comparison of the structure, design, and applications of various programming languages. Topics include history, language definition, formal models of syntax and semantics, data types and structures, data abstraction, control structures, data flow, and runtime considerations. Languages will be discussed in a logical organization based upon the major paradigms including imperative, logic, functional, and object oriented. Examples from classic and contemporary languages.

CS430 - Computer Networks

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: Take CS-230 and CS-252. (Required, Previous).

Course Description
Concepts, principles, protocols, and applications of computer networks with a focus on the Internet, including application layer protocols such as http, smtp; socket programming and peer-to-peer networks; transport-layer protocols such as TCP, UDP and congestion control; network layer algorithms for routing and broadcast, and multicast; link-level protocols for local area networks such as Ethernet and WIFI; and issues in network privacy and security.

CS440 - Database Management Systems

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: Take CS-140, CS-230, and CS-252. (Required, Previous).

Course Description
A study of design and implementation of database management systems. Topics include disk and file management, transaction processing, metadata management, query planning and implementation, parsing queries, indexing, query optimization, and B-trees. Various relational and document databases are discussed and used.

CS454 - Operating Systems

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: Take CS-230 and CS-252. (Required, Previous).

Course Description
A study of operating systems emphasizing multi-user systems. Topics include process management, CPU scheduling, memory scheduling, storage organization, file systems, and concurrency. Students design and develop programmatic solutions to problems that involve multi-tasking, inter-process communication, and synchronization.

CS460 - Information Assurance and Security

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: Take CS-230 and CS-252. (Required, Previous).

Course Description
This course covers the fundamental concepts, principles, and best practices of information security with a holistic view and applied approach. Topics include: cryptography, cryptanalysis, authentication, authorization, security protocols, software vulnerabilities, and professional ethics.

CS490 - Senior Project I

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	2	-	-

Course Requisites
Course Requisites: Computer Science Majors Only. Seniors Only. (Required, Previous).

Course Description
The first part of the yearlong software engineering project. Students work in teams to design, evaluate, implement, verify, and deploy an application to solve real-world problems.

CS491 - Senior Project II

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	2	-	-

Course Requisites
Registration Restrictions: Take CS-490. (Required, Previous).

Course Description
The second part of the yearlong software engineering project. Students work in teams to design, evaluate, implement, verify, and deploy an application to solve real-world problems.

CS492 - Accelerated Senior Project

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Instructor Consent Required. Senior Computer Science Majors Only. (Required, Previous).

Course Description
A semester-long course reserved for students graduating early or those away from campus during any semester of their senior year. Students work individually at an accelerated pace to design, evaluate, implement, verify, and deploy an application or a research project. Project proposals must be approved by CS faculty in the prior semester and include the following: statement of the problem, a feasible solution idea, schedule, and technologies to be used.

DAN100 - Performance Practicum

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	-	-	-

Course Requisites
Instructor Consent Required

Course Description
An intensive experiential research ensemble devoted to creating, developing, performing and producing a faculty-directed dance performance. Students in this course will be involved in research and theoretical discussion supporting active involvement in a collaborative process of performance and production. Course may be repeated an unlimited number of times (including more than one in a semester). Enrollment by audition or consent of instructor, will be limited to performing members of the ensemble for the production.

DAN102 - Introduction to Dance

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Creative Literacy (CRE-L)

Course Description
Introduction to Dance is a foundational dance course for students of all experience levels and of all abilities. Whatever their starting point, students will be challenged to expand the physical expressiveness of their body. Classes will establish a shared vocabulary for the body and for movement in a performance space. Students will learn, generate, and collaborate on choreography over the course of the semester, culminating in several performance projects.

DAN105 - Movement Fundamentals I: Practices of Alignment and Function

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Creative Literacy (CRE-L)

Course Description
This asynchronous online introductory course is a collaborative exchange between Luther College and the Movement Fundamentals® Institute. As one of three in the Movement Fundamentals (MF) certification trilogy, this course explores vital integrative connections between somatic practices and performing movement. Somatic skills in dynamic alignment and functional anatomy provide the groundwork for embodied movement explorations while unfolding new relationships between physical function and crafting expression. MF I investigates the paired principles of alignment & function with vocabulary & intention as fundamental tools for learning bodily systems, perceiving identity, and practicing embodiment with self and nature. (same as IDS 105)

DAN130 - Contact Improvisation

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Description
This course is an introduction to the fundamentals of contact improvisation, a dance form that explores elements of physical contact among participants while challenging preconceptions about the gendered body. Emphasis will be placed on finding mindful and physical ways to prepare to be "ready" to dance: cultivating a quiet core amidst the wilderness of physical disorientation; finding the root of levity, contact point, weight sharing, and physical pathways into the floor and air; and focusing attention on the details of sensation. Students will engage in egalitarian practices for building physical skills of trust, receptivity, and responsiveness, as well as physical tolerance for waiting in the unknown.(Same as IDS 130)

DAN140 - Identity & Movement Analysis

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Textual Literacy (TXT-L)

Course Description
This course introduces the student to basic principles and elements underlying dance and movement expression and experience for analyzing the moving body in the spontaneous to the performative. Students investigate from the role of "witness-spectator" or "participant-observer" how the body is both generative to identity and a location for identity through various structures (both live and recorded) of mundane, social, cultural, theatrical, ritualized, dance and movement practices. The relationship between the inner motivation of movement and the outer expression of the body is analyzed to understand intellectual, emotional, and physical responses. (same as IDS 140)

DAN205 - Movement Fundamentals II: Practices of Range and Efficiency

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Creative Literacy (CRE-L)

Course Description
This asynchronous online introductory course is a collaborative exchange between Luther College and the Movement Fundamentals® Institute. As one of three in the Movement Fundamentals (MF) certification trilogy, this course explores vital integrative connections between somatic praxis and performing movement. Somatic skills support the dynamic range and efficiency of individual movement patterns and sequences for the development of new movement possibilities. Somatic practices enhance understanding of how the range of motion and energy efficiency relate to performing, moving, and dancing. MF II investigates the paired principles of range & efficiency with vocabulary & intention as fundamental tools for refining movement while broadening creative expression in communication and performance. Same as IDS 205.

DAN264 - Performance Research:The Happenings Course

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
This experiential studio and field course will provide the student with theories, practices and performance opportunities based in creating site-specific "happenings" both on and off campus, inspired by the (American) avant-garde theatre. Students will configure and implement performance scores based in concepts of attracting attention and creating a gathering within the mundane domain. The intensity of the research is based in uncompromising realism and raw and unmediated ways in which artists confront experiences in collusion with audiences from real time in order to investigate new levels of understanding perceptual or psychological states of being human. This performance research attempts to open a disquieting discourse on contemporary daily life. Recommended for the student interested in performance and art, the historical (American) avant-garde and creating community. (Same as IDS 264)

DAN305 - Movement Fundamentals III:Practices of Vocabulary and Intention

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take DAN-205. (Required, Previous).

Course Description
This is an advanced movement course focusing on crystallizing performance skills through the development of individual movement versatility and invention. Practice of technique builds from somatic skills and contemporary dance vocabulary through both technical phrasing and improvisational scoring. Depth of integrative practice prepares the mover to refine movement vocabulary and clarify movement vocabulary and intention. This course may be repeated. (Same as IDS 305)

DAN352 - Moving History

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Description
This course studies a breadth of representative dance artists and practices from the ancient period to the present in order to understand intercultural and cross-cultural developments in both American and World Dance. African, American, Asian, Indigenous, and European dance forms are included, with a focus on figures and conventions which questions the construction of history and the canonization of certain dances, dance artists, and points of view. Dance and choreography are analyzed in relation to their historical, artistic, social, political, and global contexts. Depth is accomplished through individual scholarly research projects on a subject of the student's choosing, and experiential projects focused on a particular dance artist or artistic concept.

DAN360 - Dance Composition

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take DAN-105 DAN-140 THTR-127 or ART-104. (Required, Previous).

Course Description
This course introduces the basic tools of dance-making, while exploring the development and crafting of movement within time, space, and design elements. Consideration of compositional methods in other art forms-theatre, music, visual art, literature-will inform the development of skills for creating dance/movement events. Students will prepare solo and group studies for informal performances and observe, discuss, and critique their work as they learn how to see dance as well as make it. (Same as IDS 360)

DS120 - Introduction to Data Science

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Data Literacy (DTA-L)

Course Description
An introduction to the discipline of data science through case studies and hands-on experience. Students will see examples of real data science and will gain an understanding of the theory and practice. They will also use simple tools and techniques to begin to understand the complexities of data manipulation, modeling, and visualization.

DS220 - Data Analysis

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take DS-120, CS-140, CS-150 and MATH-115 (or equivalent statistics course such as MATH-215, BIO-256, MGT-150, PSYC-350, OR SOC-350); or Take CS-140 and CS-160; or Take MATH-200 and MATH-327 (Required, Previous).

Course Description
This course will provide students with concepts and tools to perform Exploratory Data Analysis (EDA) to gain insights from data. Students will apply analytical techniques to real-world datasets, including manipulating, cleaning, summarizing data, and understanding data distributions and correlations. Data types consist of numbers, text, datetime, time series, and geospatial.

DS320 - Data Analysis and Visualization

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take CS-150 Take MATH-115 BIO-256 MGT-150 PSYC-350 or SOC-350. (Required, Previous).

Course Description
A tool based approach to data manipulation, modeling, machine learning, and visualization using one or more packages such as matplotlib, pandas, d3.js, scikit-learn. Topics include data extraction, discovery, cleaning, machine learning algorithms, training procedures, prediction, and visualization. Specific application to real data sets in native formatics from actual data sources.

DS321 - Data Visualization

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take CS-130 and DS-220 (Required, Previous).

Course Description
This course will provide students with key principles, methods, and concepts to map data onto aesthetics from basics to advances. Students will also learn how to apply the principles for designing figures and how to implement the concepts in different types of charts, including static, interactive, and dashboard. Data types consist of numbers, text, time series, and geospatial data.

DS420 - Applied Machine Learning

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: Take CS-252 or DS-220. (Required, Previous).

Course Description
This course provides students with fundamentals of Machine Learning. It covers traditional machine learning algorithms (e.g., linear regression, logistic regression, support vector machine, decision tree); ensemble learning (e.g., voting, bagging, random forest, gradient boosting, stacking); dimensionality reduction (e.g., principal component analysis, local linear embedding); and simple neural networks (e.g., multilayer perceptron).

DS421 - Deep Learning

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: Take DS-420 (Required, Previous).

Course Description
The course provides students with foundations for deep learning and variety of deep learning architectures such as Convolutional Neural Networks, Recurrent Neural Networks, Transformer models, Recommendation Systems. Students also explore methods in interpreting complex machine learning models.

DS490 - Senior Project

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	2	-	-

Course Requisites
Registration Restriction: Seniors Only | Data Science Majors Only

Course Description
The senior project draws upon a discipline's methodology and provides a culminating, independent experience of the major. Because presentation and communication of finished projects are typical of a culminating experience, many senior projects will require formal writing and all senior projects will include a formal presentation. This course is intended for senior Data Science majors.

DS491 - Senior Project

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	2	-	-

Course Requisites
Course Requisites: Take DS-490 (Required, Previous).

Course Description
A continuation of DS 490.

DS492 - Senior Project

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: Senior Data Science Majors

Course Description
The senior project draws upon a discipline's methodology and provides a culminating, independent experience of the major. Because presentation and communication of finished projects are typical of the culminating experience, many senior projects will require formal writing and all senior projects will include a formal presentation. DS 492 is intended for students who cannot participate in the year-long experience.

ECON130 - Principles of Economics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social Systems Literacy (SOC-L)

Course Description
An introduction to the uses of economic theory in the analysis of problems emergent in large societies. Specific topics include consumer choice, decision making by firms in price taking and price searching situations, and inflation and aggregate employment analysis.

ECON242 - Economic Numeracy

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take ECON-130. (Required, Previous).

Course Description
In this course students will learn the foundational theory necessary to research, analyze, and evaluate economic theory. Students will be introduced to fundamental concepts in probability and statistics, and will begin to develop their research skills. The course draws on economic principles, and prepares students for higher level statistic-based courses.

ECON247 - Intermediate Economic Theory: Macro

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: ECON-130 (Required, Previous).

Course Description
The course examines the factors influencing the aggregate level of national income, employment, and inflation from a variety of perspectives. Topics include short run business cycles, long run growth, and fiscal and monetary policy. There is an emphasis on connecting theory to current macroeconomic events.

ECON248 - Intermediate Economic Theory: Microeconomics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: ECON-130, MATH-150 (Required, Previous).

Course Description
A theoretical approach to understanding how consumers and firms make decisions and how those decisions affect the economy and our society. Topics include consumer theory, the theory of the firm, industrial organization, equilibrium, and market failures.

ECON255 - Environmental Economics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: ECON-130 (Required, Previous).

Course Description
The application of economic principles to environmental issues. Valuation of environmental damage and environmental improvements, including non-market approaches. Methods of environmental regulation, such as taxes, standards, and transferable permits. Other topics such as climate change and species loss may also be covered.

ECON261 - The Financial System

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take ECON-130. (Required, Previous).

Course Description
The course provides a conceptual foundation to help students understand the logic and operation of the financial system and the impact it has on the economy. The focus of the course will be on financial markets (especially debt and equity markets), financial institutions (banks and other institutions that facilitate the exchange of money and capital), and government and central bank policy.

ECON262 - Development Economics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take ECON-130. (Required, Previous).

Course Description
This course focuses on the issues facing developing nations. We will use both theoretical and empirical methods to address questions such as: What does it mean to "develop?" Why does so much of the world's population live in extreme poverty? What are their lives like? What can be done to speed development?

ECON268 - Law and Economics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: ECON-130 (Required, Previous).

Course Description
Laws are meant to create incentives for people to act a certain way and economics is the study of how people respond to incentives. These two disciplines are brought together to provide a fresh perspective on how legal rules affect people's actions and work to achieve social objectives. Instruction will be primarily through the discussion and analysis of legal cases on topics such as property, contract, tort, crime, and civil liberties.

ECON272 - The Economics of Inequality

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take ECON-130. (Required, Previous).

Course Description
This course uses economic tools to help students better understand the nature, causes, and consequences of inequality. In addition to exploring various ways to define and measure inequality, students will critically examine possible explanations for inequality including technology and education, globalization, discrimination, and other structural factors. Policies to address inequality will also be discussed.

ECON333 - Economics of Information and Networks

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take ECON-130. (Required, Previous).

Course Description
In this course, students develop the skills to describe networks and analyze their influence on economic behavior and well-being. The course draws heavily on the economic concept of externalities and its effect in a variety of network contexts: economic, social, and political. Topics include contagion, information and financial networks, inequality, polarization, and globalization.

ECON342 - Introduction to Econometrics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: ECON-242; ECON-247 or ECON-248; MATH-150. (Required, Previous).

Course Description
An introduction to the techniques of econometric analysis. Students will learn to use techniques of statistical significance and regression to test theories and draw inferences from economic and other social science data. Topics include simple and multiple linear regression, multicollinearity, autoregression, and heteroscedasticity.

ECON348 - Strategies of Firms and Their Regulators

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take ECON-130. (Required, Previous).

Course Description
Using both economic theory and real-world applications, students will examine market structure, firm and consumer behavior, and the role of government policy. The course will use foundations of microeconomics and game theory to develop students' ability to conceptualize relationships between people, firms, and regulators. This course focuses on the theory and application of industrial organization - economic theory of the firm and the strategic interactions between firms. Topics include market entry and exit, consolidation and integration of firms, coordination and anti-cooperative strategies, patents, and antitrust laws.

ECON362 - International Trade

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take ECON-130 (Required, Previous).

Course Description
The course applies economic models to fundamental questions about globalization such as: Why do countries trade with each other? When trade does occur, is it good or bad, and for whom? How do different government policies affect trade? Additional topics are likely to include outsourcing and supply chain fragmentation, trade agreements and free trade zones, and currency markets.

ECON490 - Senior Project

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: Senior Economics Majors

Course Description
This course requires students to draw upon their economic education to formulate and address important public policy, business and ethical questions. Students will meet in a seminar setting to study and discuss topics of special interest through the prism of an economic way of thinking. Students are also required to write and publicly present a research paper in which they apply their own economic analysis to an issue. Requires senior standing.

EDUC115 - Clinical Experience I: Classroom Experience in Local Schools

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Description
The clinical experience requires teacher candidates to work as active and involved observer-aides under teachers in public/private area schools. Concentrated instruction in preparation for these duties, plus seminars accompany the experience. Seminars include the following topics: ethics, professionalism, an introduction to program competencies; and dispositions, including reflective practice. Students taking this course in January must complete application materials in the education department by October 1 to secure a placement for January term.

EDUC220 - Foundations of Educational Psychology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social Systems Literacy (SOC-L)

Course Requisites
Course Requisites: Sophomore Standing and PAID-112D or transfer equivalent (Required, Previous).

Course Description
This course is an introduction to the field of education and to educational psychology. The course includes the study of human growth and development within the context of schooling. Emerging teachers enrolled in the course will investigate how children learn, the importance of inclusive learning environments, and the relationship between learning theory, practice, and social and academic development. Topics will include: characteristics of effective teaching; cognitive, language, and social development; assessment; classroom management; culturally sustaining pedagogies; and ethical teaching practices.

EDUC221 - Foundations of Equity and Inclusion in Education

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social & Environmental Justice (SEJ)

Course Requisites
Course Requisites: Sophomore Standing and PAID-112D or transfer equivalent (Required, Previous).

Course Description
This course addresses topics related to equity and inclusion in schools, including stereotypes, prejudice, discrimination, privilege, power, and oppression in regards to culture, race, ethnicity, language, religion, disability, gender, identity, sexual orientation, and socioeconomic status. Emerging teachers will explore how intersecting issues such as racism and ableism impact student learning opportunities and outcomes. Significant legislation, models of service delivery, and instructional modifications will be introduced so that emerging teachers are prepared to meet the needs of all students.

EDUC222 - Introduction to General Elementary Teaching Methods

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: EDUC-115 and PAID-112D or transfer equivalent (Required, Previous).

Course Description
This course introduces pre-service elementary teachers to the foundational methods and practices of effective classroom instruction. Students explore a range of approaches to teaching and student learning, including direct instruction, inquiry-based learning, cooperative learning, and differentiated instruction, while developing the skills needed to plan, implement, and reflect on meaningful lessons. Emphasis is placed on writing standards-aligned lesson plans with clearly defind objectives and assessments, selecting and applying research-based instructional strategies, and integrating current educational technologies to support student learning and teaching practice. The course incorporates classroom management strategies to prepare candidates for creating productive, inclusive, and equitable learning environments for all elementary learners. Teacher candidates will complete a minimum of 10 practicum hours in a local elementary school to observe and apply course theories in authentic classroom settings. Requires sophomore standing.

EDUC228 - Children's Literature

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Requisites
Course Requisites: EDUC-115. (Required, Previous).

Course Description
The course is a study of both classic and contemporary Children's Literature: genre identification, critical analysis, review, and curriculum integration of books for children and young adults (pre-K-8). In addition, the course will cover the lack of diversity in children's literature, how to analyze books for anti-bias, and how to recognize well-written and well-illustrated books.

EDUC229 - Elementary Literacy: Foundations of Reading and Language Development

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: EDUC-115 and PAID-112D or transfer equivalent (Required, Previous).

Course Description
This course establishes the foundational knowledge pre-service elementary teachers need to become effective literacy educators. Grounded in the science of reading, the course examines the essential components of literacy development: oral language acquisition, phonemic awareness, phonics and word identification, fluency, vocabulary, comprehension, and writing, and explores how each component contributes to a comprehensive literacy framework for elementary learners. Students develop teacher knowledge and classroom assessment skills through the study of evidence-based teaching practices, the simple view of reading, and structured literacy principles. The course also addresses response to intervention (RTI) as a framework for identifying and supporting diverse learners, and introduces data-informed instructional decision-making aligned with current literacy research. Web-based dyslexia training is required. Teacher candidates will complete 20+ practicum hours in a local elementary school to observe and apply course theories in authentic classroom settings. This course also fulfills the language course requirement for elementary majors. Prerequisite for EDUC 326 Elementary Literacy Methods: Instruction and Assessment.

EDUC240 - Home, School, and Community

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Requisites
Course Requisites: EDUC-115 and PAID-112D or transfer equivalent (Required, Previous).

Course Description
This pre-K to 12 course examines the dynamic relationship between families, school, and the community. The course focuses on collaborative team efforts and the importance of family engagement and empowerment to improve student learning and well being. Professional and ethical responsibilities of working with diverse families and communities will be addressed. This course is required for those seeking early childhood, special education, and English as a Second Language (ESL) endorsements.

EDUC242 - Introduction to Learning Disabilities and Behavioral Issues

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: EDUC-115 and PAID-112D or transfer equivalent (Required, Previous).

Course Description
This K-12 introductory course includes a historical perspective to the field of learning disabilities and behavioral disorders. This course covers characteristics and etiology, definitions and identification procedures, treatment and intervention, instructional and behavioral methodologies, impact of the disability throughout the lifespan, and current issues in the field.

EDUC245 - Career/Vocational Assessment and Vocational Planning

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Requisites
Course Requisites: EDUC-115 and PAID-112D or transfer equivalent (Required, Previous).

Course Description
This K-12 course covers the assessment of career/vocational skills and interests, aspects of the Individuals with Disabilities Education Improvement Act (IDEIA) which specifically address transition, transition meetings, Individualized Education Programs (IEP), community-based instruction, and the school/community services and service providers who would be involved in student transition. This course is required for those seeking the special education endorsement.

EDUC247 - Classroom Management

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Requisites
Course Requisites: EDUC-115. (Required, Previous).

Course Description
This K-12 course is designed to help both general education and special education pre-service teachers create supportive and culturally responsive classrooms. Topics covered include mindfulness, social-emotional learning, restorative justice, trauma-informed care, positive behavioral interventions and supports, applied behavior strategies, and individual positive behavior plans. Applied behavior strategies and individual behavior plans along with a variety of classroom management models will be explored. This course is required for all elementary education majors and for all those seeking the special education endorsement.

EDUC252 - Introduction to Middle and High School 5-12 Methods

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Requisites
Course Requisites: EDUC-115 and PAID-112D or transfer equivalent (Required, Previous).

Course Description
An introduction to the general methods of secondary teaching. Such topics as objectives, planning, testing, evaluation, classroom management, instructional techniques, educational technology, media, and the inclusion of special education students in the regular classroom will be considered. Should be taken as close to EDUC 352 as possible. Required for certification in 5-12 secondary education areas. Not required of K-12 music majors.

EDUC302 - Integrated Methods for Music, Art, Physical Education and Wellness in the Elementary Classroom

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Admittance to Teacher Education Program (Required, Previous).

Course Description
This course presents methods for integrating music, visual arts, & physical education/wellness across the curriculum in grades K-6. The benefits and challenges of integrating visual, performing arts, movement, and wellness in daily teaching and learning activities in the elementary classroom will be addressed. This may include classroom instruction and field experiences with children.

EDUC321 - Clinical Experience II: Literacy in Elementary School

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	1	-	-

Course Requisites
Course Requisites: Admittance to Teacher Education Program, Take EDUC-326. (Required, Previous). | Take EDUC-322. (Required, Previous or concurrent).

Course Description
As a part of the elementary school education sequence the teacher candidate observes and teaches small and large groups of students in a classroom in the area of literacy. During the clinical experience the teacher candidate develops and teaches a unit that documents the planning, teaching, assessment and reflection of literacy protocols. This course is co-requisite with EDUC 322 and is based in a public or private school for three weeks.

EDUC322 - Clinical Experience II: Mathematics in Elementary School

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	1	-	-

Course Requisites
Course Requisites: Admittance to Teacher Education Program Take EDUC-325. (Required, Previous). | Take EDUC-321. (Required, Previous or concurrent).

Course Description
As a part of the elementary education methods sequence the teacher candidate observes and teaches small and large groups of students in an elementary school classroom. During the clinical experience, the teacher candidate develops and teaches a unit that documents planning, teaching, assessment and reflection protocols in the area of mathematics. This course is co-requisite with EDUC 321 and is based in a public or private school for three weeks.

EDUC323 - Teaching Methods for English Language Learners

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Admittance to Teacher Education Program. (Required, Previous).

Course Description
Basic introduction to historical and contemporary theories and methods of English as a second language instruction with an emphasis on methodologies for teaching reading, writing, listening and pronunciation skills within the context of content areas grounded in academic and social/cultural language goals. This course is offered in fall of even-numbered years. Please speak to someone in the Education Department to determine when this course should be taken.

EDUC324 - Assessment for English Language Learners

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Admittance to Teacher Education Program (Required, Previous). | Take EDUC-323. (Required, Previous or concurrent).

Course Description
This K-12 course is an introduction to assessment for English language learners including formal and informal tools, interpretation of assessment data, use of data to inform instruction, and the fundamental technical aspects of assessment. This course is offered in the spring of odd numbered years. Please speak to someone in the Education Department to determine when this course should be taken.

EDUC325 - Elementary Math Methods: Instruction and Assessment

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Admittance to Teacher Education Program. (Required, Previous). | Take EDUC-326. (Required, Concurrent).

Course Description
This course is an introduction to the pedagogy of a NCTM standards-based mathematics program in the elementary and the content described by the Common Core State Standards for Mathematics. The course focuses on the content strands of statistics/probability, data analysis, and number operations and includes planning, teaching, assessment, diagnosis and evaluation of student learning in mathematics. This course presents current best-practice, research-based instructional methods in mathematical processes, the use of technology in teaching/student learning, and classroom management as it applies to mathematics. Teaching content area strategies within the context of methods coursework provides elementary majors with a model for integrating critical reading and writing instruction within the context of the mathematics discipline.

EDUC326 - Elementary Literacy Methods: Instruction and Assessment

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Admittance to Teacher Education Program and EDUC-229. (Required, Previous). | Take EDUC-325. (Required, Concurrent).

Course Description
This course examines the integration of reading, writing, listening, speaking, and viewing competencies within a comprehensive literacy framework for elementary learners K-8. Grounded in the science of reading, instructional emphasis is placed upon phonemic awareness, phonics, fluency, vocabulary, comprehension, and assessment, with attention to the active construction of meaning and matching learner capabilities with appropriate instructional strategies. The course addresses curriculum and pedagogy aligned with standards established by the International Literacy Association (ILA) and the National Council of Teachers of English (NCTE), and explores classroom management as it applies to literacy instruction. Teaching content area strategies within the context of methods coursework provides elementary education candidates with a model for integrating critical reading and writing instruction across the language arts discipline. Teacher candidates will complete 20+ practicum hours in a local elementary school to observe and apply course theories in authentic classroom settings. Fulfills the State of Iowa's requirement for reading endorsement.

EDUC328 - Elementary Social Studies Methods: Instruction and Assessment

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Admittance to Teacher Education Program Take EDUC-321 EDUC-322 EDUC-325 EDUC-326. (Required, Previous). | Take EDUC-329. (Required, Previous or concurrent).

Course Description
This course is an introduction to the curriculum and pedagogy for social studies instruction based on the National Council of Social Studies Standards. Ten thematic strands frame the instructional planning for the elementary curriculum. Students will develop competencies in specific social studies related skills and become acquainted with current directions and research in elementary social studies, including instructional technology. This course is designed to assist teacher candidates in developing appropriate tools for teaching social studies using an interdisciplinary approach. Teaching content area strategies within the context of methods coursework provides elementary majors with a model for integrating critical reading and writing instruction within the context of social studies disciplines.

EDUC329 - Elementary Science Methods: Instruction and Assessment

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Admittance to Teacher Education Program Take EDUC-321 EDUC-322 EDUC-325 EDUC-326. (Required, Previous). | Take EDUC-328. (Required, Previous or concurrent).

Course Description
This course is an introduction to the curriculum and pedagogy of a standards-based science program in the elementary school, including the Next Generation Science Standards. This course includes hands-on opportunities with the activities that support the inquiry of science as practiced in the elementary school classroom. Teaching content area strategies within the context of methods coursework provides elementary majors with a model for integrating critical reading and writing instruction within the context of the science discipline.

EDUC344 - Methods and Strategies for Teaching Students With Learning Disabilities and Behavioral Issues

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Juniors and Seniors Only; Admittance to Teacher Education Program, EDUC-242 and EDUC-366, or EDUC-321 and EDUC-322 (Required, Previous).

Course Description
This course provides an exploration of various methods, techniques, and materials that are used in the education of students who have learning disabilities and behavioral issues in a variety of different settings including the general education classroom. Methods and materials for instruction in mathematics, reading, written language, spoken language, social skills, listening skills, organizational skills, and skills to enhance life/career choices will be addressed. Must be taken during the junior-level methods course sequence.

EDUC347 - Specialized Assessment: Strategies for K-12 Special Education Teachers and Reading Teachers

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Registration Restrictions: Juniors and Seniors Only; Course Requisites: Admittance to Teacher Education Program. (Required, Previous).

Course Description
This K-12 course is an introduction to the assessment process using specific protocols for formal assessment and instructional planning with a significant emphasis on literacy skill evaluation. The course covers basic technical aspects of assessment, special education legal guidelines, tiered interventions, ethics in assessment, and the interpretation of assessment data.

EDUC352 - Advanced Teaching Methods: Secondary

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Admittance to Teacher Education Program Take EDUC-252. (Required, Previous). | Take EDUC-377. (Required, Concurrent).

Course Description
Advanced study of secondary teaching methods for students seeking licensure in English, mathematics, science and social science. Study of special methods used to teach the individual's major subject area. Teaching methods and professional participation in one's academic discipline will be covered, as well as inclusion of special education students in a regular classroom and applications of technology. Must be taken prior to professional semester. Required for certification in English, mathematics, science, and social sciences. Not required of music majors.

EDUC366 - Advanced Methods Clinical Placement

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Admittance to Teacher Education Program. Take EDUC-352 or EDUC-353. (Required, Previous).

Course Description
As a part of the secondary education methods course sequence, the student observes and teaches small and large groups of students in a public/private school classroom in the discipline. During the three-week practicum, the student develops and teaches a unit to document planning, teaching, assessment and reflection protocols. Note: taken during the January Term, this course would meet the January II general graduation requirement, and if placed in a middle school classroom would meet the clinical requirement for the middle school endorsement.

EDUC367 - Advanced Teaching Methods II

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Admittance to Teacher Education Program. Take EDUC-366. (Required, Previous).

Course Description
Continued study of advanced teaching methods for students seeking licensure in English, mathematics, science, and social science with special emphasis on analysis of best practice, methodological research and curriculum design within the respective content area. This course builds on the content of EDUC 352 and the clinical appointment in EDUC 366 and must be taken prior to EDUC 486.

EDUC376 - Elementary Literacy Methods: Advanced Differentiation of Instruction and Assessment

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Admittance to Teacher Education Program, EDUC-229 and EDUC-326 (Required, Previous).

Course Description
This advanced methods course prepares elementary education candidates to assess, diagnose, and differentiate literacy instruction across the elementary and middle school grades. Grounded in the science of reading and structured literacy principles, the course examines the developmental nature of reading and the diverse profiles of learners--including striving readers, students with learning disabilities such as dyslexia, and gifted readers. Candidates examine current research on learner characteristics and evidence-based instructional approaches, developing expertise in selecting, administering, and interpreting both formal and informal literacy assessments to diagnose student needs and design targeted, structured literacy interventions. Emphasis is placed on translating assessment data into differentiated instructional decisions that are responsive to the needs of all learners across the language arts diciplines of reading, writing, and oral language. Teacher candidates will complete 10+ practicum hours in a local elementary school to observe and apply course theories in authentic classroom settings. Prerequisite: EDUC 229 Elementary Literacy: Foundations of Reading and Language Development and EDUC 326 Elementary Literacy Methods: Instruction and Assessment. Admission to the Teacher Education Program (TEP) is required.

EDUC377 - Content Area Literacy: Secondary

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Admittance to Teacher Education Program. (Required, Previous).

Course Description
Introduction to the teaching of literacy in content areas for secondary teachers; procedures used in recognizing content area reading problems, improving reading by developing literacy strategies in reading, writing, speaking, and listening. Required for all students seeking secondary school licensure. and students seeking health certification.

EDUC382 - Practicum: Content Area Literacy

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	1	-	-

Course Requisites
Course Requisites: Take EDUC-377 and EDUC-378, or EDUC-379. (Required, Previous).

Course Description
This course is 1-semester hour practicum component that is available for secondary and K-12 majors. This may be a requirement in some other states for all teachers. Check the state's licensure website. NOTE: If you are an elementary education major pursuing a reading endorsement, you will student teach in a reading classroom.

EDUC483 - Literacy Practicum

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	2	-	-

Course Requisites
Course Requisites: Admittance to Teacher Education Program Take EDUC-326 EDUC-347 EDUC-376 EDUC-377. (Required, Previous).

Course Description
Practicum experiences are offered in the reading endorsement for elementary education. Options may include local, regional, and out-of-state placements in literacy intervention programs or summer programs with an emphasis on reading.

EDUC486 - Clinical Experience III: Student Teaching

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	12	-	Experiential Learning (EXPL)

Course Requisites
Course Requisites: EDUC 487 (Required, Concurrent). Admittance to Teacher Education Program. (Required, Previous).

Course Description
Observation and teaching in pre K-12 schools. Student teaching experiences are offered in each of the following areas: elementary education and secondary education.

EDUC487 - Advanced Portfolio

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	1	-	-

Course Requisites
Course Requisites: EDUC 486 (Required, Concurrent).

Course Description
Per Iowa Department of Education requirements, all Elementary Education Majors and Secondary Education minors complete an advanced portfolio demonstrating growth and competence of InTASC standards. This portfolio is to be completed during the student teaching semester.

ENG110 - Introduction to College Writing

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	2	-	-

Course Description
An introductory English course designed to help students become more fluent, confident, and effective writers and readers. Focus on strengthening skills in writing college-level essays, including identification of surface errors. Frequent writing, reading, and individual conferences. Hours do not count toward an English major or minor. Students may not earn credit for both ENG 110 and ENG 114.

ENG114 - Introduction to U.S. Academic Writing

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	2	-	-

Course Requisites
Instructor Consent Required

Course Description
This course helps students become fluent, confident, and effective writers and readers in U.S. academic culture. It strengthens skills in writing college-level essays (including thesis-driven, analytic essays), in responsible use of outside sources, and in making surface corrections and refinements. Some instruction takes place in individual conferences. Students will usually take this course concurrently with PAID 111. Student may not earn credit for both ENG 110 and ENG 114. If placed in the course, students may only withdraw with permission of the Writing Director.

ENG130 - Literary Ventures

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Textual Literacy (TXT-L)

Course Description
An introductory literature course, with specific focus and readings announced each semester. This course is both an introduction to the pleasures of reading and interpretation and also an opportunity for student writing in a range of analytic and creative forms. Open to all students in all majors. Students may enroll in more than one version of the course. Sample topics: Carribean Women Writers, Literature of the Apocalypse, Multiple Hamlets, Poems for Life.

ENG140 - World Literature

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Global Engagement (GE)

Course Description
This course focuses on Anglophone and English-translated literature across the globe, sampling culturally diverse works across time and place. It moves beyond English literatures of the U.S. and Britain, exploring writers from various national traditions, historical periods, and genres. Instructors may use theme-centered, genre-centered, and/or geographically specific approaches in order to frame effective class models, ultimately providing students with cross-cultural windows into literature and the human condition.

ENG140 - World Literature: Immigration Stories

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Global Engagement (GE)

Course Description
This course focuses on Anglophone and English-translated literature across the globe, sampling culturally diverse works across time and place. Instructors may use theme-centered, genre-centered, and/or geographically specific approaches in order to provide students with cross-cultural windows into the human condition. This iteration of the course examines narratives of immigration from Asia, Africa, and Latin America to the United States, exploring how the cultural identity supports, is challenged by, and adapts to the experience of migration. In reading these narratives, students will better understand others' cultural identities and reflect more thoughtfully on their own.

ENG211 - Writing for Media

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: PAID-111D and PAID112D or Transfer Equivalents (Required, Previous).

Course Description
A comprehensive course in news writing, reporting, and writing for media. Focus on the issues and skills central to journalism and professional writing for various media. Readings and examples from newspapers, on-line and print magazines, and electronic journalism.

ENG212 - Introduction to Creative Writing: Poetry, Fiction and Creative Nonfiction I

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Creative Literacy (CRE-L)

Course Requisites
Course Requisites: Take PAID-111D and PAID-112D or transfer equivalents. (Required, Previous).

Course Description
An introductory course in the writing of poetry, fiction, and creative nonfiction. Writing will include experiments in each genre and in-class exercises in craft inspired by a variety of readings in contemporary poetry and fiction. Student work will be discussed in a workshop format.

ENG221 - Rhetoric and Persuasion

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Textual Literacy (TXT-L)

Course Requisites
Take PAID-111D or transfer equivalents (Required, Previous).

Course Description
Through a study of persuasive writings, speeches, and campaigns, students in this course will engage with the following questions: What persuades other people? What counts as evidence to different audiences-but also, what factors other than evidence influence their thinking? How do writers and speakers consider their audiences' beliefs, values, biases, and ways of seeing the world as they attempt to persuade? In this course, students will learn fundamental concepts of rhetoric and persuasion and develop arguments of their own. The course includes practice in analytical and persuasive writing.

ENG223 - Professional and Technical Writing

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Take PAID-111D and PAID-112D or transfer equivalents (Required, Previous).

Course Description
This course introduces the concepts and strategies essential for the writing of professional correspondence, from instructions to proposals to business letters and more. Students will communicate complex subject matter to specific audiences, lay and technical, in print and digital formats. The course will examine the rapidly shifting technological and rhetorical demands of professional communication as messages move through networks of real people and organizations, each with different needs, priorities, and cultural values. By examining case studies of professional and technical writing in professional environments and applying what they learn to their own work, students will become more attentive to the audiences and environments of their writing.

ENG230 - How Literature Works: An Introduction

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Textual Literacy (TXT-L)

Course Requisites
Course Requisites: PAID 111D or transfer equivalent (Previous, Required).

Course Description
Literature invites us into experiences and worlds familiar and strange. This course introduces students to careful reading, to discussion, and to writing about literature: both classics and little-known treasures. The course is open to any student wishing to cultivate perceptive reading and writing.

ENG231 - Film

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: PAID-111D and PAID112D or Transfer Equivalents (Required, Previous).

Course Description
This course explores the world of film experience and cultivates visual media savvy. We will examine a wide range of films, from early moving-image media and Hollywood classics to Indie flicks, bleeding-edge documentaries, and global cinema from "Metropolis" and "Citizen Kane" to "Crouching Tiger, Hidden Dragon" and "13th". Students will practice analyzing films in terms of history, techniques, and critical approaches in order to develop a broad knowledge of film as an intersection of art, technology, and industry that holds great power to move us.

ENG233 - Graphic Narratives

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Textual Literacy (TXT-L)

Course Description
How do pictures tell stories? This course explores the genre of graphic narratives and considers how writers employ the visual to make meaning. Focusing on how writers and illustrators pair text and image, this course will introduce analytical strategies for engaging with graphic literature. We will read both fiction and nonfiction narratives, paying special attention to how writers from diverse identities have used graphic forms to share their stories. Students can expect lively discussion, creative projects, and opportunities to write about graphic texts.

ENG234 - Young Adult Literature

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Take PAID-111D and PAID-112D or transfer equivalents (Required, Previous).

Course Description
This course investigates literature for young adults (ages 12-18), considering how this body of literature speaks to and about a particular era in life. Looking at representative fiction, creative nonfiction and poetry, we consider the literary qualities of this genre and how they operate in order to shape texts and issues that can both comfort and challenge readers. We consider the way in which YA texts are both bound by historical specificity and aim for timelessness, as well as issues of censorship and canon. We explore how these texts are used within and outside the classroom, and consider them as a driving (but complicated) force in the development of contemporary literacy.

ENG240 - Africana Women's Writing

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: PAID-111D or Transfer Equivalent (Required, Previous).

Course Description
A study of writing by selected Africana women writers from Africa, the Caribbean, the United States and elsewhere in the African diaspora. Topics may vary by geographic region or theme. (Same as AFRS 240 and IDS 240)

ENG243 - Literature of the African Peoples

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Textual Literacy (TXT-L)

Course Description
Modern African writers are some of the most dynamic and innovative writers as they draw from and respond to different literary traditions, such as their own oral and written traditions, as well as European models. This course serves as an introduction to the various themes and styles of written literature of the 20th century. Central to discussion will be an analysis of gender within various African cultural contexts. Understanding constructions of masculinity and femininity, dominant female and male roles in society, and the ways in which the works challenge traditional norms of gender will be priorities within applied theoretical approaches. (Same as AFRS 243 and IDS 243)

ENG244 - Literature and Disability

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Textual Literacy (TXT-L), Social & Environmental Justice (SEJ)

Course Requisites
Course Requisites: Take PAID-111D and PAID-112D or transfer equivalents (Required, Previous).

Course Description
From Captain Ahab's missing leg to Tiny Tim's crutch to Richard III's hunchback, literature has always been deeply invested in describing, using, and understanding the disabled body. This course examines the role disability plays in literature and the role literature plays in constructing disability as a category of identity, shaping the ways disabled people are perceived and how they operate in the world. We will learn how diabled ways of being and knowing can provide rich, insightful approaches to understanding literature by reading a wide range of literary depictions of disability. We will consider what disabled people have to say about their fictional counterparts and how they choose to represent themselves in literature. By exploring the tightly sutured relationship between disability and race, class, gender and sexuality, we will strive to know bodies both ordinary and extraordinary in new ways. (same as IDS 244)

ENG245 - Literature and Gender

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Textual Literacy (TXT-L), Social & Environmental Justice (SEJ)

Course Requisites
Course Requisites: Take PAID-111D or transfer equivalent. (Required, Previous).

Course Description
A study of how writers from different historical periods use a range of literary genres to address gender in the private and public world. The course looks at how literature both presents and critiques culture and its construction of gender, as well as how it offers new visions and choices for individuals and communities. Readings include core essays in feminist literary studies, as well as texts from writers across a spectrum of gender and sexual identities. Students can expect lively discussion, creative projects, and opportunities to reflect on the applicability of their reading to their own lives. (Same as IDS 245)

ENG251 - African-American Literature

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Textual Literacy (TXT-L), Social & Environmental Justice (SEJ)

Course Requisites
Course Requisites: Take PAID-111D or transfer equivalent (Required, Previous).

Course Description
A survey of African-American literature, drawing primarily from 19th, 20th, and 21st century works. Contributions from authors such as Frederick Douglass, Harriet Jacobs, David Walker, Zora Neale Hurston, Ralph Ellison, Toni Morrison, and Ta-Nehisi Coates combine their artistic craft with acute interrogations of their socio-political environments. Thus, the course focuses on how both fictional and non-fictional Black literature grounds itself in its respective historical context and addresses themes of social justice. Class discussions will pay special attention to the intersection of race, class, and gender as writers engage with this struggle to achieve the American promises of freedom and equality (Same as AFRS 251 and IDS 251)

ENG263 - In Frankenstein's Footsteps: the Keats-Shelley Circle in London, Geneva, And Italy

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Textual Literacy (TXT-L)

Course Requisites
Instructor Consent Required; Course Requisites: Take PAID-111D and PAID-112D or transfer equivalents. (Required, Previous).

Course Description
Mary Shelley composed her famous novel Frankenstein (1816) amid a whirlwind of personal turmoil, important friendships, and significant travel. This course will retrace the path of her journeys from childhood to Frankenstein, visiting sites associated with her and her circle - including John Keats, Percy Shelley, and Lord Byron - in London, Geneva, Venice, Florence, and Rome, as we investigate the relationships between an author's historical and imaginative realities.

ENG312 - Advanced Creative Writing: Poetry, Fiction, and Creative Nonfiction II

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take ENG-212 (Required, Previous).

Course Description
An advanced-level course in the writing of poetry, fiction, and creative nonfiction for students dedicated to making imaginative, emotional, and technical discoveries in the practice of their craft. Readings in contemporary poetry, fiction, and creative nonfiction, as well as in-class exercises and student workshops.

ENG330 - Literature for Life

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Take PAID-111D and PAID-112D or transfer equivalents, and ENG-230 (Required, Previous).

Course Description
This course advances students' methodological and imaginative capacities in literary research, theory, analysis, and writing. We will explore challenging primary texts along with literary theory and criticism as well as archival and data-based research approaches. Through rigorous and engaging assignments, students will expand the range and depth of analytical positions they can articulate in writing and discussion. Students will also conceptualize and convey how their skills prepare them for professional and personal futures.

ENG331 - Film in Focus

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Take PAID-111D and PAID-112D or transfer equivalents (Required, Previous).

Course Description
This course explores specific areas of film experience and cultivates visual media savvy. We will examine films affiliated by a common theme, genre, director, era, or movement. Possibilities include science fiction or horror, Shakespeare on screen, social documentaries, Alfred Hitchcock, and more. Students will practice analyzing films in terms of historical and social contexts, cinema techniques, and critical approaches in order to develop a deep knowledge of a particular set of films as an intersection of art, technology, and industry that holds great power to move us. Students may enroll in more than one version of the course.

ENG341 - American English

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Social Systems Literacy (SOC-L), Social & Environmental Justice (SEJ)

Course Requisites
Course Requisites: Take PAID-111D and PAID-112D or transfer equivalents (Required, Previous).

Course Description
The course examines several of the major spoken and written dialects of American English. In the course, students will explore how English is learned through childhood language development, through exposure to languages, and through formal education. They will also learn how the various dialects of American English differ in terms of prestige as well as how speakers' and writers' dialects can have tangible effects on their social and economic success. By engaging with scholarship in rhetoric, linguistics, sociology, history, and communications, students will develop their understanding of how language can be a force of inclusion or exclusion.

ENG350 - American Literary Traditions

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Textual Literacy (TXT-L)

Course Requisites
Course Requisites: Take PAID-111D and PAID-112D or transfer equivalents. (Required, Previous).

Course Description
American literature, as Walt Whitman writes, "contains multitudes" and all those multitudes are talking to each other and to us. This course dives into both classic and historically marginalized texts, with attention to the traditions that inspired, influenced, or haunted them. By exploring a range of texts, from novels and poetry to slave narratives, science fiction, and the blues, we will discern how American literature records and also shapes national conversations and culture. The course will focus on themes, genres, geographical regions, and literary movements that reflect the energy of American diversity.

ENG351 - British Literary Traditions, 1800 to the Present

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Textual Literacy (TXT-L)

Course Requisites
Take PAID-111D and PAID-112D or transfer equivalents; or instructor consent (Required, Previous).

Course Description
Focusing on British and Anglophone literature after 1800, with particular topics chosen by the instructor, this course will introduce a range of writers who still spark conversations and challenges today. Encountering such landmarks as Romanticism's exploration of the natural world, great Victorian novels, Modernist experiments, and postcolonial Irish, Indian, and African writers, students will read brilliant, enduring work and join the conversation by building their own critical and creative voices on the page and in class discussion.

ENG360 - Shakespeare

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Textual Literacy (TXT-L)

Course Requisites
Take PAID-111D and PAID-112D or transfer equivalents (Required, Previous).

Course Description
Shakespeare's plays, although often heralded as "the greatest literature in English," can be silly, mean, funny, bleak, ridiculous, eithically thorny, and downright weird-in addition to being occasionally great. In this course, students will read a selection of Shakespeare's plays, paying close attention to their structure, language, and genre. Students will also study how these plays were produced and published in preparation for responding fully to them as both text and performance. Students can anticipate reading plays in each major dramatic mode (comedy, tragedy, history) and attending a live performance of a Shakespeare play as part of this course.

ENG361 - Medieval Literature

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Textual Literacy (TXT-L)

Course Requisites
Take PAID-111D and PAID-112D or transfer equivalents (Required, Previous).

Course Description
From heroes fighting monsters to Arthurian romances, medieval literature is best known for its stories of chivalry. Less well-known but equally wonderful are the comic tales ofpeople having sex in trees and greedy friars dividing a fart. Readings in this course include the heroic epic of Beowulf, narrative poems about love and adventure by Marie de France, the tale of Sir Gawain and the Green Knight, and several of Chaucer's Canterbury Tales. We will particularly explore how these medieval texts construct sex, gender, and sexuality. We will also examine how 21st century fantasies of the medieval period have generated mistaken ideas about race and ethnicity. Centuries have passed, but medieval constructions of identity continue to inform our lives in powerful ways today. (Same as IDS 361)

ENG485 - Seminar

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Registration Restrictions: Juniors and Seniors Only; Course Requisites: Take 2 courses from ENG-251, 350, 361-367 (Required, Previous).

Course Description
An intensive, collaborative study of a selected period, movement, or writers, emphasizing the methods and assumptions of literary analysis and selected critical theories. The course format is student-initiated discussion and presentation, with significant independent projects and an oral presentation. Intended primarily for seniors. Students - especially those preparing for graduate school - are encouraged to complete more than one seminar.

ENG490 - Senior Project

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	1	4	-

Course Requisites
Registration Restriction: English Majors Only | Seniors Only

Course Description
Together with the required Senior Seminar, the Senior Project is the English major's culminating experience. Projects build upon students' previous experience with scholarly research, creative writing, or the secondary education program. Students wishing to do a creative writing project are expected to complete the requirements for the English Writing Emphasis major. Ideally, these students would have completed the Writing Emphasis requirements and would have had coursework and sustained writing experience in the genre of their project. At a minimum, all students wishing to do a creative writing project must be completing their third writing course during the term in which a senior project will be submitted; students intending a creative nonfiction project must have completed ENG 210, 211, or 213; students intending a poetry or fiction project must have completed ENG 212, and must have completed or be completing ENG 312 during the term in which the senior project will be submitted.

Permission to register for a Senior Project will be given after submission of the application form available on the English department website. The application form also outlines the required oral presentation component. Registration ought to be completed during the semester preceding the semester in which the project is begun. The English department does not require students with more than one major to complete an English Senior Project.

ENGR150 - Introduction to Physics and Engineering

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Scientific Literacy (SCI-L)

Course Requisites
Course Requisites: Take ENGR-150L. (Required, Concurrent).

Course Description
Students are introduced to fundamental principles of physics, science, and engineering, with an emphasis on the iterative, self-correcting process that leads to the development of new physical theory and the applications that derive from that theory. Topics will range from Newtonian mechanics to quantum mechanics, molecular systems and materials, and computational/algorithmic thinking, with an emphasis on the myriad devices and systems that grow out of this work and underpin modern society. The course carries no mathematical prerequisite but mathematical concepts will be introduced and developed. Project work will be developed in the laboratory. (Same as PHYS 150)

ENGR250 - Mathematical Methods for Scientists and Engineers

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
MATH 152

Course Description
The course introduces important topics and methods in mathematics that have broad application to the work of scientists and engineers. The emphasis is on the use of the methods and their application to solving problems rather than on proofs and derivations. Topics include vector analysis, coordinate systems, matrix methods, ordinary and partial differential equations, complex analysis, and Fourier series and transforms. (Same as PHYS 250, MATH 250)

ENGR251 - Statics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Prerequisites of PHYS 151 or PHYS 181 or 201; MATH 152

Course Description
This class focuses on the analysis of static equilibrium problems related to engineering structures. Involves vectors and scalar treatment of 2D and 3D force systems. Covers particle and rigid body equilibrium, equivalent force systems, truss and frame analysis, distributed forces, and internal forces.

ENGR270 - Introduction to Materials Science

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take CHEM-151 & CHEM-152 or CHEM-201; Take PHYS-151 & PHYS-152 or PHYS-201 & PHYS-202. (Required, Previous). Take ENGR-270L. (Required, Concurrent).

Course Description
Introduces the structure of materials from atomic to macroscopic scales. The course will focus on materials selection for engineering design through analysis of the relationships between processing, structure, and properties for major classes of materials such as metals, ceramics, and polymers. Topics covered about these materials include phase transformations, diffusion, microstructure, thermal behavior, and mechanical properties. (Same as CHEM-270)

ENGR311 - Analog Electronics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
PHYS-152 or PHYS-182 or PHYS-202 (Required, Previous)

Course Description
This course serves as a foundation course for those students who want a career in engineering or physics. Electronic circuits are embedded in buildings and machinery, and everyone from construction workers to experimental physicists use electronic measuring devices. This course is an introduction to the design and analysis of DC and AC circuits using engineering principles and concepts. Topics include grounding, equivalent circuits, source transfer theory, lump circuits, electronic filters, feedback, impedance matching and amplification. (Same as PHYS 311)

ENGR312 - Projects in Physics and Engineering

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
PHYS-311 or ENGR-311 (Required, Previous)

Course Description
Students will complete a project of their own design, from earliest conception of an idea through thorough analysis of the results. Activities will include design, prototyping, re-design, analysis of results and presentation of the project. Topics that students may choose to explore range from the development of a device to solve a technical problem to the measurement of fundamental physical quantities. Effective teamwork, self learning and communication are key components of the course. (Same as PHYS 312).

ENGR351 - Mechanics of Materials

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Prerequisite: ENGR 251; and PHYS/ENGR/MATH 250 or co-/pre-requisite: MATH 200

Course Description
In this class student will learn to model stresses, strains and deformations of mechanical components under stationary loads. The class will also focus on system and component design to ensure that components used will not fail. Topics include: mechanical properties of materials, axial and transverse loading, beam bending, deformation and buckling, stress-strain relationships, elasticity and mechanical fatigue, variational and energy methods.

ENGR353 - Fluid Mechanics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
PHYS 152 or PHYS 182 or PHYS 202; PHYS 250 or co-/prerequisite MATH 240

Course Description
This course introduces the student to the fundamental concepts of fluid mechanics. Fluids interact with pipes, buildings, bridges, dams, airplanes, and cars - thus a knowledge of fluid statics and dynamics is necessary for civil, mechanical, industrial, aeronautical, and environmental engineers. Topics include pressure, buoyancy, hydrostatics, non-viscous and viscous fluid flow, boundary layers, and an introduction to turbulence. The students will learn about practical applications of the concepts, how to model and analyze fluid systems, and good engineering practices when designing fluid systems.

ENGR490 - Senior Project

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	1	-	-

Course Description
Students will design and implement a project under the supervision of the faculty. Requires senior standing.

ENGR491 - Senior Project

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	1	-	-

Course Requisites
Course Requisites:ENGR-490 (Required, Previous).

Course Description
Students will write a research paper reporting the nature, outcomes, and significance of the project undertaken in ENGR 490.

ENVS110 - History of Earth and Life

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Scientific Literacy (SCI-L)

Course Requisites
Course Requisites: Take ENVS-110L (Required, Concurrent).

Course Description
What can we learn about global environmental changes in our own time by looking back at Earth's long legacy of planetary change? In this course, students will explore the deep history of our planet and the complex interplay of planetary and biological processes that has continually reshaped the Earth, ultimately asking how an earth systems history perspective can inform responses and solutions to modern day global environmental change. Additional attention will be paid to the evolution of scientific understanding of the Earth and how scientific claims about the Earth system in the past and in the present are substantiated. Labs will incorporate local field trips as well as an extended research project based on field and lab-based measurements.

ENVS133 - Environmental Conservation

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Scientific Literacy (SCI-L)

Course Requisites
Course Requisites: ENVS-133L (Required, Concurrent).

Course Description
An introduction to conservation of the natural environment, with emphasis on ecological principles and applications. Students investigate how environmental health, biodiversity, ecosystems, water and soil are influenced by innate characteristics, and individual, cultural, and societal decisions. Students encounter scientific inquiry through published literature and data, case studies, and lab-based investigations. Laboratory/field trips emphasize the ecology of major habitats of northeastern Iowa and human efforts to solve environmental problems.

ENVS134 - The Earth System

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Scientific Literacy (SCI-L)

Course Requisites
Course Requisites: ENVS-134L (Required, Concurrent).

Course Description
This course is an introduction to the natural and human-influenced processes that govern the interactions among the components of the Earth system: the solid earth, water, the atmosphere, and life. We will covers topics such as geologic hazards, sedimentary processes, mineral and energy resources, and global climate change, all with an emphasis on the ways in which Earth system processes both impact and are impacted by human activities. Laboratories include field-based investigations of Earth system processes in northeast Iowa.

ENVS150 - Bringing Sustainable Energy Home

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Description
In this project-based course, students will collect and analyze household energy data in order to develop a detailed plan for improving home energy efficiency and progressing toward carbon neutrality. More broadly, students will gain the knowledge and skills needed to understand the essential role of household decision-making in the transition to a clean energy system, while also exploring associated energy justice issues and their potential solutions. The course will serve to help students improve basic energy literacy as citizens and learn about the diverse types of work being done within many professions to accelerate the clean energy transition. Students will develop skills in quantitative problem solving, collaborative learning, and written communication.

ENVS175 - Introduction to Geographic Information Systems

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	2	4	-

Course Description
This course is an applied practicum in geospatial technology that fosters effective use of Geographic Information Systems. Students who successfully complete the course will be able to create, manipulate, and manage geographic data to perform analysis tasks, to visualize geographic data, and to use geographic data analyses to support decision making.

ENVS215 - Environmental Education

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Scientific Literacy (SCI-L)

Course Requisites
Course Requisites: ENVS-215L (Required, Concurrent).

Course Description
An introduction to the theory and practice of environmental education while providing a foundation in environmental science inquiry and content. Emphasis is placed on learning local and regional natural history as well as phenology and ecological processes. Students will engage in the process of scientific inquiry throughout the course, integrate interdisciplinary approaches to understanding and teaching about the environment and gain a foundation in place-based education. Students learn methods necessary to effectively teach about the natural world and as well as in the scientific processes we use to better understand it.

ENVS220 - Earth System Biogeochemistry

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take CHEM-141 or above.(Required, Previous) Take ENVS-220L (Required, Concurrent).

Course Description
This course is focused on the global biogeochemical cycles that dictate atmospheric chemistry, climate, and biological productivity, as well as the biogeochemistry of energy resources, including fossil fuels, nuclear energy, and critical minerals. Students will deepen their understanding of the chemistry of the Earth system; apply knowledge of Earth system biogeochemistry to contemporary issues such as climate change, sustainable agriculture, and clean energy; develop quantitative and problem-solving skills; explore chemical analytical techniques used in environmental applications; and gain skills in reading and synthesizing scientific research.

ENVS224 - Energy and Climate

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
The world's fossil-fuel driven energy system is the leading driver of anthropogenic climate change, as well as a major source of air and water pollution, environmental degradation, and environmental injustice. How can a transition to a sustainable energy system be accomplished in a way that not only combats climate change but also leads to a cleaner and more just world for all? From a foundation in the basic principles of climate science, students will draw from both US and global perspectives to assess solutions for a sustainable energy system, while also gaining tools to evaluate energy-related claims and rhetoric.

ENVS240 - Environmental Issues in the Pacific Northwest

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social Systems Literacy (SOC-L), Social & Environmental Justice (SEJ)

Course Requisites
Instructor Consent Required; Course Requisites: Take PAID-111D and PAID-112D or transfer equivalents. (Required, Previous).

Course Description
This course examines environmental issues in the Pacific Northwest and the policies that are used or proposed to address them. Case studies - on issues such as wilderness, endangered species, mining, hydroelectric dams, water rights, public land management, salmon and Native treaty rights, and outdoor recreation - will be used to better understand the political process in the United States, the role of economics in addressing environmental issues, and the particular challenges in human-nature relations within the intermountain west. Students will also develop an environmental justice lens, exploring questions of equitable access to and engagement with a healthy environment as core considerations in the environmental politics of the Pacific Northwest. The course will be taught at Holden Village, an ecumenical retreat center in the Cascade Mountains of Washington state. As such, students will also explore and interrogate Holden Village as a model of a just and sustainable community. Students who previously have taken one of the Envs 239 courses at Holden Village will not be permitted to enroll in this course.

ENVS248 - Rivers and Society

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take PAID-111D and PAID-112D or transfer equivalents. (Required, Previous).

Course Description
Rivers are important environmental, cultural, and economic features in the landscape, yet we struggle to manage them sustainably. Using rivers as an integrating element, the course draws from multidisciplinary perspectives to understand social dependence on river systems, as well as human modification and management of river environments. In particular, we will examine cultural meanings of rivers in the arts; the politics of dams; rivers and pollution policy; water rights and water conflicts; fishing culture and fisheries policy; and river recreation and restoration. We will ground our examination in case studies of rivers, ranging from the local Upper Iowa River, to the Mississippi, to major river systems of the world, such as the Ganges, the Yangtze, and the Nile.

ENVS250 - Sustainability, Systems and Solutions

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take PHIL-140 and ENVS-258; Take ENVS-134 or BIO-151 (Required, Previous). Take ENVS-250L. (Required, Concurrent). Students who have partially fulfilled the prerequisites should contact the instructor.

Course Description
This course will draw upon concepts in systems thinking to cultivate skills for sustainability and problem solving. Through applied case studies grounded in NE Iowa, students will analyze and practice the ways that communities can work to create more sustainable solutions and systems. Students will work in teams on key sustainability issues such as water, energy and climate, food systems, and social sustainability in order to hone skills in systems thinking, communication, research, data analysis and information literacy. This course serves as an integrative experience that will build common capacities and skills for students in upper level environmental studies coursework, such as the junior/senior seminar. This course is a prerequisite for ENVS 485.

ENVS258 - Environmental Politics & Policy

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social Systems Literacy (SOC-L)

Course Description
In this course, students will build skills to analyze and develop environmental policies in diverse contexts such as water, agriculture, climate & energy, and biodiversity conservation. As a foundation to these inquiries, we will explore the unique nature of environmental policy challenges as collective action problems, where debates over knowledge, identity, economics, and equity are central. Further, students will become familiar with both the enduring and shifting politics of the environment. We will take a future-oriented approach to our study, thinking in particular about the possibilities and opportunities for shaping a more just and sustainable world through the use of environmental policy. This course is primarily grounded in the environmental politics of the United States, but does explore international environmental politics in the context of climate change.

ENVS260 - Sustainability and Social Change

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
How do communities and societies change to become more resilient and sustainable? How can we understand and evaluate competing theories of change and implement strategies for social change in local, regional and global contexts? This course uses the lens of sustainability and the issues that need to be addressed to create a more sustainable society to study processes of change. Utilizing a highly interdisciplinary approach, students will study historical and contemporary examples of social change to evaluate strategies for promoting change (e.g. social movements, narrative, policy and economic change, individual behavior change, and culture change). They will develop their own theory of change and apply this theory to issues of energy and climate, natural resources and social equity.

ENVS280 - Environment & Community

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
Why do we hear call to "think globally, act locally" with regard to the environment? Why might communities be particularly well suited to push for environmental change, but also be a locus of environmental conflict? This course explores environmental issues, actions, and debates through the lens of community. We assess "community" as a critical unit of social action for promoting positive environmental change, through the exploration of community-based environmental movements. We also examine communities as a place for experiencing environmental benefits and environmental burdens, through understanding the causes and consequences of environmental injustice. Throughout the class, students will investigate community action, organization, and capacity through community-engaged partnerships and case studies.

ENVS320 - Soils, the Earth System, and the Environment

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take ENVS-134 or BIO-151 (Required, Previous). Take ENVS-320L. (Required, Concurrent).

Course Description
Soils form an interface between the atmosphere, hydrosphere, lithosphere, biosphere, and anthrosphere, making them critical to Earth system and environmental processes ranging from plant growth to groundwater recharge to the flux of greenhouse gases to the atmosphere. Students will gain a basic understanding of soil formation processes and of the relationship between soils and other components of the Earth system, including key biogeochemical cycles (the carbon, nitrogen, and phosphorus cycles), the climate system, and hydrologic processes. During labs, students will conduct field description of soils, interpret the environmental history recorded in soil profiles, and design and complete an original research project. Offered alternate years.

ENVS340 - Environmental Justice and Law

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Social & Environmental Justice (SEJ)

Course Description
Environmental justice addresses the distribution of environmental burdens and benefits across societies, as well as the ways that citizens have a role in influencing their environmental fates. In this course, we will use the frame of environmental justice to analyze critical issues in the realm of environmental law. The course will examine and analyze legal cases that involve environmental justice issues, as well as environmental conflicts that involve issues of inequality across race, gender, and socio-economic status. Further, we will explore the role of law and judicial processes as paths to address and ameliorate environmental injustice. Students will develop an understanding of the politics of environmental justice, as well as skills in legal analysis and policy analysis within an environmental justice frame.

ENVS360 - Global Environmental Politics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Description
This course examines the politics of global environmental issues such as climate change governance, poaching and illegal wildlife trade and policy, globalization of e-waste and waste cycles, and extractive industries such as mining and fossil fuel production, human rights and food production, as well as sustainable international development. We will take a three-pronged approach to our inquiry by a) analyzing the politics of global environmental change, b) examining global economic and political processes that shape the landscape of global environmental politics, and c) exploring the international agreements and institutions that seek to address transboundary, global environmental problems. Ultimately, we will explore global environmental issues and institutions in an analysis of the ways that environmental politics transcend local and national scales.

ENVS485 - Seminar

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Registration Restrictions: Juniors and Seniors Only | Environmental Studies Majors; Course Requisites: Take ENVS-250. (Required, Previous).

Course Description
This course will be an interdisciplinary seminar for students completing the environmental studies major or minor. It will be topical in nature and will combine lecture and seminar approaches to the exploration of environmental issues and policies. Students may complete more than one seminar.

ENVS490 - Senior Project

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	1	4	-

Course Requisites
Registration Restriction: Seniors Only | Environmental Studies Majors

Course Description
The senior project draws upon a discipline's methodology and provides a culminating, independent experience of the major. Because presentation and communication of finished projects are typical of a culminating experience, many senior projects will require formal writing and all senior projects will include a formal presentation.

EXPL300 - Experiential Learning Reflection Seminar

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	1	-	Experiential Learning (EXPL)

Course Requisites
At least two credits of Internship (380), Directed Project (392), or Independent Project (394). (Required, Concurrent)

Course Description
EXPL 300 is a special registration one-credit course that students complete concurrently with an Experiential Learning Experience (EXPL 392)to fully satisfy the experiential learning requirement. The seminar will focus on the reflection of the experience, vocation, values, and sense of self in the world. Students will complete assignments that will help them better understand their experience, the professional workplace, their values, resiliency, time/project management, and connect experiential learning to their academic experience more broadly. EXPL 300 will be graded pass/fail (credit/no credit) by the Director of Experiential Learning or instructor of record.

EXPL385 - D.C. Semester Reflection Seminar

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	1	-	Experiential Learning (EXPL)

Course Requisites
Course Requisites: Only for students who are participating in the Lutheran Colleges Washington Semester program are able to register for this course. (Required, Concurrent).

Course Description
This course is meant for students participating in the Lutheran Colleges Washington Semester program who wish to fulfill their experiential learning core requirement. Students will participate in the DC Experience program with additional requirements of reflection discussions, journaling, and reflection papers to help them more deeply reflect on their experience as it relates to both professional development and cultural diversity or civic engagement. Only students participating in the Lutheran Colleges Washington Semester may register for this course.

EXPL392 - EXPL Experience

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	Experiential Learning (EXPL)

Course Requisites
Take EXPL-300 (Required, Concurrent).

Course Description
This is a special registration course whereby students can register for credit for their experiential learning experience in pursuit of fulfilling their EXPL core curriculum requirement. An experience can include an internship, fieldwork, job shadow, research project, creative project, community engaged project, or work study project. Registration for an experiential learning experience will include a proposal explaining the experience that will be approved by the supervisor of the experience and the student's academic advisor. Students must register for at least two credits of EXPL 392 as well as the EXPL 300 Reflection Seminar to fulfill the EXPL core curriculum requirement. The Experiential Learning Experience can NOT be registered for without the EXPL 300 Reflection Seminar. Experiential Learning Experience will be graded pass/fail by the instructor of record for the EXPL 300 Reflection Seminar.

FCUL115 - Scandinavian Fine Handcrafts

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Creative Literacy (CRE-L)

Course Description
In this hands-on course, students will work with a variety of natural materials, including wood, horn, reindeer leather, and birch bark, to produce traditional, functional objects with a distinctly Scandinavian aesthetic. Drawing on the rich heritage of Scandinavian craftsmanship, students will explore both the practical and cultural significance of these materials in Nordic tradition. The course will integrate studio work with the use of Vesterheim's extensive collection of Scandinavian folk art, offering students the opportunity to connect historical techniques with their own creative practice.

FCUL142 - China in the World

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Global Engagement (GE)

Course Description

This course explores the importance of China in a rapidly globalized world from an intercultural perspective. Students are invited to examine how China interacts with the world, and vice versa, through a variety of issues. The course begins with an interdisciplinary project that offers students a gateway to explore the global presence of China. After a comparative study of origin myth and flood in China and the West, the course continues with an examination of cross-cultural education, during which students will complete an interview project. Both Chinese cuisine and the topic of "made in China" will be essential parts of this course, but students will also be able to explore topics of personal interest, such as Hollywood's representation of Chinese culture, international adoption or the Dalai Lama. With class discussion and student-led projects, this interdisciplinary course will provide a basic understanding of Chinese culture and tradition. (Same as IDS 142)

FCUL146 - Asia on Screen

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Global Engagement (GE)

Course Description

This course will introduce films that are representative of modern Asian cinema across Asian countries and communities, including but not limited to mainland China, Hong Kong, Taiwan, Japan, Korea and India. By pairing films made by Asian filmmakers with those about Asians by Hollywood, it invites students to examine the negotiations between local/national/regional traditions and "Western" film conventions and aesthetics. Issues including gender relations, nationhood, tradition versus modernity, cross-cultural spectatorship will be discussed in this course. (Same as IDS 146)

FCUL210 - Nature and the Environment in Latin American Literature

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Global Engagement (GE)

Course Description

This course will explore the representation of nature and the environment in Latin American cultural production. Students will examine the intersections between the human and nonhuman worlds in a variety of texts that span the era of first encounters to the present day. Central questions include: How are Latin American concepts of nature and the environment rooted in the diverse cultures of the region? How do these dialogue with European or North American concepts of environmentalism? How are issues of sustainability and environmental justice framed in Latin American cultural production? Where do we see the intersections between economy and ecology? What do these works reveal about current ecological issues in Latin America?

FCUL220 - Enlightenment to Magic Kingdom

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Global Engagement (GE)

Course Description

This course explores the evolution of French "contes de fees", focusing on their cultural significance from the 17th century to today. Students will analyze classic tales like Cendrillon and Le Petit Chaperon Rouge engaging with their original French texts and examining their adaptations across literature, theater, and film. Through critical discussions, comparative analyses, and written reflections, students will explore fairy tales as dynamic cultural artifacts, investigating how these narratives both reflect and shape societal values. Special attention will be given to questions of gender and power, the role of the marvelous in shaping worldviews. By tracing their evolution in the Francophone world and beyond-from salon literature to global retellings-students will develop a deeper understanding of storytelling as a tool for cultural identity and exchange.

FCUL240 - Faith and Religion in Germany

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Religious Literacy (REL-L)

Course Requisites
Course Requisites: Participation in the Münster Semester program. (Required, Concurrent).

Course Description
During the Munster Semester, students engage with various faith traditions in Germany, learn about the role of religion in the history of Germany in general and Munster in particular, and explore the role of faith and religion in Germany today.

FCUL246 - Chinese Cinema and Chinese Modernity

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Global Engagement (GE)

Course Description
From the fall of the Celestial Empire to the rise of China's economy today, Chinese cinema has witnessed many social changes in the modern era. This course will focus on the interaction between Chinese cinema and the process of modernization. By examining how Chinese films dialogue with Hollywood, it will explore Chinese people's experiences of semi-colonial modernity, socialist modernity and postsocialist/global modernity. Students will watch select films made in mainland China, Hong Kong and Taiwan. Along with reading and writing assignments, students will be required to do oral presentations. All films have English subtitles. All readings are in English. (same as CHIN 246 and IDS 246)

FCUL250 - Remembrance As Social Action

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social Systems Literacy (SOC-L)

Course Requisites
Course Requisites: Participation in the Münster Semester program (Required, Concurrent).

Course Description
The representation of history in textbooks and museums or through monuments is never a neutral endeavor but rather an inspection of prevailing power structures and social hierarchies. The notion "History is written by the victors" underscores how dominant groups curate collective memory, privileging certain narratives while erasing or marginalizing others in order to sustain authority and to create a desired shared identity. While in Munster and during our course excursions, we will explore manifestations of remembrance as interpretation of history and the social circumstances that created them. In many cases the subject of remembrance is secondary to the form that the remembrance takes and to the social circumstances that brought forth the remembrance. We will look at issues of power, propaganda, ideology, and collective memory.

FCUL262 - Double Feature: Germany in Film

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
Film has long been used as a way to (re)interpret history. This course allows students to examine moments and issues in German history, each through the lens of two films made at different times. For example, how is Hitler portrayed differently in early post-WWII films than in 2004's Downfall? What does this reveal about German views of the past? Topics for film pairings may include (but are not limited to) the Berlin Wall, Red Army Faction terrorism, immigrants, and German unification. All films will be shown in German with English subtitles. No German is required.

FCUL270 - Topics in Nordic Literature

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Textual Literacy (TXT-L)

Course Description
This course offers an in-depth exploration of Nordic literature, focusing on significant texts. Through the study of works by major authors or major genres, students will gain insight into the cultural, social, and historical contexts that have shaped Nordic literary traditions. The course will also consider contemporary works to examine how modern issues such as migration, environmental concerns, and gender are addressed in Nordic literature. By engaging with a variety of genres - including novels, plays, poetry, and film - students will develop analytical skills in close reading and textual interpretation.

FCUL271 - Topics in Nordic Film

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Textual Literacy (TXT-L)

Course Description
This course offers an in-depth exploration of Nordic cinema, focusing on the unique styles, themes, and cultural expressions that define the film industries of Denmark, Sweden, Norway, Finland, and Iceland. Through a curated selection of films spanning different genres and periods, students will engage in critical analysis of the visual, narrative, and thematic elements that characterize Nordic film. By studying both contemporary and classic works, students will explore how these films reflect, influence, and are influenced by the social, political, and historical contexts of their respective countries.

FCUL343 - Religions, Secularism, and the French State

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Religious Literacy (REL-L)

Course Description
This course examines the French concept of "laicite", or secularism, concentrating on whether this republican requirement has led to the exclusion of religious minorities from the French public sphere. Specific topics will include examples of citizens who seek to practice their faith, be it Islam, Judaism, or Protestantism, within the various spaces of the Republic. The course will include a role-playing simulation exploring the ban of the Muslim headscarf in French schools in order to explore how non-Muslims in France portray Muslim women's understandings and experience of the sacred and divine, and what these portrayals also reveal about French conceptions of faith and identity.

FCUL361 - Henrik Ibsen

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Textual Literacy (TXT-L)

Course Requisites
Course Requisites: Take PAID-112D or transfer equivalent. (Required, Previous).

Course Description
This course offers an intensive study of Henrik Ibsen, one of the most influential playwrights in modern literature and a central figure in the development of realsim in drama. Through a close reading of Ibsen's major works students will explore the playwright's profound impact on both the theatrical world and the broader cultural discourse of his time. Students will engage with themes such as individual freedom, societal norms, and the struggles of the modern self, while considering how Ibsen's works reflect and challenge the cultural and historical contexts of 19th-century Norway and beyond.

FCUL362 - Nordic Television: Contempory Politics and Culture

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Textual Literacy (TXT-L)

Course Description
The course will offer viewing and discussion of four current television shows from the Nordic region. Students will engage in rigorous in-class discussions examining how television engages discourses on immigration, national identity, energy politics and social welfare in the contemporary Nordic region. In this course, students will be required to complete independent research to shape written analysis of the visual source material for form and content. The course is taught in English, readings are in English, and television shows are subtitled in English.

FCUL363 - Norway's Nobel Prize-Winning Authors

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take PAID-112D or transfer equivalent. (Required, Previous).

Course Description
Through the lives and literature of Nobel Prize-winning authors, Bjornstjerne Bjornson, Knut Hamsun, and Sigrid Undset, the history of Norway unfolds with its struggles and triumphs from the Middle Ages through Norway's World War II occupation by Hitler's forces. Reading selected works and viewing films based on them, as well as researching the authors' lives and times, students will gain an understanding of the highlights of Norway's history and literary production. All readings and discussion are in English. Advanced Norwegian language students may enroll in NORST 363 for additional coursework in Norwegian. Offered on a rotating basis.

FCUL364 - Nordic Fiction and Food

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Textual Literacy (TXT-L)

Course Description
In this seminar, we will investigate the role of food and feasting in several canonical Nordic texts. The course will investigate the ways authors have used food practices to critique social norms and values. Some texts included in the course will be Knut Hamsun's Sult (Hunger), Isak Dinesen's Babettes gaestebud (Babette's Feast) and Ole Rolvaag's Giants in the Earth. Though lively seminar style discussion, students will investigate how food has figured in Nordic literature from the nineteenth century to today. This course is taught in English and the readings will be available in English. Students who have completed NORST 202 may complete coursework in Norwegian.

FCUL366 - Sagas of the North

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Textual Literacy (TXT-L)

Course Description
This course delves into the rich tradition of Norse sagas, exploring the legendary tale of Vikings, heroes, and early medieval societies. Focusing on works such as Laxdaela Saga, and The Prose Edda, students will engage with the mythic and historical narratives that shaped the collective memory of the North. Through close reading and contextual analysis, the course will investigate how these sagas were not only products of their time but also played a crucial role in shaping cultural identities and social values. Discussions will consider themes such as honor, fate, kinship, and the relationship between humans and the supernatural. Additionally, the course will examine the relevance of these ancient stories in contemporary culture. Students will explore how sagas continue to influence modern literature, and will reflect on the ways in which these narratives resonate with their own lives and experiences in the modern world.

FREN101 - Elementary French I

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Global Engagement - Language (GE-L), Global Engagement (GE)

Course Description
A practical approach to the French language, in which the student begins speaking French from the first day and completes the year with a basic ability to speak, write, read, and understand French.

FREN102 - Elementary French II

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Global Engagement - Language (GE-L), Global Engagement (GE)

Course Requisites
Course Requisites: Take FREN-101. (Recommended, Previous).

Course Description
A practical approach to the French language, in which the student begins speaking French from the first day and completes the year with a basic ability to speak, write, read, and understand French.

FREN203 - French for Written Expression

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Global Engagement - Language (GE-L), Global Engagement (GE)

Course Requisites
Course Requisites: Take FREN-102. (Required, Previous).

Course Description
Focus on developing skills in writing and reading comprehension in a variety of Francophone cultural contexts.

FREN210 - Cinema for French Conversation

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Global Engagement - Language (GE-L), Global Engagement (GE)

Course Requisites
Course Requisites: Take FREN-102. (Recommended, Previous).

Course Description
In this course students will view and discuss films from the French and Francophone world. Exercises aimed at improving students' speaking and writing skills will also include close analysis of cinematic technique and cultural controversies.

FREN220 - French Art in Conversation

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Global Engagement - Language (GE-L), Global Engagement (GE)

Course Requisites
Course Requisites: Take FREN-102. (Recommended, Previous).

Course Description
In this course students will study and discuss works of art from the French and Francophone world by reenacting famous Parisian "Salons" using the RTTP pedagogy. Exercises aimed at improving students' speaking and writing skills will also include analysis of principles of artistic design in the context of revolutionary cultural changes.

FREN230 - French for Social Change

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Global Engagement - Language (GE-L), Global Engagement (GE), Social & Environmental Justice (SEJ)

Course Description
This language course focuses on the acquisition of the French lexicon used in the areas of development and social change to equip students with the language tools needed to work with NGOs and development organizations. Course materials are designed to enhance the student's oral skills. Readings and RTTP simulations center on development questions in the Francophone world with a particular focus on migrants' experience. Through both classroom and field oriented activities, students will study the history of social movements in the Francophone world (May '68, Yellow Vests...) and investigate development theory, social entrepreneurship, and transnational networks that arise from migration.

FREN240 - Interpreting French Literature

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Global Engagement - Language (GE-L), Global Engagement (GE)

Course Requisites
Course Requisites: Take FREN-102. (Required, Previous).

Course Description
Intended as an introduction to literary analysis in French, this course is designed to develop the necessary skills for interpreting literature and for writing effectively in French. Students learn to do close reading and analysis of various texts from the French and Francophone world. The course also includes a study of selected grammatical patterns and stylistic techniques.

FREN342 - Contemporary France: Cultures, Politics Society

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Global Engagement - Language (GE-L), Global Engagement (GE)

Course Description
This course seeks to deepen students' knowledge of contemporary French culture, with a particular emphasis on French presidential elections, through a pluridisciplinary approach, using multimedia (books, newspaper and magazine articles, news videos, etc.) and Reacting to the Past simulations to generate discussion. It promotes the practice of both oral and written French through exercises, debates, and oral presentations.

FREN343 - Religions, Secularism, and the French State

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Religious Literacy (REL-L)

Course Requisites
Course Requisites: Recommended Placement or Consent of Instructor (Required, Previous).

Course Description
This course examines the French concept of "laïcité", or secularism, concentrating on whether this republican requirement has led to the exclusion of religious minorities from the French public sphere. Specific topics will include examples of citizens who seek to practice their faith, be it Islam, Judaism, or Protestantism, within the various spaces of the Republic. The course will include a role-playing simulation exploring the ban of the Muslim headscarf in French schools in order to explore how non-Muslims in France portray Muslim women's understandings and experience of the sacred and divine, and what these portrayals also reveal about French conceptions of faith and identity.

FREN344 - Advanced Grammar and Composition

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take PAID-111D and PAID-112D. (Required, Previous).

Course Description
An in-depth review of French grammar with systematic work in French composition. The course is intended to help students develop strategies for the production of effective written French. More complex grammatical, syntactic and stylistic structures, as well as more sophisticated vocabulary and expressions are introduced and practiced through a variety of activities: syntactic, structural and grammatical analysis of texts, study of common problem words for non-native French speakers, short translation and stylistic exercises, and guided writing projects in different genres.

FREN345 - Conversation and Phonetics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take PAID-111D and PAID-112D. (Required, Previous).

Course Description
A course for advanced students wishing to increase their fluency through daily conversation on topics of current interest. A systematic review of problems in French pronunciation is included. Offered on a rotating basis.

FREN346 - Early Modern French Literature

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take PAID-111D and PAID-112D. (Required, Previous).

Course Description
Historical survey of French literature from the earliest texts to the end of the 17th century. Emphasis on the development of literary forms, including the epic, drama, lyrical poetry and narrative literature. Fundamental concepts of analysis and criticism are presented. Attention will be paid to increasing the student's fluency in writing. Offered alternate years.

FREN347 - Introduction to Commercial French

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take PAID-111D and PAID-112D. (Required, Previous).

Course Description
An introduction to business in French context, including business vocabulary, commercial correspondence, economic geography, and the role of government in business transactions. Specific topics will be addressed on a rotating basis.

FREN348 - Francophone Literature of Africa and the Caribbean

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Textual Literacy (TXT-L)

Course Requisites
Course Requisites: Take PAID-111D and PAID-112D. (Required, Previous).

Course Description
Reading and discussion of literary works, with analysis of social, historical and political issues, with an emphasis on cultural and literary movements such as Negritude and their role in shaping ideas of self-determination, nationalism and independence in the French colonies of the Caribbean and Sub-Saharan Africa. Students will analyze works by such authors as Aime Cesaire (Martinique), Leopold Sedar Senghor (Senegal), Leon Gontran Damas (French Guiana), and Alain Mabanckou (Congo). Offered on a rotating basis.

FREN460 - Topics in French Literature and Culture

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: Take FREN-342 FREN-343 FREN-344 FREN-345 FREN-346 FREN-347 or FREN-348. (Required, Previous).

Course Description
Study in depth of a particular topic as seen through primary texts. The focus will vary each year, and may include topics such as women writers, social criticism, and film. Offered alternate years.

FREN464 - Francophone Literatures and Cultures

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: Take FREN-342 FREN-343 FREN-344 FREN-345 FREN-346 FREN-347 or FREN-348. (Required, Previous).

Course Description
A survey of the literature and culture of Francophone countries. Focus will vary, depending upon the specific topic as well as the number of Francophone countries studied. Offered on a rotating basis.

FREN490 - Senior Project

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	1	4	-

Course Requisites
Registration Restriction: French Majors Only | Seniors Only

Course Description
The senior project requirement gives students an opportunity to participate in independent study, to read relevant literature in their chosen area, to develop methods of research and analysis appropriate to their selected topic, and to construct a sustained argument in the language of their major. To enrich their work, students will be encouraged to reflect on and use their study-abroad and firsthand cultural experiences as a means of contextualizing their projects. The research paper is written in French and is presented orally as well. If students have another major in addition to French, they are not required to complete a senior project in both majors.

GER101 - Identity and Language

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Global Engagement - Language (GE-L), Global Engagement (GE)

Course Description
Who are the Germans? Who are you when you speak German? How does language allow us to be ourselves? Explore personal and cultural identity in the German-speaking world. Develop basic language skills (speaking, listening, reading, writing) to be able to communicate in everyday situations.

GER102 - Community and Language

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Global Engagement - Language (GE-L), Global Engagement (GE)

Course Requisites
Course Requisites: Take GER-101. (Recommended, Previous).

Course Description
How do German-speakers live in community? How and where can you fit in? How are communities formed by language? Explore traditions, institutions and lifestyles in the German speaking world. Continue to develop cultural competency and basic language skills (speaking, listening, reading, writing) to be able to communicate in everyday situations.

GER105 - Munster Preparation

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	1	-	-

Course Requisites
Instructor Consent Required

Course Description
This course prepares students accepted to the Munster Semester for the semester abroad. Requires acceptance to the Munster Program. This course does not count towards the German major or minor.

GER200 - German Context and Connections

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	1	-	-

Course Requisites
Instructor Consent Required

Course Description
This course will allow German majors to link a course taught in another department to their study of German via weekly readings, reflections, and discussions with a German faculty member. Successful completion of German 220 will allow the linked course to count toward the German major.

GER210 - German in Action

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Global Engagement - Language (GE-L), Global Engagement (GE)

Course Requisites
Course Requisites: Take GER-102 (Recommended, Previous).

Course Description
Apply your German skills in real-world contexts! This course is thematically-based, using topics such as film, comics, art, music, or Berlin to help students develop cultural competency and intermediate-level language skills. Students may take the course twice (with different topics).

GER220 - Conversation and Comprehension

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take GER-102. (Required, Previous).

Course Description
This course is for students who have taken GER 102 and who want to develop their speaking as well as their oral and reading comprehension skills, increasing proficiency in extended narration and dialogue and developing knowledge of German-speaking cultures. Offered as part of the Münster Semester.

GER320 - Advanced Conversation and Comprehension

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take GER-210 or consent of instructor. (Required, Previous).

Course Description
This is a course for students who have completed intermediate-level coursework in German and who have a solid background in German grammar. Focus on developing speaking and oral comprehension skills, increasing proficiency in extended narration and dialogue and developing knowledge of German-speaking cultures. Students take this course during the semester abroad in Münster, Germany, and work with authentic, real-life materials and situations.

GER330 - German History and Society

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Global Engagement - Language (GE-L), Global Engagement (GE)

Course Requisites
Course Requisites: Take GER-102. (Required, Previous).

Course Description
This course deepens students' understanding of history, society, and culture in the German-speaking world. It investigates selected trends and developments in contemporary culture and examines their historical backgrounds. Offered on a rotating basis.

GER340 - German Play

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take GER-102. (Required, Previous).

Course Description
Students will write and perform a play or a film in German. Emphasis is on writing, oral expression, pronunciation, and review of advanced grammatical structures. Offered on a rotating basis.

GER350 - Advanced German Grammar

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: GER-210 or consent of instructor. (Required, Previous).

Course Description
This course allows students to master advanced grammar structures as they encounter them in Germany during the Munster Semester. Focus on advanced grammar functions and correcting common mistakes in oral and written expression.

GER460 - Contemporary German Literature And Culture

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: Take GER-210 or consent of instructor (Required, Previous).

Course Description
A course with emphasis on literature and culture of the 20th and 21st century. Study in depth of a particular topic as seen through primary texts, with special attention given to contemporary texts and topics. Significant practice in writing, including a research project and assessment of speaking skills. Offered as part of the Munster Semester.

GER470 - Topics in German Literature and Culture

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: Take GER-210 or consent of instructor. (Required, Previous).

Course Description
Study in depth of a particular topic as seen through primary texts. The focus will vary each time, and may include topics such as women writers, social criticism, the environment, East and West, the Holocaust, German media. Significant practice in writing, including a research project. May be repeated for credit up to three times under three different topics. Offered on a rotating basis.

GER490 - Senior Project

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	1	4	-

Course Requisites
Registration Restriction: German Majors Only | Seniors Only

Course Description
The senior project requirement gives students an opportunity to participate in independent study, to read relevant sources in their chosen area, to develop methods of research and analysis appropriate to their selected topic, and to construct a sustained argument in the language of their major. To enrich their work, students will be encouraged to reflect on and use their study-abroad and firsthand cultural experiences as a means of contextualizing their projects. Assessment includes the paper, the process, and the required formal presentation of the project at end of term. If students have another major in addition to German, they are not required to complete a senior project in both majors.

GH101 - Introduction to Global Health

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social Systems Literacy (SOC-L), Social & Environmental Justice (SEJ)

Course Description
This course will introduce students to the multidisciplinary field of global health, which is based primarily on public health as well as a variety of other disciplines. The course will introduce students to the milestones in global health, main methods and units of analysis, as well as the ways in which population health is shaped by environmental and social factors. Students will explore the current trends in disease distribution globally and critically examine reasons for health disparities. Students will also explore notable case studies in order to learn about the scope of possible interventions, get to know the main stakeholders in the field of global health, and understand the urgent global health priorities.

GH301 - Global Health Field Experience

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	4	-

Course Requisites
Course Requisites: Take GH 101 GH 201 BIO 151 and completion of a least one concentration course. (Required, Previous).

Course Description
All Global Health majors will be required to undertake a 2- or 4-credit field experience, typically during the junior or senior year. The purpose of the field experience is to provide both a global context and a hands-on global health experience to deepen classroom learning. Majors will determine the actual field experience in consultation with their advisor and will approval by the Global Health program board. Students will have some flexibility in terms of the duration (semester, J-Term, summer) and nature of the experience. In order to ensure quality and to establish mutuality and reciprocity in off-campus relationships, students will select from among four to six approved partner sites around the world. These sites will be selected by the Global Health board in consultation with the Center for Global Learning. The sites are designed to allow students to encounter a range of global health experiences in a variety of locations. Students will be encouraged to connect the field experience to their own senior project research and to their potential future global health career path.

GH380 - Internship

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	1	8	-

Course Requisites
Instructor Consent Required

Course Description
Graded credit/no credit. Students wishing to register for internship credit should obtain application materials from the Career Center.

GH401 - Senior Seminar in Global Health

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Registration Restriction: Senior Standing or Consent of Instructor.

Course Description
This course will build on the core global health courses to grapple with theoretical and practical approaches in global health. Students will explore theories from relevant disciplines to help them integrate their understanding of public health approaches, ethical perspectives, health care governance models, and insights from immersion experiences. Students will draw on their coursework to develop research projects pertinent to the region and health concerns of their academic interest, with strong preference that they focus on the country of their immersion experience. They will also explore a number of professional development exercises and will have an opportunity to learn about different career pathways in the global health field.

GRK101 - Introduction to New Testament Greek I

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Textual Literacy (TXT-L)

Course Description
Students acquire linguistic competency in vocabulary, grammar, and syntax to translate koine Greek, the language of the New Testament. In addition, students explore ancient Near Eastern culture, history, literature, and art to set the language and the New Testament authors in their relevant contexts.

GRK102 - Introduction to New Testament Greek II

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Requisites
Course Requisites: Take GRK-101. (Required, Previous).

Course Description
The second course of a two-semester sequence in which students acquire linguistic competency in vocabulary, grammar, and syntax to translate Koine Greek, the language of the New Testament. In addition, students explore ancient Near Eastern culture, history, literature, and art to set the language and the New Testament authors in their relevant contexts.

GRK201 - Intermediate Greek

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take GRK-102. (Required, Previous).

Course Description
A review of ancient Greek grammar, vocabulary, and syntax, followed by readings in both the New Testament and classical authors.

GRK202 - Readings in Greek

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take GRK-201. (Required, Previous).

Course Description
Fourth-semester readings from one or more ancient Greek authors or works, such as Homer, Plato, Sophocles, and the New Testament.

GS100 - Foundations for Learning

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	2	-	-

Course Requisites
Instructor Consent Required

Course Description
Unlock your potential in this engaging course designed for incoming TRIO SSS students! Rooted in the values of a liberal arts education, this course fosters critical thinking, effective communication, and collaborative problem-solving while equipping you with strategies for success at Luther College and beyond. Through discussions, projects, and self-reflection, you'll develop essential skills in academic success, financial decision-making, career exploration, and personal growth.

GS105 - Luther College Symphony Orchestra Residency in Vienna: The World of Vienna

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Description
During a three-week residency in rehearsal and performance, orchestra students will explore the rich diversity of peoples and cultures of Vienna from its Medieval past until today. Vienna is well known as a center of European culture, with art museums, cultural sites, and musical performances that contribute to its being named "the world's most livable city" and designated as a UNESCO World Heritage Site. Vienna is also a diverse city which welcomed Jewish and Eastern European refugees after World War II and the Cold War, and more recently has welcomed refugees following conflicts in Syria, Iraq, and Afghanistan. In this course students will examine and appreciate the complexity of Vienna through readings assigned in advance of the course, visits to museums and cultural sites, attendance at formal and informal musical performances, and conversations with local speakers. Coursework will include a midterm exam, a structured and graded journal, and a final paper.

GS106 - The Art of Writing in Vienna

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Creative Literacy (CRE-L)

Course Description
In residence in a city renowned for its music, art, architecture, and literature, students will reflect on and develop their engagement with Vienna through writing. Specifically, they will write their observations and reflections about the city they walk, the museums they visit, and the music they hear and perform. Following introductory readings by Viennese writers, students will write a series of short, focused writing assignments, culminating in a final creative project. Such creative work may be a set of short non-fiction essays, a collection of poems, a graphic narrative, a sketch book with written narrative, or descriptive soundscapes with recorded examples.

GS110 - Critical Reading and Learning

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	2	-	-

Course Description
We become better students when we become better critical readers aiming to withhold judgement until we have considered texts or issues carefully and thoughtfully. In this course we practice critical reading strategies, including inspectional, analytical, and syntopical ways of approaching issues and texts. In this course we also review and practice best learning strategies in the context of a liberal arts curriculum.

GS200 - Lives that Matter: Vocation, Self and Service (Arizona)

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Registration Restriction: Sophomore Standing Or Above

Course Description
This course is designed to help students connect their own gifts, talents, and vocation with the needs of the world. The course begins with on-campus days of introduction to the major concepts of community, service, compassion, social justice, social change, leadership and vocation. These classes will also enable students to identify their own strengths. The second part of the course, based at the ELCA "Spirit in the Desert" retreat center in Carefree, Arizona (close to Phoenix), offers an intensive service experience through area churches in order to allow students to address a specific need such as homelessness. The course concludes with a special 2-day Blessed to be a Blessing retreat at Spirit in the Desert, offering students further readings, discussion, and rich inter-generational reflection in order to incorporate their service experience into an understanding of their own vocation in relation to the needs they have witnessed and addressed. Additional fees will apply ($850 for flight and accommodations in Arizona) Requires sophomore status or above.

GS215 - Career and Life Design

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Description
This course aims to help all majors, at any point in their college and career journey, reframe the stress-inducing question, 'What are you going to be when you grow up?' to the more accurate and empowering, 'What are you growing into next?' Designed to reduce barriers, lower anxiety, increase self-awareness, and boost confidence as related to career and life design, this course offers a framework, tools, activities, and perhaps most importantly, a supportive community for radical collaboration to build your way forward. This community will include peers, faculty and staff, instructors, and alumni guest speakers. Assignments will include: regular reflective journaling and collaborative in-class exercises, motivation and confidence assessments, development of LinkedIn and Handshake profiles, career conversations with alumni/others, and professional communications. Interactions and assignments will emphasize assets, strengths, abilities, and motivations that are tied to your unique background, prioritizing and integrating your values for work and life, ideating to reframe problems and get unstuck, and work towards defining your why.

GS280 - Library Practicum

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	1	4	-

Course Requisites
Instructor Consent Required

Course Description
The library practicum is designed to provide students with a broad introduction to library services and resources. Topics covered include: research and instruction, collection development, archives and special collections, acquisitions and resource management, instructional design and technology, digital initiatives, outreach and collaboration, and public services. Students who wish to complete the practicum for four credits many have a special focus project assigned in an area of interest. Readings, writing, and reflection will be incorporated throughout the experience.

GS382 - Integrating Academic and Experiential Learning

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Instructor Consent Required

Course Description
In this course, offered concurrently with the Rochester Semester immersion intership experience, students will i) identify and integrate pertinent knowledge and insights gained from their previous liberal arts coursework with their internship settings and ii) evaluate the challenges and opportunities posed by the cultures and practices of the organizations in which they are working, as well as their current and potential roles within them. Students will be asked to analyze, synthesize, and reflect on past and current experiences, and to act in preparation for future plans. Drawing on student experiences and insights from external speakers, social and cultural factors of different work environments will be evaluated. Assignments will include journals, reflective essays, interviews, mind-mapping and prototyping exercises, workforce networking, and a capstone synthesis project. One hour and half session/week, 2 cr.

HES100 - Lifetime Health and Wellness

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	1	-	-

Course Description
This common course for all first-year students examines holistic dimensions of wellness and the knowledge, skills, and resources necessary for developing and maintaining health in a diverse world throughout college and across the lifespan. An emphasis will be placed on individual health and wellness promoting behaviors within an ever-changing social environment through weekly lectures, activities, and self-assessments. Previously HP 100. Students may not earn credit for both HP 100 and HES 100.

HES110 - Skills Class

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	1	-	-

Course Description
Skills courses are designed to expose students to lifetime activities. The major emphasis of these courses is to acquire basic knowledge of the activity, enhance/improve skill performance, and develop health related fitness. Course may be selected from aerobic fitness, archery, badminton, bowling, disc golf, fly fishing, golf, individual and dual sports, insanity, pilates, racquetball, racquet sports, rock climbing, ropes course, swim fitness, lifeguard instruction, soccer, team sports, tennis, strength training, yoga or other activity options provided based on staffing. A student may apply a maximum of three credit hours of skills (HES/ES 110) plus one HES/HP 100 toward the 128 hours required for graduation. Previously ES 110. Students may not earn credit for both ES 110 and HES 110 that are in the same skill.

HES125 - Introduction to Nutrition

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	2	-	-

Course Requisites
Registration Restrictions: Admission into Nursing or Education Programs or Consent of Instructor. (Required, Previous).

Course Description
An introductory course emphasizing the fundamental and practical aspects of nutrition. This course will include discussion of carbohydrates, fats, proteins, vitamins, minerals, and fluids. Special topics such as sport nutrition, supplements, energy balance, weight loss, and food safety will also be examined. Students will complete a diet analysis, caloric expenditure, and label assignment. Admission into Nursing or Education programs or Consent of Instructor. Previously HP 125. Students may not earn credit for both HP 125 and HES 125.

HES126 - Human Performance Nutrition

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Description
A comprehensive course emphasizing fundamental aspects of nutrition and explores the practical application of nutritional concepts related to health, fitness, and human physical performance. This course includes discussion of the basic nutrient groups, supplements, nutritional labeling, energy balance, dietary planning, food safety, food and society, food production and sources, malnutrition in the United States and the world, gastrointestinal disorders and their effects on nutrition. Students will implement knowledge of nutrition into dietary planning and prescription for specific situations. Previously HP 126. Students may not earn credit for both HP 126 and HES 126.

HES180 - Wellness and Fitness Abroad

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Requisites
Instructor Consent Required

Course Description
This course affords students a unique opportunity to explore wellness concepts and participate in fitness activities in an international setting. The course is designed to promote healthy lifestyles and increase the enjoyment of physical activity. The international setting, which may vary from year to year, exposes students to a different culture and unique fitness activities. (This course will fulfill 3 credits towards the exercise science skills requirement). Previously ES 180. Students may not earn credit for both ES 180 and HES 180.

HES190 - First Aid, CPR & AED

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	2	-	-

Course Description
Instruction and practice in procedures for providing emergency care, including first aid, CPR and AED techniques, to adults, children and infants. The written and practical testing for First Aid, CPR, and AED certification through either the American Red Cross or the American Heart Association will be administered. Students successfully meeting the minimum standards set by the appropriate agency will be certified.

HES233 - Stress Management

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
This course approaches stress management, grit, and resilience from a holistic perspective. Causes and effects of stress, signs and symptoms produced by stress, and modalities for managing stress, preseverance and passion for long term goals, and building resilience are emphasized. Students will gain practical knowledge of stress management techniques for daily life. Previously HP 233. Students may not earn credit for both HP 233 and HES 233.

HES260 - Adaptive Physical Activity

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
A study of the physiological, cognitive, and behavorial factors affecting learning and development. The primary emphasis is on experiential learning. Luther students work individually with young students (ages 3-18) from area school districts to adapt activities to their specific needs. Previously ES 260. Students may not earn credit for both ES 260 and HES 260.

HES261 - Human Anatomy & Physiology I

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: HES-261L (Required, Concurrent).

Course Description
A study of the essential structural and functional features of human anatomy with special focus on directional terminology, chemical basis of life, cells, cellular metabolism, tissues, and the integumentary, muscular, skeletal and nervous systems, and their application to activities of daily living, occupational and athletic activities, injury and illness.

HES262 - Human Anatomy & Physiology II

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: HES-261(Required, Previous), HES-262L (Required, Concurrent).

Course Description
A study of the essential structural and functional features of human anatomy with special focus on endocrine, lymphatic, digestive, respiratory, urinary, and reproductive systems, and their application to activities of daily living, occupational and athletic activities, injury and illness.

HES264 - Kinesiology and Biomechanics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take HES-261 or BIO-115. (Required, Previous).

Course Description
Study of human movement and the mechanical principles, both kinetic and kinematic, as they apply to human motion. Identification of muscles, planes of movement, description of motion, levers, and internal and external forces as they apply to motion. Previously ES 264. Students may not earn credit for both ES 264 and HES 264.

HES323 - Principles of Strength Training and Conditioning

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take HES-261 or BIO-115 and HES-264. (Required, Previous).

Course Description
A study of the structural and functional factors related to training adaptations associated with various physically active populations. This course meets objectives for National Strength and Conditioning Association (NSCA) and American College of Sports Medicine (ACSM) certifications. Previously ES 323. Students may not earn credit for both ES 323 and HES 323.

HES324 - Principles of Fitness Assessment

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Description
Instruction of fundamental principles of fitness testing, development of practical assessment skills and interpretation of results based upon National Strength & Conditioning Association (NSCA) and American College of Sports Medicine (ACSM) health-related fitness assessment protocols and recommendations, including pre-participation screenings, anthropometric measures, flexibility, anaerobic muscular fitness, proprioceptive capabilities, and aerobic capacity. Previously ES 324. Students may not earn credit for both ES 324 and HES 324.

HES325 - Psychology of Sport and Exercise

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Take HES-323 (Required, Previous).

Course Description
Students will understand and apply knowledge of psychological techniques used to enhance training and performance in sport and exercise. Focus will be on addressing motivational techniques, methods that enhance motor learning and skill acquisition, attentional control and decision-making and confidence and positive self-talk.

HES326 - Medical Concerns in Sport and Exercise

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Take HES-264 (Required, Previous).

Course Description
Students will understand and apply knowledge about medical concerns in order to enhance training in sport and exercise. Focus will be on addressing conditioning programs for those based on age- and sex-related differences, as well as those with cardiovascular, respiratory, neurological, orthopedic, metabolic and nutritional concerns.

HES340 - Exercise Techniques

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take HES-264. (Required, Previous).

Course Description
This course will be taught in accordance with the principles recommended by the National Strength and Conditioning Association (NSCA) and American College of Sports Medicine (ACSM). Course content will include principles of anaerobic and aerobic training techniques and experiential learning in technique assessment and development. Topics will include flexibility, strength, power, anaerobic capacity, aerobic capacity, speed, agility, balance and stability.

HES343 - Motor Learning

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Data Literacy (DTA-L)

Course Description
The principles of motor development over the lifespan including motor control and motor learning are presented with emphasis on qualitatively examining how the interactions of the individual, environment, and task bring about changes in a person's movements. Focus areas will address growth benchmarks, activities of daily living, gait, and influence of disease. Previously ES 343. Students may not earn credit for both ES 343 and HES 343.

HES358 - Substance Abuse Prevention

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Description
This course examines drug use and its effects on society as well as on the individual. The behavioral, pharmacological, historical, social, legal, and clinical determinants of substance use and abuse will be covered. Both theoretical and evidence-based practical approaches to identifying substance abuse problems and implementing substance abuse prevention will be addressed. Previously HP 358. Students may not earn credit for both HP 358 and HES 358.

HES365 - Current Issues in Health & Fitness

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Description
In this course students will investigate current local, national, and international health issues causing disparities in health. Students will actively participate in selecting course topics, work collaboratively with others in developing and implementing course objectives, and will research, write and present information on selected course topics. Previously HP 365. Students may not earn credit for both HP 365 and HES 365.

HES366 - Physiology of Exercise

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take HES-261 BIO-115 or BIO-152. (Required, Previous). | Take HES-366L. (Required, Concurrent).

Course Description
Designed to provide scientific background and laboratory experience essential for understanding the nervous, muscular, cardiovascular, and respiratory system responses and adaptations to physical stress. Previously ES 366. Students may not earn credit for both ES 366 and HES 366.

HES372 - Administration and Management of Health and Fitness Programs

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Description
Administrative and management issues confronting professionals in the health and fitness industries will be explored. Organizational issues including policies and procedures, scheduling, facility and personnel management, financial and legal considerations, and marketing will be examined. Previously HP 372. Students may not earn credit for both HP 372 and HES 372.

HES380 - Internship

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	1	8	-

Course Requisites
Instructor Consent Required

Course Description
Graded credit/no credit. Students wishing to register for internship credit should obtain application materials from the Career Center.

HES381 - Internship

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	1	8	-

HES385 - HES Seminar

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	1	-	Experiential Learning (EXPL)

Course Requisites
Course Requisites: Take HES-264 (Required, Previous); Take at least 2 credits of HES-380, HES-389, or HES-395 (Required, Concurrent).

Course Description
This course is to be taken concurrently with HES 380, 389 or 395 in order for students to earn EXPL credit. Students will reflect on the knowledge, skills, and abilities they apply and develop during the internship, research, or independent study experience. Emphasis will be placed on how students can use their experience to 1) inform future career goals, and 2) address complex problems in the world of work and the fields of health and exercise science.

HES425 - Program Design and Periodization

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: Take HES-323 HES-324 HES-340. (Required, Previous).

Course Description
Didactic and application in the design and development of periodized exercise programs for athletic, occupational, and special populations.

HES430 - Exercise Science Practicum

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	1	4	-

Course Requisites
Course Requisites: Take HES-380. (Required, Previous).

Course Description
This experiential learning course is designed to give students the opportunity to apply knowledge, skills, and abilities acquired in the classroom. Students will serve as exercise specialists for members of the campus and local community; provide assessments, prescribe appropriate interventions, provide proper instruction, and design appropriate programs based on client's needs and abilities. Previously ES 430. Students may not earn credit for both ES 430 and HES 430.

HIST111 - Survey of US History Part One

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social Systems Literacy (SOC-L)

Course Description
This course surveys American history from the early colonial period to the end of Reconstruction in 1877. Topics are wide-ranging and include the geographic and social evolution of the New England colonies, the Middle Colonies, the Chesapeake, and the Lower South into coherent regions with different economies, social structures and cultural attributes. The course then explores how these various regions successfully cooperated politically with one another long enough to engage in an independence movement that separated them from Great Britain and created the United States. But political, economic and social differences lived on into the nineteenth century, however, and became the basis for the geographic and sectional conflict which erupted into Civil War in 1861. The course closes with the political and economic successes and failures of Reconstruction policy as a bridge to later American history.

HIST112 - Survey of US History Part Two

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social Systems Literacy (SOC-L)

Course Description
This course surveys American history since Reconstruction, exploring transformations in American geography, politics, economics, society, and culture. The course has, as a unifying theme the question of how and why people have defined the American nation in different ways, and how those ideas have related to race and gender. Topics covered include the end of the westward expansion after the Civil War, Indian resistance, industrialization, the Populist political movement, immigration, the successes and failures of the Progressive movement, the First World War, African American migration and cultural innovation, the cultural turmoil of the 1920s, the Depression and New Deal, the Second World War at home and abroad, the Cold War, the Civil Rights Movement, feminism, other social movements, the Vietnam war and the anti-war movement, cultural politics in the 1970s, the Reagan Revolution and the 1980s culture wars, Republican and Democratic party battles of the 1990s, 9/11 and its aftermath, and the Iraq and Afghanistan Wars.

HIST126 - Human Geography

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social Systems Literacy (SOC-L)

Course Description
Geography is the study of where things are located on the earth's surface and why they are located there. Thus the content of human geography is essentially everything one finds throughout the disciplines of the Social Sciences, but approached from the perspective of spatial arrangement. Geographers ask two simple questions: Where are people and activities located across the world? Why are they located there? Human Geography places special emphasis on these questions as they relate to human beings and human political, economic, social, and cultural activities.

HIST129 - World History I to c. 1500: From Hunter Gatherers to Global Empires

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social Systems Literacy (SOC-L)

Course Description
This course traces the history of the world from the initial prehistoric spread of people across the earth (pre-c. 5000 BCE) to the development of globally connected empires and economic networks (c. 1500 CE). Rather than investigating specific areas of the planet in succession (i.e. East Asia, Europe, Africa, the Americas) we will proceed chronologically, topically, and comparatively, addressing broad trends that reveal themselves simultaneously across multiple regions of the earth. Some of these phenomena include: the domestication of plant and animal species, the origin and development of the first cities, states, and empires; the rise of universalizing religions; the beginnings of common cultures; the relationship of religion and states; the Black Death and recovery; and the emergence of a globally-connected world.

HIST130 - World History II:1500-Today

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social Systems Literacy (SOC-L)

Course Description
This course examines the history of the modern world from 1500 through the present. The historical survey covers the fundamental events and patterns that shaped the gradual integration of disparate regions of the world into a single world system. At the beginning of the period various regions of the globe had little or no contact with each other. As the story moves forward these regions increasingly became caught up in global webs of interaction due to new technologies, empire-building, expanding commercial networks, and industrialization. The course will examine how this process of globalization accelerated the proliferation of such modern ideas as revolution, citizenship and nationhood, individual rights, and gender equality, even as it presented the world's peoples with novel challenges like racial nationalism, world war, and genocide. The course will also look at how Europeans achieved global dominance and why their power declined during the twentieth century. Finally, the course will examine how non-European peoples resisted, negotiated, and adapted European-style modernity.

HIST135 - African-American History

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social Systems Literacy (SOC-L), Social & Environmental Justice (SEJ)

Course Description
This course is a survey of African-American history from the 15th century to the present. Eras and topics include the trans-Atlantic slave trade, slavery in the Americas, the Civil War and Emancipation, segregation, the Great Migration, the Great Depression and World War II, the modern black freedom struggle, and the post-civil rights era. The class emphasizes how African Americans constructed individual and collective selves, created livelihoods, formed families, communities, and institutions, fashioned cultures, defined citizenship, and consistently defied notions of a monolithic "black community." Centering African Americans' words, actions, and artistic creations and the ways they interacted with other cultures and peoples within the Americas and abroad, this course investigates how African Americans shaped and were shaped by the many worlds they traversed. (Same as AFRS 135 and IDS 135)

HIST149 - Europe to 1648

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social Systems Literacy (SOC-L)

Course Description
An introductory survey of European history from ancient Greece to the end of the "Religious Wars" (and the Peace of Westphalia) in 1648. Topics will include: Greece from the Bronze Age to the Hellenistic Empires, Ancient Rome (Republic and Empire), Medieval Europe, the Renaissance, and the Reformation and the Age of Religious Wars.

HIST150 - Europe, 1648 to the Present

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Textual Literacy (TXT-L)

Course Description
An introductory survey of European history from the end of the wars of religion in the seventeenth century to the present. Topics will include: the Scientific Revolution: the Enlightenment; Absolutism and the Emergence of the Parliamentary Government; the French Revolution and Napoleon; Reaction and Revolution in the early nineteenth century; The Industrial Revolution; Nationalism and Unification; the "New Imperialism" and the Coming of World War I: the "Thirty Years War of the Twentieth Century"; Postwar Europe: Cold War and Integration. Of central importance will be the study of primary sources in context.

HIST161 - East Asian History

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social Systems Literacy (SOC-L)

Course Description
An introduction to the basic themes and content of East Asian history, from the earlist times to the present. Students will explore the lives of both great and ordinary people who lived in what are now China, Japan, Korea, and Vietnam. Students will consider how empire, international trade, relations of production, and ideologies affected the construction and reproduction of social and cultural groups. Offered alternate years. (Same as IDS 161)

HIST162 - South Asian History

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social Systems Literacy (SOC-L)

Course Description
An introduction to the basic themes and content of South Asian history from the earliest times to the present. Students will explore the lives of both great and ordinary people who lived in what are now Afghanistan, Pakistan, India, Bangladesh, Sri Lanka, Nepal. Students will consider how empire, international trade, relations of production, and ideologies affected the construction and reproduction of social and cultural groups. Offered alternate years. (Same as IDS 162)

HIST163 - Modern Middle East History

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social Systems Literacy (SOC-L)

Course Description
Students in this course investigate the history of the Middle East, including Iran, Turkey, and northern Africa. The course begins with the Mongol sack of Baghdad in 1258, but its focus on the nineteenth and twentieth centuries allows students to understand the cultural and material processes that inform current events. The course provides important historical context for intellectual discussion among the Abrahamic traditions and requires students to consider social, economic, and cultural factors that may find expression in religious canon and practice.

HIST171 - History of Africa to 1880

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social Systems Literacy (SOC-L), Social & Environmental Justice (SEJ)

Course Description
Survey of African history from the earliest times to roughly about 1880. The course begins with the historical development of Africa's still-vital cultural, linguistic, social, and economic systems and moves on to examine the Islamic and Christian impact on these systems through the era of the Atlantic slave trade. The course concludes by discussing the ways in which early European colonialism affected the African past. (Same as AFRS 171 and IDS 171)

HIST172 - History of Modern Africa

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social Systems Literacy (SOC-L), Social & Environmental Justice (SEJ)

Course Description

This course surveys the history of sub-Saharan Africa from the 1880s to the present. The course examines African life under European colonial domination (from about 1880 to about 1960) and under independent states which succeeded colonial governments after 1960. A primary aim of this course is to explore the diversity of human experience in Africa during the colonial and post-colonial periods. The course makes use of several primary documents to portray ways in which men and women have dealt with the challenges of living in 20th- and 21st-century Africa. (Same as AFRS 172 and IDS 172)

HIST227 - Public History

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	-	-	-

Course Description

This course explores the various ways in which history is communicated and consumed outside the academy. This course will combine exposure to the work of local historical societies, museums, and other public history venues with academic study of public history techniques and ethical challenges. Students will examine how a variety of institutions and media present history to the public and how the public interacts with these discourses on history. Students will explore how ideas about how the American public should interact with the American past have changed over time in response to contemporary concerns. The course will also include exposure to related fields such as oral history and digital history. A comparison of the differences in purpose and audience between public and scholarly presentations of history is a central theme of the course. Offered alternate years.

HIST235 - The Long Civil Rights Era: Black Nationalism to Black Power

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description

Adopting a "Long Civil Rights Movement" framework, we will examine how African Americans adopted various strategies to bring effective meaning tot their citizenship status and expand the boundaries of American democracy. Instead of limiting our study to the "classical phase" of the movement between 1954 and the early 1970s, we will begin in the 1930s and end with contemporary activism such as the Black Live Matter movement. Through an extended periodization of what is traditionally considered the Civil Rights Movement, the class reveals how the struggle for civil rights was not a singular moment in the mid 20th century, by a sustained, multidimensional, ideologically diverse movement that continues to the present. Using a range of primary and secondary sources, we will pay particular attention to the regional dynamics of African American civil rights movements and the role of gender in these movements. (Same as AFRS 235 and IDS 235)

HIST236 - Asian American History

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Textual Literacy (TXT-L)

Course Description

This course provides an overview of Asian American and Pacific Islander history, from the eighteenth through the twentieth century. Students will place the migration of Asian people to the United States into the contexts of the migration of Asians to other destinations in the Americas; of missionary work in the Pacific and Asia; of xenophobia and racism in the United States; of US military action in Asia during WWII, the Cold War, and afterwards; and of ethnic and racial identity formation in the US after 1965. Topics will be approached from the perspectives of cultural, economic, political, and social history; students analyze the content and contexts of primary sources to illustrate and explain these topics and perspectives.

HIST241 - Rome: Republic and Empire

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Textual Literacy (TXT-L)

Course Description
This course offers a chronological survey of Roman history from the prehistoric settlements in the area of the Seven Hills (c.1000 BCE.) to the deterioration of the western empire in the fifth century CE. We will focus primarily on Roman political and instiutional history, addressing such questions as: how and why was Rome able to become master of Italy, and then the entire Mediterranean? How did Roman political structure change over time and what forces motivated that change? What specific factors were at play in the transformation of the Republic to the Empire? And how did Christianity impact the Empire and its politics? Along the way, we will also examine various aspects of Roman society and culture including: classical notions of the divine, the role of religion in Roman society, the material culture of the Roman world, gender roles in Roman society, literature, and images and notions of power. Finally, we will consider three Roman authors' portrayal of their own history, particularly their approaches, methods, and objectives.

HIST243 - Christianity and Islam: Encounters and Perceptions, 632-1683

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Religious Literacy (REL-L)

Course Description
This course will investigate the many varied contacts between Christians and Muslims, as well as the changing perceptions and attitudes each group had of the other, from the death of Muhammad (632) to the Battle of Vienna (1683). Analysis of these interactions will focus on distinct epochs and events including: immediate Christian responses to the rise of Islam; the relationships among the Carolingians, Umayyads, and Abbasids; convivencia on the Iberian Peninsula in the 9th-11th centuries; the Crusades; intellectual and commercial interaction in the 12th century; Europe and the rise of the Ottoman Empire; and Renaissance and Reformation perceptions of Islam. This course will demonstrate how specific historical contexts influenced religious interactions, military encounters, and economic and cultural exchanges, as well as perceptions of the other.

HIST244 - British History and the Fallacies of National History

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Global Engagement (GE)

Course Description
This course is a survey of British history from the period of the Romans (beginning c. 43 BCE) and ending with the Restoration of the monarchy (1660). It will address political, religious, social, and cultural change over that period, with a particular emphasis on Celtic Britain, Roman Britain, the Anglo-Saxon invasions and culture, the Viking Age, Norman, and Medieval Britain, as well as the Renaissance and Reformation on the British Isles. Connections to the continent as well as internal political, economic, cultural, and social dynamics will also be analyzed. Finally, the concept of a "National History", its purpose and limitations will be addressed.

HIST245 - The Bubonic Plague and Pandemic Disease: Past and Present

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social Systems Literacy (SOC-L)

Course Description
In this course, we will study the plague epidemic (Black Death) that swept across Europe in a four year period beginning in 1347, then recurred every decade or so until its last Western European outbreak in 1720. We will consider the nature of the disease, whether it was actually bubonic plague, theories of transmission, and reasons for the frequency with which it returned. We will then turn our attention to the plague's immediate and long-term impact on Europe, investigating popular responses, govermental responses, public health responses, the scapegoating of minorities, increased tensions between the wealthy and poor, changes in urban and rural demographics, impact on the economy, on intellectual and artistic endeavors, on science and medicine, and on popular and elite religion. Throughout our investigation, we will compare the social, political, and cultural dynamics of the medieval responses to those that we are experiencing in the time of COVID-19.

HIST248 - The Viking Age: Then and Now

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Textual Literacy (TXT-L)

Course Description

Our image of the Vikings is based both on historical realities and more modern constructs. This course will investigate both. The first half of the course will focus on "The Viking Era," c. 780-1070 CE, beginning with the pre-history of Scandinavia and then moving to the origins of Viking society and culture and the technological advancements that allowed for its dissemination. It will follow Viking expansion via trade, invasion, and settlement into areas from the North Atlantic to the Mediterranean, with particular attention paid to Viking expeditions to North America. Along the way, students will achieve a deeper understanding of Viking society, religion and mythology, and other aspects of Viking culture. In the second half of the course, students will investigate the origins of the modern understanding of the Vikings, from the Victorians' rediscovery of the Vikings to present day preoccupations. We will discuss how, why, and when people remembered and portrayed the Vikings as brutal warriors compared to adventuresome traders and settlers, and the various impacts this had on cultural, social and political developments. This discussion of the history and memory of the Vikings will intersect with topics such as race and ethnicity, nationalism, politics, and gender.

HIST256 - Scandinavian Immigration History

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description

A study of the history of immigrants to the United States from Norway, Sweden, Denmark, Finland, and Iceland, and their descendants. Drawing on the rich ethnic resources of Luther College and Vesterheim museums, this course examines the nature of the immigration experience and the development within immigrant communities of a sense of old world ethnicity combined with a rising U.S. nationalism. Offered alternate years.

HIST262 - Everybody Loves Gandhi

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description

M. K. Gandhi remains the Indian most indelibly associated with India, one of the most frequently-quoted thinkers of all time, and one of the most important figures in developing the theory and practice of non-violent resistance. However, Gandhi's ideas and philosophy have managed to become detached from the historical context in which they were created, and indeed from the human being who created them. This course examines Gandhi's life, political positions, and political legacies in India and globally, in an effort to re-evaluate his achievements and failures, to place his life within the broader historical context of India in the early twentieth century, and to consider the reasons why some people, since his death, have variously beatified and demonized the man and his ideas. (Same as IDS 262)

HIST271 - African Diaspora

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social Systems Literacy (SOC-L), Social & Environmental Justice (SEJ)

Course Description

This course explores the global experiences of people of African descent. Students will study the human experiences of Africans in the Indian Ocean world, the trans-Saharan trade and the Trans-Atlantic slave trade. Geographical areas include Asia, the Caribbean, and Latin America. Particular attention will be given to the web of interrelated histories, social dynamics, political, and economic processes affecting and reflecting world cultures and histories. (Same as AFRS 271 and IDS 271)

HIST290 - Gender and Women's History

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
Faculty teaching this course will focus on the history of gender within their own period of expertise. The course will examine such gender questions as: Why and how should we study the history of gender? What do gender roles from the past tell us about our own gender experience? How do the histories of men and women as gendered persons intersect? The course will focus on these questions as they are related to the history of work, family, politics, and social behavior for the particular period and nation the instructor selects. (Same as IDS 290)

HIST291 - Environmental History

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
This course introduces students to the field of environmental history. Students will examine the ways in which humans, plants, animals, and microbiota have acted as agents in the history of the world. The course emphasizes historical developments after 1300 and especially investigates the roles of science, colonialism, capitalism, and the state in changing the physical state of the environment and the ways humans understand their surroundings.

HIST292 - History of Medicine

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social Systems Literacy (SOC-L)

Course Description
This course introduces students to the history of medicine in a global context. We will consider the construction of medical knowledge in ancient times in different locations; the sharing of medical knowledge and materia medica between cultures; and the development of a global medical community through the context of colonial administration. Students will also investigate the extent to which human medicine depends upon the study of animals and the manner in which veterinary knowledge became separate from human medicine. The course concludes with an examination of the ways in which states combined medicine and public works to produce public health and, later, "tropical medicine" and global health.

HIST293 - Special Topic: Arctic Exploration and Exploitation

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social Systems Literacy (SOC-L), Social & Environmental Justice (SEJ)

Course Description
Between 1500 and today, the Arctic region has undergone immense climatic, economic, political, and social changes. During this period, the Arctic became an area of intense focus among nation states, international organizations, scientists, and economic enterprises. This course will examine the major shifts in Arctic history, including early indigenous settlement and periods of European exploration and exploitation. Of central focus will be the resultant formation of complex relationships between states, individuals, and ethnic groups. This will include discussions of resource management and extraction in the Arctic, including old and new debates over fishing rights and oil reserves. The course will cover the entwined histories of Arctic stakeholders such as Norway, Russia, Canada, Denmark, and the United States. It will examine interactions between these states at key periods in Arctic history, such as the height of European exploration, the two world wars, the Cold War, and today. Students will also study cultural interactions between indigenous communities and European settlers and nation states. While the course will focus on human actions and interactions in the Arctic region, students will also come to understand the role of the environment in this history and the interdependent relationship between human and environmental systems.

HIST298 - The Historian's Craft

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take PAID-111D and PAID-112D or transfer equivalents. (Required, Previous).

Course Description
This class introduces students to the study of history as an academic discipline. During the semester, students will become familiar with historiography; the scholarly techniques, theories, and principles of historical research. Among other issues, we will consider how historians formulate and compose their accounts of the past. What factors affect the composition of history? What sources do historians use? How do they select, analyze, and present those sources to their readers? Who are those readers, and to what extent do they determine the stories historians tell? What methodologies do historians commonly use in writing historical accounts, and which ones are most effective? Students will find this historiographic knowledge beneficial to junior and senior-level research projects.

HIST299 - Topics in History - Abroad

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Registration Restriction: Sophomore Standing Or Above

Course Description
In-depth study of selected topics in history, taught during January term as part of Luther's study abroad offerings. Individual subjects will vary depending on faculty member and location. Possible subjects include: Viking life in Scandinavia and Ireland; reading local history in India; the Holocaust; and the Reformations in Europe.

HIST321 - Topics in U.S. History

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take PAID-112D or transfer equivalent. (Required, Previous).

Course Description
In-depth study of a selected topic in U.S. history. Introduction in this course will require students to read and assess monographs written by prominent historians related to the topic. Students will write an eight-to-ten-page research paper on a subject linked to the selected topic. Topics may include but are not limited to: Revolutionary America, disease in the American past, history of the American family, U.S. immigration history, the Vietnam War.

HIST331 - Topics in African American History

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take PAID-112D or transfer equivalent. (Required, Previous).

Course Description
In-depth study of a selected topic in African American history. Instruction in this course will require students to read and access monographs written by prominent historians related to the topic. This course will require intensive engagement with primary and secondary sources in writing. Topics may include but are not limited to: Black Family History; Black Urban History; The Hip Hop Generation, 1975-2015.

HIST351 - Topics in European History

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take PAID-111D and PAID-112D or transfer equivalents. (Required, Previous).

Course Description
In-depth study of selected topics in European history, covering such themes as economic, social, political, intellectual, and military history. Possible subjects include: the Carolingians; medieval mystics; the Black Death; the Dutch Golden Age; Islam and Christianity: historical encounters; the history of Spain; the Age of Scientific Revolution and Enlightenment; the French Revolution and Napoleon; British History (different periods depending on instructor); Hitler and Nazi Germany.

HIST352 - Scandinavia and the Baltic

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take PAID-112D or transfer equivalent. (Required, Previous).

Course Description
A survey of Scandinavian and Baltic history (including Finland and Iceland), beginning with the Viking age and ending with the current status of the welfare state in the relevant countries. Special emphasis on the Great Power periods of Denmark and Sweden in the 16th and the 17th centuries, and on the emergence of Norwegian and Finnish national movements in the 18th and 19th centuries. Discussion as well of current political and economic issues in Scandinavia. Offered alternate years.

HIST355 - Europe's Religious Reformations and their Impact

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Religious Literacy (REL-L)

Course Requisites
Course Requisites: Take PAID-112D or transfer equivalent. (Required, Previous).

Course Description
This course offers a chronological and geographical examination of the religious, social, cultural, and political movement of the sixteenth century commonly referred to as the Reformation. It will soon become apparent that this is a misnomer, for we will look at different reformations - or put another way, the Reformation as it manifested itself in very distinct contexts throughout Europe including: Luther's Reformation, the city reformation, Calvin and the French Reformation, the English Reformation, the Catholic/Counter Reformation, and the radical reformations. In each case we will study the content of that reformation's message, but always with on eye toward how the social, economic, cultural, and political context shaped it, and how that reform impacted the social order, politics and the early modern state, marriage and gender roles, economics, art and other forms of culture, etc. Questions we will pose include: Who was involved? To what extent and in what capacity? What was their message? What did they have to gain or lose? Who opposed them and why? How did each reformation develop over time and what institutions and structures did it generate?

HIST358 - The Holocaust

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Social Systems Literacy (SOC-L), Social & Environmental Justice (SEJ)

Course Requisites
Course Requisites: Take Paideia 112D or transfer equivalent (Required, Previous).

Course Description
This course will examine the interrelated individuals, institutions, historical events, and ideologies that contributed to the Holocaust. In order to understand this genocide, we will begin our study with an analysis of some of the important historical factors that occurred before the Nazi rise to power. We will then examine the anti-Jewish policies the Nazis cobbled together during 1933-1938 and the varied Jewish responses to these policies. This historical background will inform our investigation of the Final Solution itself. In this part of the course, we will study the prepetrators, bystanders, and victims of the Holocaust. Finally, we will consider the Holocaust's aftermath and legacy among Jews and non-Jews in Germany, Israel, and the United States. The readings will challenge us to think about the Holocaust from new perspectives, and we will work together to understand the role individuals played in this state-sponsored genocide. Discussions will be an integral part of this course as we will use them to work through many of the difficult topics under study.

HIST361 - Topics in Asian History

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take PAID-112D or transfer equivalent. (Required, Previous).

Course Description
In-depth study of a selected topic in Asian history. Topics may cover the whole history of a particular country or may focus on a more limited time period in that country's history. Topics may also investigate diplomatic, economic, or cultural interactions between countries or explore themes commmon to multiple Asian states.

HIST371 - Topics in African History

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take PAID-112D or transfer equivalent. (Required, Previous).

Course Description
In-depth study of a selected topic in African history. Instruction in this course will require students to read and assess monographs by African historians on the topic. Topics may include but are not limited to apartheid in South Africa and Zimbabwe, decolonization, nationalism, environmental history of sub-Saharan Africa. (Same as AFRS 371 and IDS 371)

HIST391 - Topics in Africana History

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take PAID-112D or transfer equivalent. (Required, Previous).

Course Description
In-depth study of a selected topic in Africana history, emphasizing links between the African continent and the African diaspora. Instruction in the course will require students to read and assess monographs written by prominent historians related to the topic. This course will require intensive engagement with primary and secondary sources in writing. AFRS 391/ HIST 391 explores how people of African descent on the continent and in the diaspora interacted with each other and with European colonial powers. The course explores interactions across empire and national boundaries as well as between different cultural groups. Topics may include but are not limited to: Comparative Slavery, Pan-Africanism, Black Internationalism.

HIST485 - Junior-Senior Seminar

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Instructor Consent Required; Course Requisites: Take 16 credits in history; Take HIST-298. (Required, Previous).

Course Description
A detailed study of specialized topics in African, Asian, European or U.S. history depending on the instructor. Selections of topics may also focus on themes and ideas that transcend national boundaries. Students will engage in original research; case studies have a strong emphasis on historical writings.

IDS101 - Systems of Power

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social Systems Literacy (SOC-L), Social & Environmental Justice (SEJ)

Course Description
This interdisciplinary introductory class explores the interactions of the many dimensions of privilege and inequality, such as race, gender, sexuality, ethnicity, health status, and citizenship, and the ways in which these systems of power interact and shape social identities. We examine key theories and case studies that shed light on the cultural, social, economic, and political climates that create variation in social stratification across time and space. We engage such fields of inquiry as study of gender and sexuality, critical race theory, feminism, post-colonial studies, theories of embodiment, and many others. By reading scholarly works as well as examining arts, literature, and popular culture, we will come to critical understanding of social inequality and social justice. (previously WGST 130).

IDS105 - Movement Fundamentals I: Practices of Alignment and Function

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Creative Literacy (CRE-L)

Course Description
This asynchronous online introductory course is a collaborative exchange between Luther College and the Movement Fundamentals® Institute. As one of three in the Movement Fundamentals (MF) certification trilogy, this course explores vital integrative connections between somatic practices and performing movement. Somatic skills in dynamic alignment and functional anatomy provide the groundwork for embodied movement explorations while unfolding new relationships between physical function and crafting expression. MF I investigates the paired principles of alignment & function with vocabulary & intention as fundamental tools for learning bodily systems, perceiving identity, and practicing embodiment with self and nature. (same as DAN 105)

IDS130 - Contact Improvisation

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Description
This course is an introduction to the fundamentals of contact improvisation, a dance form that explores elements of physical contact among participants while challenging preconceptions about the gendered body. Emphasis will be placed on finding mindful and physical ways to prepare to be "ready" to dance: cultivating a quiet core amidst the wilderness of physical disorientation; finding the root of levity, contact point, weight sharing, and physical pathways into the floor and air; and focusing attention on the details of sensation. Students will engage in egalitarian practices for building physical skills of trust, receptivity, and responsiveness, as well as physical tolerance for waiting in the unknown.(Same as DAN 130)

IDS131 - Blaxploitation Film:Its Birth & Evolution

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Textual Literacy (TXT-L)

Course Description
This course will explore the development of the film genre commonly referred to as "Blaxploitation." Beginning in the late 60s and lasting through the 70s, this body of movies starred African-American actors who would become icons in black American culture. Our study will focus on the social and political forces that gave birth to this wave of art, noting how the films challenged, resisted, transformed, or confirmed public perception about African-Americans, both within Black and mainstream communities. The film's political content, as it relates to racial discourse, class realities, and gender norms, will serve as the focus of class conversation. (same as Afrs 130 and Eng 130)

IDS135 - African-American History

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social Systems Literacy (SOC-L), Social & Environmental Justice (SEJ)

Course Description
This course is a survey of African-American history from the 15th century to the present. Eras and topics include the trans-Atlantic slave trade, slavery in the Americas, the Civil War and Emancipation, segregation, the Great Migration, the Great Depression and World War II, the modern black freedom struggle, and the post-civil rights era. The class emphasizes how African Americans constructed individual and collective selves, created livelihoods, formed families, communities, and institutions, fashioned cultures, defined citizenship, and consistently defied notions of a monolithic "black community." Centering African Americans' words, actions, and artistic creations and the ways they interacted with other cultures and peoples within the Americas and abroad, this course investigates how African Americans shaped and were shaped by the many worlds they traversed. (Same as HIST 135 and AFRS 135).

IDS138 - Human Sexuality

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Description
A study of the field of human sexuality. The origins of sex roles, myths, stereotypes, and realities of this important aspect of life will be presented. The complexity of the sociological, psychological, biological, and legal components of the sexual being will also be included. The classis open to all students on campus. (Same as NURS 138)

IDS140 - Identity & Movement Analysis

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Textual Literacy (TXT-L)

Course Description
This course introduces the student to basic principles and elements underlying dance and movement expression and experience for analyzing the moving body in the spontaneous to the performative. Students investigate from the role of "witness-spectator" or "participant-observer" how the body is both generative to identity and a location for identity through various structures (both live and recorded) of mundane, social, cultural, theatrical, ritualized, dance and movement practices. The relationship between the inner motivation of movement and the outer expression of the body is analyzed to understand intellectual, emotional, and physical responses. (same as DAN 140)

IDS142 - China in the World

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Global Engagement (GE)

Course Description
This course explores the importance of China in a rapidly globalized world from an intercultural perspective. Students are invited to examine how China interacts with the world, and vice versa, through a variety of issues. The course begins with an interdisciplinary project that offers students a gateway to explore the global presence of China. After a comparative study of origin myth and flood in China and the West, the course continues with an examination of cross-cultural education, during which students will complete an interview project. Both Chinese cuisine and the topic of "made in China" will be essential parts of this course, but students will also be able to explore topics of personal interest, such as Hollywood's representation of Chinese culture, international adoption or the Dalai Lama. With class discussion and student-led projects, this interdisciplinary course will provide a basic understanding of Chinese culture and tradition. (Same as FCUL 142)

IDS146 - Asia on Screen

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Global Engagement (GE)

Course Description
This course will introduce films that are representative of modern Asian cinema across Asian countries and communities, including but not limited to mainland China, Hong Kong, Taiwan, Japan, Korea and India. By pairing films made by Asian filmmakers with those about Asians by Hollywood, it invites students to examine the negotiations between local/national/regional traditions and "Western" film conventions and aesthetics. Issues including gender relations, nationhood, tradition versus modernity, cross-cultural spectatorship will be discussed in this course. (Same as FCUL 146)

IDS161 - East Asian History

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social Systems Literacy (SOC-L)

Course Description
An introduction to the basic themes and content of East Asian history, from the earlist times to the present. Students will explore the lives of both great and ordinary people who lived in what are now China, Japan, Korea, and Vietnam. Students will consider how empire, international trade, relations of production, and ideologies affected the construction and reproduction of social and cultural groups. Offered alternate years. (Same as HIST 161)

IDS162 - South Asian History

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social Systems Literacy (SOC-L)

Course Description
An introduction to the basic themes and content of South Asian history from the earliest times to the present. Students will explore the lives of both great and ordinary people who lived in what are now Afghanistan, Pakistan, India, Bangladesh, Sri Lanka, Nepal. Students will consider how empire, international trade, relations of production, and ideologies affected the construction and reproduction of social and cultural groups. Offered alternate years. (Same as HIST 162)

IDS171 - History of Africa to 1880

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social Systems Literacy (SOC-L), Social & Environmental Justice (SEJ)

Course Description
Survey of African history from the earliest times to roughly about 1880. The course begins with the historical development of Africa's still-vital cultural, linguistic, social and economic systems and moves on to examine the Islamic and Christian impact on these systems through the era of Atlantic slave trade. The course concludes by discussing the ways in which early European colonialism affected the African past. (Same as HIST 171 and AFRS 171).

IDS172 - History of Modern Africa

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social Systems Literacy (SOC-L), Social & Environmental Justice (SEJ)

Course Description
This course surveys the history of sub-Saharan Africa from the 1880s to the present. The course examines African life under European colonial domination (from about 1880 to about 1960) and under independent states which succeeded colonial governments after 1960. A primary aim of this course is to explore the diversity of human experience in Africa during the colonial and post-colonial periods. The course makes use of several primary documents to portray ways in which men and women have dealt with the challenges of living in 20th- and 21st-century Africa. (Same as HIST 172 and AFRS 172)

IDS202 - From Buddhist Texts to Anime

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take REL-101 REL-111 or REL-112. (Required, Previous).

Course Description
This course examines religious themes in and the religious function of various narrative forms in Japan. The course will examine primary scriptures and commentaries from the Buddhist tradition as well as ghost stories, poems, plays (No and Kabuki), novels, manga, and anime. These literary forms are a product of various interactions among the Japanese, Chinese, and American cultures. Analyzing these kinds of cultural and religious expressions, the course examines the role of religious ritual and sacred texts in pre-modern as well as contemporary Japan. The course deepens the skills in textual and literary criticism introduced in the courses fulfilling the Bible requirement. It will also introduce students to critical theory (including gender and queer studies), and intercultural analysis. This course exposes students equally to the study of Japanese culture and various methods of textual interpretation. (Same as REL 202)

IDS205 - Movement Fundamentals II: Practices of Range and Efficiency

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Creative Literacy (CRE-L)

Course Description
This asynchronous online introductory course is a collaborative exchange between Luther College and the Movement Fundamentals® Institute. As one of three in the Movement Fundamentals (MF) certification trilogy, this course explores vital integrative connections between somatic praxis and performing movement. Somatic skills support the dynamic range and efficiency of individual movement patterns and sequences for the development of new movement possibilities. Somatic practices enhance understanding of how the range of motion and energy efficiency relate to performing, moving, and dancing. MF II investigates the paired principles of range & efficiency with vocabulary & intention as fundamental tools for refining movement while broadening creative expression in communication and performance. Same as DAN 205.

IDS220 - Experiencing Mahayana Buddhism

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Instructor Consent Required; Course Requisites: Take REL-101 REL-111 or REL-112. (Required, Previous).

Course Description
This course introduces students to Mahayana Buddhism. It explores the development of Mahayana Buddhism, its relationship with other religious traditions, and its influence on culture. The primary teaching method is experiential. Students will visit temples in selected areas of East Asia, have instructions by an abbot, participate in the monastic life, will meet scholars of Buddhism, visit holy sites, and participate in Buddhist worship. The students will spend three days in a temple, joining the monks in meditation and religious practice. In addition to this experiential dimension, the course will familiarize students with the history, scriptures, and beliefs of Mahayana Buddhism through readings from primary texts, lectures, videos, and class discussions. It will further analyze the Buddhist response to general topics and problems, such as the absolute, the notion of self, the problem of human existence, as well as soteriological and ethical issues. (Same as REL 220)

IDS221 - Anthropology in East Africa: Forces of Culture Change Among the Massai

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Instructor Consent Required

Course Description
The Maasai pastoralists of Tanzania and Kenya are experiencing rapid culture change in response to global, national, and local forces. In this course we will study "traditional" Maasai culture and examine the ways in which the Maasai of northern Tanzania are adapting to changing social, political, economic, and environmental conditions. Topics to be explored include the shift from herding to agropastoralism; the tension between traditional and formal modes of education; the adoption of Christianity in place of or alongside traditional religion; changes in coming-of-age rituals; cultural dimensions of health, illness and healing; challenges to traditional gender ideology; the Maasai relationship to their environment; and the impacts of ecotourism, cultural tourism, and wildlife conservation programs on the pastoral way of life. From bases near the city of Arusha and the small town of Monduli students will interact with Maasai people in urban and rural marketplaces; in schools, medical facilities, and places of worship; and at Maasai bomas (family compounds) in the bush. We will also visit the Ngorongoro Crater Conservation area and the Oldoinyo Lengai volcano and pilgrimage routes in in order to explore the tension between pastoralism, wildlife conservation programs, and tourism. Offered January term. (Same as ANTH 221 and AFRS 221)

IDS225 - Women in Science

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
This course studies various topics in the sciences by looking at great discoveries of female scientists. The class will start by examining scientific methodology, research, and process as well as an introduction to the various field of science. The history of women in science is followed by through daily reading assignments. In addition to the history and science taught by the instructor, students will be responsible for an in-depth project on an individual female scientist, studying both the science and other aspects of her life. The class will include some student-led class discussions and oral presentations, along with class lecture, activities assignments and tests. (Same as SCI 225)

IDS228 - Chinese Religion and the Body in China

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Religious Literacy (REL-L)

Course Description
Through the reading and study of sacred texts, secondary sources, and the practice of body cultivation methods drawn from Chinese stretching exercises, meditation, and Chinese martial arts, this course examines the religious traditions of Buddhism, Daoism, and Confucianism to understand their influence on Chinese and East Asian culture. It explores the core principles informing these traditions, including correlative thought, yinyang, the five phases, and the sixty-four hexagrams and traces the history of these traditions from their formative periods to today, underscoring their influence on current worldviews, rituals, practices, ethics, and politics. Special consideration will be given to the notion of "religion" as well as the moral and political visions found in the foundational texts of these traditions. (Same as REL 228)

IDS232 - Superheroes as Social Justice Warriors

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social & Environmental Justice (SEJ)

Course Description
This course explores the way superhero narratives contribute to an understanding of contemporary life. Through an in-depth analysis of mediated artifacts (e.g. comic books, films, and television programs), as well as an exploration of the approaches taken by popular culture theorists and critics, students examine how dominant societal discourses, cultural myths, individual identities, and institutional ideologies are reinforced and challenged. (same as COMS 232).

IDS233 - God and Gender

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take REL-101 REL-111 or REL-112. (Required, Previous).

Course Description
An investigation of how our understanding and experience of gender are connected to our views of God, human beings, and the natural world. The course explores the works of a variety of thinkers and pays special attention to issues raised by feminist theologians who stand both inside and outside the Christian tradition. Possible topics include: language about God, human sexuality, views of women in the Bible, the nature of biblical authority, the feminist movement, the men's movement, images of nature in Western religious thought, and the ordination of women. (same as Rel 233)

IDS235 - The Long Civil Rights Era: Black Nationalism to Black Power

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
Adopting a "Long Civil Rights Movement" framework, we will examine how African Americans adopted various strategies to bring effective meaning tot their citizenship status and expand the boundaries of American democracy. Instead of limiting our study to the "classical phase" of the movement between 1954 and the early 1970s, we will begin in the 1930s and end with contemporary activism such as the Black Live Matter movement. Through an extended periodization of what is traditionally considered the Civil Rights Movement, the class reveals how the struggle for civil rights was not a singular moment in the mid 20th century, by a sustained, multidimensional, ideologically diverse movement that continues to the present. Using a range of primary and secondary sources, we will pay particular attention to the regional dynamics of African American civil rights movements and the role of gender in these movements. (same as HIST 235 and AFRS 235)

IDS238 - Islamophobia

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take REL-101 REL-111 or REL-112. (Required, Previous).

Course Description
Islamophobia is a contested concept that is often employed to capture the fears of and prejudices toward Muslims and Islam in the West. This course will explore this controversy and Western perceptions of Muslims and Islam by critically engaging the following questions: What is Islamophobia, and how does it relate to other prejudices such as racism and anti-Semitism? What are the theological, historical, political, and cultural forces that have given rise to perceptions of Islam as inherently violent, intolerant, misogynist, and backwards? How does Islamophobia differ from legitimate disagreements with specific Islamic beliefs and practices? What impact have negative perceptions of Islam had on the free exercise of religion for Muslims in the West? What do these perceptions of Muslims and Islam reveal about Western assumptions concerning religion and the religious Other? (Same as REL 238)

IDS240 - Africana Women's Writing

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take PAID-111D or transfer equivalent. (Required, Previous).

Course Description
A study of writing by selected Africana women writers from Africa, the Caribbean, the United States and elsewhere in the African diaspora. Topics may vary by geographic region or theme. (Same as ENG 240 and AFRS 240)

IDS242 - Sociology of Gender

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
Examines the gendered structure of our everyday lives; makes gendered assumptions and practices explicit, and uncovers the impact of gender in the social world. Emphasis on historical and cross-cultural constructions of gender that provide alternatives to gender inequality and a basis for social change. (Same as SOC 242)

IDS243 - Literature of the African Peoples

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Textual Literacy (TXT-L)

Course Description
Modern African writers are some of the most dynamic and innovative writers as they draw from and respond to different literary traditions, such as their own oral and written traditions, as well as European models. This course serves as an introduction to the various themes and styles of written literature of the 20th century. Central to discussion will be an analysis of gender within various African cultural contexts. Understanding constructions of masculinity and femininity, dominant female and male roles in society, and the ways in which the works challenge traditional norms of gender will be priorities within applied theoretical approaches. (Same as AFRS 243 and ENG 243)

IDS244 - Literature and Disability

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Textual Literacy (TXT-L), Social & Environmental Justice (SEJ)

Course Requisites
Course Requisites: Take PAID-111D and PAID-112D or transfer equivalents (Required, Previous).

Course Description
From Captain Ahab's missing leg to Tiny Tim's crutch to Richard III's hunchback, literature has always been deeply invested in describing, using, and understanding the disabled body. This course examines the role disability plays in literature and the role literature plays in constructing disability as a category of identity, shaping the ways disabled people are perceived and how they operate in the world. We will learn how disabled ways of being and knowing can provide rich, insightful approaches to understanding literature by reading a wide range of literary depictions of disability. We will consider what disabled people have to say about their fictional counterparts and how they choose to represent themselves in literature. By exploring the tightly sutured relationship between disability and race, class, gender and sexuality, we will strive to know bodies both ordinary and extraordinary in new ways. (Same as ENG 244)

IDS245 - Literature and Gender

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Textual Literacy (TXT-L), Social & Environmental Justice (SEJ)

Course Requisites
Course Requisites: Take PAID-111D or transfer equivalent. (Required, Previous).

Course Description
A study of how writers from different historical periods use a range of literary genres to address gender in the private and public world. The course looks at how literature both presents and critiques culture and its construction of gender, as well as how it offers new visions and choices for individuals and communities. Readings include core essays in feminist literary studies, as well as texts from writers across a spectrum of gender and sexual identities. Students can expect lively discussion, creative projects, and opportunities to reflect on the applicability of their reading to their own lives. (Same as ENG 245)

IDS246 - Chinese Cinema and Chinese Modernity

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Global Engagement (GE)

Course Description
From the fall of the Celestial Empire to the rise of China's economy today, Chinese cinema has witnessed many social changes in the modern era. This course will focus on the interaction between Chinese cinema and the process of modernization. By examining how Chinese films dialogue with Hollywood, it will explore Chinese people's experiences of semi-colonial modernity, socialist modernity and postsocialist/global modernity. Students will watch select films made in mainland China, Hong Kong and Taiwan. Along with reading and writing assignments, students will be required to do oral presentations. All films have English subtitles. All readings are in English. (same as CHIN 246 and FCUL 246)

IDS247 - History of Jazz

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
A survey of the history and development of jazz, from the 1890s to the present. Includes origins and early jazz through the modern jazz era. Listening activities focus on the major figures of each historical period. Offered alternate years. (Same as MUS 247 and AFRS 247)

IDS251 - African-American Literature

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Textual Literacy (TXT-L), Social & Environmental Justice (SEJ)

Course Requisites
Course Requisites: Take PAID-111D or transfer equivalent. (Required, Previous).

Course Description
A survey of African-American literature, drawing primarily from 19th, 20th, and 21st century works. Contributions from authors such as Frederick Douglass, Harriet Jacobs, David Walker, Zora Neale Hurston, Ralph Ellison, Toni Morrison, and Ta-Nehisi Coates combine their artistic craft with acute interrogations of their socio-political environments. Thus, the course focuses on how both fictional and non-fictional Black literature grounds itself in its respective historical context and addresses themes of social justice. Class discussions will pay special attention to the intersection of race, class, and gender as writers engage with this struggle to achieve the American promises of freedom and equality (Same as AFRS 251 and ENG 251)

IDS254 - Politics, Policy and Gender

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
This course examines the role of gender in politics and political systems. We will discuss electoral politics, political movements, policies, and policy-makers, all while considering the impact of gender on these political phenomenon. We will also explore the rise in the number of women elected to political offices in the US and across the globe. (Same as POLS 254)

IDS255 - Religious Identity and Diversity in East Asia

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Religious Literacy (REL-L)

Course Description
A study of the ways in which religious identity is constructed and negotiated in China, Korea, and Japan. This course investigates concrete encounters between various Buddhist, Confucian, Daoist, Shamanistic and Shinto schools, institutions, thinkers, and practitioners as well as between political entities and cultural traditions alike; explores variations of the "three teachings in one" as they are expressed in religious myths, especially those involving martial art heroes, meditation manuals, and religious practice in East Asia; and analyzes the theoretical models developed to explain the diversity of beliefs, practices, and cultures in East Asia. This course will provide an in-depth understanding of East Asian religions and cultures and the interaction among them as well as engaging models of religious identity and diversity. (Same as REL 255)

IDS256 - Towards a Practice of Liberation

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Religious Literacy (REL-L), Social & Environmental Justice (SEJ)

Course Description
Liberation theology developed in the mid-20th century as a movement within Christian theology. Liberation theologians ground their advocacy of human freedom in their understanding of God and God's relation to justice and equity. While liberation theology may have developed within Christian theology, this course will study the contributions made by liberation thinkers from multiple religious traditions. We will explore resources within various religious traditions that promote equity, equality, and justice by recognizing the inherent worth and value of all life. The course will promote interfaith understanding, cooperation, and collaboration so adherents of various religious traditions can work collectively and constructively toward creating a "practice of liberation" that pushes religious adherents beyond specific religious traditions to think about and advocate for liberation. (same as REL 256)

IDS260 - Identity and Power

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social Systems Literacy (SOC-L), Social & Environmental Justice (SEJ)

Course Requisites
Course Requisites: Take 1 course in Philosophy or 1 course in Identity Studies. (Required, Previous).

Course Description
A study of contemporary critical race and gender theories, concentrating on the ways social categories such as race, class, gender, and sexuality interact with each other in the formation of personal and political identity. Attention will be paid to the way power structures contribute to limiting or expanding human freedom and to feminist and intersectional methodologies.

IDS261 - Race, Ethnicity, and Citizenship in U.S. Politics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social Systems Literacy (SOC-L), Social & Environmental Justice (SEJ)

Course Description
This course provides a historical, legal, and data-driven understanding of U.S. race and ethnic politics and contextualizes contemporary debates in this area of politics. We will examine the political histories of select minorities (i.e., Black, Hispanic, Asian, Native American) to understand how institutions and discourses shape Americans' understanding of race, ethnicity, and citizenship--and, ultimately, social inequality. Readings, discussions, and presentations will develop students' writing, oral, and research skills to prepare them to engage in research-informed policy debates and respectful dialogue. Students will be able to explain how Americans have historically addressed racial and ethnic injustice, and they will research and propose an avenue for change in their chosen policy area within racial and ethnic injustice.

IDS262 - Everybody Loves Gandhi

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
M. K. Gandhi remains the Indian most indelibly associated with India, one of the most frequently-quoted thinkers of all time, and one of the most important figures in developing the theory and practice of non-violent resistance. However, Gandhi's ideas and philosophy have managed to become detached from the historical context in which they were created, and indeed from the human being who created them. This course examines Gandhi's life, political positions, and political legacies in India and globally, in an effort to re-evaluate his achievements and failures, to place his life within the broader historical context of India in the early twentieth century, and to consider the reasons why some people, since his death, have variously beatified and demonized the man and his ideas. (Same as HIST 262)

IDS264 - Performance Research:The Happenings Course

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
This experiential studio and field course will provide the student with theories, practices and performance opportunities based in creating site-specific "happenings" both on and off campus, inspired by the (American) avant-garde theatre. Students will configure and implement performance scores based in concepts of attracting attention and creating a gathering within the mundane domain. The intensity of the research is based in uncompromising realism and raw and unmediated ways in which artists confront experiences in collusion with audiences from real time in order to investigate new levels of understanding perceptual or psychological states of being human. This performance research attempts to open a disquieting discourse on contemporary daily life. Recommended for the student interested in performance and art, the historical (American) avant-garde and creating community. (Same as DAN 264)

IDS270 - Psychology and Aging

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take PSYC-130. (Required, Previous).

Course Description
This course is designed to examine psychological aspects of growing older in the 21st century. Students will be introduced to the current methodologies used to study aging as we explore the physical, cognitive, and psychosocial changes in individuals over the age of 60. The lecture, readings and assignments will address a range of topics that include expected versus abnormal changes in memory, creativity, the shifting roles of the elderly in family and society, and coping with illness and loss. In light of the fact that individuals over the age of 85 are the fastest-growing segment of the global population, and that the majority are women (approximately 2:1), we will also study changes associated with gender roles and sexuality during our later years. A major goal for this course is to foster a clearer understanding of the processes associated with normal aging and to dispel a number of the stereotypes that surround this time of life. (Same as PSYC 270)

IDS271 - African Diaspora

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social Systems Literacy (SOC-L), Social & Environmental Justice (SEJ)

Course Description
This course explores the global experiences of people of African descent. Students will study the human experiences of Africans in the Indian Ocean world, the trans-Saharan trade and the Trans-Atlantic slave trade. Geographical areas include Asia, the Caribbean, and Latin America. Particular attention will be given to the web of interrelated histories, social dynamics, political, and economic processes affecting and reflecting world cultures and histories. (Same as HIST 271 and AFRS 271)

IDS290 - Gender and Women's History

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
Faculty teaching this course will focus on the history of gender within their own period of expertise. The course will examine such gender questions as: Why and how should we study the history of gender? What do gender roles from the past tell us about our own gender experience? How do the histories of men and women as gendered persons intersect? The course will focus on these questions as they are related to the history of work, family, politics, and social behavior for the particular period and nation the instructor selects. (Same as HIST 290)

IDS300 - Critical Theories

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Textual Literacy (TXT-L), Social & Environmental Justice (SEJ)

Course Requisites
Course Requisites: PAID 111D and 112D or transfer equivalents (Required, Previous).

Course Description
A close study of the foundational and contemporary texts and their contexts that ground much of today's liberal social & cultural critique. Attention will be paid to the way that contemporary movements in feminism, queer liberation, racial justice, and disability activism serve as theoretical and practical responses to social, economic and cultural forces. Students will develop projects related to their major or other area of interest in order to apply critical theory to a pressing issue relevant to their disciplinary background. Because students will be applying their learning from their disciplinary background(s), it is recommended that students have at least junior standing. (same as PHIL 300)

IDS305 - Movement Fundamentals III:Practices of Vocabulary and Intention

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take DAN-205. (Required, Previous).

Course Description
Creative Research laboratory for spring dance production in collaboration with microbiologist and professor Jodi Enos-Berlag's soil research. Open to any student regardless of previous dance training or courses.

IDS331 - Gender, Health and Medicine

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Social & Environmental Justice (SEJ)

Course Description
This class will invite students to examine gender and health issues around the globe, focusing primarily on reproductive health. The class uses a multidisciplinary perspective, which involves insights from anthropology, global health, sociology, women and gender studies, and related disciplines. The course will focus on different themes, responding to current developments in the world. Our goal is to understand how bodies and health are connected to the overarching social and environmental issues, as well as to see how people have made sense of their bodies, identities, and health experiences. Offered alternate years. (Same as ANTH 331)

IDS333 - Rhetoric of Identity and Difference

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Description
This course examines the role of rhetoric in such significant identity categories as race, ethnicity, sexuality, gender, nationality, and ability. Focusing on historical and contemporary political discourse, protest movements, and media representations, students examine how people navigate individual, cultural, and national identities as they strive for social justice.

IDS335 - Masculinity in Film

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take COMS 133 or IDS 101. (Required, Previous).

Course Description
This course takes a feminist perspective to analyze portrayals of sex and gender in film with a particular emphasis on representations of men and masculinity. The focus is on how films construct different notions of gender, how films can be read in different ways, and to what social uses film portrayals may be put. The course includes lectures on film criticism, gender theory, and theories of representation, as well as screenings and discussion. (Same as COMS 335)

IDS345 - Constructs of Race and Racialization

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Social Systems Literacy (SOC-L), Social & Environmental Justice (SEJ)

Course Requisites
Course Requisites: Take SOC-101. (Required, Previous).

Course Description
This course examines the social construction of race as a concept and the racialization of US society. An assessment of how racialization has changed over time and has created various interactions between groups from Whites and enslaved Africans, Mexicans and Native Americans to present day race relations. We also examine how racialization both determines and impacts social structures and the attainment of societal honors, rewards and power in modern society. (Same as SOC 345 and AFRS 345)

IDS350 - Gendered Activism in a Global Context

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Description
This course will explore varied expressions of activism at the community, national, and transnational levels, asking in what ways activism can be gendered and what gendered activism actually means for the lives of men and women around the world. Our understanding of gendered activism is informed by a richly comparative perspective that deals with topics such as war, peace, poverty, and globalization, and draws from ethnographic materials that give voice to activists from diverse regions of the world.

IDS352 - Moving History

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Description
This course studies a breadth of representative dance artists and practices from the ancient period to the present in order to understand intercultural and cross-cultural developments in both American and World Dance. African, American, Asian, Indigenous, and European dance forms are included, with a focus on figures and conventions which questions the construction of history and the canonization of certain dances, dance artists, and points of view. Dance and choreography are analyzed in relation to their historical, artistic, social, political, and global contexts. Depth is accomplished through individual scholarly research projects on a subject of the student's choosing, and experiential projects focused on a particular dance artist or artistic concept.

IDS355 - Global Traditions

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Social & Environmental Justice (SEJ)

Course Description
This course focuses on literary and philosophical texts from across the world that explore the link between social systems of power and social identities. Literary fiction and non-fiction, sacred spiritual manuscripts, philosophical treatises, and music compositions are just a few examples of creative works that explore notions of privilege and inequality. The course will introduce students to rich global "texts" that highlight how intellectuals have sought to examine these realities in their respective cultural locations. Narrative analysis, the interpretation of "story", will serve as the window into understanding "intersectionality", that being the unique ways in which systems of power coalesce to create unique subjectivities and identities.

IDS360 - Dance Composition

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take DAN-105 DAN-140 THTR-127 or ART-104. (Required, Previous).

Course Description
This course introduces the basic tools of dance-making, while exploring the development and crafting of movement within time, space, and design elements. Consideration of compositional methods in other art forms-theatre, music, visual art, literature-will inform the development of skills for creating dance/movement events. Students will prepare solo and group studies for informal performances and observe, discuss, and critique their work as they learn how to see dance as well as make it. (Same as DAN 360)

IDS361 - Medieval Literature

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Textual Literacy (TXT-L)

Course Requisites
Registration Restriction: Juniors and Seniors Only

Course Requisites: PAID-111D and PAID-112D or transfer equivalents (Required, Previous).

Course Description
From heroes fighting monsters to Arthurian romances, medieval literature is best known for its stories of chivalry. Less well-known but equally wonderful are the comic tales ofpeople having sex in trees and greedy friars dividing a fart. Readings in this course include the heroic epic of Beowulf, narrative poems about love and adventure by Marie de France, the tale of Sir Gawain and the Green Knight, and several of Chaucer's Canterbury Tales. We will particularly explore how these medieval texts construct sex, gender, and sexuality. We will also examine how 21st century fantasies of the medieval period have generated mistaken ideas about race and ethnicity. Centuries have passed, but medieval constructions of identity continue to inform our lives in powerful ways today. (Same as ENG 361)

IDS368 - Gender in Art

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take ART-252 or IDS-101. (Required, Previous).

Course Description
Taking Linda Nochlin's seminal essay, "Why Have There Been No Great Women Artists?" as our starting point, this course will explore the place of gender in the history of art. We will explore both images of men and images of women, as well as the differing roles afforded to male and female artists across time. We will examine assumptions we and others make about women, gender, art, culture, queer theory, and feminism. (Same as ARTH 368)

IDS371 - Topics in African History

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take PAID-112D or transfer equivalent. (Required, Previous).

Course Description
In-depth study of a selected topic in African history. Instruction in this course will require students to read and assess monographs by African historians on the topic. Topics may include but are not limited to apartheid in South Africa and Zimbabwe, decolonization, nationalism, environmental history of sub-Saharan Africa. (Same as AFRS 371 and HIST 371)

IDS381 - Internship

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	1	4	-

Course Requisites
Instructor Consent Required

Course Description
Letter graded (A-F). Students wishing to register for internship credit should obtain application materials from the Career Center.

IDS468 - Seminar: Gender, Globalization, and Development

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: Take SOC-101. (Required, Previous).

Course Description
In this course we will examine the phenomena of globalization and development from a sociology of gender perspective. We will focus on the global intersections of contemporary societies and cultures, and the gendered dynamics therein. Questions we will raise include: How does globalization affect women's and men's lives? How is power distributed, and how does this impact development processes? What impact do gender dynamics play in the social institutions of development: econmomic, political, and cultural? (Same as SOC 468)

INTL135 - Exploring Britain

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Description
A year-long course in which Nottingham students travel to a variety of historical and cultural sites. Trips include approximately six weekend field trips to sites that may include London, Stratford-upon-Avon, the Lake District, Northern Ireland, Scotland, and Wales. Course work will also include research, reading, presentations, and discussion pertaining to each trip.

INTL136 - Exploring Malta and the Mediterranean

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	2	-	-

Course Description
This is a one semester course in which Malta students take three course trips to countries around the Mediterranean. Trip sites may include Morocco, Italy, Greece, Turkey, Croatia, Spain or Jordan. Course work will include research, reading, writing, presentations and discussions pertaining to each trip.

INTL230 - Introduction to International Studies

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Global Engagement (GE)

Course Description
An introduction to the field of international studies, focusing on global and geographical literacy. The course introduces students to notions of multidisciplinarity, and explores using multiple disciplinary approaches to analyze such issues as war and peace, environmental sustainability, economic development, post-colonialism, world religions, and cultural identity.

INTL240 - Ethical Engagement in Postcolonial Roatan

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Global Engagement (GE), Experiential Learning (EXPL)

Course Requisites
Instructor Consent Required

Course Description
This island of Roatan, Honduras is an ethnically and linguistically diverse population home, located approximately 40 miles off of the coast of Honduras. Home to the world's second largest coral reef, the island's economy has grown to be almost completely reliant on the tourism industry over time, which has led to an influx of migration from the mainland, creating division among ethnic groups as well as advancing environmental degradation that threatens the reef. This tension, where economic survival depends on the influx of tourists and consequential ecological damage, make Roatan an ideal setting for students to explore the ethical social and environmental challenges that exist in a low-income region. During their time on the island, students will examine the ways in which the people, culture, and ecosystems of Roatan are responding to changing social, economic, political, technological, and environmental factors. Working closely with local health, education, and conservation centers, we will observe the individual factors of change, and explore the systemic forces that are helping to shape the island. Each student will undertake a daily internship with a local NGO, such as a private medical clinic, bilingual school, or marine conservation institute. Additionally, students will have daily presentations, excursions, and group reflections that lay the foundation for understanding the rich history and culture of the island. The course is valuable for students of all majors and is ideal for students who are committed to a life of meaningful engagement to a larger world.

INTL250 - Cultivating Peace: Methods of Dialogue

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social & Environmental Justice (SEJ)

Course Description
This course examines various methodologies of dialogue, with a particular focus on those dialogue methods most commonly used in conflict and post-conflict situations. Students will read a broad selection of texts drawn from a variety of disciplines, each of which seekd to define dialogue and establish tools for its implementation. During the course of the semester, students will work in small groups to research and present information on a particular dialogue method. Having familiarized themselves with that method and the contexts in which it is best used, they will then lead a short dialogue session, employing the tools of that particular methodology. By the end of the course, students should have a clear grasp of the goals of dialogue as it relates to peacemaking and social change; understand the methodologies underlying the most influential dialogue approaches; and be in a position to assess the pros and cons of several dialogue methods in some detail.

INTL300 - There and Back: Cross-Cultural Engagement in Study Abroad

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Instructor Consent Required

Course Description
This course is open to students who have recently spent a semester or more studying abroad, or international students who are currently studying abroad here at Luther College. The course aims to guide students to reflect on their experiences, identifying the ways in which immersion in another culture has affected their values and view of the world, and how it has changed their understanding of themselves and their home cultures. Students will complete assignments designed to examine their ability to communicate interculturally, and will identify ways in which they might continue to use those skills in their everyday lives, and in determining their future personal and vocational path. Finally, the course will help students communicate their experience to others who did not share their journey.

INTL450 - Global Citizenship

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Instructor Consent Required

Course Description
This course is designed for students who have lived or spent a semester or more studying abroad. It will enable students to reflect on how their immersion in a foreign culture has affected their values and vocation. By combining practical experiences with scholarly and artistic works, students will a)reflect on the role of culture, b)think about the articulation and application of values in the public sphere, c)explore the relation among politics, economics, culture, and society, and d)develop their own ethical perspectives as "global citizens." There will be a heavy emphasis on writing, group work, and oral presentations.

INTL485 - International Studies Seminar

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Instructor Consent Required; Registration Restrictions: Juniors and Seniors Only; Course Requisites: Take INTL-230. (Required, Previous).

Course Description
An advanced-level research and discussion course focusing on global issues as a culmination of the International Studies major or minor. Students apply multiple disciplinary perspectives to projects related to their individual IS programs and to the global themes identified in their IS major or minor plan of study.

INTL490 - Senior Project

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	1	-	-

Course Description
A year-long independent research project. Applications are completed on the "Honors Program" form available at the registrar's office, requiring the signatures of a faculty supervisor, the department head, the honors program director, and the registrar. Interdisciplinary projects require the signatures of two faculty supervisors. The project must be completed by the due date for senior projects. The completed project is evaluated by a review committee consisting of the faculty supervisor, another faculty member from the major department, and a faculty member from outside the major department. All projects must be presented publicly. Only projects awarded an "A- or A" qualify for "department honors" designation. The honors project fulfills the all-college senior project requirement.

JOUR100 - News Practicum

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	-	-	-

Course Description
This practicum consists of one full semester of work at either CHIPS or KWLC, as regular staff members. Students will participate fully in the gathering, production, or editing of news stories. Students may use two semesters at CHIPS, or two semesters at KWLC, or a combination of the two, to fulfill the requirement for the Journalism minor.

JOUR380 - Internship

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	1	4	-

Course Requisites
Instructor Consent Required

Course Description
Supervised work experience at an off-campus news organization.

LAT101 - Latin I: All Roads Lead to Rome

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Global Engagement (GE)

Course Description
The first course of a two-semester sequence emphasizing Latin language learning in the cultural and historical context of the Romans. Students learn to read, compose, and converse in Latin by acquiring linguistic competency in vocabulary, grammar, and syntax. Language learning includes engaging with aspects of Roman and Medieval European culture, including everyday life, literature, history, and art.

LAT102 - Latin II:All Roads Lead from Rome

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Global Engagement (GE)

Course Requisites
Course Requisites: Take LAT-101. (Required, Previous).

Course Description
The second course of a two-semester sequence in which students refine and expand their skills in reading, composing, and conversing in Latin via increased linguistic competency in vocabulary, grammar, and syntax. Language learning includes engaging with aspects of Roman and early medieval European culture, including everyday life, literature, history, art, and correspondence.

LAT201 - Intermediate Latin

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take LAT-102. (Required, Previous).

Course Description
A review of Latin grammar, vocabulary, and syntax, followed by readings from a variety of authors and works.

LAT202 - Readings in Latin

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take LAT-201. (Required, Previous).

Course Description
Fourth-semester readings from one or more Latin authors or works, such as Cicero, Catullus, Virgil, and Medieval Latin.

LS130 - Foundations of Experiential Leadership

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	2	-	-

Course Description

This course examines contemporary and historical leadership theories and practices that have effectively instilled change in education, behavior, and societal perspective. Students will explore personal leadership styles through an experiential philosophy that identifies avenues for critical analysis by exploring necessary conditions and considerations in modeling effective leadership strategy and decision making processes. All students will complete a personal leadership profile referencing course discussions, lectures, readings, guest speakers, and case studies covered in the class. This course is designed to provide an introductory overview of measurable principles that relate to purpose and action of effective leadership. Previously PE 130. Students may not earn credit for both PE 130 and LS 130.

LS132 - Principles of Team Dynamics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	2	-	-

Course Description

This course is designed to examine leadership dynamics related to team engagement, oversight, development, and influence. Students in this course will explore how both leader and team member awareness of competency levels (perceived and actual) directly relate to individual performance and team contribution. Through class dialogue, readings, research, and numerous case study analyses of well-known leaders, this class takes an in-depth look at leadership effectiveness and evaluation considerations for determining team leader effectiveness. Topics including relational skill development, varying leadership models, diversity, the educational art of teaching, ethical principles, collaboration, and styles of communication will be discussed from the perspective of improving the performance of a team.

LS225 - Organizational Leadership: Change Theory and Practice

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Description

This course will examine how an adventure education discipline can enhance thoughtful leadership practice that influences learning, teaching, goal setting, interpersonal dynamics, success, failure, and risk benefit factors. Through scholarly literature and experience-based referencing, the evolution of adventure education will be explored and evaluated to compare and contrast how action-based learning models develop leadership styles, life-skills, and perceived competency. Students in this course will utilize adventure disciplines that include initiative games, outdoor activities, and a variety of interactional experiences to enhance course discussion with application to program design, technical skills, and liability for "ground level" adventure education programming. Students who complete this course will be prepared to facilitate experiential challenge and play activities in compliance with ACCT (Association of Challenge Course Technology) standards. No climbing to height is required in this class.

LS226 - Challenge Course Programming: Theory and Practice

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Description

This course will examine how an adventure education discipline can enchance thoughtful leadership practices that influence learning, teaching, goal setting, interpersonal dynamics, success, failure, and risk benefit factors. Through scholarly literature and experience-based referencing, the evolution of adventure education will be explored and evaluated to compare and contrast how action-based learning models develop leadership styles, life-skills, and perceived competency. Students in this course will utilize the adventure discipline of ropes/ challenge course training and experience to facilitate course discussion with application to program design, technical skills, and liability. Students who complete this course will be prepared to pursue entry level testing for ACCT (Association of Challenge Course Technology) challenge course certification. Previously PE 226. Students may not earn credit for both PE 226 and LS 226.

LS241 - Communication and Adventure Recreation in New Zealand

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Global Engagement (GE)

Course Requisites
Instructor Consent Required

Course Description
This course investigates the relationship between communication and adventure recreation in New Zealand. Specific communication-related focuses on media and technology, consumer culture, globalization, and nation building will be addressed through a variety of adventure activities that highlight community sustainability, risk benefit factors, experience-based judgment, ethical behavior, and effective leadership. Information on these subjects will be drawn from lectures, discussions, and interviews, as well as participation in adventure excursions. Ultimately, these undertakings will provide an in-depth framework on how New Zealand uses its unique places, landscapes, and resources to brand itself as a destination for outdoor exploration. (Same as Coms 241)

LS380 - Internship

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	1	8	-

Course Requisites
Instructor Consent Required

Course Description
Graded credit/no credit. Students wishing to register for internship credit should obtain application materials from the Career Center.

LS420 - Practicum I: Leadership in Action

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	1	-	-

Course Requisites
Course Requisites: Take LS-130. (Required, Previous). | Take LS-381; Minimum 2 credits. (Required, Previous or concurrent).

Course Description
This practicum provides students with an opportunity to gain hands-on experience in a working environment of their choice. Students will be encouraged to pursue a primary internship experience (prerequisite or co-requisite) in a professionally focused opportunity that directly complements their major discipline of study. The blending of life-skills with discipline-specific knowledge is a fundamental learning objective of this practicum. Details regarding scheduling, assignments, and final paper requirements directly relating leadership theory and analysis to the internship experience will be provided to students by the faculty supervisor.

LS450 - Practicum II: Action Based Research: Leadership Capstone

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	1	-	-

Course Requisites
Course Requisites: Take LS-420. (Required, Previous). | Take LS-381; Minimum 2 credits. (Required, Previous or concurrent).

Course Description
This practicum provides students with an opportunity to evaluate the execution of leadership principles, planning, and action at a working environment of their choice. Students will be encouraged to pursue a second internship experience in a professionally focused environment that directly complements their major discipline of study. Students in this internship will have the opportunity to design and implement a leadership-focused action research study. As a capstone experience, this practicum incorporates an instructional method where site and faculty supervisors guide the student through an inquiry process where potential for improvement is identified, a plan or project is designed and implemented, final evaluation is analyzed, and a summative research paper on the process is written. A final presentation is required.

LV250 - Law and the Quest for Justice

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social & Environmental Justice (SEJ)

Course Description
What is law and how does law help to shape a good society? This class is an introduction to legal systems, the philosophy of law, and the relationship between law and ethics through cases, film, and literature. Using justice as a lens, we will explore the nature of law; the intersections between legal, political, and economic systems; and examples of how legal systems can reduce or reinforce various forms of privilege, oppression and injustice.

LV485 - Seminar

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Registration Restriction: Law & Values Majors Only | Juniors and Seniors Only

Course Description
Open to junior or senior Law & Values majors, this seminar will focus on major themes at the intersections of ethics, law and society. Students will be actively involved in class discussions, presentations, and research projects. Offered annually, this capstone seminar will serve to integrate knowledge and information students have gained in the interdisciplinary Law & Values program.

LV490 - Senior Project

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	1	4	-

Course Requisites
Course Requisites: Senior Law & Values Majors

Course Description
The senior project draws upon a discipline's methodology and provides a culminating, independent experience of the major. Because presentation and communication of finished projects are typical of a culminating experience, many senior projects will require formal writing and all senior projects will include a formal presentation.

MATH100 - Algebra for Science and Business

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	2	-	-

Course Requisites
Appropriate placement test results or consent of instructor.

Course Description
This course is focused on strengthening algebraic and quantitative skills required for success in science, economics, or business majors. By preparing students for the first semester of Calculus, this course is appropriate for those desiring an entry level college mathematics course before completing MATH 140 in the following semester. Topics include simplifying mathematical expressions, functions and graphs, solving polynomial/rational equations in one variable, exponents, quantitative reasoning and mathematical models.

MATH113 - Mathematics and Democracy

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Data Literacy (DTA-L)

Course Description
This course will explore topics on the interface of mathematics and democracy, focusing on mathematical ideas that are relevant to being an engaged citizen in the public sphere. Topics will be selected from gerrymandering, voting systems and Arrow's paradox, election modeling, opinion polls, census data, data visualization, and statistical measures produced by the federal government, such as the consumer price index, unemployment rates, inflation, public health measures, etc. Emphasis will be placed on how understanding some basic mathematical and statistical concepts enables citizens to participate more fully and effectively in the democratic process.

MATH115 - Introduction to Statistics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Data Literacy (DTA-L)

Course Description
The course uses data sets from the social and natural sciences to help students understand and interpret statistical information. Computer software is used to study data from graphical and numerical perspectives. Topics covered include descriptive statistics, correlation, linear regression, contingency tables, probability distributions, sampling methods, confidence intervals, and tests of hypotheses. This class does not count towards the mathematics major or minor or the mathematics/statistics major. Students who earn credit for BIO 256, MGT 150, PSYC 350, or SOC 350 may not earn credit for MATH 115. Prerequisite: high school algebra.

MATH121 - Art of Sudoku

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Creative Literacy (CRE-L)

Course Description
Sudoku is a logic puzzle that tasks solvers with placing digits (usually 1-9) into a grid while obeying certain other rules, such as not repeating a digit within a row or column. In this course we will explore the wide world or modern sudoku puzzles. The central focus of this course is on students creating their own puzzles in a variety of genres, eventually creating puzzles with rules they make up themselves. No previous sudoku solving experience is necessary for this course.

MATH123 - Mathematics for Elementary School Teachers

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Requisites
Registration Restrictions: One year of high school algebra, one year of high school geometry, EDUC-115, Elementary Education major. (Required, Previous).

Course Description
This course provides pre-service K-8 teachers a strong foundation in the mathematics content areas as described in NCTM's Principles and Standards for School Mathematics. The content standards include: Number and Operations, Algebra, Geometry, and Measurement. This course will engage students in standards-based mathematics learning to prepare them for the pedagogical practices they will learn in EDUC 325.

MATH140 - Introduction to Calculus: Limits and Derivatives

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Requisites
MATH 100 or appropriate placement

Course Description
This course introduces foundational concepts in differential calculus, while also reviewing important precalculus concepts and algebraic techniques throughout. Course includes a review of algebraic and graphical representations of polynomial, rational, exponential, and logarithmic functions; techniques of simplifying expressions and solving equations; and modeling with various functions. Core topics include average and instantaneous rates of change, limits, derivatives,and applications of derivatives.

MATH150 - Calculus in Context

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Data Literacy (DTA-L)

Course Requisites
Course Requisites: MATH-140. (Required, Previous) or appropriate placement.

Course Description
This course aims to provide students with a deep understanding of the fundamental concepts from calculus, including derivatives and integrals, and how these operations appear in other disciplines such as physics, biology, and economics. Strong emphasis will be placed on understanding, interpreting, and presenting data in the language of calculus. This course is appropriate for students with a strong precalculus background. Students who have taken some calculus, but feel they would benefit from encountering the material again are welcome. Topics covered will include: differentiation rules, definite and indefinite integrals, applications of derivatives and integrals to graphs, optimization, and the Fundamental Theorem of Calculus.

MATH152 - Calculus II

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Requisites
Course Requisites: Take MATH-141, MATH-150, or MATH-151. (Required, Previous) or appropriate placement.

Course Description
Applications of the definite integral, techniques of integration, separable differential equations, series and tests for convergence, and Taylor series.

MATH200 - Applied Linear Algebra

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
MATH-150 or MATH-152, or appropriate placement (Required, Previous).

Course Description
An introduction to linear algebra, with a focus on matrix methods and applications, including computer modeling. Matrix and vector operations are powerful tools that allow us to explore the connections between the algebraic and geometric structures of Euclidean spaces. A strong emphasis will be placed on applying methods of linear algebra to a variety of contexts such as flow through networks, balancing chemical equations, heat transfer, error correcting codes, population growth models, and computer graphics and 3d visualization. Topics include: systems of linear equations, bases of Euclidean spaces, vector and matrix operations, matrix transformations, determinants, eigenvalues and eigenvectors, orthogonal projections, and Fourier series. Students may not receive credit for both Math 200 and Math 240.

MATH210 - Game Theory and Applications

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take MATH-150 or above, or consent of instructor. (Required, Previous).

Course Description
Ever wonder why people make the decisions they do? In this upper division course on Game Theory, we will investigate the interactions of decision-makers from a mathematical perspective, using mathematical models called games. Topics will include the theory of rational choice, payoff functions, strategic games, Nash equilibrium, dominated actions, mixed strategies, and extensive games. We will also look at applications of game theory to economics, evolutionary stability, voting theory, auction theory, and others.

MATH215 - Probability and Data Analysis

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Data Literacy (DTA-L)

Course Requisites
Course Requisites: MATH-141 MATH-150 or MATH-151. (Required, Previous).

Course Description
An introduction to probability and data analysis for math and science majors who have already taken calculus. Topics include numerical and graphical descriptions of data, regression, probability, sampling distributions, confidence intervals, and hypothesis testing.

MATH220 - Mathematical Reasoning and Writing

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: MATH-152. (Required, Previous).

Course Description
This course introduces students to standard logical operations (and, or, implies), set operations (union, intersection, complement, Cartesian product, power set), quantifiers (for every, there exists), and properties of functions. These logical foundations are used to understand and produce rigorous mathematical proofs, applying the methods of direct proof, proof by contrapositive, proof by contradiction, cases, and induction. At the end of the course these tools are used to understand cardinalities of infinite sets.

MATH250 - Mathematical Methods for Scientists and Engineers

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
MATH 152

Course Description
The course introduces important topics and methods in mathematics that have broad application to the work of scientists and engineers. The emphasis is on the use of the methods and their application to solving problems rather than on proofs and derivations. Topics include vector analysis, coordinate systems, matrix methods, ordinary and partial differential equations, complex analysis, and Fourier series and transforms. (Same as PHYS 250, ENGR 250)

MATH253 - Vector Calculus

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: MATH-152, and MATH-200 or MATH-240. (Required, Previous).

Course Description
The tools of calculus are developed for real-valued functions of several variables: partial derivatives, tangent planes to surfaces, directional derivatives, gradient, maxima and minima, double and triple integrals, and change of variables. Vector-valued functions are also studied: tangent and normal vectors to curves in space, arc length, vector fields, divergence and curl. The fundamental theorem of calculus is extended to line and surface integrals, resulting in the theorems of Green, Stokes, and Gauss, which have applications to heat conduction, gravity, electricity and magnetism.

MATH271 - Probability Theory

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: MATH-152. (Required, Previous).

Course Description
Axioms and laws of probability, conditional probability, combinatorics, counting techniques, independence, discrete and continuous random variables, mathematical expectation, discrete probability distributions, continuous probability distributions, functions of random variables, joint probability distributions and random samples, statistics and their distributions, central limit theorem, distribution of a linear combination of random variables.

MATH322 - Statistical Inference Methods

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take MATH-152 (Required, Previous). Take MATH-215 or MATH-271 (Required, Previous).

Course Description
Building on probability theory, learn the theory and foundations of statistical inference, a set of methods for drawing conclusions from data. Topics selected from sampling distributions of the mean, standard deviation and proportion, theory of estimation, methods of point estimation, hypothesis testing, large and small sample confidence intervals, Frequentist and Bayesian inference for means, proportions and variances; and distribution free procedures.

MATH327 - Regression Modeling

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take MATH-115 MATH-215 MATH-322 BIO-256 PSYC-350 SOC-350 ECON-242 or MGT-150. (Required, Previous).

Course Description
Explore methods of regression modeling, with applications in different fields of inquiry, including science, business, and the humanities. Topics selected from: Least square estimates, simple and multiple linear regression, hypothesis testing and confidence intervals for linear regression models, prediction intervals. Analysis of Variance (ANOVA), model diagnostics, multi-collinearity, influence analysis, logistic regression, tree regression, and time series analysis.

MATH328 - Experimental Design and ANOVA

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take MATH-327. (Required, Previous).

Course Description
Statistical experimental design is a set of methods for designing and analyzing multi-factor experiments that maximizes the amount of information obtained given a set of experimental resources. Topics selected from: experimental factors, randomization, blocking, interaction effects, analysis of variance methods, fixed and random effects, repeated measures, factorial and response surface designs.

MATH351 - Ordinary Differential Equations

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take MATH-152, and MATH-200 or MATH-240. (Required, Previous).

Course Description
Differential equations is an area of theoretical and applied mathematics with a large number of important problems associated with the physical, biological, and social sciences. Analytic (separation, integration factors, and Laplace transforms), qualitative (phase and bifurcation diagrams), and numerical (Runge-Kutta) methods are developed for linear and nonlinear first- and higher-order single equations as well as linear and nonlinear systems of first-order equations. Emphasis is given to applications and extensive use of a computer algebra system.

MATH358 - Chaotic Dynamical Systems

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take MATH-152, and MATH-200, MATH-220, or MATH-240. (Required, Previous).

Course Description
Why is it so difficult to make accurate predictions about seemingly chaotic physical systems like weather? This course explores the behavior of nonlinear dynamical systems described by iterated functions. A variety of mathematical methods, including computer modeling, is used to show how small changes in initial conditions can drastically change the future behavior of the system. Topics will include periodic orbits, phase portraits, bifurcations, chaos, symbolic dynamics, fractals, Julia sets, and the Mandelbrot set. Offered alternate years.

MATH360 - Combinatorics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take MATH-152. (Required, Previous).

Course Description
In this course we will survey a wide variety of topics in combinatorics, an area of mathematics which focuses on understanding arrangements of objects, including things like permutations and combinations, but also more rigid structures like Sudoku grids. Combinatorialists are interested in questions such as how many arrangements of a particular type exist, what sorts of structure those arrangements have, and sometimes if any such arrangements exist at all. Topics in this course will include: combinations, permutations, the multiplication principle, the Binomial Theorem, the pigeonhole principle, the principle of inclusion and exclusion, derangements, Latin squares, graphs, and design theory.

MATH361 - Number Theory and Cryptography

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take MATH-152, and MATH-220 or CS-260. (Required, Previous).

Course Description
This course gives an introduction to the wide and diverse field of number theory. Topics may include: divisibility theory in the intergers, prime numbers, the Euclidean algorithm, solutions of Diophantine equations, congruences, Euler's theorem, algorithmic number theory, public key crytography, quadratic reciprocity, analytic number theory and the Riemann Hypothesis.

MATH365 - Geometry

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take MATH-220. (Required, Previous).

Course Description
This course follows the historical development of geometry, including the important question of which parallel postulate to include. This is a proof-oriented course focusing on theorems in plane Euclidean and hyperbolic geometry, with some mention of elliptic geometry. We examine the development of a lean set of axioms, (incidence, betweenness, congruence, continuity) and investigate which theorems about points and lines can be derived using them.

MATH452 - Partial Differential Equations

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: MATH-351 (Required, Previous).

Course Description
An introduction to initial and boundary value problems associated with certain linear partial differential equations (Laplace, heat and wave equations). Fourier series methods, including the study of best approximation in the mean and convergence, will be a focus. Sturm-Liouville problems and associated eigenfunctions will be included. Numerical methods, such as finite difference, finite element and finite analytic, may be introduced, including the topics of stability and convergence of numerical algorithms. Extensive use of a computer algebra system.

MATH453 - Methods of Applied Mathematics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: Take MATH-351. (Required, Previous).

Course Description
This course will be devoted to developing mathematical methods useful in the physical sciences. Topics may include dimensional analysis and scaling, perturbation methods, calculus of variations and Hamilton's principle, boundary value problems, Green's functions, and integral equations.

MATH454 - Real Analysis

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: Take MATH-220. (Required, Previous).

Course Description
This course examines the foundations of calculus for functions of a real variable. The concepts of calculus (limits, continuity, derivatives, integrals, sequences, series, convergence) and the topology of the reals are studied in depth. Proofs are constructed for the Fundamental Theorem of Calculus, the Mean Value Theorem, and the Bolzano-Weierstrass Theorem.

MATH456 - Complex Analysis

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: Take MATH-253. (Required, Previous).

Course Description
This course extends calculus to functions of a complex variable. Concepts such as limits, derivatives, and integrals are adapted. There will be both theory and computation, with geometric insights and applications to the physical sciences. Topics may include harmonic functions, the Cauchy Integral formula, Taylor and Laurent series, conformal mappings, and the Riemann Hypothesis.

MATH471 - Abstract Algebra I

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: Take MATH-220, and MATH-200 or MATH-240. (Required, Previous).

Course Description
Real numbers and integers satisfy many nice properties under addition and multiplication, but other sets behave differently: matrix multiplication and composition of functions are noncommutative operations. Which properties (associativity, commutativity, identity, inverses) are satisfied by operations on sets determine the basic algebraic structure: group, ring, or field. The internal structure (subgroups, cosets, factor groups, ideals), and operation-preserving mappings between sets, (isomorphisms, homomorphisms)are examined. Emphasis is on theory and proof, although important applications in symmetry groups, cryptography, and error-correcting codes may also be covered.

MATH472 - Abstract Algebra II

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	1	4	-

Course Requisites
Course Requisites: Take MATH-471. (Required, Previous).

Course Description
Topics may include simple groups, Sylow theorems, divisibility in integral domains, generators and relations, field extensions, splitting fields, solvability by radicals, Galois theory, symmetry and geometric constructions. Offered on demand.

MATH490 - Senior Project

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	1	4	-

Course Requisites
Registration Restriction: Seniors Only | Math Majors Only

Course Description
The senior project draws upon a discipline's methodology and provides a culminating, independent experience of the major. Because presentation and communication of finished projects are typical of a culminating experience, many senior projects will require formal writing and all senior projects will include a formal presentation.

MGT110 - Introduction to Business

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social Systems Literacy (SOC-L)

Course Description
Designed for students with no previous coursework in business. This course introduces students to business as a complex system made up of tasks, people, technology, and structure; within a larger environment made up of competitive forces (e.g., suppliers, barriers to entry) and global influences (e.g., sociocultural, demographic, political). Students will be introduced to both quantitative (e.g., accounting, finance) and qualitative (e.g., sustainability, stakeholder satisfaction) ways of measuring business performance. Through the study of historical developments, theories, ethics, and decision making, students will apply what they learn toward a greater understanding of how businesses impact their lives.

MGT120 - Personal Finance

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Description
A survey of the financial decisions encountered in managing personal and family financial affairs. Topics will include budgeting, housing decisions, auto leasing, personal loans and credit card debt, managing risk through home, health, auto and life insurance, legal protection, taxes, investments and savings for retirement.

MGT150 - Statistics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Data Literacy (DTA-L)

Course Description
A first course in statistics which introduces descriptive and inferential statistical tools as they apply to management, accounting and the social sciences. Students who earn credit for MATH 115 cannot earn credit for MGT 150.

MGT190 - Business Communication

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	2	-	-

Course Description
This course introduces the fundamentals of writing and oral presentation for business through practical application of the principles of effective communication for a professional setting. Students will draft, revise and present a range of useful business and electronic communication items, such as e-newsletters. Topics examined include organization, drafting, editing, peer review, audience attention, and development of both oral and written communication and presentation skills.

MGT201 - Principles of Marketing

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
A survey course emphasizing the marketing concept, the marketing environment, marketing research, consumer behavior, business-to-business marketing, market segmentation, product strategy, channel strategy, promotional strategy, and pricing strategy (Same as MKT 201)

MGT240 - Principles of Management

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
Historical and contemporary approaches to managing people and organizations. Includes assessing, developing, practicing, and applying management competencies, knowledge, and skills.

MGT250 - Introduction to Business Analytics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
This course is an introduction to business intelligence and data analytics both in concept and in hands-on-usage. Areas of emphasis are efficient manipulation of data sets, defining and organizing data, conducting preliminary data analysis, and presenting data effectively. The course will utilize current software tools and will focus on techniques for improving business reporting and data visualization.

MGT302 - Human Resource Management

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Registration Restriction: Juniors and Seniors Only

Course Description
Principles involved in managing human resources to promote harmony and coordination within an organization. Consideration of such areas as employee recruitment, placement, development, performance evaluation, and compensation. This course includes writing instruction that partially fulfills the writing requirement.

MGT303 - Financial Management

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: ACCTG-120. (Required, Previous).

Course Description
Introduction to the two major decisions faced by the finance manager: financing (raising cash) and capital budgeting (investing cash). A focus on cash-flow based decision-making including time value of money, the relationship between risk and return, the cost of capital, capital structure, and leverage. This course includes writing instruction that partially fulfills the writing requirement.

MGT304 - Organizational Behavior

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Social Systems Literacy (SOC-L)

Course Requisites
Registration Restriction: Juniors and Seniors Only

Course Description
First, individual differences (e.g., personality, perceptions, ethics, motivation) are introduced from a social psychology perspective. Next, how these differences impact human interactions (e.g., communication, teams, leadership conflict) are explored. Finally, these interactions are discussed in an organizational context (e.g., job design, organizational structure, organizational culture). For each topic foundational terminology, principles and theories, and critical analysis and application are stressed.

MGT320 - Business Analytics and Information Systems

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take MGT-250. (Required, Previous).

Course Description
This course builds on introductory business analytics skills to prepare students to understand, manage, and visualize the data; apply data analytics skills in a business context; design business processes and databases; and query databases to provide insights about the performance of business operations. This course aims to provide students with a variety of technology and business analysis concepts and skills most relevant to business operations and decision making. (same as Acctg 320)

MGT360 - International Business Management

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Registration Restriction: Juniors and Seniors Only

Course Description
This course seeks to acquaint the student with the theories, environmental factors, procedures, and terminology that combine to make international business management more challenging than its domestic counterpart. Topics covered include theories of trade, modes of entry into foreign markets, international organizations, export procedures, foreign currency exchange, the international monetary system and the effects of culture, politics, laws, and geography on cross border transactions.

MGT361 - Business Law: The Legal Environment of Business

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Registration Restriction: Juniors and Seniors Only

Course Description
A study of the sources of law and their application to contracts, sales, negotiable instruments, agency, business organization and government regulation. Emphasis on critical thinking including legal and ethical considerations in making business decisions.

MGT362 - Entrepreneurship

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Description
Emphasis on contemporary approaches to entrepreneurship, including the Lean Startup methodology and the Business Model Canvas. Entrepreneurship is presented as an iterative process, starting with opportunity recognition and continuing with steps necessary to allow for market validation and pivots. Students explore methodologies for starting and growing sustainable business models under conditions of extreme uncertainty, as well as methodologies for innovating existing business models. Students complete application assignments to reinforce concepts presented in the course. Students also complete a personal startup plan for a business idea. The course includes guest speakers who share their entrepreneurial experiences, providing students with a deeper understanding and broader perspective of entrepreneurship.

MGT363 - Negotiations and Conflict Resolution

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Registration Restriction: Juniors and Seniors Only

Course Description
A seminar in the concepts and fundamentals of negotiating and resolving conflicts. Students will investigate the necessary skills to be successful negotiators. Alternative dispute resolutions systems will be studied as a means of resolving interpersonal and intergroup conflicts. Emphasis will be on the basic management fundamentals necessary for effective conflict resolution using problems frequently encountered by individuals in their personal and professional encounters.

MGT365 - Investments

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Registration Restriction: Juniors and Seniors Only

Course Description
Analysis of the investment environment, instruments, markets, and institutional aids for purposes of formulating broad personal investment programs.

MGT366 - Creativity and Innovation

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Registration Restriction: Juniors and Seniors Only

Course Description
Students learn and apply specific creativity and systematic innovation methodologies (lateral thinking, TRIZ, ASIT, etc.) used for generating ideas, modifying existing products, and solving contradictions that block innovation. Students examine the dynamics associated with developing and sustaining organizational cultures that foster innovation and make ideas a central part of work. Other course topics include collaboration, improvisation, rapid iteration/prototyping, design thinking, and open innovation. Students learn to create sustainable competitive advantage through entrepreneurial and intrapreneurial innovation.

MGT371 - Project Management

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Registration Restriction: Juniors and Seniors Only

Course Description
This course provides an introduction to the core concepts, techniques, and principles of project management required to successfully meet an organization's goals and objectives, with particular emphasis on Information technology (IT) projects. The course explores the Industry standard Project Management Body of Knowledge (PMBOK) guide and also incorporates learning objectives related to communication, influence, and negotiation, and their relationship to project success.

MGT372 - Operations Management

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: MGT 240 and MGT 250 (Required, Previous).

Course Description
This course offers a comprehensive examination of operations management principles and practices within the context of managerial decision-making. Topics include process analysis, supply chain management, inventory management, quality management, and project management. Emphasizing the integration of operations management with other business functions, students gain analytical skills to optimize efficiency and drive continuous improvement. Through hands-on exercises and case studies, students develop the ability to apply theories and techniques to real-world scenarios.

MGT373 - Nonprofit Management

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Description
This course explores the leadership, administration, and operations of nonprofit organizations. Students will engage with nonprofit leaders and experts to gain insight into the skills, knowledge, and experiences that contribute to effective nonprofit management. The course examines a variety of sectors, including NGOs, education, cultural arts, and social services. Through readings, case studies, and reflective assignments, students will deepen their understanding of nonprofit organizations and the challenges and opportunities they face.

MGT490 - Senior Business Capstone

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Registration Restriction: Management Majors Only | Seniors Only

Course Description
This course is designed to integrate and apply knowledge acquired throughout the accounting and management majors. It offers a comprehensive exploration of strategic management principles and practices, focusing on analysis, formulation, and implementation of organizational strategies. Students work on case studies, simulations and projects in a group environment to study and discuss contemporary issues in strategic management. Students explore a specific area of research and present the results to an audience of peers and faculty.

MKT201 - Principles of Marketing

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
A survey course emphasizing the marketing concept, the marketing environment, marketing research, consumer behavior, business-to-business marketing, market segmentation, product strategy, channel strategy, promotional strategy, and pricing strategy (Same as MGT 201)

MKT301 - Consumer Behavior

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take ANTH-101, PSYC-130 or SOC-101; Take MKT-201 (Required, Previous).

Course Description
This course examines the psychological, social, and cultural factors that influence consumer decision-making. Topics include perception, motivation, attitude formation, group dynamics, and the impact of marketing strategies on consumer choices. Students will apply theoretical frameworks to real-world scenarios to understand consumer actions and trends.

MKT310 - Electronic Commerce

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Description
This course examines e-commerce through the lens of digital marketing strategies and management. Topics include internet revenue models, online payment systems and security, digital storefront design, campaign planning, and the legal and ethical considerations of e-commerce. Students will analyze how digital marketing drives online business success.

MKT320 - Sales, Advertising, and Promotion

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take MKT-201 (Required, Previous).

Course Description
This course examines the strategic role of personal selling within broader marketing, advertising, and business strategies, emphasizing the professional selling process as a foundation for successful sales and promotional careers. Students will gain hands-on experience in developing practical skills in sales strategy, customer relationship management, data-driven decision-making, and persuasive communication. The course also explores advertising and promotional techniques as complementary tools to enhance sales efforts, including campaign design, messaging, and integration with the sales process. Comprehensive coverage of sales management includes sales forecasting and analytics, territory design, recruitment and training of sales teams, motivational strategies, performance evaluation, and compensation planning. Additionally, students will learn how the sales function aligns with advertising, marketing, and operations to deliver cohesive strategies that drive organizational success.

MKT330 - Sports and Event Marketing

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take MKT-201 (Required, Previous).

Course Description
This course equips students with the essential knowledge and skills sought by employers in the dynamic fields of sports, arts and entertainment, and not-for-profit marketing. The course covers the fundamentals of the marketing mix while exploring the unique landscape of sport and event marketing. Students will learn how to engage consumers through immersive experiences, develop effective event marketing strategies, and apply key tactics to manage marketing campaigns across various events.

MKT401 - Market Research

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: Take MGT-150, MATH-115, PSYC-350, or equivalent statistics course; MGT-240, MKT-201 (Required, Previous).

Course Description
This course explores the principles and methods used to gather, analyze, and interpret market data. Topics include research design, data collection techniques, statistical analysis, and reporting findings for business decision-making. Students will conduct practical research projects to address real-world marketing challenges.

MKT490 - Senior Business Capstone

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Registration Restriction: Senior Marketing Majors Only.

Course Description
This course is designed to integrate and apply knowledge acquired throughout the accounting, marketing and management majors. It offers a comprehensive exploration of strategic management principles and practices, focusing on analysis, formulation, and implementation of organizational strategies. Students work on case studies, simulations and projects in a group environment to study and discuss contemporary issues in strategic management. Students explore a specific area of research and present the results to an audience of peers and faculty.

MUED101 - Introduction to Music Education: Literacy Pedagogy

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	2	-	-

Course Description
Working from the premise that there are parallels between acquiring musical skills and language skills, participants will be introduced to specific techniques for developing music reading readiness, audiation, musical memory, dictation, improvisation, and elementary composition. Participants will explore a broader definition of music literacy and make connections between traditional pedagogies (Orff, Kodaly, and Gordon), World Music Pedagogy, and Music as a Second Language. Students will also be introduced to strategies regarding the teaching and assessing of reading, writing, speaking, and listening skills through the content area (music).

MUED102 - Introduction to Music Education: Technology and Clinical Experience

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	2	-	-

Course Description
Participants will be introduced to music and educational technology tools including music notation software, Digital Audio Workstations, lesson delivery tools, and Learning Management Systems. A 10-hour practicum in a local music classroom is an expectation of this course.

MUED232 - Music Education History and Philosophy

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Requisites
Course Requisites: Take MUS-111 MUS-121 or MUS-131. (Required, Previous).

Course Description
Participants will explore the history of music education in the United States as well as relevant philosophical theories prevalent in the field. Through this exposure and the examination of their own experiences as music learners, students will begin to frame their teacher identity. A 10-hour practicum in a local music classroom is an expectation of this course.

MUED235 - Harmonizing and Classroom Instruments

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Description
This course is designed to be an opportunity to increase skills on instruments used to accompany and commonly taught in K-12 general music classrooms. Participants will also explore common challenges and solutions to teaching beginning piano, guitar, ukulele, handbells, and barred instruments.

MUED241 - Topics in World Music Methods

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Description
The course is designed to introduce participants to the rich traditions of a variety of cultures through active participation in an ensemble setting in addition to tracing cultural and historical roots. Participants will improve listening and improvisation skills while being exposed to instructional strategies and exploring educational goals.

MUED255 - Percussion Methods

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Requisites
Instructor Consent Required

Course Description
Methods and materials of teaching percussion instruments to elementary and secondary students. Includes knowledge of and proficiency with percussion instruments, pedagogy, materials, assessment and grading for individual and small group studio lessons. Required for instrumental music licensure.

MUED256 - Topics in World Drumming Methods

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Description
An experiental ensemble experience that focuses its repertoire on the music of non-western traditions primarily taught through oral tradition, this course allows members to experience the learning process without written music. While the focus of he ensemble is musical, the cultural context relevant to the music studied is naturally incorporated, giving the participants a deeper understanding of the music performed.

MUED260 - Brass Methods

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Requisites
Instructor Consent Required

Course Description
Methods and materials of teaching brass instruments to elementary and secondary students. Includes knowledge of and proficiency on brass instruments, pedagogy, materials, assessment and grading for individual and small group studio lessons. Required for instrumental music licensure.

MUED265 - Double Reeds Methods

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Requisites
Instructor Consent Required

Course Description
Methods and materials of teaching double reed instruments to elementary and secondary students. Includes knowledge of and proficiency on double reed instruments, pedagogy, materials, assessment and grading for individual and small group studio lessons. Required for instrumental music licensure.

MUED270 - String Methods

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Requisites
Instructor Consent Required

Course Description
Methods and materials of teaching bowed string instruments (violin, viola, cello and double bass) to elementary and secondary students. Includes knowledge of and proficiency on string instruments, pedagogy, materials, assessment and grading for individual and small-group studio lessons. Required for instrumental music licensure.

MUED271 - Progressive Music Teaching and Learning

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Creative Literacy (CRE-L)

Course Description
In a time of rapid social, cultural, and technological change, much has changed in the way students interact with music and the ways children are educated. American music education boasts an impressive large ensemble tradition, but there is a continuing concern with the apparent disconnect between school music and music as it exists in our world. This course focuses on broadening the experiences of future music educators through a focus on Culturally Responsive Pedagogy, informal learning, inclusion, creativity, and collaboration. Future educators will be given the tools to create a modern band music program that focuses on teaching students to quickly and easily play the music of their choice on instruments including guitar, bass, drums, keys, vocals, and through technology. Non-future educators will have differentiated requirements, dedicating additional time to skills and basic musicianship while the music education majors are focusing on pedagogy, and will not be required to complete microteaching experiences or classroom observation hours.

MUED275 - Flute, Clarinet and Saxophone Methods

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Requisites
Instructor Consent Required

Course Description
Methods and materials of teaching these instruments to elementary and secondary students. Includes knowledge of and proficiency on these instruments, pedagogy, materials, assessment and grading for individual and small group studio lessons. Required for instrumental music licensure.

MUED280 - Vocal and Choral Pedogogy I

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Description
Participants will be introduced to the anatomy and physiology of the developing voice. This course is focused on the physical, social, emotional, moral, and cognitive development of children and adolescents. Teaching strategies that guide young students to healthy singing and to singing in a choral setting will serve as a focus.

MUED351 - Advanced Conducting:Choral

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Take MUS-250. (Required, Previous).

Course Description
A detailed study of rehearsal techniques, musical components and conducting expressiveness and effectiveness related to a choral rehearsal. Additional attention is given to a general choral repertoire survey and written self-evaluations. Strongly recommended for vocal performance music majors and required for vocal music education majors.

MUED353 - Conducting:Instrumental

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Take MUS-250. (Required, Previous).

Course Description
A study of advanced gesture technique as applied to instrumental rehearsal and performance. Additional attention is given to rehearsal techniques, score study, accompaniment, and performance practice.

MUED361 - Clinical Experience in Music Education

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Admission to Teacher Education Program, Take MUS-250 EDUC-371. (Required, Previous).

Course Description
This practicum is taken as part of the methods practicum sequence. Students work under the direction of a cooperating teacher and plan, teach, rehearse, and reflect on the teaching of music in a vocal/orchestra/band program at the elementary, middle/high school level. Course objectives are formulated from the core competencies of the teacher education program at Luther College.

MUED371 - Foundations of Music Teaching and Learning

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Admission to Teacher Education Program. (Required, Previous). | Take MUED-371L. (Required, Concurrent).

Course Description
This course is designed to introduce students to the materials, methods, and current trends in music teaching and learning. While this course will place a focus on students at the K-5 level, the theoretical and practical information is applicable at all levels as these pedagogies have been created based on the ways people, not just children, learn music. Participants will continue to apply content area literacy knowledge by developing strategies in reading, writing, speaking, and listening to use in the music classroom. This course provides a 30-hour practicum in an elementary general music classroon through a teaching partnership with area schools.

MUED373 - String Pedagogy

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Description
Participants will discuss materials and methods for a variety of pedagogies related to applied 1-1 instruction of violin, viola, cello, and bass. The course will focus on beginning through intermediate repertoire and materials, as well as teaching specific techniques such as vibrato, shifting, and advanced bow strokes. Music education majors will also gain additional experience on their secondary instruments.

MUED374 - String Ensemble Methods

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Description
Participants will discuss materials and methods for teaching technical fundamentals as well as playing in a small ensemble and explore small ensemble repertoire. Music education majors will also gain additional experience on their secondary instruments.

MUED378 - Show Choir Methods

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Admission to Teacher Education Program (Required, Previous). Music Education majors only.

Course Description
Show choir is an increasingly common co/curricular endeavor common to secondary school music programs. This course addresses skills necessary to be successful in facilitating the show choir experience for students in a way that emphasizes musical learning in addition to competition. Students in this course will also grapple with logistical details inherent to show choir such as: (1) conceiving of and designing an show choir set or theme (2) rehearsing a show choir and its band, (3) budgeting considerations such as contractors, costuming, transportation, and lodging, (4) sourcing appropriate arrangements and choreography for ensembles of various abilities, and (5) securing licensing rights within the scope of applicable copyright. The student that completes this course will have a foundation from which to direct lead a successful show choir program.

MUED379 - Music Theater Methods

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Admission to Teacher Education Program (Required, Previous). Music Education majors only.

Course Description
This course is designed to prepare future music educators to facilitate an increasingly popular extra or co-curricular music experience. Topics will include elements of pre-production and various planning considerations, musical instructional techniques for high school and middle school students, methods to approaching non-musical production elements, and strategies for serving as executive producer and/or business manager.

MUED384 - Middle and High School Marching Band Methods

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Admission to Teacher Education Program. (Required, Previous).

Course Description
This course examines the high school and middle school marching band program. Included are studies in marching philosophies, program organization, administration and student recruitment and retention. Students experience marching band instrumentation, unique marching equipment, field topography, terminology, marching drill charting tools and basic drill drawing. This class included a practicum with a local high school marching band.

MUED385 - Middle and High School Jazz Methods

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Admission to Teacher Education Program. (Required, Previous).

Course Description
This course explores the purposes of jazz education, a history of jazz and jazz education, types of jazz ensembles, instrumentations, recruitment and audition methods for the jazz program. Students will lean fundamentals of improvisation and to play the instruments of the rhythm section.

MUED386 - Vocal Pedagogy and Methods

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Admission to Teacher Education Program. (Required, Previous).

Course Description
Students learn physiology and pedagogy of the developing voice. Included in the curricula are planning, assessment, literature, music literacy, and grading. Students teach private and in-class voice lessons to secondary students.

MUED389 - Secondary Large Ensemble Methods

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Admission to Teacher Education Program (Required, Previous). Music Education majors only.

Course Description
This course serves as an introduction to aspects of teaching in middle and high school large ensemble settings with a focus on curricula, pedagogy and assessment. The course also covers aspects of program management such as instructor transitions, recruiting, touring/travel, individual/group lessons, and co-curricular offerings, as well as effective strategies for communicating with parents, colleagues, administrators, and the public. Participants will explore rehearsal planning, repertoire selection, and classroom management techniques. Instrumentalists will explore topics common to both wind and string ensembles including types, styles and instrumentation. Instrument transposition, maintenance and repair, rehearsal formations, and ensemble voicings are also addressed. Vocalists will explore the variety of voicing options and ensemble types typical to MS and HS choral settings. Gender equity and inclusion, cultural appreciation through world music pedagogy, seating for balance/blend, and building functional piano skills are also covered in this course. A 25-hour practicum in a local secondary music classroom is an expectation of this course.

MUED471 - Progressive Music Teaching and Learning

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	Creative Literacy (CRE-L)

Course Requisites
Admission to Teacher Education Program (Required, Previous). Music Education majors only.

Course Description
In a time of rapid social, cultural, and technological change, much has changed in the way students interact with music and the ways children are educated. American music education boasts an impressive large ensemble tradition, but there is a continuing concern with the apparent disconnect between school music and music as it exists in our world. This course focuses on broadening the experiences of future music educators through a focus on Culturally Responsive Pedagogy, informal learning, inclusion, creativity, and collaboration. Future educators will be given the tools to create a modern band music program that focuses on teaching students to quickly and easily play the music of their choice on instruments including guitar, bass, drums, keys, vocals, and through technology.

MUED486 - Teaching Practicum

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	12	-	Experiential Learning (EXPL)

Course Requisites
Course Requisites: Admission to Teacher Education Program. (Required, Previous). MUED-487 (Required, Concurrent).

Course Description
Observation and teaching in area schools. Student teaching experiences are offered in each of the following areas: elementary education, secondary education, and K-12 student teaching in music.

MUED487 - Advanced Portfolio

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	1	-	-

Course Requisites
Take MUED-486 (Required, Concurrent).

Course Description
In accordance with Iowa Department of Education requirements, all Music Education minors complete an advanced portfolio demonstrating growth and competence of InTASC standards. This portfolio is to be completed during the student teaching semester.

MUS105 - Class Instruction

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	1	-	-

Course Requisites
Instructor Consent Required

Course Description
For non-music-majors with little or no background in applied music. Additional fees will be assessed for this course. May be repeated for credit. Permission of instructor.

MUS110 - Musicianship Workshop

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	1	-	-

Course Requisites
Course Requisites: Take MUS-121 MUS-121L. (Required, Previous or concurrent).

Course Description
This course is designed to help students acquire basic musicianship skills (primarily singing, rhythm, keyboard, and notation) that will aid them in their theory and ear-training courses at Luther. It is offered as an optional one-hour supplement to Theory I (Music 121). Co-requisite: MUS 121, MUS 121L.

MUS111 - The Materials of Music

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	2	-	-

Course Description
Students with little or no music theory background are provided an opportunity to study and make music through singing with solfege, playing the piano, composing and studying scores. This course prepares students for music theory and ear training 121/121L.

MUS115 - Class Instruction: Piano, Voice, or Guitar

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	1	-	-

Course Description
For piano and voice majors and nonmajors with little or no background in those areas. Beginning guitarists will study music notation, tablature, chording, and classical guitar literature. Additional fees will be assessed for this course.

MUS116 - Class Instruction-Piano or Voice

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	1	-	-

Course Requisites
Course Requisites: MUS-115 (Required, Previous).

Course Description
Continuation of MUS 115. For majors and non-majors who have had some piano or voice. Emphasis is on developing good reading and practicing skills. Additional fees will be assessed for this course.

MUS117 - Class Instruction: Piano

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	1	-	-

Course Requisites
Registration Restrictions: Music/Music Education Majors Only; Course Requisites: Take MUS-116 or recommended placement. (Recommended, Previous).

Course Description
For music majors only. Emphasis is on developing the skills required on the piano proficiency test, which is administered in segments throughout the semester. Additional fees will be assessed for this course. C/NC

MUS118 - Preparation for Piano Proficiency Test

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	-	-	-

Course Description
For first-semester music majors with significant background in piano. Two one-hour sessions will help these students prepare for the Piano Proficiency Test.

MUS120 - Introduction to Music in Societies

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Textual Literacy (TXT-L)

Course Description
This course is designed specifically for non-music majors and music minors, and does not require the ability to read Western musical notation, but those who read musical notation are warmly welcome. The course focuses predominantly on compositions of Western art music (commonly referred to as Classical music) ranging in date from 1600 to the present day. However, certain pre-1600 musical traditions that served as precursors to later music will be introduced, as will some post-1900 popular musical genres. Throughout the course, students will become increasingly more adept at listening actively and perceptively to music, and at aurally recognizing important melodic, harmonic, rhythmic, formal, timbral, and other traits in a wide variety of compositions. They will also become familiar with appropriate musical terminology for describing the musical traits that they hear, and apply these terms in writing and orally. We will also conside r the ways in which politics, economics, religion, and societal norms helped to shape the pieces that we study, and how the impact of some of these compositions far transcends the musical realm.

MUS121 - Theory I

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	3	-	-

Course Requisites
Course Requisites: Take MUS-121L. (Required, Previous or concurrent).

Course Description
An intensive study of music fundamentals and materials followed by an introduction to part writing in two voices (counterpoint). Activities include written exercises, keyboard exercises, composition exercises, and the analysis of musical examples. Music 131 is the honors section of Theory 1.

MUS121L - Ear Training I

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	1	-	-

Course Requisites
Course Requisites: Take MUS-121. (Required, Previous or concurrent).

Course Description
A study including sight singing, rhythmic performance, dictation (melodic, harmonic, rhythmic), and related skills, all designed to develop the student's musical ear to the highest degree possible. Music 131L is the honors section of Ear Training I.

MUS122 - Theory II

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	3	-	-

Course Requisites
Course Requisites: Take MUS-121 MUS-121L. (Required, Previous). | Take MUS-122L. (Required, Previous or concurrent).

Course Description
A continuation of Theory I. Covers part-writing in four voices, harmonic function, phrase structure, sequences, the harmonization of melodies and basses, and an introduction to chromatic harmony. Activities include written exercises, keyboard exercises, composition exercises, and the analysis of musical examples. Music 132 is the honors section for Theory II.

MUS122L - Ear Training II

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	1	-	-

Course Requisites
Course Requisites: Take MUS-121 MUS-121L. (Required, Previous). | Take MUS-122. (Required, Previous or concurrent).

Course Description
Continuation of Mus 121L. Taken concurrently with Mus 122. Music 132L is the honors section of Ear Training II.

MUS130 - Applied Music

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	1	2	-

Course Description
For all applied music students in their first year of study. Non-majors and music majors in their secondary areas may repeat this course for credit in subsequent years. Studio seminars may be required. Additional fees will be assessed for this course.

MUS131 - Theory I - Honors

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	3	-	-

Course Requisites
Registration Restrictions: Freshman Only; Course Requisites: Take MUS-131L. (Required, Previous or concurrent).

Course Description
Honors section of theory for first-year students. A placement test is required before registering for any section of music theory.

MUS131L - Ear Training I - Honors

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	1	-	-

Course Requisites
Registration Restrictions: Freshman Only; Course Requisites: Take MUS-131. (Required, Previous or concurrent).

Course Description
Honors section of ear training for first-year students.

MUS132 - Theory II - Honors

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	3	-	-

Course Requisites
Course Requisites: Take MUS-131 MUS-131L. (Required, Previous). | Take MUS-132L. (Required, Previous or concurrent).

Course Description
A continuation of Theory I. Includes modulation, small forms, and variation technique. Keyboard exercises and computer-assisted instructional materials are integrated into the course.

MUS132L - Ear Training II - Honors

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	1	-	-

Course Requisites
Course Requisites: Take MUS-131 MUS-131L. (Required, Previous). | Take MUS-132. (Required, Previous or concurrent).

Course Description
Continuation of MUS 131L. Honors section for first-year students.

MUS135 - Principles of Improvisation

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	2	-	-

Course Description
Through the lens of improvisation in the jazz idiom, instrumentalists and vocalists will undertake an introductory study of jazz harmony, form, and repertoire. Emphasis is placed on stylistic performance practice and imitation of jazz recordings. Students are expected to demonstrate improvisational skills on their instruments at moderate tempos. Offered alternate years.

MUS136 - Sacred Voices, Sacred Spaces

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Religious Literacy (REL-L)

Course Description
This course is designed to help students develop curiosity about the intersection of music, religion, ritual, and the experience of sacred, both in constructed and found spaces. This course is designed to grapple with the ways in which music and other arts are vehicles for sacred expression, elemental to creating sacred spaces, and deeply meaningful within multiple religious and secular/humanist traditions. Further, using a Roman/Italian/Catholic lens, students will examine the influence of dominant culture on shaping religious traditions and how those religious traditions themselves become the tools for creating and shaping culture. First-year students taking this course will begin with a week of reading and dialogue on campus then travel to Italy for two weeks to consider specific music and space connections. Culminating projects developed at the end of the month will reflect upon or reimagine sacred observances using elements of sound/music, space, word, and art within a cultural context.

MUS145 - Orchestral Repertoire For Harp

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	1	-	-

Course Description
This is a one-credit course covering the performance and rehearsal aspects of harp in orchestral playing and other ensembles employing the harp. Course includes marking and pedaling harp parts, pre-rehearsal preparation including listening to recordings and studying scores, and ensemble practice and performance including conducting skills. Students may register regardless of orchestral experience.

MUS161 - Music Culture of Japan

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	1	-	-

Course Requisites
Membership in the Concert Band (Required, Concurrent).

Course Description
A study of Japan music styles, basic Japanese, and general overview of the historical and social culture of Japan in preparation for and part of the Concert Band Tour.

MUS162 - Introduction to Opera Performance

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Creative Literacy (CRE-L)

Course Requisites
Course Requisites: First-Year Standing Only, Consent of Instructor (Required, Previous). MUS-130 Applied Voice (Required, Concurrent).

Course Description
This course provides an introduction to the performance and study of opera. Students study, rehearse, refine, and perform excerpts from opera, operetta, and/or musical theatre, both in public performance as well as during in-class exercises and workshop sessions. Students build musical and dramatic skills, reflect deeply on their own creative work and the work of others, and collaborate with others in co-creative endeavors.

MUS230 - Applied Music

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	1	2	-

Course Description
For applied music students in their second year of study. Non-majors and music majors in their secondary areas may repeat this course for credit in subsequent years. Additional requirements by applied area may be found in the Music Department Student Guidelines. Studio seminars may be required. Additional fees will be assessed for this course.

MUS231 - Theory III

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	3	-	-

Course Requisites
Course Requisites: Take MUS-122 MUS-122L. (Required, Previous). | Take MUS-231L. (Required, Previous or concurrent).

Course Description
A continuation of Theory II. Covers chromatic harmony and voice leading, modulation, modal mixture, and styles and techniques relating to music of the twentieth century and beyond. Activities include written exercises, keyboard exercises, composition exercises, and the analysis of musical examples.

MUS231L - Ear Training III

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	1	-	-

Course Requisites
Course Requisites: Take MUS-122 MUS-122L. (Required, Previous). | Take MUS-231. (Required, Previous or concurrent).

Course Description
A study including sight singing, rhythmic performance, keyboard and improvisation exercises, dictation (melodic, harmonic, rhythmic), and related skills, all designed to develop the student's musical ear to the highest degree possible.

MUS235 - Jazz Theory and Arranging

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Requisites
Course Requisites: Take MUS-231 MUS-231L. (Required, Previous).

Course Description
A seminar that examines jazz harmony, melody, form, rhythm, style, and piano voicing as they apply to improvisation, arranging, and composition. This course includes ear training and the analysis of classic jazz repertoire. The comprehensive outcome is an original arrangement of a jazz standard scored for horns and rhythm section, which will be performed and recorded. Offered alternate years.

MUS236 - Music, Worship and Culture

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
A study of the theology and history of worship in society within the principal branches of the church, from Biblical times through the present, with particular emphasis on defining and illustrating the musical expressions of corporate worship within the context of the rapid cultural and technological changes in the 20th century. Offered alternate years.

MUS237 - Worship and Music in the Life of the Church

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Description
This course will familiarize students with the role that music plays in liturgical and non-liturgical worship. It will include practical topics such as planning and selecting instrumental and vocal repertoire, directing a church music program, hymnody, and congregational worship life. Offered alternate years.

MUS238 - Composition Workshop

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	1	-	-

Course Description
A workshop for students interested in exploring composition and improvisation. Students are exposed to a range of musical styles and compositional practices, and these musical explorations result in original compositions which are workshopped and performed. Class culminates in a concert of new works. No prerequisites, but some previous study of music theory is highly beneficial.

MUS240 - Body Mapping for Musicians

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	1	-	-

Course Requisites
Course Requisites: Concurrent enrollment in applied music lessons. (Required, Concurrent).

Course Description
This course will help musicians refine and correct their body maps (i.e. mental representation of the body's size, structure, and function), increase inclusive awareness, and cultivate efficient movement based on the body's design. An accurate body map promotes increased technical facility, enhances musical performance, and helps prevent injury.

MUS244 - Music History I: Foundations in Musicology and Early Music

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Textual Literacy (TXT-L)

Course Requisites
Course Requisites: Take MUS-122 MUS-122L or MUS-132 MUS-132L (Required, Previous).

Course Description
This introductory course offers a survey of sacred and secular music from Antiquity to 1750 and of select compositions from 1900 onward. Students will examine the origins of many musical conventions that we take for granted, such as meter, musical notation, polyphony, and tonality, and will learn about the composers and theorists responsible for these innovations. They will also consider the ways in which twentieth- and twentieth-first century composers have built on ideas from these earlier periods in imaginative ways, or have developed new compositional approaches that challenge past conventions. Students will learn to speak and write articulately about the music that we study using appropriate musical terminology and analytical approaches. They will also develop the ability to distinguish important stylistic features of music from different time periods through musical listening and score study. By considering musicians' career paths and the changing means of disseminating music through live performances, notation, and recordings, students will become aware of how historical, social, and political factors have shaped the repertory and affected musical life during these time periods.

MUS245 - Choral Singing in Namibia and South Africa

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Instructor Consent Required

Course Description
Choral Singing in Namibia and South Africa is a travel course that promotes intercultural exchange through music. Music from the western tradition is learned and presented along with learning and presenting traditional Namibian and South African music in local languages. This takes place in church services, through choral exchanges and concerts, and in schools, hospitals and informal settings. Students also learn about the history of Namibia, its fight for independence and the anti-apartheid movement in South Africa through visits to sites of cultural and historic importance. Offered every four years during January term.

MUS247 - History of Jazz

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
A survey of the history and development of jazz, from the 1890s to the present. Includes origins and early jazz through the modern jazz era. Listening activities focus on the major figures of each historical period. Offered alternate years. (Same as AFRS 247 and IDS 247)

MUS248 - World Music Cultures

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
An introduction to music cultures outside of the West, which may include the art and vernacular musics of Africa, the Americas, East and South Asia, and Northern and Eastern Europe. The course will be grounded in theoretical perspectives from ethnomusicology, exploring both sound structures and social structures as well as the relationships between them. This course is intended for students fluent in reading and writing Western notation, and able to hear and speak analytically about aspects of musical sound (meter, scale, texture).

MUS249 - Listening Live in London and Vienna

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Instructor Consent Required

Course Description
This is a course devoted to listening carefully and thoughtfully to live music, and to broadening the contexts that inform our listening experiences. It is intended for students from all majors, with discussions centering on music and benefiting from the varied academic and experiential backgrounds of the students. Taking full advantage of the range of musical performances available and the rich musical history and cultures of London, we spend approximately the first two weeks of the course attending concerts in the evenings and spend the afternoons visiting sites that help provide the context for the music we hear. Morning class time is devoted to discussions not only of music, but of art, literature, and historical and current events as they relate to the cultural climate of the musical works. For the remainder of the course, we travel to another city or series of smaller towns for a different set of listening experiences to explore different functions, audiences, and styles of music making. As a group, we explore the ways in which our knowledge and differing perspectives affect the experience of listening to musical performances. Offered alternate years, during January term.

MUS249 - Listening Live from London and Glasgow (England/Scotland)

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Instructor Consent Required

Course Description
This is a course about broadening the contexts that inform our musical listening experiences. It is intended for students from all majors - the wider variety, the better. Taking full advantage of the range of musical performances available and the rich musical history and cultures of London, we will spend the first 14 days attending concerts in the evenings and spend the afternoons visiting sites that help provide the context for the music we hear. Daily morning class time will be devoted to discussions not only of music, but of art, literature, and historical and current events as they relate to the cultural climate of the musical works. Every few days the group will gather for an informal discussion over afternoon tea. For the remaining seven days of the course, we will travel north to Scotland, focusing on less formal musical venues ranging from Cathedrals to pubs and folk clubs in Cambridge, Nottingham, and York - as a contrast to the concert experiences in London and as a way of exploring different audiences, functions, and styles of British music making. The course will culminate in attending events at Celtic Connections, a highly-renowned folk festival in Glasgow. Through reading, writing, and discussion, we will explore the ways in which our knowledge and differing perspectives affect the experience of listening to musical performances. and how our own individual musical identities interact with the many musical cultures we encounter through concert music, musical theater, folk traditions, church music, and other modes of live music making.

MUS250 - Introduction to Conducting

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Requisites
Course Requisites: Take MUS-332 MUS-335. (Required, Previous or concurrent).

Course Description
A study of fundamental gesture, technique, and score preparation. Additional focus is given to oral communication and writing related to the art of conducting and self-evaluation. Completion of or concurrent enrollment in MUS 117 or MUS 118 is highly recommended.

MUS265 - Diction for Singers I: Italian and German

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Description
Use of the International Phonetic Alphabet as an aid to learning accurate pronunciation for singing Italian and German. (First seven weeks, Italian; second seven weeks, German.) Offered alternate years.

MUS266 - Diction for Singers II: French and English

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Description
Use of International Phonetic Alphabet as an aid to learning accurate pronunciation for singing French and English. (First seven weeks, French; second seven weeks, English). Offered alternate years.

MUS267 - Vocal Literature

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Description
A historical survey of the art song from c. 1600 to the present day. Alternate years.

MUS268 - Vocal Literature II: French and British/American

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Description
A historical survey of the art song from c. 1600 to the present day. The course is designed to correspond with "Diction for Singers." Offered alternate years, each area of study receiving seven weeks.

MUS272 - Symphonic Music

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Description
A survey of the repertoire of the orchestra including literature from the 17th century to the present. Emphasis is placed on concepts of style and historical evolution. Offered alternate years.

MUS273 - Chamber Music

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	1	-	-

Course Description
Instruction in the literature for small ensembles. Ensembles should be approved by an instructor before registration. Open to all students regardless of major. All ensemble members must be registered. This is a chargeable credit and will count toward the 36 credits for the year.

MUS300 - Music Ensembles

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	-	-	-

Course Description
Aurora, Cathedral Choir, Chamber Orchestra, Collegiate Chorale, Concert Band, Jazz Band, Jazz Orchestra, Nordic Choir, Norskkor, Philharmonia, Symphonic Band, and Symphony Orchestra.

MUS330 - Applied Music

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	1	2	-

Course Description
For applied music students in their third year of study. Additional requirements by applied area maybe found in the Music Department Student Guidelines. Studio seminars may be required. Additional fees will be assessed for this course.

MUS332 - Theory IV

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	3	-	-

Course Requisites
Course Requisites: Take MUS-231 MUS-231L. (Required, Previous). | Take MUS-335. (Required, Previous or concurrent).

Course Description
A continuation of Theory III. A culmination of theory study, which focuses on the large-scale tonal organization of entire compositions or movements, with an emphasis on conventions relating to form and style. Covers traditional instrumental and vocal forms, contrapuntal genres, and popular music forms. The course emphasizes writing and speaking about music and includes an introduction to library research.

MUS333 - Form and Analysis

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Take MUS-231 and MUS-231L (Required, Previous). Take MUS-335 (Required, Previous or Concurrent).

Course Description
An introduction to formal structures frequently encountered in concert music, including binary, ternary, sonata, theme and variations, passacaglia, rondo and others. Students complete several large-scale analytic assignments as well as several small composition projects.

MUS334 - Contemporary Analytic Techniques

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Take MUS-231 and MUS-231L (Required, Previous). Take MUS-335 (Required, Previous or Concurrent).

Course Description
An introduction to alternate analytical techniques and methods which can be used to better understand music from outside the concert realm, such as film scores, popular music, and hip-hop. Students complete several large-scale analytic assignments, small composition projects, and a culminating analytical paper.

MUS335 - Ear Training IV

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	1	-	-

Course Requisites
Course Requisites: MUS-231L (Required, Previous).

Course Description
A continuation of 231L, emphasizing advanced solfege and rhythm materials.

MUS338 - Composition: Private Lesson

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	1	2	-

Course Requisites
Course Requisites: MUS-238 (Required, Previous).

Course Description
Individual composition lessons designed to develop compositional facility in a variety of styles and media. Students also participate in a weekly composition seminar and interact with guest composers. May be repeated for credit. May be taken for 1 or 2 credits as directed by instructor.

MUS345 - Music History II: Classical and Romantic

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take MUS-122 MUS-122L Take MUS-244. (Required, Previous).

Course Description
This course offers a survey of vocal and instrumental music from approximately 1730 to 1900. We will trace the development of major genres, including the symphony, string quartet, concerto, aria, and oratorio. Students will consider how Classical composers contributed to Western Art Music by inventing or codifying some of the most enduring genres and forms and by creating the Galant style. We will then explore how Romantic composers transformed the genres, forms, and harmonic language inherited from Classical composers. Many of these changes resulted from a desire to express emotions and ideas through music, as we will see. Historical, social, and political factors that affected music and musical life will also be investigated.

MUS346 - Music History III: Post-1900 Music And World Music

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take MUS 332, 335 and 345. (Required, Previous).

Course Description
The first half of the course examines major trends in twentieth- and twenty-first century Western Art Music and American vernacular music. We will observe a weakening of tonality and functional harmony and explore the alternative systems that composers introduced. The influence of non-Western music, pre-nineteenth-century music, and popular music on Western Art Music will also be explored, as will the ways that nationalism, censorship, politics, and advances in technology shape music from this period. The second half of the course introduces students to the music of some non-Western cultures. Taking a case study approach, we will investigate the music of select cultures from Asia, Africa, and Latin America, focusing on the instruments, methods of organizing music, performance contexts, and the significance and meaning of music-making in each culture. We will examine how music helps to express identity and how transmission and globalization affect music. We will conclude by studying a North American musical tradition outside of the Western Art Music sphere, from an ethnomusicological perspective, exposing students to some of the methodologies and key questions of the field.

MUS347 - Global Music in the Classical and Popular Spheres

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Global Engagement (GE)

Course Requisites
Course Requisites: Take MUS-244 (Required, Previous) or permission of instructor.

Course Description
Around the world, music has been enriched by exchanges of musical ideas across cultures and nations. In this seminar, students will use frameworks and methodologies from ethnomusicology to explore how musical aesthetics, forms, genres, and performance conventions can differ from one culture to the next. Students will analyze the works of Western Art Music composers who incorporated non-Western musical techniques alongside music from the non-Western musical traditions that inspired these composers. We will consider how exoticization, cultural appropriation, or cultural appreciation might have affected the Western composers' compositional approaches. Students will also investigate the global transmission of popular musical genres that originated outside of North America and Europe, such as Afrobeat, Bollywood film music, and K-Pop, and the musical, cultural, and commercial influences that have shaped them. Throughout the course, we will consider how music helps to express identity, reflect cultural values, and convey a sense of social solidarity, and how these functions might change as musical ideas are transmitted to new places. The ability to read Western musical notation is required.

MUS348 - Music and Social Movements

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: PAID-111D and PAID-112D (or transfer equivalents) and third-year standing.

Course Description
In this seminar, students will examine a temporally and geographically diverse repertory of music that has been used for social or political commentary. We will consider how people from across the world have performed music as a means of expressing their opposition to government policies, wars, and other significant societal issues. Students will discover how music can help to educate listeners about a cause, create a sense of solidarity, increase morale, and effect change. The central role of music in labor movements, anti-war protests, the civil rights movement, Anti-Apartheid messaging, protests against military dictatorships, and contemporary protests will be explored. Students will become familiar with the forms, genres, musical language, and stylistic traits of music used for protests from different time periods and places. The ability to read Western musical notation is required.

MUS350 - Crafting Music and Ritual in Christian Worship

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Experiential Learning (EXPL)

Course Description
This course offers an experiential exploration of the use of music and ritual practice in Christian worship. We will survey historical and contemporary worship from a variety of Christian traditions, and experience and study both liturgical and non-liturgical forms of Christian worship. We will observe and reflect upon worship practices of area and regional congregations, as well as on-campus chapel and worship events. Through collaborative work to plan and lead worship events and design of capstone projects, students will have opportunities to synthesize their knowledge and experiences. Some musical knowledge (basic music reading, experience singing or playing an instrument) is encouraged but not required.

MUS356 - Electro-Acoustic Music

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Description
An introductory course in electro-acoustic music in which students: 1) listen to music which uses technology in an essential way, 2) study the physics of sound and digital signal processing, and 3) create original music using a digital audio workstation. The course culminates in a recital of original works. This course is normally required as preparation for advanced independent work in the Presser Electronic Music Studio. Offered alternate years.

MUS360 - Vocal Coaching

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	1	2	-

Course Description
Guidance in the proper execution of vocal music dealing with diction, musical style, and assistance in repertoire selection. Additional fees will be assessed for this course.

MUS362 - Opera Workshop: Scenes

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	1	4	-

Course Description
The study, rehearsal and staging of operatic repertoire (such as arias, scenes or one-act operas) through public performance and/or in-class assignments. Credit is dependent on role(s) and other duties assigned. This course may be repeated for credit.

MUS363 - Opera Workshop: Production

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	1	4	-

Course Description
The study, rehearsal and performance of a music faculty directed opera. Credit dependent on role(s) and other duties assigned. This course may be repeated for credit.

MUS371 - Orchestration

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Take MUS-332. (Required, Previous).

Course Description
A study of the fundamentals and practices of arranging and composing for large ensembles. Course culminates with readings of student arrangements and/or compositions. Offered alternate years.

MUS373 - Choral Literature

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Take MUED-351. (Required, Previous).

Course Description
A broad survey of historic and new choral literature in the practical context of concert programming for beginning professional conductors. The course includes discussion on choral music resources, performance practice, responsible programming, and influential choral musicians and conductors.

MUS376 - Vocal and Instrumental Accompanying

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Description
A performance seminar for pianists. Students are coached in repertoire that requires keyboard accompaniment. The goal is for pianists to develop and refine skills unique to the art of accompanying while becoming familiar with a wide variety of musical styles. Emphasis on vocal accompanying with additional consideration of instrumental repertoire.

MUS430 - Applied Music

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	1	2	-

Course Description
For applied music students in their fourth year of study. Additional requirements by applied area may be found in the Music Department Student Guidelines. Studio seminars may be required. Additional fees will be assessed for this course.

MUS445 - Performance Practices of the Renaissance And Baroque Periods

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	2	-	-

Course Requisites
Registration Restriction: Music Majors Only

Course Description
A historical study of the interpretation of music based on reading from the letters, diaries, essays, critical reviews, and performance treatises of the period. Seminar format with a substantial performance project. Open to music majors, or by consent of instructor. Offered alternate years.

MUS446 - Performance Practices of the Classical And Early Romantic Periods

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	2	-	-

Course Requisites
Registration Restriction: Music Majors Only

Course Description
A historical study of the interpretation of music based on reading from the letters, diaries, essays, critical reviews, and performance treatises of the period. Seminar format with a substantial performance project. Open to music majors, or by consent of instructor. Offered alternate years.

MUS454 - 16th Century Counterpoint

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	2	-	-

Course Requisites
Course Requisites: Take MUS-332. (Required, Previous).

Course Description
A study of the sixteenth century modal counterpoint style of Palestrina. Written exercises lead to the composition and performance of a mass movement.

MUS455 - Analytical Studies

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	2	-	-

Course Requisites
Course Requisites: Take MUS-332. (Required, Previous).

Course Description
This course is designed to further the analytical skills of a student through intensive study of selected works from music literature. About six pieces will be studied in a semester, with the choice of scores representing a variety of styles, periods, and the special interest of students enrolled in the course. Offered alternate years.

MUS469 - Advanced Ear Training

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	1	-	-

Course Requisites
Course Requisites: Take MUS-332 MUS-335. (Required, Previous).

Course Description
A continuation of music 335. Offered alternate years.

MUS485 - Music Senior Seminar

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	2	-	-

Course Requisites
Course Requisites: Take MUS-335; MUS-333 or MUS-334; MUS-244 and MUS-345; MUS-117 or MUS-118; (Required, Previous) and Consent of Instructor.

Course Description
This seminar serves as the capstone experience in the music major. This course will challenge students to reflect on and integrate skills and knowledge that they have developed in their previous music courses and contemplate what their musical lives might look like after they graduate. Students will investigate potential careers in music and evaluate how their training and experiences might help to prepare them for various career paths. Class assignments will be geared toward enhancing the students' abilities to research, write, and speak about music for both public and academic audiences so that they can be actively engaged music performers/scholars in their future communities. Students will work on a final, cumulative project of their choosing that shows their ability to apply and expand on the skills, knowledge, methodologies, and creative abilities fostered in their music courses and potentially in their non-music courses as well.

MUS486 - Special Topics in Music History or Ethnomusicology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: Take MUS-244 and MUS-345 (Required, Previous) or permission of instructor.

Course Description
The course will be taught as a musicology or ethnomusicology seminar, and will involve substantial engagement with the scholarship, methodologies, and theoretical frameworks from musicology or ethnomusicology, as appropriate. This course will have a narrower focus than the other music history offerings. These Special Topics courses might involve an in-depth examination of music from a certain time period or place, of a musical genre, or of compositions that are related by performance context, function, or some other commonality. Students may take this course for credit more than once if the topics are different. The ability to read Westerm musical notation is required.

MUS490 - Senior Project

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	1	-	-

Course Requisites
Course Requisites: MUS-485 (Required, Previous). Instructor Consent Required; Registration Restrictions: Music Majors Only, Seniors Only

Course Description
The senior project draws upon a discipline's methodology and provides a culminating, independent experience of the major. Because presentation and communication of finished projects are typical of a culminating experience, many senior projects will require formal writing and all senior projects will include a formal presentation.

MUST120 - Introduction to Museums

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Description
The history of museums, archives, and collections and the nature and variety of museum work in contemporary society. An introduction to museum organization; museological theory and philosophy; concepts of museum exhibition and interpretation. Explores how collections and objects can be used as sources of meaning and information, and how museums and numerous other institutions can be used as educational resources. Workshops with Luther College Collections and Archives staff, as well as case studies at the Vesterheim Norwegian-Amercian Museum and Effigy Mounds National Monument. Offered alternate years.

MUST220 - Collections Management

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
Addresses specific topics of curatorship and managements of collections, including: acquisition practices; legal and ethical issues; collections organization, conservation,and preservation; and data collection, organization, and management. The course will emphasize practices and technology that will ensure the continued potential and relevance of objects in the pursuit of knowledge and enjoyment of science, art, and nature. Offered alternate years.

MUST380 - Internship

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	1	4	-

Course Requisites
Instructor Consent Required

Course Description
Provides students with hands-on experience that stresses the kind of museum work relevant to their major disciplinary field including, but not limited to: research, exhibition, education, collections management, preservation, and administration. The end-result being a tangible representation of their experience, whether it be a research document, portfolio, website, exhibit, or other product approved by their internship coordinator. This end product must be exclusively the student's own work. The internship must be completed at a nationally or regionally recognized, reputable museum or cultural institution and is subject to the approval of the program director. Students taking 2 credits must work a minimum of 75 hours and those taking 4 credits - a minimum of 150 hours in the semester.

NEUR485 - Neuroscience Seminar

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	2	-	-

Course Requisites
Course Requisites: PSYC 249, BIO 260, or BIO 362. (Required, Previous).

Course Description
This seminar for students completing the neuroscience major will use primarily literature to explore topics spanning the breadth of neuroscience. Graded credit/no credit.

NEUR490 - Senior Project

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	1	-	-

Course Requisites
Registration Restriction: Neuroscience Majors Only | Seniors Only

Course Description
The senior project draws upon a discipline's methodology and provides a culminating, independent experience of the major. Because presentation and communication of finished projects are typical of a culminating experience, many senior projects will require formal writing and all senior projects will include a formal presentation.

NORST101 - Introduction to Norwegian Language and Culture

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Global Engagement - Language (GE-L), Global Engagement (GE)

Course Description
Speaking Norwegian from the first day of class, students will learn effective communication skills in the target language. Linguistic competencies will focus on reading, writing, listening, speaking while students will also engage with aspects of Norwegian culture ranging from introductions, food traditions, contemporary university life, and friluftsliv (outdoor life).

NORST102 - Elementary Norwegian II

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Global Engagement - Language (GE-L), Global Engagement (GE)

Course Requisites
Course Requisites: Take NORST-101. (Required, Previous).

Course Description
Speaking Norwegian from the first day of class, students learn to apply a practical knowledge, first to their own situation in this country and subsequently to selected aspects of Norwegian culture ranging from everyday customs and manners, travel and shopping, to history, the arts and education.

NORST201 - Norwegian Children's Literature

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Global Engagement - Language (GE-L), Global Engagement (GE)

Course Requisites
Course Requisites: Take NORST-102. (Required, Previous).

Course Description
Building off the knowledge gained in NORST 101 and NORST 102, students will focus on the linguistic skills of speaking and listening while exploring topics tied to children's literature and Nordic values in contemporary Norway.

NORST202 - Oslo:Places, Spaces and People

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Global Engagement - Language (GE-L), Global Engagement (GE)

Course Requisites
Course Requisites: Take NORST-101 and 102. (Required, Previous).

Course Description
Building off the knowledge gained in previous NORST courses, students will focus on the linguistic skills of writing and reading while exploring topics tied to the city of Oslo as a physical space, setting for literature and site for the negotiation of contemporary Norwegian identity. This course embodies Luther College's strategic framework by integrating its rooted identity with a global outlook. By analyzing Decorah and then extending to Oslo, students use a variety of media to deepen their understanding of both local and global contexts. This variety of media, including authentic Norwegian materials, plays a crucial role in achieving the course's learning goals. It enables students to critically compare and contrast their local experiences with global perspectives, reinforcing Luther's commitment to both its Norwegian heritage and its emphasis on global engagement.

NORST203 - Norwegian Folktales: Language, Culture and Identity

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Global Engagement - Language (GE-L), Global Engagement (GE)

Course Requisites
Course Requisites: Take NORST-101 and 102 (Required, Previous).

Course Description
This intermediate-level Norwegian language course offers an immersive exploration of Norwegian folk tales (folkeeventyr). Students will delve into the rich oral tradition of Norway, studying tales that have shaped the nation's cultural identity while reflecting the values, fears, and dreams of its people. Through these narratives, students will gain a deeper understanding of how folk tales both shape and are shaped by Norwegian identities, communities, and practice, as well as how they continue to influence contemporary Norwegian culture.

NORST204 - Norwegian Youth Culture

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Global Engagement - Language (GE-L), Global Engagement (GE)

Course Requisites
Course Requisites: Take NORST-101 and 102 (Required, Previous).

Course Description
This intermediate-level Norwegian language course focuses on contemporary Norwegian youth culture, exploring how young people in Norway shape and are shaped by their cultural identities, communities, and practices. Through an examination of topics such as music, fashion, social media, education, and activism, students will gain insights into the experiences and values of Norwegian youth. The course is designed to improve language skills while deepening students' understanding of the cultural dynamics that influence young Norwegians today.

NORST345 - Composition, Conversation, and Advanced Grammar

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take NORST-202. (Required, Previous).

Course Description
This course is for students who have completed four semesters of college-level Norwegian or the equivalent. It focuses on developing skills in speaking, writing, and reading comprehension and offers ample opportunity for individual practice and feedback. Several recent feature films and novels provide the basis for class discussion and writing assignments, while the course culminates in an oral report based on individual research.

NORST348 - Vikings in History

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take PAID-112D or transfer equivalent. (Required, Previous).

Course Description
This course covers the "Viking Era," approximately 780 - 1070 CE. It will examine Viking society, religion and mythology, social structure, maritime technology and shipbuilding, political developments, literature and arts, and Viking expansion. Students will submit papers written in Norwegian, Danish or Swedish. Students without a background in Scandinavian studies should enroll in HIST 248.

NORST385 - Reflection Seminar

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	1	-	Experiential Learning (EXPL)

Course Requisites
Course Requisites: Take NORST-102 (Required, Previous). Take NORST-380 or NORST-381 for at least two credits (Required, Concurrent).

Course Description
This experiential learning course requires students to complete regular written reflections and a final inegrative project will encourage students to critically examine their personal and professional growth, fostering adaptability, independence, and a deeper understanding of practical experiences in relationship to their studies in Nordic studies. Throughout the course, students will engage with professors in written and conversational reflection to deepen their understanding of their practical experiences. Register for this course with either NORST 380 or NORST 381 for at least two credits.

NURS138 - Human Sexuality

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Description
A study of the field of human sexuality. The origins of sex roles, myths, stereotypes, and realities of this important aspect of life will be presented. The complexity of the sociological, psychological, biological, and legal components of the sexual being will also be included. The class is open to all students on campus. (Same as IDS 138)

NURS234 - Pathways to Practice I

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Requisites
Registration Restrictions: Nursing Majors Only; Course Requisites: Take BIO-115 BIO-116 HES-125. (Required, Previous). | Take NURS-235. (Required, Previous or concurrent). | Take BIO-243 PSYC-130 SCI-240. (Recommended, Previous or concurrent).

Course Description
First of two courses focusing on assessment, health promotion and communication skills; development and application of cognitive and psychomotor skills to perform systematic, holistic, and culturally sensitive assessments with an emphasis on the application of clinical reasoning. This course facilitates the acquistion of knowledge for the liberal arts, sciences and nursing as the foundation of professional nursing practice.

NURS235 - Pathways to Practice I Lab

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Requisites
Registration Restrictions: Nursing Majors Only; Course Requisites: Take BIO-115 BIO-116 HES-125. (Required, Previous). | Take NURS-234 NURS-235L. (Required, Previous or concurrent). | Take PSYC-130 SCI-240 BIO-190. (Recommended, Previous or concurrent).

Course Description
A course focusing on the development of physical assessments, communication skills, and the application of cognitive and psychomotor skills for the safe care of patients in various healthcare settings.

NURS236 - Pathways to Practice II

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Requisites
Course Requisites: Take NURS-234 NURS-235. (Required, Previous). | Take PSYC-240 SCI-250 NURS-237. (Required, Previous or concurrent).

Course Description
Second course in a series focusing on further development of assessment, health promotion and communication skills and the application of cognitive and psychomotor skills to patients experiencing common abnormalities with an emphasis on the application of clinical reasoning.

NURS237 - Pathways to Practice II Clinical

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Requisites
Course Requisites: Take NURS-234 NURS-235. (Required, Previous). | Take NURS-236 PSYC-240 SCI-250. (Required, Previous or concurrent).

Course Description
Second clinical course in a series focusing on the application of cognitive and psychomotor skills on the care of adult patients with common abnormalities in a rural acute care and long term care settings. Upon completion of this course, students will be expected to perform appropriate nursing interventions safely and effectively under direct clinical supervision.

NURS240 - Pathophysiology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take BIO-115 and BIO-116 (Required, Previous).

Course Description
This course offers a foundation in understanding the molecular, cellular/tissue, and organ system changes that are present in numerous disease states and injuries. Mechanisms and etiologies of selected pathophysiological processes will be utilized to understand the evidence of disease and its clinical manifestations. These principles will enable the student to frame clinical problems through the critical thinking process.

NURS301 - Introduction to Professional Nursing

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Description
Introduction to Professional Nursing provides a comprehensive overview of the nursing discipline, its unique perspective, and its role in delivering person-centered care. Exploring the dimensions of nursing practice within the healthcare system across healthcare settings, emphasizing healthcare quality, safety, and interdisciplinary collaboration. Delving into the principles of scholarly practice, informatics, and professional development, fostering personal well-being and lifelong learning.

NURS310 - Applied Health Care Practice I

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	1	1	-

Course Description
First of a pair of simulation courses. Applying clinical learning and nursing theory in a simulation-based environment. Evaluating competencies of nursing concepts and principles utilizing clinical judgment skills, while actively considering holistic factors to meet the unique needs of select client populations. Determining priority nursing assessments and interventions and safely and efficiently intervenes. This course is graded credit/no credit.

NURS311 - Applied Healthcare Practice II

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	1	-	-

Course Requisites
Course Requisites: Take NURS-310 (Required, Previous).

Course Description
The second course in a pair of simulation-based learning experiences where clinical learning and nursing theory is actively applied. Creating effective care plans by applying priority nursing assessment and performing safe interventions, recognizing the importance of an interdisciplinary team. Collaborating with peers to foster development of oneself and others to effectively assume the nursing role. This course is graded credit/no credit.

NURS314 - Medication Calculations in Nursing

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	1	-	-

Course Requisites
Course Requisites: Take NURS-240 (Required, Previous).

Course Description
Focusing on the proficient and accurate calculation of medication dosage for safe administration. Emphasizing safe and accurate administration of medications as an essential and primary responsibility of the nurse. Reviewing basic math skills and systems of measurement including dimensional analysis for calculating dosages. Reading, interpreting, and solving medication orders from basic to advanced by various routes of administration including adult and pediatric weight-based calculations.

NURS334 - Fundamentals of Nursing Practice

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take NURS-240 (Required, Previous). Take NURS-334L (Required, Concurrent).

Course Description
Developing the foundational knowledge distinctive to the nursing discipline, by focusing on the physiological concepts that guide the practice of nursing care. Applying nursing practice through physical and psychosocial assessments, including psychomotor interventions, while ensuring accurate documentation of nursing care. Prioritizing safe nursing practice utilizing effective communication and clinical judgment.

NURS350 - Foundations of Nursing Pharmacology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take NURS-240 (Previous, Required)

Course Description
Examines the fundamentals of pharmacology principles used to promote, support, and restore health in diverse clients across the lifespan. Emphasizes client safety throughout all aspects of medication administration to prevent client injury.

NURS370 - Health and Healing I

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Registration Restrictions: Nursing Majors Only; Course Requisites: Take NURS-234 NURS-235 NURS-236 NURS-237 BIO-115 BIO-116 HES-125 PSYC-130 PSYC-240 SCI-240 SCI-250 Take BIO-190 or BIO-243. (Required, Previous).

Course Description
In this course students will develop the knowledge and skills to support adult patients experiencing alterations in health while examining values, meanings, and experience. Focus will be on how nurses intervene in a complex care environment, with an emphasis on integrating patient education and health promotion strategies to promote healing and achieve optimal health. Concepts will relate to acute care needs with beginning discussion related to complex chronic health care needs.

NURS372 - Health and Healing II

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Take NURS-234 NURS-235 NURS-236 NURS-237 BIO-115 BIO-116 HES-125 PSYC-130 PSYC-240 SCI-240 SCI-250 Take BIO-190 or BIO-243. (Required, Previous). | Take NURS-373 NURS-382 NURS-384 NURS-386 NURS-388 NURS-378 NURS-376. (Recommended, Previous or concurrent).

Course Description
Continuation of NURS 370, with added complexity reflected in a focus on chronic disease management in the setting of acute alterations to health. Students will continue to build on concepts of health promotion and patient education to address discharge needs, especially as related to acute-on-chronic healthcare needs.

NURS373 - Health and Healing II Clinical

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Take NURS-234 NURS-235 NURS-236 NURS-237 BIO-115 BIO-116 HES-125 PSYC-130 PSYC-240 SCI-240 SCI-250 Take BIO-190 or BIO-243. (Required, Previous). | Take NURS-372 NURS-382 NURS-384 NURS-386 NURS-388 NURS-378 NURS-376. (Recommended, Previous or concurrent).

Course Description
This clinical course is meant to apply the knowledge and skills learned in NURS 370 with continued emphasis on developing clinical decision making abilities. Students will explore the continuum of care in both inpatient and outpatient settings with a special focus on engaging in patient education and health promotion strategies in discharge planning.

NURS374 - Behaviorial Health Care

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Registration Restrictions: Nursing Majors Only; Course Requisites: Take NURS-234 NURS-235 NURS-236 NURS-237 BIO-115 BIO-116 HES-125 PSYC-130 PSYC-240 SCI-240 SCI-250 Take BIO-190 or BIO-243. (Required, Previous).

Course Description
Basic theories and concepts related to psychiatric-mental health care of children, adolescents, adults and older adults are examined. Emphasis is placed on the biopsychosocial/ physiologic basis for mental health care and provides knowledge necessary for a beginning practitioner. Primary emphasis is given to mental health promotion and to the treatment of commonly occurring mental health concerns and illnesses.

NURS376 - Behavioral Health Care Clinical

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Registration Restrictions: Nursing Majors Only; Course Requisites: Take NURS-234 NURS-235 NURS-236 NURS-237 BIO-115 BIO-116 HES-125 PSYC-130 PSYC-240 SCI-240 SCI-250 Take BIO-190 or BIO-243. (Required, Previous). | Take NURS-374. (Recommended, Previous or concurrent).

Course Description
Application of theories and concepts related to the care of psychiatric clients. Emphasis on knowledge of nursing and pharmacological management as well as advanced communication skills provide the basis of the clinical experiences in psychiatric nursing necessary for preparation as a beginning practitioner.

NURS377 - Family/Child Nursing

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Registration Restrictions: Nursing Majors Only; Course Requisites: Take NURS-234 NURS-235 NURS-236 NURS-237 BIO-115 BIO-116 HES-125 PSYC-130 PSYC-240 SCI-240 SCI-250 Take BIO-190 or BIO-243. (Required, Previous).

Course Description
This course focuses on childbearing and childrearing families, with emphasis on culturally competent and developmentally appropriate nursing care to promote healthy infant/adolescent and family function. Concepts of family theory, family-centered care, family culture and health promotion are emphasized.

NURS378 - Family/Child Nursing Clinical

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Registration Restrictions: Nursing Majors Only; Course Requisites: Take NURS-234 NURS-235 NURS-236 NURS-237 BIO-115 BIO-116 HES-125 PSYC-130 PSYC-240 SCI-240 SCI-250 Take BIO-190 or BIO-243. (Required, Previous).

Course Description
This clinical course is meant to apply knowledge and skills learned in NURS 377 with childbearing and childrearing families. Students will utilize clinical decision making skills, assessment and therapeutic communication.

NURS382 - Gerontological Nursing

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Take NURS-234 NURS-235 NURS-236 NURS-237 BIO-115 BIO-116 HES-125 PSYC-130 PSYC-240 SCI-240 SCI-250 Take BIO-190 or BIO-243. (Required, Previous).

Course Description
This course is designed to build upon learning in previous nursing courses with an emphasis on the aging phase of the life process. The focus of the course is on the knowledge, attitudes, and skills needed to understand and care for the growing geriatric population. Students will acquire understanding of the uniqueness of the health related needs of the aging population and learn to recognize the physiological, cognitive, psychological, social changes, and atypical presentations of disease associated with aging.

NURS384 - Evidence Based Practice

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Registration Restrictions: Nursing Majors Only; Course Requisites: Take NURS-234 NURS-235 NURS-236 NURS-237 BIO-115 BIO-116 HES-125 PSYC-130 PSYC-240 SCI-240 SCI-250 Take BIO-190 or BIO-243. (Required, Previous). | Take NURS-372 NURS-373 NURS-378 NURS-376 NURS-382 NURS-386 NURS-388. (Recommended, Previous or concurrent).

Course Description
This course emphasizes the use of research as a key component in clinical decision making for nursing practice. Theoretical and practical components of research perspectives and the research process are discussed. The course incorporates ethical aspects of the research process and research history. Integration of multiple sources of evidence to guide nursing practice is analyzed.

NURS385 - Scholarship and Advocacy for Nursing Professionals

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Data Literacy (DTA-L)

Course Requisites
Course Requisites: Take NURS-301 (Required, Previous).

Course Description
Exploring essential concepts of evidence-based care, quality improvement, health care policy, and data literacy to develop a solid understanding of evidence-based practice principles, quality improvement techniques, and health care policy processes. Demonstrating the ability to critically engage with healthcare data through building a proficiency in communicating scholarly findings and data to various audiences.

NURS386 - Ambulatory Care Nursing I

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Take NURS-234 NURS-235 NURS-236 NURS-237 BIO-115 BIO-116 HES-125 PSYC-130 PSYC-240 SCI-240 SCI-250 Take BIO-190 or BIO-243. (Required, Previous).

Course Description
The ambulatory care setting is multifaceted and diverse, requiring nurses to be highly skilled in a broad range of nursing assessments and interventions, as well as knowledgeable about pertinent resources. This course immerses students in a systems-level analysis of the continuum of care, with a particular focus on ambulatory care nursing and the expanded role of the RN in a non-acute care setting. This immersion allows students to work closely and collaborate with other healthcare providers to develop a conceptual understanding of how the patient experiences and the nurse contributes to the continuum of care.

NURS388 - Ambulatory Care Nursing II

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Take NURS-234 NURS-235 NURS-236 NURS-237 NURS-386 BIO-115 BIO-116 HES-125 PSYC-130 PSYC-240 SCI-240 SCI-250 Take BIO-190 or BIO-243. (Required, Previous).

Course Description
This course builds on Ambulatory Care Nursing I. This course emphasizes health informatics and information technology, with a particular focus on ambulatory care nursing. Students will analyze the use of information technology to communicate, manage knowledge, mitigate error, and support clinical decision-making in a non-acute care setting. This immersion allows students to work closely and collaborate with other healthcare providers to develop a conceptual understanding of how the patient experiences and the nurse contributes to the continuum of care.

NURS390 - Nursing Leadership in Health Care

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Registration Restrictions: Nursing Majors Only; Course Requisites: Take NURS-234 NURS-235 NURS-236 NURS-237 BIO-115 BIO-116 HES-125 PSYC-130 PSYC-240 SCI-240 SCI-250 Take BIO-190 or BIO-243. (Required, Previous).

Course Description
This course will view integrated concepts of leadership and management and advocacy, recognizing nursing as a collective profession within the larger health care delivery system. This course will emphasize nurses' roles in promoting social justice in health care, in the context of economic, social, political, and ethical influence. Students will understand how the health care system impacts the delivery of care, in health care organizations and direct patient care, focusing on cost, quality, safety, and access. Historical perspectives of health care will be used to contextualize trends in nursing leadership and their role in the delivery of care.

NURS403 - Transitions to Professional Nursing

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: NURS-472 (Required, Previous) NURS-403L (Required, Concurrent)

Course Description
Transforming nursing students from learners to practitioners and preparing for success on the NCLEX-RN exam. Assisting students with the creation of goals that promote their personal and professional well-being. Connecting students with resources to achieve those goals and be life-long learners. Clincial experiences within this course focus on development of leadership behaviors in professional situations.

NURS420 - Population-Based Care

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	2	-	-

Course Requisites
Course Requisites: Take NURS-370 NURS-371 NURS-372 NURS-373 NURS-374 NURS-376 NURS-377 NURS-378 NURS-382 NURS-384 NURS-386 NURS-388 NURS-390. (Required, Previous).

Course Description
This course focuses on health promotion with disease and injury prevention in population groups. Social justice principles are woven throughout course content to emphasize collective action toward improving national and international health. With an introduction to the science of epidemiology, students will analyze health patterns of populations in connection with contextual contributing factors, such as lifestyle, social, economic, cultural, and historical perspectives. Public health interventions are explored at individual, aggregate, and population levels. Key focus areas of public health will be addressed including but not limited to environmental health, disaster and emergency preparedness, and political involvement.

NURS421 - Population-Based Care Clinical

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	2	-	-

Course Requisites
Course Requisites: Take NURS-370 NURS-371 NURS-372 NURS-373 NURS-374 NURS-376 NURS-377 NURS-378 NURS-382 NURS-384 NURS-386 NURS-388 NURS-390. (Required, Previous). | Take NURS-420. (Recommended, Previous or concurrent).

Course Description
This clinical nursing course allows nursing students to practice public health nursing, incorporating theoretical and analytic components from NURS 420. Determinants of health are examined as students practice in collaboration with agencies and organizations, preparing students to specialize in rural public health priorities and interventions. Emphasis is placed on the principles of public health combined with the nursing process to focus on health promotion, life-style factors, and disease prevention that facilitate the development of healthy populations, communities, families, and individuals.

NURS425 - Synthesis of Clinical Practice Across The Lifespan

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	2	-	-

Course Requisites
Course Requisites: Take NURS-370 NURS-371 NURS-372 NURS-373 NURS-374 NURS-376 NURS-377 NURS-378 NURS-382 NURS-384 NURS-386 NURS-388 NURS-390. (Required, Previous). | Take NURS-425L. (Required, Concurrent).

Course Description
This course emphasizes clinical and critical reasoning skills synthesized from knowledge obtained in prior nursing courses to address fundamental to complex situations across the lifespan. Students will engage in critical inquiry in both the classroom and simulation lab settings that is evidence based and that applies and integrates concepts associated with safe, high quality, professional nursing practice.

NURS472 - Med Surgical Nursing for Complex Care

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: NURS-370 (Required, Previous). NURS-472L (Required, Concurrent).

Course Description
Second of two courses emphasizing nursing care of clients with acute medical-surgical needs. Incorporating evidence-based nursing care and clinical judgment in the delivery of safe, person-centered care. Emphasizing communication and collaboration practices that promote professionalism. Prioritizing skills in a variety of high-acuity settings. Practicing advocacy for clients with diverse medical and social needs in an interprofessional environment.

NURS473 - Population Based Nursing Care

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	Social & Environmental Justice (SEJ)

Course Requisites
Course Requisites: NURS-382 (Required, Previous). NURS-473L (Required, Concurrent).

Course Description
Examining population and community based nursing assessments, analysis, and intervention. Emphasizing health promotion and disease and injury prevention. Applying social justice principles to emphasize collective action toward improving national and international health. The clinical component of this course emphasizes the principles of public health combined with the nursing clinical judgment framework as students collaborate with agencies and organizations to care for individuals, aggregates, and populations in the community setting.

NURS474 - Psychosocial Nursing

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: NURS-370 (Required, Previous). NURS-474L (Required Concurrent).

Course Description
Examining basic theories and concepts related to psychiatric-mental health care of children, adolescents, and adults. Emphasizing the biopsychosocial/physiologic basis for mental health care and knowledge necessary for a beginning practitioner. Focusing on mental health promotion and the treatment of commonly occurring mental health concerns and illnesses. Clinical practice across settings engages in best practice across the clinical judgment framework for individual, family, and community mental health concerns.

NURS477 - Maternal and Pediatric Nursing

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	6	-	-

Course Requisites
Course Requisites: NURS-370 (Required, Previous). NURS-477L (Required, Concurrent).

Course Description
Focusing on families during the reproductive stages of life, dealing with pregnancy, birth and care of the child through the age of 18. Emphasizing concepts of family and developmental theory, family-centered care, atraumatic care, culture, and health promotion. Pediatric and maternity clinical practice allows for direct application of course content in a variety of settings.

NURS480 - Leadership Capstone

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	Experiential Learning (EXPL)

Course Requisites
Course Requisites: Take NURS-370 and 372. (Required, Previous).

Course Description
This capstone course will include experiences similar to those students are likely to confront as newly employed baccalaureate prepared registered nurses. Students will work in 1:1 experiences with baccalaureate nurse preceptors in selected clinical settings. An emphasis is placed on the development of personal and professional strategies needed to make the transition from student to graduate nurse by highlighting role development skills of bedside nurse leaders.

NURS486 - Ambulatory Care Nursing 1

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	2	-	-

Course Requisites
Course Requisites: NURS-311 NURS-370 NURS-382 (Required, Previous). NURS-486L (Required, Concurrent).

Course Description
Immersing students in a system-level analysis of the continuum of care, with a particular focus on ambulatory care nursing and the expanded role of the RN in non-acute care settings. Emphasizing health promotion and health maintenance across the lifespan, students will collaborate with other health professionals in providing the continuum of care. Clinicals for this course will take place in a variety of non-acute settings.

NURS488 - Ambulatory Care Nursing 2

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	2	-	-

Course Requisites
Course Requisites: NURS-486 (Required, Previous). NURS-488L (Required, Concurrent).

Course Description
This course builds on Ambulatory Care Nursing I, allowing the application of the principals and concepts of ambulatory care nursing to be applied to different practice settings. Focus will be on patient education, health promotion, and health maintenance across the lifespan. Clinical experiences within this course focus on development of leadership behaviors ensuring quality and safety in nursing practice.

NURS490 - Senior Project

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	1	4	-

Course Requisites
Registration Restrictions: Nursing Majors Only | Seniors Only; Course Requisites: Take NURS-384 and NURS-390 (Required, Previous).

Course Description
In the nursing major, the senior project requires students to analyze, evaluate, and synthesize the evidence in relation to a problem relevant to the nursing profession and then to create evidence-based recommendations to guide policy or practice.

PAID111D - Paideia I: Enduring Questions

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Description
Paideia 111-112: "Enduring Questions" addresses questions central to the human condition. It develops students' ability to read, write, analyze, discuss, and research by engaging with works drawn from different time periods, genres, and parts of the world. As a foundation for liberal learning, Paideia 111-112 is taught by faculty from all divisions of the college. Classes operate on a discussion model that builds community through conversation in and beyond the classroom. Students will connect with the local environment through opportunities to encounter their physical surroundings and to engage thoughtfully with the history and mission of the college. A signature first-year common course with a long institutional history, Paideia 111-112 grounds Luther students in community and place, paving the way toward educated global citizenship. Students may not withdraw from PAID 111 or 112. If they fail the course, they must retake it in the next semester that it is offered.

PAID112D - Paideia I: Enduring Questions

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Description
Paideia 111-112: "Enduring Questions" addresses questions central to the human condition. It develops students' ability to read, write, analyze, discuss, and research by engaging with works drawn from different time periods, genres, and parts of the world. As a foundation for liberal learning, Paideia 111-112 is taught by faculty from all divisions of the college. Classes operate on a discussion model that builds community through conversation in and beyond the classroom. Students will connect with the local environment through opportunities to encounter their physical surroundings and to engage thoughtfully with the history and mission of the college. A signature first-year common course with a long institutional history, Paideia 111-112 grounds Luther students in community and place, paving the way toward educated global citizenship.

Students may not withdraw from PAID 111 or 112. If they fail the course, they must retake it in the next semester that it is offered.

PAID450 - Green Europe of Sustainability

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Instructor Consent Required; Registration Restrictions: Juniors and Seniors Only

Course Description
This course explores environmental sustainability in Europe, where many nations are significantly ahead of the U.S. in the development of renewable and low-carbon energy sources (wind, solar, biomass, and nuclear power), as well as in the education of citizens about the conversation of nature in the context of global warming and climate change. We will consider long term ethical and practical issues associated with alternative energy sources and public policies designed to increase their use. There will be a special focus on Germany, the largest economy in Europe, where strong influence by the environmental movement led to a government-mandated phaseout of nuclear-power and significant investments in renewable energy sources. The situation in Germany will be compared with other countries in Europe, such as Denmark, Norway, or the United Kingdom.

PAID450 - Making Decisions for U.S. Schools

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Instructor Consent Required; Registration Restrictions: Juniors and Seniors Only

Course Description
This course examines issues about schooling in the United States and explores the questions which educators, citizens, parents and students face regarding education. In addition to looking at features of schools, students examine the relationship between religion, politics and economics in the schools of our nation. Students explore religious and secular values and their effect on educational decisions and behaviors, particularly those values related to ethnicity, race, class, gender, disability and sexuality. The course also discusses how contemporary educators, parents, citizens and students must understand the legacy of historical decisions about schools that continue to influence modern systems of education.

PAID450 - Ethical Choices

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Registration Restriction: Juniors and Seniors Only

Course Description
A team-taught course for juniors and seniors devoted to interdisciplinary study of ethical issues that confront us in our lives as learners and citizens. Paideia 450 courses pay special attention to the nature of moral decision-making through discussion and the continued development of students' writing skills. The Paideia 450 requirement is completed during the junior or senior year in a course taught at Luther College or in a designated Luther-sponsored program.

PAID450 - Love and Gender in China

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Registration Restriction: Juniors and Seniors Only

Course Description
"Love and Gender in China" focuses on the inescapable conflicts between romantic love and other ethical issues represented in Chinese literature and history. Themes include family, affective relations, labor, class, sex, ethnicity, national identity, and religions. Readings will include important works of classical and modern Chinese literature, including selected films adapted from literature; select government documents, propaganda posters, and visual texts; and major works of historical scholarship. The course will cover the period from the late-Imperial (Ming-Qing) era up to the end of the twentieth century.

PAID450 - Local Politics and Community Engagement in Decorah

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Registration Restriction: Junior and Seniors only.

Course Description
Local Politics and Community Engagement in Decorah will engage students in ethical deliberations about what it means to be a good community member, build knowledge about the operation of local government, and provide students an opportunity to observe and participate in community engagement with multiple community activists and organizations. After learning from local activists and policymakers about how state government decisions impact the Decorah community, the course will also involve an overnight trip to the Iowa State Capitol in Des Moines to observe and interact with state lawmakers.

PHIL100 - Introduction to Philosophy

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Textual Literacy (TXT-L)

Course Description
An introduction to basic questions in philosophy concerning God, the nature of reality, knowledge and truth, human nature, morality, and the individual in society, together with the range of arguments and answers that philosophers have developed in response to them.

PHIL105 - Reasons

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	2	-	-

Course Description
An introduction to critical thinking, with attention to the structure of everyday arguments and common fallacies in areas including probabilistic, causal, and inductive reasoning.

PHIL110 - Logic

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Data Literacy (DTA-L)

Course Description
A study of reasoning and argumentation, introducing formal symbol systems, including propositional logic, with attention to informal logic and fallacies.

PHIL120 - Ethics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Textual Literacy (TXT-L)

Course Description
A topical introduction to moral philosophy, considering both historical and contemporary developments. Topics include human nature, standards of morality, obligation and rights, justice, responsibility and freedom, character and action.

PHIL125 - Big Questions

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Textual Literacy (TXT-L)

Course Description
Philosophy is the study of the most fundamental questions that face human beings: What's the nature of the divine? What is human nature? What is the reality of things? How are knowledge and learning possible? What is the best form of government? Is it permissible to use bad means to reach good ends? How do we become good? What is justice? Although people have contemplated these issues for thousands of years, one of the most influential works attempting to answer the basic questions of philosophy is Plato's Republic. With its unforgettable images of "the ship of state," "the divided line," "the allegory of the cave," and "the myth of Er," Plato's Republic is not only fascinating, it is also very fun to read. The course will introduce students to major topics in philosophy through a careful reading of Plato's famous text and in-depth discussions to connect to students' own lives and today's world.

PHIL130 - Introduction to Global Philosophy

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Global Engagement (GE)

Course Description
This course explores key philosophical traditions and ideas from across the globe, examining how different thinkers have approached these fundamental questions: What is real? What should we do? What do we know? Students engage in close primary source analysis of the texts of diverse thinkers from ancient to contemporary times, including those from Africa, China, Europe (including philosophies of the Abrahamic traditions), India, and the indigenous traditions of the Americas. By comparing the way cultural contexts shape thinkers' approaches, students will learn an array of philosophical methods as well as an appreciation for the variety of ways people have tried to answer some of the biggest questions we all face. Coming to understand the perspectives of someone of a very different time and/or place than one's own also affords students the ability to see the way their own worldview is shaped by their cultural and historical locations.

PHIL140 - Environmental Philosophy

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social & Environmental Justice (SEJ)

Course Requisites
Registration Restriction: Freshman and Sophomore Standing Only

Course Description
A study of the underlying causes, current impacts, and possible long-term solutions to the environmental crisis. The course begins with a survey of contemporary problems and the values, narratives, and systems behind them. It then examines various attempts to reevaluate human attitudes and responsibilities toward other people and the more than human world. Emphasis is given to respectfully engaging alternative perspectives and evaluating tools and strategies to achieve social and environmental justice.

PHIL230 - Philosophy of Science

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take 1 course in philosophy or two courses in natural science. (Required, Previous).

Course Description
A study of the nature of scientific methodology, which has entitled the sciences (especially the natural sciences) to their authoritative status as reliable sources of knowledge and rational belief. This involves issues such as the relation between theory and evidence, the nature of confirmation, explanation, probability, and rational considerations in delivering and consuming scientific information. Offered alternate years.

PHIL232 - God, Self, and the Afterlife

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Religious Literacy (REL-L)

Course Description
This course introduces students to philosophy of religion. It attempts to bring rational justification and clarification to religious beliefts and practice. This course will explore the traditional approaches as developed in the Christian and Islamic traditions as well as the global critical approaches suggested by current scholarship. Topics may include: the existence and nature of ultimate reality, the existence and attributes of God, faith and reason, death and immortality, miracles and revelation, religious experience, the problem of evil, the purpose of religious practice and rituals, the difficulties of defining religion, the question of religious morality, and religious pluralism. (Same as Rel 232)

PHIL255 - Social and Political Theory

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Registration Restriction: PHIL 150 already taken

Course Description
A study of competing visions of the political order. Topics may include concepts central to social and political theory, such as: freedom, personhood, rights, sovereignty, individual and community, social contract, law, ideology, oppression, and liberation.

PHIL270 - Existentialism: On Life, Death and Freedom

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
In the wake of the devastation of Europe and the horrors of fascism during and following WWII, the existentialist movement took seriously the call to question the meaning of both life and death. In this course, we will immerse ourselves in the texts of existentialism (those of literature, drama, visual arts and film) and those they influenced in order to reflect on this movement's fundamental questions: What does it mean to live authentically? What is the meaning of death? Is genuine freedom possible? How is life shaped by the depths of human suffering? Are there grounds for morality?

PHIL300 - Critical Theories

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Textual Literacy (TXT-L), Social & Environmental Justice (SEJ)

Course Requisites
Course Requisites: PAID 111D and 112D or transfer equivalents (Required, Previous).

Course Description
A close study of the foundational and contemporary texts and their contexts that ground much of today's liberal social & cultural critique. Attention will be paid to the way that contemporary movements in feminism, queer liberation, racial justice, and disability activism serve as theoretical and practical responses to social, economic and cultural forces. Students will develop projects related to their major or other area of interest in order to apply critical theory to a pressing issue relevant to their disciplinary background. Because students will be applying their learning from their disciplinary background(s), it is recommended that students have at least junior standing. (same as IDS 300)

PHIL320 - Topics in Value Theory

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Social & Environmental Justice (SEJ)

Course Requisites
Course Requisites: 4 credits "Textual Literacy" or "HEPT", or consent of instructor (Required, Previous).

Course Description
Study of particular theories, movements, issues, major philosophers in value theory, with emphasis on the ways that theories of value underlie and guide judgments about the justice or injustice of social policies or systems and the mechanisms for changing them. Offered alternate years.

PHIL330 - Minds, Brains, and Persons

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take 2 courses in philosophy, psychology, or neuroscience. (Required, Previous).

Course Description
This course explores topics in the philosophy of mind, including historical and contemporary attempts to address a wide range of questions about the mind and mental phenomena, such as: Is the mind independent of the body/brain? Can consciousness be explained? Can machines think? How can we account for personal identity? Is free will an illusion? How do evolutionary theory and neuroscience relate to our understanding of the mind?

PHIL380 - Internship

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	1	4	-

Course Requisites
Instructor Consent Required

Course Description
Graded credit/no credit. Students wishing to register for internship credit should obtain application materials from the Career Center.

PHIL400 - Advanced Topics in Philosophy

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: Take 3 courses in philosophy. (Required, Previous).

Course Description
Designed for students with significant interest and experience in philosophy. Offered alternate years.

PHYS114 - Physics in the Arts

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Scientific Literacy (SCI-L)

Course Requisites
Course Requisites: Take PHYS-114L. (Required, Concurrent).

Course Description
The creation of visual art and music are deeply human activities, as is the development of scientific understanding of the natural world. In this course these two activities are brought into conversation, as students study the deep connections between physical principles of sound and light and the creation and perception of music and the visual arts. In the realm of music, the physics of sound is applied to the production of musical sound by instruments, including the human voice; musical harmony and scales; and the perception of sound. Concerning the visual arts, the physics of light waves is applied to the study of lenses, cameras, color mixing, and perception of light by both the human eye and light-sensing devices. There are no formal prerequisites for this course, but basic algebra, geometry, and other mathematical tools will be used throughout the course.

PHYS150 - Introduction to Physics and Engineering

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Scientific Literacy (SCI-L)

Course Requisites
Course Requisites: Take PHYS-150L. (Required, Concurrent).

Course Description
Students are introduced to fundamental principles of physics, science, and engineering, with an emphasis on the iterative, self-correcting process that leads to the development of new physical theory and the applications that derive from that theory. Topics will range from Newtonian mechanics to quantum mechanics, molecular systems and materials, and computational/algorithmic thinking, with an emphasis on the myriad devices and systems that grow out of this work and underpin modern society. The course carries no mathematical prerequisite but mathematical concepts will be introduced and developed. Project work will be developed in the laboratory. (Same as ENGR 150)

PHYS151 - General Physics I

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Requisites
Course Requisites: Take PHYS-151L. (Required, Concurrent).

Course Description
An investigation of the important principles of physics, including recent developments. Designed for the arts major as well as students majoring in one of the sciences. Together, PHYS 151 and 152 meet the basic requirements in physics for preprofessional students in health related fields, including medicine. Topics include mechanics, energy, fluids, heat, and wave motion. Although this is a non-calculus course, the foundation of physics is mathematical modeling of the physical world. Thus, a basic working knowledge of algebra and trigonometry is assumed and will be further developed as the course proceeds. Graphical and statistical analysis is employed throughout the laboratory component. A student may not receive credit for any pair of PHYS 151, PHYS 181, PHYS 201.

PHYS152 - General Physics II

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Requisites
Course Requisites: Take PHYS-151 or PHYS-181. (Required, Previous). | Take PHYS-152L. (Required, Concurrent).

Course Description
A continuation of the study of physics that builds on the ideas discussed in PHYS 151. Topics include electricity and magnetism, light, optics, atomic and nuclear physics. A student may not receive credit for any pair of PHYS 152, PHYS 182, PHYS 202.

PHYS201 - Foundations of Physics I

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: MATH 150 (Required, Previous or Concurrent); PHYS 201L (Required, Concurrent)

Course Description
An introduction to the ideas of physics. Topics include Newtonian mechanics, energy, work, oscillations, and fluid dynamics. The laboratory work focuses on measurement and observation to enhance conceptual understanding of the material. The laboratory component is integral to the curriculum and is not offered as a separate course. This course is the first of a three-semester sequence of courses designed for physics and pre-engineering students. This course is also appropriate for students majoring in other physical sciences and mathematics.

PHYS202 - Foundation of Physics II

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: PHYS 151, 181, or 201 (Required, Previous); MATH 152 (Required, Previous or Concurrent); PHYS 202L (Required, Concurrent)

Course Description
This course continues the discussion of physical concepts begun in PHYS 201. Topics include themodynamics, optics, electricity and magnetism, electromagnetic waves and electric circuits. The laboratory work focuses on experimental design and statistical analysis of data.

PHYS203 - Foundations of Physics III

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take PHYS-152 or PHYS-182, Take MATH-152. (Required, Previous). | Take PHYS-203L. (Required, Concurrent).

Course Description
An introduction to special relativity and elementary topics in quantum physics and their applications. The history and development of experimental and theoretical work in the physics of the 20th century are strongly emphasized, and the ideas of quantum mechanics in particular are explored as applied to nuclear and atomic physics, solid state physics, elementary particle physics and astrophysics. Topics of investigation in the laboratory will include a number of classic experiments drawn from the history and development of modern physics. Students are expected to alter or extend many of the experiments and engage in projects. The course includes instruction in scientific writing.

PHYS250 - Mathematical Methods for Scientists and Engineers

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
MATH 152

Course Description
The course introduces important topics and methods in mathematics that have broad application to the work of scientists and engineers. The emphasis is on the use of the methods and their application to solving problems rather than on proofs and derivations. Topics include vector analysis, coordinate systems, matrix methods, ordinary and partial differential equations, complex analysis, and Fourier series and transforms. (Same as ENGR 250, MATH 250)

PHYS311 - Analog Electronics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Take PHYS 152 or PHYS 182 or PHYS 202. (Required, Previous).

Course Description
This course serves as a foundation course for those students who want a career in engineering or physics. Electronic circuits are embedded in buildings and machinery, and everyone from construction workers to experimental physicists use electronic measuring devices. This course is an introduction to the design and analysis of DC and AC circuits using engineering principles and concepts. Topics include grounding, equivalent circuits, source transfer theory, lump circuits, electronic filters, feedback, impedance matching and amplification. (Same as ENGR 311)

PHYS312 - Projects in Physics and Engineering

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	2	-	-

Course Requisites
Course Requisites: Take PHYS-311 or ENGR-311. (Required, Previous).

Course Description
Students will complete a project of their own design, from earliest conception of an idea through thorough analysis of the results. Activities will include design, prototyping, re-design, analysis of results and presentation of the project. Topics that students may choose to explore range from the development of a device to solve a technical problem to the measurement of fundamental physical quantities. Effective teamwork, self learning and communication are key components of the course. (Same as ENGR 312).

PHYS354 - Astrophysics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take PHYS-281 or PHYS-203, and PHYS-250 (Required, Previous) or MATH-200 (Required, Previous or Concurrent)

Course Description
A general, intermediate course on the physics of astronomical objects. Includes introduction to descriptive astronomy. Topics include celestial mechanics, structure of and evolution of stars and topics taken from galactic astronomy and cosmology.

PHYS359 - Thermodynamics and Statistical Mechanics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take PHYS-182 or PHYS-202, and PHYS-250 or co-/prerequisite of MATH-200

Course Description
Concepts of entropy, temperature, thermodynamics, and statistical mechanics. An emphasis is placed on classical and quantum statistics and on the connection between microscopic and macroscopic thermal phenomena, with applications to a wide variety of physical systems.

PHYS361 - Classical Mechanics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: PHYS-202; and PHYS-250 or co-/prerequisite of MATH-200

Course Description
This course presents kinematics and dynamics of particles using Newtonian, Lagrangian and Hamiltonian techniques. Topics include conservation laws, central force motion, oscillations and normal mode analysis, small oscillations, rotating rigid bodies and motion in noninertial reference frames.

PHYS364 - Electricity and Magnetism

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: PHYS-202; and PHYS-250 or co-/prerequisite of MATH-200

Course Description
A study of electic and magnetic fields leading up to Maxwell's equations and their applications. The topics include the electrostatic and magnetostatic fields in vacuum and in matter, scaler potentials, vector potentials, electrodynamics and electromagnetic waves.

PHYS369 - Numerical Physics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: PHYS-281 or PHYS-203, and PHYS-250 or co-/prerequisite of MATH-200

Course Description
This course focuses on approaches to complex physical situations that are not practically solvable using analytical methods. The numerical methods and physical problems studied are applicable to several branches of physics including astrophysics, atomic physics, thermal physics, fluid mechanics, and condensed matter physics.

PHYS401 - Particle and Nuclear Physics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: PHYS-282 or PHYS-203 and MATH-200

Course Description
This course is intended to introduce students to the properties and interactions of elementary particles and nuclei, exploring the consequences of quantum physics at high energies and short distance scales. The course includes a review of relativistic and quantum mechanics, the symmetries of fermions and bosons, and the forces of nature. Subsequently, fundamental particles and composite states, including nuclei, and the quantum numbers and symmetries associated with the interactions of these particles, including both decay and scattering processes, will be explored in detail. These topics will be explored in terms of both theoretical and experimental developments.

PHYS411 - Quantum Mechanics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: PHYS-282 or PHYS-203, and MATH-200

Course Description
This course extends the treatment of quantum mechanics encountered in Modern Physics to include an in-depth exploration of the subject. The principles of wave mechanics are applied to various one dimensional problems, including the harmonic oscillator. The properties of angular momentum are developed and applied to central potentials in three dimensions. Matrix mechanics and spin angular momentum are also discussed, allowing for a complete treatment of the physics of hydrogen-like atoms. The course concludes with a study of variational methods and time-independent perturbation theory.

PHYS490 - Senior Project

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	1	-	-

Course Requisites
Registration Restriction: Physics Majors Only | Seniors Only

Course Description
Students will design and implement a project under the supervision of the faculty. Requires senior standing.

PHYS491 - Senior Project

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	2	-	-

Course Requisites
Course Requisites: PHYS-490 (Required, Previous).

Course Description
Students will write a research paper reporting the nature, outcomes, and significance of the project undertaken in PHYS 490.

POLS130 - American Politics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social Systems Literacy (SOC-L)

Course Description
An overview of the historical and contemporary practice of American politics that focuses on the nature of politics and government; the founders' ideas about the democratic republic; the constitutional theory and actual distribution of political power among the branches and levels of government; the problems and possibilities of governing America today; and the avenues available for citizen participation and influence.

POLS135 - Global Politics: Introduction to International Relations

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Global Engagement (GE)

Course Description
This course will introduce students to (1) global issues, with examination of themes like globalization, economic development and poverty, climate change, ethnic conflict, democratization and war, and (2) global governance, with emphasis on the role of states, nonstate actors, and multilateral institutions.

POLS171 - Mock Trial

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Experiential Learning (EXPL)

Course Requisites
Instructor Consent Required

Course Description
Do you enjoy solving puzzles? Acting? Want to sharpen your reasoning, writing, or public speaking skills? Learn about careers in law? This course is for you! A mock trial is an activity during which students role-play attorneys and witnesses to engage in a trial of a fictional case. Students work with faculty and attorneys inside and outside the classroom to prepare for trial. At American Mock Trial Association (AMTA) tournaments, students learn from law students, attorneys, and judges. Students will learn to communicate about complex issues by observing public trials and visiting local law firms. No prior experience is required.

POLS210 - Global Citizenship Through Movies

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Textual Literacy (TXT-L), Social & Environmental Justice (SEJ)

Course Description
Given that immigration has become an increasingly salient policy area in American politics and is an ever-present part of our human existence, students hoping to understand the nuances of this policy area or the philosophical debates on a complex global issue will find the discussions, readings, and films intellectually stimulating, the team policy brief writing challenging, and the global exploration of this phenomenon fascinating. Students will learn to think critically about the definitions of citizenship and the socio-political and environmental pull and push factors that drive migration patterns and immigration policy. Everyone stands to benefit from learning how this shared human experience shapes our laws, communities, scholarship, advocacy, and even our own travel around the world. Future policymakers, attorneys, scholars, grassroots organizers, and even the average citizen all share a need to understand the complexities of immigration; the best way to fill that need is through informed policy writing and debates, reading of scholarly research on immigration and immigration attitudes, and evaluating the immigration data and first-person narratives that shape attitudes, debates, and ultimately laws.

POLS220 - Science and Politics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
Students in this course will engage in an examination of the complex relationships between science and politics. We will familiarize ourselves with scientific research methods, and examine the ways that political ideas and political systems influence and are influenced by scientific research and developments. Historical and contemporary scientific controversies will be explored.

POLS230 - Populism Around the World

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Global Engagement (GE)

Course Description
This course investigates the global rise of populist leaders, parties, and movements in Europe, Latin America, Asia, and Africa. The course starts with an examination of the theoretical and methodological foundations of populism. In the second part of the course, students will conduct research on individual cases of populist leaders and parties in countries such as France, Venezuela, Turkey, Hungary, India, and South Africa. Ultimately, students will understand the culutural and political context in which populist actors operate around the globe.

POLS238 - Latin American Politics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Global Engagement (GE)

Course Description
This course provides an overview of historical and contemporary trends in Latin American politics. Students examine themes such as democracy, inequality, colonial legacies, development, populism, corruption, revolutions, and U.S.-Latin American relations, and apply these frameworks to individual country cases.

POLS240 - Social Science Research Methods

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Data Literacy (DTA-L)

Course Description
This course will introduce you to the social science methods of investigation and analysis that are used in political science research. We will utilize the scientific method - identifying a definable problem, developing testable hypotheses, designing research strategy, gathering data, analyzing data, and interpreting results -- to investigate political phenomena.

POLS247 - Social Policy

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social Systems Literacy (SOC-L), Social & Environmental Justice (SEJ)

Course Description
Students in the course will consider a wide range of social policies, the policy making process, and the impacts of those policies, with attention to the concepts of sustainability and resilience. We will investigate the influence of race, ethnicity, gender, class, ideology, demography, organized interests, and a market economy on the social policy making process in the US. The course will primarily focus on US social policy, but will also include comparative examples of social policies from around the globe.

POLS250 - The Iowa Caucuses and the Presidential Election Process

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
Every 4 years in January, presidential candidates converge in Iowa, hoping that a good showing in the Iowa Caucuses will propel their campaigns. This class will take advantage of the learning opportunities presented by this phenomenon. We will investigate how the Iowa Caucuses work (in theory and in practice), the role that the Iowa Caucuses play in the presidential election process, and the social and political factors that explain candidate successes and failures. Students should be prepared to spend a significant amount of time attending presidential campaign events in Decorah and in surrounding Iowa communities.

POLS254 - Politics, Policy and Gender

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
This course examines the role of gender in politics and political systems. We will discuss electoral politics, political movements, policies, and policy-makers, all while considering the impact of gender on these political phenomenon. We will also explore the rise in the number of women elected to political offices in the US and across the globe. (Same as IDS 254)

POLS261 - Race, Ethnicity, and Citizenship in U.S. Politics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social Systems Literacy (SOC-L), Social & Environmental Justice (SEJ)

Course Description
This course provides a historical, legal, and data-driven understanding of U.S. race and ethnic politics and contextualizes contemporary debates in this area of politics. We will examine the political histories of select minorities (i.e., Black, Hispanic, Asian, Native American) to understand how institutions and discourses shape Americans' understanding of race, ethnicity, and citizenship--and, ultimately, social inequality. Readings, discussions, and presentations will develop students' writing, oral, and research skills to prepare them to engage in research-informed policy debates and respectful dialogue. Students will be able to explain how Americans have historically addressed racial and ethnic injustice, and they will research and propose an avenue for change in their chosen policy area within racial and ethnic injustice.

POLS330 - Global Health Politics and Policies

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Description
What can help to explain the patterns of vast disparities in health outcomes for different people in different places? This course will examine the political, economic, and social factors that influence public health policies and health outcomes around the world. We will explore the role of governments, community organizations, technologies, Non-Governmental Organizations, healthcare providers, education systems, religious organizations, and cultural beliefs, in helping to explain differences in healthcare systems, and differences in health outcomes.

POLS342 - Comparative Politics: Governments and Citizens Around the World

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Description
This course investigates the political systems of various countries, using the comparative method to understand variations in electoral systems, forms of government, bureaucratic structures, and other aspects related to the political process. Case studies cover major political systems around the world. The course considers the historical, institutional, cultural, and ideological developments that have led to various political systems.

POLS355 - Constitutional Law

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Textual Literacy (TXT-L)

Course Requisites
Course Requisites: Take PAID-111D and 112D or transfer equivalents (Required, Previous).

Course Description
The course examines the role of the Supreme Court in the allocation of governmental powers under the US Constitution within the US political system, and in the interpretation of individual rights protected in the US Constitution. Relying primarily on the US Constitution and Supreme Court opinions, the course emphasizes how the Supreme Court interprets the US Constitution and how that interpretation has changed over time. This is a reading intensive class that will involve careful examination of primary texts including the US Constitution, related founding documents, laws, written legal arguments, and Supreme Court opinions.

POLS357 - Congress and the Presidency

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Description
An examination of the role of Congress and the Presidency in the American political system. Included are the powers and responsibilities of both institutions, the relationship between them, struggles over power and influence, and the capacity of Congress and the President to work together to make effective public policy.

POLS363 - International Relations

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Description
An examination of theories and contemporary issues in international relations and international political economy.

POLS366 - Political Thought

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Description
An historical survey of western political thought that explores competing visions of the political order. Readings will include selections from classical, modern, and contemporary political philosophy.

POLS485 - Seminar

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Description
Open to junior or senior political science majors, the seminar will focus on major political thinkers or themes. The course will rely on discussion, student presentations, and independent projects.

POLS490 - Senior Project

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	1	4	-

Course Requisites
Registration Restriction: Political Science Majors Only | Seniors Only

Course Description
The senior project draws upon a discipline's methodology and provides a culminating, independent experience of the major. Because presentation and communication of finished projects are typical of a culminating experience, many senior projects will require formal writing and all senior projects will include a formal presentation.

PSYC130 - General Psychology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social Systems Literacy (SOC-L)

Course Description
An introduction to the field of psychology intended for both majors and non-majors. Topics covered include social processes, personality, emotional disorders, development, thinking, testing, learning, motivation, perception, psychobiology, and animal behavior. This course is prerequisite to all other psychology courses.

PSYC180 - Careers in Psychology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	2	-	-

Course Requisites
Take PSYC-130. (Required, Previous)

Course Description
This course explores the career opportunities available to those with undergraduate and graduate degrees in the field of psychology. Students will be exposed to several psychological theories related to vocational behavior and asked to reflect on how these theories relate to their own occupational interests and professional development.

PSYC240 - Developmental Psychology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take PSYC-130. (Required, Previous).

Course Description
Developmental psychology is the branch of psychology that studies how people change as they age. This course focuses on the description, prediction, and explanation of physical, cognitive, and psychosocial aspects of age-related change, from conception to old age.

PSYC241 - Health Psychology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take PSYC-130. (Required, Previous).

Course Description
Health psychology is a diverse field whose goal is to examine psychological factors prevent illness and promote health. Emphasis will be placed on the science of psychology as it applies to multiple areas of health.

PSYC243 - Personality and Individual Differences

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take PSYC-130. (Required, Previous).

Course Description
An examination of the major psychological approaches to personality and topics such as cognitive ability, attitudes, and other latent structures underlying consistencies in behavior. Special attention will be given to certain selected theorists and their contrasting views of personal change/consistency, human nature, and psychological investigation.

PSYC244 - Animal Cognition

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take PSYC-130. (Required, Previous).

Course Description
This course is an introduction to the study of cognition in animals, including how animals perceive, think, learn, remember, and communicate. We will explore these issues within both psychological and biological frameworks, and will include topics such as evolution of intelligence, cognition as adaptation, tool use, and problem solving. An emphasis on comparing animal cognitive processes to human cognition will be part of the course.

PSYC245 - Environmental and Political Psychology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take PSYC-130. (Required, Previous).

Course Description
Environmental Psychology examines the interplay between individuals and their surroundings (natural environments, social settings, built environments, learning environments, and informational environments). Political Psychology studies the foundations, dynamics, and outcomes of political behavior using cognitive and social explanations. The course surveys the two fields and integrates them by examining current issues such as climate change to promote personal and social responsibility.

PSYC246 - Social Psychology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Take PSYC-130. (Required, Previous)

Course Description
Social psychology is the scientific study or how people think about, influence, and relate to one another. Some major topic areas in this course include attitude formation and change, persuasion and social influence, prejudice, aggression, attraction, person perception and group processes.

PSYC248 - Psychology of Religion

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take PSYC-130. (Required, Previous).

Course Description
The psychology of religion is the empirical study of human behavior, cognition, and motivation as it relates to religious phenomena. Both classic and contemporary psychological approaches to religion will be discussed in this course, and research on topics such as religious development, morality, spirituality, and the relationship with God will be covered.

PSYC249 - Brain and Behavior

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: PSYC-130 (Required, Previous).

Course Description
This course will explore the biological basis of behavior through the fields of behavioral and cognitive neuroscience. The focus is on how the brain regulates human behavior, with emphasis on particular psychological topics such as developmental processes, perceptual processes, learning and memory, motivation and emotion, thinking, and disorders; as well as biological topics such as neural communication, neuroanatomy, and neurophysiology. Recent research is discussed in terms of its applications to understanding human behavior and brain disorders.

PSYC250 - Measuring Psychological Experience

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
PSYC-130 (Required, Previous); Sophomore Standing or Above.

Course Description
A psychological test is more than a collection of questions on a survey. It is a precisely designed measurement instrument with evidence of consistency and accuracy. Student skills will be developed to create, evaluate, and use psychological tests.

PSYC258 - Industrial-Organizational Psychology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Take PSYC-130 (Required, Previous)

Course Description
Industrial-organizational psychology focuses on how the field of psychology can be used to improve the workplace. This course will explore the various ways in which psychology is applied within professional industries and organizations in order to enhance worker well-being and performance. Some major topic areas include job analysis, performance appraisal, employee selection, work stress, job attitudes, motivation, and work-life balance.

PSYC265 - Abnormal Psychology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Take PSYC-130. (Required, Previous).

Course Description
An examination of the major psychological disorders including depression, schizophrenia, personality disorders, psychosomatic disorders, organic disorders, and the disorders of childhood. Emphasis is placed on the description and classification of psychopathology and on the research relating to etiology and treatment.

PSYC268 - Introduction to Counseling

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Take PSYC-130, PSYC-265. (Required, Previous)

Course Description
An introduction to models of counseling with emphasis on selected processes and skills necessary to apply the models in a variety of settings. One class meeting per week is devoted to practice of skills. Other topics include professional ethics and the efficacy of major models of counseling.

PSYC270 - Psychology and Aging

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take PSYC-130. (Required, Previous).

Course Description
This course is designed to examine psychological aspects of growing older in the 21st century. Students will be introduced to the current methodologies used to study aging as we explore the physical, cognitive, and psychosocial changes in individuals over the age of 60. The lecture, readings and assignments will address a range of topics that include expected versus abnormal changes in memory, creativity, the shifting roles of the elderly in family and society, and coping with illness and loss. In light of the fact that individuals over the age of 85 are the fastest-growing segment of the global population, and that the majority are women (approximately 2:1), we will also study changes associated with gender roles and sexuality during our later years. A major goal for this course is to foster a clearer understanding of the processes associated with normal aging and to dispel a number of the stereotypes that surround this time of life. (Same as IDS 270)

PSYC350 - Behavioral Statistics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Data Literacy (DTA-L)

Course Requisites
Course Requisites: Take PSYC-130. (Required, Previous).

Course Description
A first course in statistics which introduces descriptive and inferential statistical tools as they apply to organization and analysis of data in the behavioral sciences.

PSYC355 - Research Methods in Psychology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Registration Restrictions: Sophomore Standing or Above. Course Requisites: Take PSYC-130 PSYC-350 (Required, Previous). Take PSYC-355L (Required, Concurrent).

Course Description
This course focuses on the ways in which the scientific method is applied to psychology. Students will explore how observational, correlational, and experimental designs are used to explain psychological phenomena. Weekly laboratories will be held to give students hands-on experiences with the research process.

PSYC385 - Internship Reflection Seminar

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	1	-	Experiential Learning (EXPL)

Course Requisites
Take PSYC-380 for 2 or more credits (Required, Concurrent).

Course Description
This course is to be taken concurrently with PSYC-380. Students will reflect on the knowledge, skills, and abilities they apply and develop during the internship experience. Emphasis will be placed on how students can use their internship experience to 1) inform future career goals, and 2) address complex problems in the world of work and the field of psychology.

PSYC393 - Directed Research

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	1	2	-

Course Description
Directed research involves students in research projects conducted under the supervision of departmental faculty. While this course does carry college credit, it does not fulfill departmental requirements nor the Luther College experiential learning requirement. Registration requires department head approval.

PSYC430 - Applied Psychology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Registration Restrictions: Sophomore Standing Or Above; Course Requisites: Take PSYC-130. (Required, Previous).

Course Description
This course provides an overview of the application of psychological theories and research to practical problems in several occupational disciplines (e.g., education, law, sports, consumer behavior, ergonomics, environmental sustainability). Students will be expected to demonstrate an understanding of the roles, responsibilities, and career opportunities for those with undergraduate and graduate degrees in the various sub-fields of psychology. Emphasis will be placed on exploring the relevance of psychological concepts to students' everyday lives and career interests.

PSYC452 - Cognitive Processes

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Take PSYC-130, PSYC-350, and PSYC-355. (Required, Previous). Take PSYC-452L (Required, Concurrent).

Course Description
A study of the mental processes involved in the acquisition, organization, representation, and retrieval of information by humans. Topics to be covered include attention, recognition memory, short-term and long-term memory, concept formation, problem solving, and creativity. Lecture, discussion, and weekly laboratories. Students conduct original research.

PSYC454 - Learning and Behavior

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Take PSYC-130, PSYC-350, and PSYC-355 (Required, Previous) Take PSYC-454L (Required, Concurrent)

Course Description
This course will explore the basic theories, methodology, and findings in the area of classical and operant conditioning and learning for both humans and animals. Applications will be emphasized throughout the course including using conditioning techniques in therapeutic settings and using behavioral modification techniques to change behaviors and establish new habits. This course includes lecture, discussion, and weekly laboratories with data collection.

PSYC456 - Stress, Coping, and Well-Being

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Take PSYC-130, PSYC-350, and PSYC-355 (Required, Previous) Take PSYC-456L (Required, Concurrent)

Course Description
This course focuses on psychological, biological, and social factors involved in stress, coping, and well-being. Correlates, causes, and consequences of stress will be examined, as well as the role of apppraisal and coping as mediating/moderating influences. Students will conduct and present original research on stress, coping and well-being. Topics to be covered include: models of stress, measurement, stressful events, appraisals, coping, adaptation, and treatment.

PSYC460 - Senior Seminar in Psychology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Take PSYC 130, PSYC 350, PSYC 355 (Required, Previous); Senior standing or consent of instructor.

Course Description
The senior seminar is the capstone course for psychology majors. This is an upper level course where students are required to demonstrate a deep understanding of psychology's theoretical positions and practical applications gained from previous coursework, research, and/or internships. Seminar topics will vary by instructor. In this course students will engage with primary literature and communicate essential ideas clearly both verbally and in writing.

PSYC490 - Senior Project

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	1	4	-

Course Requisites
Registration Restriction: Psychology Majors Only | Seniors Only

Course Description
The senior project draws upon a discipline's methodology and provides a culminating, independent experience of the major. Because presentation and communication of finished projects are typical of a culminating experience, many senior projects will require formal writing and all senior projects will include a formal presentation.

REL101 - Introduction to Biblical Studies

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Religious Literacy (REL-L)

Course Description
In this course, students will investigate the diversity of expression within and among ancient Jewish and early Christian communities by exploring selected texts from the Bible (Hebrew Bible and New Testament). How these texts shaped and were shaped by the social and political realities of the time will be central to the course. Students who earn credit for REL 101 may not earn credit for REL 111 or REL 112.

REL110 - Reimagining Scripture

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Religious Literacy (REL-L)

Course Description
People often view scriptural texts as static entities unique to specific religious traditions. But in reality, religious traditions often develop scriptural texts that are at least in part based on, but also constitute a reimagining of, the texts of an earlier religious tradition. This course will explore how the Hebrew Bible (the scripture of Judaism) was taken over and then reimagined by the Christian tradition, how the developing Christian tradition reimagined its own texts during the process of textual transmission, and how both Jewish and Christian scriptural texts were then reimagined in the Qur'an (the scripture of Islam).

REL111 - Ancient Jewish Texts Apocrypha

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Religious Literacy (REL-L)

Course Description
In this course, students will investigate the diversity of expression within and among ancient Jewish communities by exploring selected texts from the TaNaKh (Hebrew Bible), Apocrypha, and Pseudepigrapha, ancient Jewish texts edited and written during the Second Temple Period (6th/5th c. BCE-70 CE). How these texts shaped and were shaped by the social and political realities of the time will be central to the course.

REL112 - Introduction to New Testament Studies

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Religious Literacy (REL-L)

Course Description
In this course, students will investigate the diversity of expression within and among ancient Jewish and early Christian communities by exploring selected texts from the Christian New Testament. Students will explore extrabiblical sources (textual and archaeological) that contribute to understanding New Testament texts in their historical, socio-economic, theological, and literary contexts. Students will also become familiar with various methods of interpretation employed by historical and contemporary readers. How these texts shaped and were shaped by the social and political realities of the time will be central to the course.

REL202 - From Buddhist Texts to Anime

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take REL-101 REL-111 or REL-112. (Required, Previous).

Course Description
This course examines religious themes in and the religious function of various narrative forms in Japan. The course will examine primary scriptures and commentaries from the Buddhist tradition as well as ghost stories, poems, plays (No and Kabuki), novels, manga, and anime. These literary forms are a product of various interactions among the Japanese, Chinese, and American cultures. Analyzing these kinds of cultural and religious expressions, the course examines the role of religious ritual and sacred texts in pre-modern as well as contemporary Japan. The course deepens the skills in textual and literary criticism introduced in the courses fulfilling the Bible requirement. It will also introduce students to critical theory (including gender and queer studies), and intercultural analysis. This course exposes students equally to the study of Japanese culture and various methods of textual interpretation. (Same as IDS 202)

REL217 - Bible and Christian Faith

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Religious Literacy (REL-L)

Course Description
This course will address two fundamental questions: 1) What is "the Bible"? and 2) What is faith? For many Christians, the Bible has long functioned as a resource for identity, Christian traditions, beliefs, and faith. By examining the history of the writing, collection, canonization, and interpretation of biblical texts, this course will explore how the so-called "Christian Bible" has been shaped by and shapes religious experiences and identities. The course will also explore multiple definitions and understandings of "faith." Students will consider possible relationships between "the Bible" and faith by reflecting upon the use, role, function, and authority of "the Bible" in the personal life of Christians and society, especially when interacting with other religious traditions and addressing global issues.

REL220 - Experiencing Mahayana Buddhism

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Instructor Consent Required; Course Requisites: Take REL-101 REL-111 or REL-112. (Required, Previous).

Course Description
This course introduces students to Mahayana Buddhism. It explores the development of Mahayana Buddhism, its relationship with other religious traditions, and its influence on culture. The primary teaching method is experiential. Students will visit temples in selected areas of East Asia, have instructions by an abbot, participate in the monastic life, will meet scholars of Buddhism, visit holy sites, and participate in Buddhist worship. The students will spend three days in a temple, joining the monks in meditation and religious practice. In addition to this experiential dimension, the course will familiarize students with the history, scriptures, and beliefs of Mahayana Buddhism through readings from primary texts, lectures, videos, and class discussions. It will further analyze the Buddhist response to general topics and problems, such as the absolute, the notion of self, the problem of human existence, as well as soteriological and ethical issues. (Same as IDS 220)

REL222 - Luther and Lutheranism

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take REL-101 REL-111 or REL-112. (Required, Previous).

Course Description
This course closely examines the life and thought of Martin Luther, provides an overview of the development of Lutheran Churches from the Reformation to the present, and explores some of the issues debated in Lutheran Churches today.

REL223 - What's the Right Thing? - Religious Ethics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Religious Literacy (REL-L)

Course Description
This is a course in global ethics. It examines traditions of moral reasoning around the world and across boundaries. It focuses on the development of values and moral thought in the traditions commonly referred to as Christianity, Confucianism, and Buddhism. The course explores the values and moral reasoning introduced in the foundational texts of these traditions and their development over time. In addition, the course confronts how structures of power and hegemonic thinking result in the dominance and pervasiveness of specific values and moralities. A special consideration will be given to the ways in which these traditions interacted with, assimilated, and oppressed so-called indigenous traditions. What is the relationship between values and systems of power? How are values shaped by traditions and used to represent them within discourses of identity politics?

REL224 - Islam: Historical Foundations and Contemporary Realities

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Religious Literacy (REL-L)

Course Description
The nature of the early development of Islam has been much contested and somewhat shrouded in mystery. Who was Muhammad? What were the goals and motivations of the early Islamic movement? New historical research is beginning to shed light on these questions in ways that could have real implications for how we understand the nature of Islamic identity, and religious identity in general, in the contemporary world. In this course, we will explore the growing evidence for Islamic origins and explore its implications for understanding the contemporary realities of various Muslim movements and traditions. Teaching methods will include lecture, discussion, writing, videos, and student presentations.

REL225 - Judaism

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Religious Literacy (REL-L)

Course Description
This course is a basic introduction to the development of Judaism, from its beginnings to the present day. With attention to biblical, rabbinic, medieval and modern periods, as well as contemporary Judaism, students will examine religious experiences, practices, and worldviews of Jewish traditions and how they shaped and were shaped by the specific contexts in which they developed.

REL227 - Global Christianities

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Religious Literacy (REL-L)

Course Description
This course examines the ongoing global formation and transformation of Christianity. From its origins in a pluralistic ancient Mediterranean world, its spread throughout the Middle East and Europe, to its ever-evolving role in Africa, Asia, and the Americas, Christianity has had a lasting global impact. We pay attention to the ways Christian practices, texts, concepts, institutions, and narratives have been presented to and been redefined by a diversity of populations at different times and over distinct historical periods. The course will help students understand overarching themes and patterns as Christianity addresses the needs of local and global communities and responds to social changes in different historical contexts.

REL228 - Chinese Religion and the Body in China

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Religious Literacy (REL-L)

Course Description
Through the reading and study of sacred texts, secondary sources, and the practice of body cultivation methods drawn from Chinese stretching exercises, meditation, and Chinese martial arts, this course examines the religious traditions of Buddhism, Daoism, and Confucianism to understand their influence on Chinese and East Asian culture. It explores the core principles informing these traditions, including correlative thought, yinyang, the five phases, and the sixty-four hexagrams and traces the history of these traditions from their formative periods to today, underscoring their influence on current worldviews, rituals, practices, ethics, and politics. Special consideration will be given to the notion of "religion" as well as the moral and political visions found in the foundational texts of these traditions. (Same as IDS 228)

REL229 - Religions of South Asia

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take REL-101 REL-111 or REL-112. (Required, Previous).

Course Description
This course will introduce the religious and philosophical traditions of South Asia. Particularly, it will focus on historical, textual, and doctrinal foundations of Hinduism, Buddhism, Jainism, and Sikhism. It will analyze excerpts of their sacred scriptures, survey their beliefs, study their practices, and explore their ethical systems. Additional consideration will be given to contemporary issues facing these traditions.

REL231 - Contemplative Studies

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Religious Literacy (REL-L)

Course Description
This course provides an introduction to contemplative studies. It explores a variety of contemplative practices and meditation theories across cultures and traditions as well as phenomenology and neuroscience as methods to study contemplative experiences. Drawing on various disciplines including philosophy of mind, cognitive science, phenomenology, and neuroscience, this course will analyze conceptions of consciousness advanced in meditation manuals as well as scientific studies of meditative states. The course examines the relationship between neurological processes and the phenomenal self.

REL232 - God, Self, and the Afterlife

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Religious Literacy (REL-L)

Course Description
This course introduces students to philosophy of religion. It attempts to bring rational justification and clarification to religious beliefs and practice. This course will explore the traditional approaches as developed in the Christian and Islamic traditions as well as the global critical approaches suggested by current scholarship. Topics may include: the existence and nature of ultimate reality, the existence and attributes of God, faith and reason, death and immortality, miracles and revelation, religious experience, the problem of evil, the purpose of religious practice and rituals, the difficulties of defining religion, the question of religious morality, and religious pluralism. (Same as PHIL 232)

REL233 - God and Gender

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take REL-101 REL-111 or REL-112. (Required, Previous).

Course Description
An investigation of how our understanding and experience of gender are connected to our views of God, human beings, and the natural world. The course explores the works of a variety of thinkers and pays special attention to issues raised by feminist theologians who stand both inside and outside the Christian tradition. Possible topics include: language about God, human sexuality, views of women in the Bible, the nature of biblical authority, the feminist movement, the men's movement, images of nature in Western religious thought, and the ordination of women. (Same as IDS 233)

REL234 - Clamoring for Change: Christianity and Social Change

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Religious Literacy (REL-L), Social & Environmental Justice (SEJ)

Course Description
It is hard to think of a more common political buzzword than "change". A demand for change dominates local, regional, national, and international political discourse. A demand for change is also inherent in Christian scriptures. This course will explore the concept of "change." What exactly is change? When demanding change, who needs to change and why? How is change best accomplished? Since change implies power, what is the relationship between change and power? In exploring these and other questions, the course will consider what (if any) role and/or contribution Christianity might have in effecting change, both individual and societal. The course will (re)examine the New Testament concept of "metanoia," commonly referred to as "repentance," considering it as a way of thinking about change - juxtaposing the traditional Christian understanding of "repentance" as individual remorse and personal transformation against an understanding of repentance as a "radical and fundamental change in thinking and living" that results in both individual and societal change.

REL235 - Science and Religion

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Religious Literacy (REL-L)

Course Description
Ever since the rise of modern science in the 17th-century, a lively debate has ensued in the West centered on supposed conflicts between the methods and content of science and those of the religion. Can the universe be explained by appeal to natural processes alone or is it necessary to posit the reality of a non-material (or spiritual) dimension? Where can traditional religious understandings fit into a world dominated by scientific truth? This course will explore these questions through an exploration of the creation/evolution debate, theories of emergence and mind, and modern cosmological theories, considering in each case the implications of how we answer these questions for the building of a sustainable future.

REL237 - Religion in Literature

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Religious Literacy (REL-L)

Course Description
This course offers an introduction to a variety of religious traditions through works of literature, analyzing how works of literature explore, examine, and respond to questions of religious meaning. We pay attention to the ways that religions are described, their role in establishing and defining a sense of self and community, and the uniqueness of each tradition in light of a larger, global context.

REL244 - Religion and Sport

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Religious Literacy (REL-L)

Course Description
Can sports be considered a religion? Is there a spiritual aspect to sport participation? How have religions incorporated sports into their practices and institutions, and vice versa? When have religion and sports come into conflict? By learning and applying approaches that scholars of religion use to critically analyze religion and sport, students will explore the interplay between religion and sport at various points in history and in different social locations, and investigate interconnections between religion, sport, and global issues.

REL250 - Living Religions

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take REL-101 REL-111 or REL-112. (Required, Previous).

Course Description
This course explores the ways religion constitutes a vital force in the 21st century. It explores questions such as: what is religion, how can we study religion, why does religion appeal to people in an age of science, and how does religion facilitate personal and social transformation? The course integrates field trips, critical analysis, literature and films, the study of religious art, and theoretical reflection in order to examine the role religion plays in today's world. Particular emphasis will be given to religious worldviews, practices, art, and ethics. While the course focuses on the phenomenon of religion in general rather than individual religious traditions, the course addresses religious diversity worldwide as well as in the Midwest.

REL252 - Introduction to Interfaith Studies

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take REL-101 REL-111 or REL-112. (Required, Previous).

Course Description
This course introduces students to the emerging field of interfaith studies, a discipline that analyzes how people who orient around religion differently think about and interact with one another, along with the implications of these interactions for civil society, global politics, and the common good. Particular focus will be given to the following themes: religious and interfaith literacy, theologies and philosophies of religious pluralism, multi-religious belonging and practice, interfaith families, interfaith leadership, interfaith peacemaking, and secular and non-religious contributions to interfaith engagement.

REL255 - Religious Identity and Diversity in East Asia

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Religious Literacy (REL-L)

Course Description
A study of the ways in which religious identity is constructed and negotiated in China, Korea, and Japan. This course investigates concrete encounters between various Buddhist, Confucian, Daoist, Shamanistic, and Shinto schools, institutions, thinkers, and practitioners as well as between political entities and cultural traditions alike; explores variations of the "three teachings in one" as they are expressed in religious myths, especially those involving martial art heroes, meditation manuals, and religious practice in East Asia; and analyzes the theoretical models developed to explain the diversity of beliefs, practices, and cultures in East Asia. This course will provide an in-depth understanding of East Asian religions and cultures and the interaction among them as well as engaging models of religious identity and diversity. (Same as IDS 255)

REL256 - Towards a Practice of Liberation

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Religious Literacy (REL-L), Social & Environmental Justice (SEJ)

Course Description
Liberation theology developed in the mid-20th century as a movement within Christian theology. Liberation theologians ground their advocacy of human freedom in their understanding of God and God's relation to justice and equity. While liberation theology may have developed within Christian theology, this course will study the contributions made by liberation thinkers from multiple religious traditions. We will explore resources within various religious traditions that promote equity, equality, and justice by recognizing the inherent worth and value of all life. The course will promote interfaith understanding, cooperation, and collaboration so adherents of various religious traditions can work collectively and constructively toward creating a "practice of liberation" that pushes religious adherents beyond specific religious traditions to think about and advocate for liberation. (same as IDS 256)

REL257 - Religion and Justice in a Contested Land:Israel and Palestine in Historical Perspective

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social & Environmental Justice (SEJ)

Course Description
Few geographical regions have been embroiled in more controversy and conflict than the land known at different times as Canaan, Palestine, ancient Israel and Judah, and modern Israel. This small strip of land has come under the control of a dizzying array of empires throughout its history including those of the Egyptian, Ancient Israelite, Assyrian, Babylonian, Persian, Hellenistic, Hasmonean, Roman, Fatimid, Ottoman, and British. But this long history of contested claims to control of the land also includes long periods where the Jewish, Christian, and Muslim inhabitants lived together peacefully. In this course we will explore aspects of this history and their relevance for assessing the conflict between the modern state of Israel and the Palestinian state/people in a way that seeks to avoid the twin traps of anti-Semitism and Islamophobia. Students will learn to engage in informed and respectful dialogue over one of the most intractable and emotional ethical dilemmas of our day.

REL301 - Is Morality Any Good

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Religious Literacy (REL-L)

Course Requisites
Course Requisites: Take REL-101 REL-111 or REL-112 Take PAID-111D PAID-112D. (Required, Previous).

Course Description
This seminar explores moral theories framed in the context of multiple religious traditions with a special emphasis on Christianity and Buddhism. In particular, it examines how selected primary and secondary texts develop religious moral theories in response to the fact of evil within a monotheistic, humanistic, or non-dualist framework. The seminar focuses on following questions: What is Evil? How do religious texts explain the existence of evil? What is the goal of moral theory? How does moral theory respond to evil? What makes a moral theory effective? Is moral theory necessary for the attainment of religious goals? Is religion necessary for a moral life? The students will engage a variety of religious and philosophical positions.

REL302 - R.A.C.E. (Racism and Christianity Explored)

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Religious Literacy (REL-L), Social & Environmental Justice (SEJ)

Course Requisites
Course Requisites: Take PAID-111D and PAID-112D or transfer equivalents. (Required, Previous).

Course Description
Exploring a theological account of race and racism, this course will seek to examine how the discourse of theology aided and abetted the process by which humans came to be viewed as modern, racial beings. The course will reflect critically and historically on contemporary forms of white supremacy and racism in order to understand Christianity's relation to the problems of white supremacist and racist phenomena, such that Christianity is seen as both reinforcing the problems and resisting them. Finally, the course will critically reflect on various theological works that enable Christian faith to be antiracist in practice, facilitating the development of course member's anti-racist strategies in both belief and practice.

REL303 - Religious Pluralism in Latin America and Caribbean

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take REL-101 REL-111 or REL-112 Take PAID-111D and PAID-112D or transfer equivalents. (Required, Previous).

Course Description
Human migration, colonialism, missionary endeavors, and globalization have significantly impacted the world's religious landscape, leaving us with a greater awareness not only of religious diversity, but also the power dynamics engendered by conflicting religious truth claims. In Latin America and the Caribbean, this encounter of different religions often led to violent clashes but also to the development of hybrid religious identities, combining elements of Christianity with religious expressions stemming from Indigenous and African matrices such as Santeria, Voodoo, Candomblé, Animism, and Spiritism, for example. Although drawing from theoretical and methodological reflections developed in a global context, this course will use case studies from Latin America and the Caribbean to study religious pluralism and multiple religious belongings.

REL321 - Critical Global Studies

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Global Engagement (GE)

Course Requisites
Course Requisites: PAID-111D or Transfer Equivalent (Required, Previous).

Course Description
How can we engage theoretical approaches and methods of religious studies from around the world without privileging one particular paradigm, language or region? This course examines a multiplicity of methods from around the world to investigate moral and metaphysical beliefs, practices, cultures, and texts, their claims to universality, their dependence on regional vernacular, and their use of epistemological and moral politics. Concretely, the course will examine universalist, comparative, postcolonial, intercultural, and global-critical approaches, as well as systematic metholds of multilateral enagement developed outside of academia. In addition to engaging these theories in class discussions, readings, and papers, students will participate in research projects with peers at select universities around the world. Students will explore and learn how to cross cultural, paradigmatic, linguistic, and methodic boundaries and divides, and engage in the academic study of worldviews, practices, and societies from multiple perspectives.

REL485 - Seminar

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: Take 3 courses in Religion. (Required, Previous).

REL490 - Senior Project

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	2	-	-

Course Requisites
Registration Restriction: Religion Majors Only | Seniors Only

Course Description
The senior project draws upon the skills and knowledge learned in the Religion major to provide an independent capstone experience. Because presentation and communication of finished projects are typical of a culminating experience, the senior project requires formal writing and a formal presentation.

SCI110 - Medical Terminology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	1	-	-

Course Requisites
BIO-115 or BIO-116 or BIO-255 (Required, Previous)

Course Description
This course is designed to meet the needs of students anticipating careers in the health sciences. The course will focus on the origin and contemporary meaning of medical terms. This course does not count toward the natural science requirement.

SCI111 - Physical Science

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Description
A basic course dealing with important aspects of the physical and chemical world. Topics include the development of the scientific method, Galileo, Newton, and the study of motion, work, energy, electricity and light, elements and the Periodic Law, compounds and chemical bonds, and the chemical nature of matter. The laboratory program will stress the development of skills in designing and conducting laboratory experiments. This course is intended for the student with no special background in science or mathematics. Strongly recommended for elementary education majors.

SCI121 - Introduction to Astronomy

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Scientific Literacy (SCI-L)

Course Requisites
Course Requisites: Take SCI-121L. (Required, Concurrent).

Course Description
Students develop an understanding and appreciation of elements of the physical universe, including planets, stars, galaxies, and the history and future of the universe, with a focus on human efforts to understand these. How these studies helped mold and continue to be a part of the process of science will be explored.

SCI122 - Chemistry of Cooking

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Scientific Literacy (SCI-L)

Course Description
This course describes the science and chemical reactions surrounding food and cooking. While it blends the science of food with aspects of food storage, preparation, and practice, the understanding of the chemical concepts associated with food and food preparation will be the main focus. No science prerequisite is needed. Students will participate in inquiry-based activities integrated throughout the term including designing and performing scientific experiments to investigate the nature of food and cooking.

SCI123 - Introduction to Meteorology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Scientific Literacy (SCI-L)

Course Requisites
Course Requisites: Take MATH-140, MATH-150, MATH-152, or MATH-240. (Required, Previous).

Course Description
Topics may include, but are not limited to, origin and composition of the atmosphere, atmospheric variables and measurement, solar radiation and the earth's energy budget, precipitation forms and processes. Significant attention is given to the mechanics and thermodynamics of atmospheric circulations on a broad range of scale: planetary (short-term climate considerations), synoptic (week-long circulations such as mid-latitude cyclones and hurricanes), and mesoscale (hours-long events such as convective complexes and supercells). Students will participate in forecasting activities.

SCI125 - Great Ideas in Natural Science

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Description
A look at how our understanding of the natural world has grown over the past 500 years. This course will examine a set of important concepts selected from the fields of astronomy, biology, chemistry, geology, physics, and psychology. Specific topics will include the origin of the universe, the atomic theory of matter, the chemical nature of the physical and biological systems and biological evolution. The growth of each topic will be traced through the accumulation of experimental evidence and the formulation of theories. Similarities and distinctions among topics will be highlighted.

SCI127 - The Science of Science Fiction

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Scientific Literacy (SCI-L)

Course Description
An examination of the scientific principles contained in a number of popular science fiction books and movies. Designed to acquaint the student with many of the major principles of the natural sciences (physics, chemistry, and biology), while examining the relationship between science and fantasy. In addition, the ways in which popular science fiction affects how the public views science will be examined. No previous background in science or math is required.

SCI140 - Belize: Environmental Impl of Eco-Adven Implications of Eco-Adventure Growth in Central America

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Requisites
Instructor Consent Required

Course Description
This course will be based on Ambergris Caye, a small island off the coast of Belize. Students will spend a significant amount of time studying the ecology and taxonomy of the many ecosystems this unique area provides. We will take daily field excursions to the barrier reef and mainland, rainforest destinations. Students will explore relationships between adventure recreation and ecotourism, in the responsible use of natural resources. Additionally, we will learn of the opportunities and challenges presented to Belizeans by the rapid growth of adventure related tourism. Activities will include kayaking, snorkeling, cave tubing,canopy tours,field observations and assigned readings.

SCI225 - Women in Science

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
This course studies various topics in the sciences by looking at great discoveries of female scientists. The class will start by examining scientific methodology, research, and process as well as an introduction to the various field of science. The history of women in science is followed by through daily reading assignments. In addition to the history and science taught by the instructor, students will be responsible for an in-depth project on an individual female scientist, studying both the science and other aspects of her life. The class will include some student-led class discussions and oral presentations, along with class lecture, activities assignments and tests. (Same as IDS 225)

SCI340 - Science Communication Seminar

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	1	-	-

Course Requisites
Instructor Consent Required

Course Description
This course examines the role of communication in math and science as well as the theory and practice of different types of science communication. The course will include observation, evaluation, and practice of oral and poster science presentations for different audiences, both general and scientific. Communication strategies for science educators will also be explored. Intended for students participating in the Howard Hughes Medical Institute (HHMI) Trio program, though other students with extensive research experience may also inquire. Requires consent of instructor. Graded credit/no credit.

SOC101 - Introduction to Sociology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social Systems Literacy (SOC-L), Social & Environmental Justice (SEJ)

Course Description
Introduction to theoretical perspectives and foundational principles of "thinking sociologically." Students will learn sociological tools of analysis and apply to the study of human behavior in groups and social systems. Key concepts include: socialization, culture, inequality/poverty, deviance/crime, gender, social construction of reality, social change, and social structure.

SOC242 - Sociology of Gender

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
Examines the gendered structure of our everyday lives; makes gendered assumptions and practices explicit, and uncovers the impact of gender in the social world. Emphasis on historical and cross-cultural constructions of gender that provide alternatives to gender inequality and a basis for social change. (Same as IDS 242)

SOC248 - Friend or Foe?: Policing in the 21st Century

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social Systems Literacy (SOC-L), Social & Environmental Justice (SEJ)

Course Description
Using sociological perspectives, a wide variety of topics in policing, including the militarization of the law enforcement, law enforcement & white supremacy, criminalization, incarceration and race, police violence, pro-police and anti-police contentions in the US, etc. will be introduced. This course improves students' understanding of various regimes of inequality and surveillance in the US.

SOC253 - Crime and Deviance

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social Systems Literacy (SOC-L)

Course Description
A theoretical analysis of the relationship of deviant behavior and subcultures to community standards of conventional behavior as expressed in law and norms, as well as an anlaysis of the extent, distribution, and character of crime and delinquency.

SOC266 - Sociology of Sports

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social Systems Literacy (SOC-L)

Course Description
This course examines how sociology can be used to study sport in society. The course pays special attention to sports and sport-related behaviors as they occur in social and cultural contexts, and uses concepts, theories, and research as tools that enable students to examine sports as a part of culture. Students will gain an appreciation of sport as both a cultural and economic tool, and explain how sport has been used to bridge countries separated by political strife. The course also investigate the historical relationship of sport to society.

SOC270 - Haters Gonna Hate: The Study of Hate Crimes and Hate Groups

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social Systems Literacy (SOC-L), Social & Environmental Justice (SEJ)

Course Description
The goal of this course is to provide an exploration into the social, legal, and ethical implications of hate-fueled interactions, with a focus on violence, crime, and bigotry in the United States. Specifically, we will use a sociological lens to identify the form and function of hate groups, analyze the rise in hate crimes over time, and consider social and legal efforts to curb such acts.

SOC273 - Crime and Media

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social Systems Literacy (SOC-L)

Course Description
This course examines relationships between elements of the criminal justice system and elements of the mass media, and how each influences the other. Included will be discussion of crime depiction in news media (TV, newspapers, internet), crime depiction in entertainment media (music, TV, video games, film) and use of media/media technology by law enforcement and criminal defendants.

SOC287 - Wealth, Poverty and Social Class

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social Systems Literacy (SOC-L), Social & Environmental Justice (SEJ)

Course Description
Wealth inequality, or the gap between poor, middle-class, wealth and super-rich people in the United States, has grown dramatically over the past few decades. What is social class? How does it affect our lives? Why do some have more resources than others, and thus, better opportunities? This course will tackle these questions and more about this deeply social and fundamental topic in the discipline of sociology. We will examine basic theories about social stratification, of wealth and income accumulation and distribution, as well as the particular lived experiences of various social classes.

SOC290 - Visual Sociology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Social Systems Literacy (SOC-L)

Course Description
In this course students will explore the theory and method of visual sociology and have the opportunity to pursue their own projects. As a group and individually, we will explore the social milieu from a visual perspective to answer such questions as: What does the visual world tell us about our society? What meaning and importance do we attach to the visual? What can we learn about human behavior by examining visual culture? Students will collect their own data, analyze it, and report their findings. Camera needed (of any type).

SOC301 - Research Methodology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Data Literacy (DTA-L)

Course Requisites
Registration Restrictions: Juniors and Seniors Only; Course Requisites: Take ANTH-101, ECON-130, POLS-130, SOC-101, SW-101, or PSYC-130. (Required, Previous).

Course Description
Examines the process of conducting and evaluating sociological research. Areas of emphasis include: research design, techniques of sampling, methods of data collection, principles of measurement, basic methods of data analysis, and ethical considerations.

SOC307 - Social Theory and Praxis

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: ANTH 101 or ANTH 104 or SOC 101 (Required, Previous).

Course Description
This course gives students knowledge of the classical and contemporary perspectives on human social behavior. Students will explore the rise of modern anthropology and sociology looking at a sample of various schools of thought that have shaped both disciplines, including an in-depth analysis of contemporary anthropological & sociological discourse, application of these perspectives to current events, and discussion of the ethical considerations involved. The ultimate goal of this course is to provide students with a comprehensive understanding of the fields of sociology and anthropology, as well as, the skills required to negotiate current trends in these sister disciplines. This course should be taken during the junior year and is highly recommended for students considering further study in graduate school. (same as ANTH 307)

SOC345 - Constructs of Race and Racialization

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Social Systems Literacy (SOC-L), Social & Environmental Justice (SEJ)

Course Requisites
Course Requisites: Take SOC-101. (Required, Previous).

Course Description
This course examines the social construction of race as a concept and the racialization of US society. An assessment of how racialization has changed over time and has created various interactions between groups from Whites and enslaved Africans, Mexicans and Native Americans to present day race relations. We also examine how racialization both determines and impacts social structures and the attainment of societal honors, rewards and power in modern society. (Same as AFRS 345 and IDS 345)

SOC350 - Social Statistics

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Data Literacy (DTA-L)

Course Requisites
Course Requisites: Take ANTH-101, ECON-130, POLS-130, PSYC-130, SOC-101 or SW-101. (Required, Previous).

Course Description
A first course in applied statistics that introduces descriptive and inferential statistics with a focus on developing and testing sociological hypotheses using quantitative data. Students will use statistical software to input and analyze their own small-scale survey data, as well as develop and test hypotheses using large, publicly available sociological datasets.

SOC356 - Environmental Sociology

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take SOC-101. (Required, Previous).

Course Description
Examines how cultural, social and economic forces shape the relationships between societies and their natural environments. Environmental dynamics such as pollution and natural resource use are connected with social dynamics of human population, industrial production, poverty, urban planning, and consumer culture. Examination of environmental movements and counter-movements illustrate how understandings of the natural environment change over time and are often in contention.

SOC358 - Who Am I? Self and Society

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take SOC-101. (Required, Previous).

Course Description
A study of the relationship between the individual and society and the interactions produced. Emphasis on sociological research in the areas of self, identity, symbolic interaction, and social movements.

SOC366 - White Collar Crime

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Social Systems Literacy (SOC-L), Social & Environmental Justice (SEJ)

Course Description
This course examines the theoretical underpinnings of white-collar crime starting with where the label "white-collar crime" originates from. Sociological theories are used to discover explanations as to why people engage in white-collar crimes, the impacts that the crimes have on the victims, and most importantly the effects that they have on society in general. By conclusion of the course, students will be able to apply sociological theory to current and past events. Comparisons will be drawn between white-collar crime and traditional street crimes, with students understanding why one gets more leniency than the other.

SOC468 - Seminar: Gender, Globalization and Development

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: SOC-101 (Required, Previous).

Course Description
In this course we will examine the phenomena of globalization and development from a sociology of gender perspective. We will focus on the global intersections of contemporary societies and cultures, and the gendered dynamics therein. Questions we will raise include: How does globalization affect women's and men's lives? How is power distributed, and how does this impact development processes? What impact do gender dynamics play in the social institutions of development: economic, political, and cultural? (Same as IDS 468)

SOC472 - Seminar: Social Institutions

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: Take SOC-101. (Required, Previous).

Course Description
An examination of selected major social institutions in American society (family, education, religion, politics, or industry), as well as their intersections and maintenance in social life.

SOC499 - Senior Capstone

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	2	-	-

Course Description
This course integrates knowledge and competencies gained from previous sociology courses, including the core requirements, and draws upon sociological methodologies and practices. Each student will write a research paper analyzing data, reporting the results and significance of the project completed. Both written and oral presentation is required to satisfy the 499 requirement. In addition, the seminar meets weekly for lectures and discussions of contemporary issues and career preparation. Sessions will be led by students, faculty, professionals and visiting scholars.

SPAN101 - Elementary Spanish I

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Global Engagement - Language (GE-L), Global Engagement (GE)

Course Description
Introduction to effective communication in Spanish, including speaking, listening, reading, writing and intercultural skills.

SPAN102 - Elementary Spanish II

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Global Engagement - Language (GE-L), Global Engagement (GE)

Course Requisites
Course Requisites: Take SPAN-101. (Recommended, Previous).

Course Description
Continued development in introductory skills needed for effective communication in Spanish, including speaking, listening, reading, writing and intercultural skills.

SPAN201 - Intermediate Spanish

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Global Engagement - Language (GE-L), Global Engagement (GE)

Course Requisites
Course Requisites: Take SPAN-102. (Recommended, Previous).

Course Description
This course is for students who have successfully completed at least one year of college-level Spanish or the equivalent. Development of intermediate skills needed for communicating in Spanish, including speaking, listening, reading, writing and intercultural skills.

SPAN220 - Spanish for Heritage Learners

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Global Engagement - Language (GE-L), Global Engagement (GE)

Course Requisites
Instructor Consent Required

Course Description
Spanish for Heritage Learners is a class for students who have heard and spoken Spanish at home but may not have had any formal instruction in the language. Students will develop and enhance their linguistics and intercultural skills through opportunities to listen, read, write and communicate effectively in Spanish. Materials and activities are aimed to expand students' vocabulary, improve their command of grammar and spelling, facilitate expression with more fluency and confidence, as well as help them analyze and interpret texts, write about formal issues, better understand historical and cultural issues relevant to the Spanish-speaking world, including their own, and situate and reflect upon their cultural experience within the broader sociocultural context of the United States.

SPAN250 - Spanish Workshop

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	2	-	-

Course Requisites
Course Requisites: SPAN 201 (Required, Previous).

Course Description
This workshop-style course allows intermediate-level students of Spanish to target particular concepts and skills for improved understanding. Students will work with the instructor to tailor learning goals to specific areas of improvement, then identify appropriate resources and complete assignments and projects that demonstrate achievement of these goals. Students will be encouraged to target advanced grammar functions, reading comprehension skills, sophistication in writing, research skills, and intercultural competence. Students may take the course up to two times for credit. Completion of this course does not satisfy the Luther language requirement.

SPAN302 - Effective Speaking in Spanish

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Global Engagement - Language (GE-L), Global Engagement (GE)

Course Requisites
Course Requisites: Take SPAN-201. (Recommended, Previous).

Course Description
This is a course for students who have completed intermediate-level coursework in Spanish and who have a solid background in Spanish grammar. Focus on developing speaking and listening skills, increasing proficency in extended narration and dialogue developing knowledge of Spanish-speaking cultures and improving intercultural communication skills.

SPAN303 - Effective Writing in Spanish

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Global Engagement - Language (GE-L), Global Engagement (GE)

Course Requisites
Course Requisites: Take SPAN-201. (Recommended, Previous).

Course Description
This is a course for students who have completed intermediate-level coursework in Spanish and who have a solid background in Spanish grammar. Focus on developing skills in writing and reading comprehension in a variety of cultural contexts, as well as improving intercultural communication skills.

SPAN340 - Language and Culture in the Spanish- Speaking World

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Global Engagement - Language (GE-L), Global Engagement (GE)

Course Requisites
Instructor Consent Required; Course Requisites: Take SPAN-302. (Recommended, Previous).

Course Description
This January-term study abroad course will introduce students to the culture of a Spanish-speaking country first-hand. Course locations may include Peru, Dominican Republic, Spain, Ecuador, Mexico, Argentina and other countries where Spanish is an official language. In addition to language and culture instruction at a local institution, students will live with host families and participate in guided visits to sites that illustrate the diverse cultural history of the country. This course satisfies the immersion requirement for the Spanish minor. All interested students must complete an interview with the instructor prior to enrollment. May be repeated for credit up to three times in three different locations.

SPAN341 - Spanish for Healthcare Professionals

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Global Engagement - Language (GE-L), Global Engagement (GE)

Course Requisites
Instructor Consent Required; Course Requisites: Take SPAN-302. (Recommended, Previous).

Course Description
This course is designed for students studying to become healthcare professionals and who require training in Spanish to serve Spanish-speaking clients in hospital or clinical settings. In addition to exploring medical terminology related to the human body, illnesses and treatments, we will also study communication between Spanish-speaking clients and English-speaking providers in U.S. clinical settings. The course takes place abroad in Spain or Latin America and thus fulfills the immersion requirement for the Spanish minor. In addition to academic work, students will live with host families; visit local clinics, hospitals or medical offices; and participate in guided tours to sites that illustrate the diverse cultural history of the country. All interested students must complete an interview with the instructor prior to enrollment.

SPAN346 - Exploring Hispanic Art, Literature, and Film

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Textual Literacy (TXT-L)

Course Requisites
Course Requisites: Take SPAN-303. (Required, Previous).

Course Description
In this course students will study a range of texts and forms of cultural production from the Spanish-speaking world (literature, visual art, journalism, film, television, digital media) in order to better understand the cultures that produced them. Students will build skills in analysis, comparison, and interpretation of both written and visual texts, as well as develop an understanding of how stories both shape and are shaped by their cultural context.

SPAN350 - Professional Uses of Spanish

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take SPAN-302 or SPAN-303. (Required, Previous).

Course Description
A course for students of Spanish who desire further training in specific professional and practical contexts. Focus on Spanish for business and medical professionals. Development and assessment of writing and speaking skills in these contexts.

SPAN360 - Cultural Expressions of the Hispanic World

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take SPAN-303. (Required, Previous).

Course Description
In this course students examine the Spanish-speaking world through its cultural products (literature, film, visual arts, television, music, and news media) and its intercultural relationships (women's literature across Hispanic cultures; social and artistic revolutions across Hispanic cultures; migrations in the Spanish-speaking world; approaches to the natural world and environmental concerns in Hispanic cultures). Course topics rotate so that students can take the course up to three times for credit under different topics.

SPAN490 - Senior Project

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	1	-	-

Course Requisites
Registration Restrictions: Spanish Majors Only | Seniors Only; Course Requisites: Take SPAN-346. (Required, Previous).

Course Description
A required course for Spanish majors who choose to do their senior projects in Spanish. Students with multiple majors are not obligated to complete a senior project in Spanish. Development of a significant research project in stages, including a written research paper and a formal presentation. Topics may include Hispanic literature and culture, second language acquisition, and linguistics; interdisciplinary projects are welcome.

SW101 - Introduction to Social Work and Social Justice

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Social Systems Literacy (SOC-L), Social & Environmental Justice (SEJ)

Course Description
A survey course covering the development of the social welfare institution and the social work profession in the United States. Included is information on how social welfare and social work impact diverse populations, populations at risk, and promotion of social and economic justice in our society. Content on social work values and ethics is interspersed throughout the course.

SW102 - Social Work Field Experience

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Experiential Learning (EXPL)

Course Requisites
Course Requisites: Take SW-101. (Required, Previous).

Course Description
Full time supervised field experience as a participant-observer in a social service agency.

SW110 - Mental Health First Aid

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	1	-	-

Course Description
This course helps students recognize risk factors and warning signs of mental health problems, acquire skills to assess immediate problems, intervene to connect people with professional care, understand the prevalence of disorders and the need to reduce stigma, and understand common treatments. Students who complete the course will receive Mental Health First Aid certification. Grading will be Credit/No credit.

SW111 - Youth Mental Health First Aid

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	1	-	-

Course Description
This course helps participants recognize risk factors and warning signs of mental health problems, acquire skills to assess immediate problems, intervene to connect adolescents (12-18 years) with professional care, how to interact with an adolescent in crisis and understand the prevalence of disorders. The course will cover signs and symptoms of anxiety, depression, eating disorders, ADHD and substance use during adolescence. Students who complete the course will receive Youth Mental Health First Aid certification. Grading will be Credit/No credit.

SW201 - Fundamentals of Social Work Practice I

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take SW-101 or SW-102. (Required, Previous).

Course Description
An introduction to the generalist method of social work practice that includes the study and practice of basic counseling skills. This course provides a foundation model for social work practice which is built and expanded upon in SW 301 and SW 401.

SW204 - Human Behavior in the Social Environment I

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take SW-101. (Required, Previous).

Course Description
This course focuses on theories of human behavior and the interaction between behavior and the social environment. The course develops a conceptual framework for social work practice by examining knowledge and theory related to the development of human behavior across the life span in relation to individuals' emotional, spiritual, physical, intellectual, social and cultural contexts. A life cycle approach is used to understand the experience of individuals in their environment and explore theories of human behavior and responses to life cycle challenges. Human diversity, global perspectives, and an ecosystems approach to understanding human behavior are emphasized.

SW301 - Social Work Practice II

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take SW-101 SW-102 SW-201. (Required, Previous).

Course Description
Applies the generalist model learned in SW 201 to social work practice with families and groups. Skills for family and group work are developed through a laboratory group and an experience leading a group in the community.

SW303 - Human Behavior in the Social Environment II

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take SW-101. (Required, Previous).

Course Description
This course describes how organizations, communities, society and the natural environment impact individuals, families, and groups. A social justice lens will be used to understand the dynamic interaction among systems in the macro social environment. A key focus is on the interplay between human behavior and the physical, social and political environment. Special attention is given to global perspectives, issues of human diversity in a macro context, and self-examination in relation to ethical and human diversity issues.

SW304 - Social Welfare Policies and Social Justice

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	Social & Environmental Justice (SEJ)

Course Requisites
Course Requisites: Take SW-101. (Required, Previous). Junior Standing (Required, Previous or Concurrent).

Course Description
An examination of social welfare policy as a dimension of generalist social work practice. Includes a study of contemporary social welfare issues, programs and legislation. Emphasis is placed on issues relating to how social policy impacts human diversity, populations at risk, and social and economic justice in the United States. Content on social work values and ethics is interspersed throughout the course.

SW305 - Research Methods for Social Work

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Registration Restrictions: Juniors and Seniors Only; Course Requisites: Take SW-101. (Required, Previous).

Course Description
An introduction to social work research designed to increase the generalist practitioner's ability to understand, evaluate, and utilize the research literature for practice. A wide variety of social work research methods are examined with an emphasis on doing practice research.

SW401 - Social Work Practice III

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Registration Restrictions: Social Work Majors Only; Course Requisites: Take SW-301. (Required, Previous).

Course Description
Application of the generalist model to working with task groups in organizations and communities and how this work impacts human diversity, populations at risk, and social and economic justice. Content on social work values and ethics is interspersed throughout the course. A knowledge base and skills for community social work will be developed.

SW402 - Field Instruction in Social Work Practice

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	8	-	-

Course Requisites
Registration Restrictions: Social Work Majors Only; Course Requisites: Take SW-403. (Required, Previous or concurrent).

Course Description
A one semester block field placement in a human service agency with professional supervision, providing educationally directed practical experience, and supplemented by an on-campus professional seminar. Taken concurrently with SW 403.

SW403 - Professional Seminar

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Course Requisites: Take SW-101 SW-102 SW-201 SW-204 SW-301 SW-303 SW-304 SW-401 Take SW-305 or SOC-301. (Required, Previous). | Take SW-402. (Required, Previous or concurrent).

Course Description
Emphasis on integration of previous course content and the application of social work ethics, values, skills, and knowledge. Work-related issues of field placement are studied in preparation for generalist social work practice. Students give presentations to the class based upon their field learning. Taken concurrently with SW 402.

SW490 - Senior Project

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	1	4	-

Course Requisites
Registration Restrictions: Social Work Majors Only | Seniors Only; Course Requisites: Take SW-304 Take SW-305 or SOC-301. (Required, Previous).

Course Description
A continuation of learning from SW 304 and SW 305. Students write a paper on policy analysis, or the research they have conducted, relevant to social work practice.

THTR100 - Production Practicum

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	-	-	-

Course Requisites
Instructor Consent Required

Course Description
An intensive experiental research ensemble devoted to crafting, creating, developing, and producing a faculty-directed theatre and/or dance event. Students in this course will be involved in research and theoretical discussion supporting active involvement in a collaborative process of performance, design and production management, such as director/designer assistant; set construction; lighting, sound, costume, properties, make-up/hair, and stage management. Theatre majors must complete six Production Practicums, while minors must complete three. Course may be repeated an unlimited number of times. Enrollment by audition or consent of instructor.

THTR103 - Art of Illusion: Costuming, Makeup and Scenery

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Creative Literacy (CRE-L)

Course Description
This course is designed to introduce students to the craft and skills used in creating costumes, applying makeup and constructing scenery for theatrical productions. Theatre is a collaborative art form with a variety of artists functioning together to create a single work. This course will explore the connection between the designer and the artist/craftsperson. Through field trips, readings, and experiential lab work students will develop, design, create and practice the art and craft of costume,makeup and scenic construction skills.

THTR105 - Acting Contemporary Plays

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Creative Literacy (CRE-L)

Course Description
Students of all experience levels apply foundational acting technique to create and perform richly detailed characters. Our focus in this class will be on scene study and play analysis as drivers of creative expression. This class explores techniques derived and adapted from the work of Stanislavki in order to perform scenes from contemporary plays.

THTR127 - Design I: Visual Principles

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Description
A study of the relationship between the performer, the elements of art, and the principles of design. Through a wide variety of hands-on exercises, students will explore how design can enhance the performer's ability to express thoughts, emotions, and ideas. Areas of study will include the designer's vocabulary and means of expression; the connection between design, the performer, and the audience; and methods of articulating visually to various audiences.

THTR130 - Applied Instruction

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	1	-	-

Course Description
Private applied instruction lessons are open to all students except music majors. Lessons are taken for 1 credit (one half-hour lesson per week). There are no auditions for lessons, and students at any level are welcome. Additional fees are assessed with the exception of students pursuing the musical theatre minor, who may enroll four times without extra fees, but thereafter fees will be assessed. May be repeated.

THTR155 - Dramatic Podcast Production

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	Creative Literacy (CRE-L)

Course Description
Dramatic Podcast Production is a hands-on workshop course that guides students through the complete process of creating an original dramatic podcast, from initial concept to final production, combining research, creative writing, and media production techniques to explore the unique narrative possibilities of audio-only storytelling. Students will analyze successful dramatic podcasts across genres, research and develop original concepts, write a script that utilize the strengths of audio storytelling, and master essential production skills including recording techniques, sound design, editing, and mixing. No prior audio production experience required though basic computer software familiarity is helpful.

THTR200 - Stagecraft Practicum

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	1	-	-

Course Description
This course introduces students to the crafts of stage technology, applying them to the fields of theatre and dance. Students in this course will be assigned to work in areas of scenery, properties, costuming, makeup, lighting, and sound. Offered every semester on a credit/no credit basis. May be repeated.

THTR203 - Costume History

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
A survey of the history of clothing from Mesopotamia to the present. Through lecture and discussion the course examines visual documentation of clothing, terminology and vocabulary related to clothing and the socio-political events that influence its development. Students will be asked to study the details of each era by sketching existing visual documentation of articles of clothing. Regular quizzes will be given throughout the semester and a research paper on a topic of the students choice will be assigned.

THTR204 - Lighting Design

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Creative Literacy (CRE-L)

Course Description
In this hands-on course, students actively engage in the creative process of lighting design for live and recorded performance, developing both technical proficiency and artistic vision. Through progressive laboratory explorations, students will master fundamental concepts including the function of light in design, lighting equipment, terminology, and communication graphics, learning to apply these principles to live and recorded performance events and contemporary lighting challenges. Students will create original lighting designs, share their work with peers, and participate in structured critique sessions - reflecting on their own creative choices and the work of their classmates to develop the critical vocabulary and analytical insight essential to the creative process.

THTR205 - Acting II: Truthful Communication and Emotional Freedom

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Requisites
Course Requisites: Take THTR-105. (Required, Previous).

Course Description
Building on concepts established in Acting I, this course allows students to deepen their character analyses, strengthen their imaginative work, and explore different practices to achieve greater emotional freedom. Sanford Meisner's work continues to inform the structure of this class, but students will also engage with elements from other acting theories.

THTR207 - Contemporary Plays

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
Focusing mainly on plays authored in the past 50 years, the works of American and British playwrights will comprise about a third of the reading with the remaining plays from around the globe with particular emphasis on non-European playwrights. Introduction to production analysis (how a play works in the theatre) and attention to student writing.

THTR208 - Acting: Musical Theatre

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	-

Course Description
In Acting:Musical Theatre students will build a common foundation of performance for actors and singers of all experience levels. In this course, the actor is treated as a complete artist: imaginative, expressive, intellectual, physical, and emotional. Because of the nature of musical theatre, students will both work to free their vocal instrument and hone their analytical skills in order to portray complex characters in the heightened circumstances of song. Students will exercise their creativity while developing their expressivity as they work on partnered songs and solo work. This course may not be used in the theatre major or minor.

THTR222 - Acting Shakespeare's Plays

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Creative Literacy (CRE-L)

Course Description
The plays of William Shakespeare provide rich material for actors of all experience levels to create characters and develop their expressive skills. This course will place a special emphasis on freeing the actor's voice for use as a primary vehicle for conveying meaning. Students will develop tools for analyzing, speaking, and embodying characters through scene and monologue work. Learning the structure of Shakespeare's text will enable students to use it as a springboard for action, emotion, and character.

THTR300 - Production Studio

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	1	-	-

Course Requisites
Registration Restriction: Juniors and Seniors Only

Course Description
An experiential collaborative component for the theatre/dance majors and minors. Set within a faculty directed project or production, the student participates in research, dialogue and the underpinnings of producing work. (Same as DAN 300)

THTR305 - Acting:Special Topic:Advanced Acting Techniques

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take THTR-105. (Required, Previous).

Course Description
This is an open topics studio course with the content determined by the instructor. Such topics will focus on the the study of acting techniques.

THTR308 - Voice for Musical Theatre

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Description
A course focused on the particulars of vocal production for musical theatre. Emphasis in this class is given to analysis of the musical information contained in the libretto for character and storytelling insights. Students will also engage with the stylistic challenges of singing for a variety of subgenres within musical theatre. Review of music theory, including intervals, notation, musical vocabulary and rhythm. Work on acquiring these skills through sight singing. This course may not be used in the theatre major or minor.

THTR327 - Design II: Scenography

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Requisites
Course Requisites: Take THTR-127. (Required, Previous).

Course Description
An exploratory study of performance design: scenery, costuming, sound, and/or lighting. Coursework will develop a student's individual approach to design and practical problem-solving for live performance with an emphasis on the function of design and aesthetics for the performing arts. Students enrolled will have bi-weekly portfolio meetings for an exchange of ideas in the field of design for live performance. Lab hours arranged.

THTR351 - Theatre History I

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Description
A study of major developments in the theatre - playwriting, acting, staging, architecture - from their roots through the 1850's, with reading of numerous representative plays. A study of theatre around the world from primitive rituals to classical Greek and Roman, Indian, Chinese, Japanese, and African theatre and native performance. The plays, period developments, and movements studies will provide foundation for discussion of how modern readers and audiences can have a meaningful encounter with these ancient works.

THTR352 - Theatre History II

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Description
A study of the development of the modern theatre, its drama, and its stage crafts, from 1850 through the present, with reading of numerous representative plays. Attention is paid to the major social changes in relevant world cultures that lead to developments in performance.

THTR353 - History of Musical Theatre

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Description
A survey of the development of musical theatre from its origins to the present day. Research into the historical major figures and productions, with attention paid to social, cultural, political and commercial influences. Review of music theory, including intervals, notation, music vocabulary and rhythm through musical theatre examples.

THTR360 - Directing

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
300 - Junior	4	-	-

Course Description
A study of the theories and practices related to directing for the theatre. Coursework will include emphasis on communication principles and script analysis as well as laboratory experiences in directing.

THTR490 - Senior Seminar

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	2	-	-

Course Requisites
Registration Restriction: Seniors Only | Theatre Majors

Course Description
An intensive, collabroative study of selected theories, performance artist(s), writer(s), selected period, or movement. The seminar will often intersect the disciplines of theatre and dance. The course format rests upon student-led discussion and development of an artist's manifesto, both of which will be used to focus and develop the senior project proposal.

THTR491 - Senior Project

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	2	-	-

Course Requisites
Registration Restrictions: Seniors Only | Theatre Majors Only; Course Requisites: Take THTR-490. (Required, Previous).

Course Description
Students will complete an individualized or collaborative senior project. The project will include a written artist's statement, process documentation, post-project reflection/critique, and will be presented publicly. Students will orally defend their project before the department following the public presentation.

VC150 - Introducation to Visual Communication

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
100 - First Year	4	-	-

Course Description
This course introduces students to key concepts required to navigate a world increasingly dominated by visual experience. In conjunction with providing tools for encountering this continually evolving world, students are introduced to the fundamentals of the digital tools used in the creation of graphics, visual persuasion, color, imaging, design thinking and ethics. Current trends and issues will also be substantively addressed in an environment that introduces student to the intersectional nature of the major.

VC290 - Visual Communication: In Context:Berlin Visual Communication Design & Art in Community

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
200 - Sophomore	4	-	Creative Literacy (CRE-L)

Course Requisites
Recommended at least one of the following: VC 150, ART 218, ART 206, COMS 133 or CS130

Course Description
In this unique Global Learning opportunity students will produce Visual Communication Design works in the context of the diverse multicultural community of Berlin, Germany. Focusing on Visual Communication Design students will address wicked problems from a site-specific, community-centered design approach. This course will also require students to challenge and apply their theoretical knowledge in the diverse and hybrid spaces of Berlin, engaging artists, refugees, filmmakers, social workers, architects and planners.

VC490 - Senior Project

Course Level	Minimum Credits	Maximum Credits	This course fulfills:
400 - Senior	4	-	-

Course Requisites
Registration Restriction: Seniors Only | Visual Communication Majors Only

Course Description
In this capstone course students critically examine how complex visual communication strategies are conceptualized and deployed. This course also examines topical issues surrounding this expansive field. Students will apply principles and methods of visual media production as well as conduct research and analysis of critical dilemmas in Visual Communication. Students pursuing multiple majors are encouraged to discover ways that this capstone course intersects with their other disciplinary pursuits.