Luther Center for Global Learning
J-Term 2017 Off-Campus Courses

1st Round Priority Application: March 29 – April 20, 2016
2nd Round Application (for space-available programs): August 22 – September 19, 2016

Course Information: The academic discipline, course number, title of course, location(s), instructor(s), and brief description for each off-campus J-Term course are listed below. In addition, the information highlights the number of credits, whether or not the course fulfills the international studies minor immersion requirement (IS) and/or language minor immersion requirement (NorSeKev), and the All College Requirements fulfilling the course (see page 19 of the 2015-16 Luther College Catalog for a description). All courses are offered graded (A-F) unless otherwise noted. All courses fulfill the J-Term requirement for off-campus study. For additional details including maps, itineraries, pictures, and fees, visit the Center for Global Learning (Larsen Hall 130) or www.luther.edu/global-learning/

Applying Online: Applicants must apply online. The online application will become active on March 29 at 8:00 AM. Go to www.luther.edu/global-learning/apply/luther/jterm/. Click on the course to which you want to apply. On the next page, click Apply Now. You will be prompted to login to the system with your Luther username and password (NorSeKev). Once you have selected a term (J-Term, 2017), you will be on the application page for the program. In addition to completing the application, make sure you also complete the recommendation section. As part of the application process, you will apply for your 1st choice program and may indicate 2nd and 3rd choices (if you have alternate choices). Make sure you click on SUBMIT in order to complete the process. Questions? Contact the Center for Global Learning (x1062) or global@luther.edu.

SUB-SAHARAN AFRICA

Paideia 450: People and Parks: Pastoralism and Conservation in East Africa (Tanzania)
INSTRUCTORS: Lori Stanley (Anthropology); John Moeller (Political Science)
Course Description: This course will examine the tensions between the national parks movement and pastoralist societies through the lens of the Maasai people of northern Tanzania and southern Kenya. Of particular interest is how wildlife conservation efforts and ecotourism have impacted the relationship of the Maasai to their environment, in turn causing rapid cultural change such as shifts from herding to agropastoralism and wage labor; modification of coming-of-age rituals; and increasing adoption of formal modes of education and Christianity in place of or alongside traditional modes and beliefs. From bases near the city of Arusha and the small town of Monduli, 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. Students will interact with Maasai people in urban and rural marketplaces; in schools, medical facilities, and places of worship; and at Maasai bomas (multi-family compounds) in the bush. We will also visit the Ngorongoro Crater Conservation Area, the Manyara Ranch Conservancy, and the pilgrimage route at the Oldoinyo Lengai volcano in order to explore points of intersection between wildlife conservation programs, ecotourism, and pastoralist societies.
Credits: 4
Immersion: IS
All College Requirement(s): Paideia 450, Intcl
Prerequisites: Junior/Senior, Paideia 111 and 112, Consent of Instructors

Paideia 450: Christianity, Slavery, and Their Representations in Ghanaian Literature (Ghana)
INSTRUCTORS: Guy Nave (Religion); Novian Whitsitt (Africana Studies & English)
Course Description: This course explores the complex connections between Christianity and the North Atlantic slave trade by: (1) examining slave routes and the geography of enslavement in Ghana, visiting (as possible) cities such as Tamale, Salaga, and Kumasi—exploring landmarks and institutions of the slave industry throughout Ghana; (2) studying and visiting the Cape Coast and Elmina slave castles; and (3) examining and interpreting historical, literary and religious texts related to slavery. We consider the way European and American-European Christians justified slavery—consciously or unconsciously—through interpretive and institutional practices. We also examine the perspective of African scholars and creative writers on the effects of Christianity upon indigenous cultures and social institutions. Additionally, we will speak with local Ghanaians throughout our travels, specifically about their understanding, memory, and relationship to the Trans-Atlantic slave trade.
Credits: 4
Immersion: IS
All College Requirement(s): Paideia 450
Prerequisites: Junior/Senior, Paideia 111 and 112, Consent of Instructors

LATIN AMERICA AND THE CARIBBEAN

Biography 245: Ecology of Ecuador (Ecuador)
INSTRUCTORS: Molly McNicol (Biology); Dawn Reding (Biology)
Course Description: This course is an immersive and hands-on introduction to the ecology, evolution, and natural history of the Amazon rainforest, Andean cloud forest, and Galapagos Islands, with students spending most of the time outdoors on field studies. We review basic principles of ecology (e.g., species interactions, productivity, succession, and coevolution), evolution (e.g., natural selection, speciation, colonization, and island biogeography), and natural history (e.g., identification and observations of common tropical plant, bird, and insect taxa) as they pertain to the habitats we visit and study. Students also learn about the threats to these habitats and complexity surrounding their conservation. Students are exposed to some of the customs and diverse cultures of the country through programs and our guides who are Ecuadorian naturalists, conservation scientists, and academics.
Credits: 4
Immersion: IS
All College Requirement(s): Intcl
Prerequisites: Bio 151, Consent of Instructors

Communication Studies 239: Environmental Communication in Belize (Belize) (course pending approval by the faculty)
INSTRUCTORS: Thomas C. Johnson (Communication Studies); Jeff Boeke (Health & Physical Education)
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 vendors, 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.
Credits: 4
Immersion: IS
All College Requirement(s): None
Prerequisites: Consent of Instructors

SOUTH AND EAST ASIA

Paideia 450: War, Peace and Reconciliation in Cambodia (Cambodia)
INSTRUCTORS: Scott Hurley (Religion); Char Kunkel (Sociology)
Course Description: In this J-Term abroad course, we will have an opportunity to engage with people in Cambodia who are making a difference in a post-civil war environment. Studying in the poorest country in Southeast Asia, we will explore how a very young population is rebuilding, after having lost many men and elders to the Khmer Rouge regime. We will examine the roles that women and children play in contemporary Cambodian society, meet local citizens, engage in service learning projects, and study the political and religious background of the area from native experts. Specifically we will focus our explorations on the topics of human rights, the environment, animal welfare and protection, and children and women’s issues. While visiting local sites we will learn about the challenges and opportunities that face people in Cambodia today. We will also visit both rural and urban locations and examine how Cambodia is trying to achieve real and lasting peace after over a decade of war.
Credits: 4
Immersion: IS
All College Requirement(s): Paideia 450
Prerequisites: Junior/Senior, Paideia 111 and 112, Consent of Instructors

Paideia 450: War, Peace and Reconciliation in Cambodia (Cambodia)
INSTRUCTORS: Scott Hurley (Religion); Char Kunkel (Sociology)
Course Description: In this J-Term abroad course, we will have an opportunity to engage with people in Cambodia who are making a difference in a post-civil war environment. Studying in the poorest country in Southeast Asia, we will explore how a very young population is rebuilding, after having lost many men and elders to the Khmer Rouge regime. We will examine the roles that women and children play in contemporary Cambodian society, meet local citizens, engage in service learning projects, and study the political and religious background of the area from native experts. Specifically we will focus our explorations on the topics of human rights, the environment, animal welfare and protection, and children and women’s issues. While visiting local sites we will learn about the challenges and opportunities that face people in Cambodia today. We will also visit both rural and urban locations and examine how Cambodia is trying to achieve real and lasting peace after over a decade of war.
Credits: 4
Immersion: IS
All College Requirement(s): Paideia 450
Prerequisites: Junior/Senior, Paideia 111 and 112, Consent of Instructors
English 239: “Tales of the Sea” on the Windjammer, Roseway (Virgin Islands/Puerto Rico)
INSTRUCTOR: Nick Preus (English)

Course Description: Sail into the past on the historic schooner, Roseway, in the Virgin Islands. This region of the Caribbean has a rich history and some of the best sailing in the world - clear waters, fresh wind, and rugged coastlines. We will sail from island to island, reading tales from the literature of the sea, writing, snorkeling, hiking, sailing small boats, and crewing on the last of the working Grand Banks schooners. The readings will reveal what sailors from the past have said about the sea, and we will record our own reflections in journals and during anchor watches. This is a once-in-a-lifetime opportunity to experience how people traveled the oceans on the power of the wind. Explore the history, literature, and hands-on life at sea. This course is open to all majors, no experience necessary. Just bring your sense of adventure.

Credits: 4
Immersion: None
All College Requirement(s): HEPT
Prerequisites: Paideia 111 and 112 or transfer equivalents, Consent of Instructor

Paideia 450: Schooling in Jamaica and the United States (Jamaica/Chicago)
INSTRUCTORS: Jeannette Pillsbury (Education); Wintlett Browne (Diversity Center)

Course Description: Schooling in Jamaica and the US uses a comparative education framework to discuss important issues related to access, teacher quality, and achievement in elementary and secondary education systems. Students will visit Jamaican and US schools to observe how stakeholders in each context think about and address concerns related to academic achievement. The course presentations, lectures, and discussions will focus on how culture, language, race and class affect students’ educational priorities and opportunities in two different national contexts. Students will articulate and grapple with cultural and ethical challenges facing Jamaican and US schools while exploring the underlying social, political and cultural dynamics that create these concerns.

Credits: 4
Immersion: None
All College Requirement(s): Paideia 450, Intcl
Prerequisites: Junior/Senior, Paideia 111, 112, Consent of Instructor

Political Science 239: Development, Inequality, and Race in Brazil (Brazil)
INSTRUCTORS: Pedro dos Santos (Political Science); Germano Streese (Library & Information Systems) [course pending approval by the faculty]

Course Description: Brazil is a complex country. Blessed with abundant natural resources, it has constantly failed to transform this potential into sustained economic development. The economic growth that happened in the past century has exacerbated long lasting inequalities that date back to the colonial period, with the legacy of slavery still looming large to this day. These inequalities, when analyzed more deeply, show that race is still a major aspect of the country’s struggle for social and economic development. This class will take students to four Brazilian cities to explore the relationship between development, inequality, and race in Brazil. By visiting the former colonial capital (Salvador in the Northeast of the country), the former imperial capital (Rio de Janeiro, in the Southeast region), the current capital (Brasilia, in the Center West region), and a city by the Amazon River (Belem, in the Northern region), students will learn about the historical contexts that have created Brazil as a nation while also seeing firsthand the economic, social, cultural, and racial diversity of the country.

Credits: 4
Immersion: IS
All College Requirement(s): AB, Intcl
Prerequisite: Consent of Instructor

Spanish 340: Language and Culture in Guatemala and Costa Rica (Guatemala/Costa Rica)
INSTRUCTOR: Rita Tejada (Modern Languages & Literatures)

Course Description: This course focuses on Spanish language proficiency and the cultures of Guatemala and Costa Rica. Participants will travel to Guatemala and take Spanish classes at Ixchel Spanish Schools. Afternoons/evenings and weekends will be spent learning about Guatemala’s culture through site tours, outdoor activities, visits to Guatemala’s capital, small towns, farms, a volcano, Atitlan Lake, and cooking and dance classes. Each student lives one week with a Spanish speaking family in San Juan del Obispo, a small town close to Antigua, Guatemala. The course will finish in San Jose, the capital of Costa Rica, where students will live with a Costa Rican family. Participants will take classes at FUSAL, in San José, Costa Rica, visit local museums, historical sites, and the cities of Cartago, Arenal, Baldis and Manuel Antonio. Primary locations are Antigua and San Juan del Obispo, Guatemala and San Jose, Costa Rica.

Credits: 4
Immersion: IS, LANG
All College Requirement(s): Intcl
Prerequisites: Spanish 202 strongly recommended, Consent of Instructor

Spanish 341: Spanish for Medical Professionals (Peru)
INSTRUCTOR: Nancy Gates Madsen (Modern Languages & Literatures)

Course Description: This course is designed for students studying to become medical 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, illness and treatments, we will also study interview techniques for Spanish-speaking patients and practice interpretation in medical settings. There will be strong emphasis on developing speaking and listening skills. The course will take place in El Centro Peruano Americano in Trujillo, Peru. In addition to academic work, students will live with Peruvian families and attend practical sessions in local clinics, hospitals, and medical offices. We will have excursions to historical and cultural sites of the country in Lima, Cuzco, and Trujillo. This course satisfies the immersion requirement for the Spanish minor at Luther. All interested students must complete an interview with the instructor prior to enrollment. Enrollment priority will be given to Spanish minors and majors.

Credits: 4
Immersion: IS, LANG
All College Requirement(s): Intcl
Prerequisites: Spanish 302 strongly recommended, Consent of Instructor

EUROPE

Art 290: Renaissance Drawing in Contemporary Context (Italy)
INSTRUCTOR: Ben Moore (Visual & Performing Arts)

Course Description: A studio course focused on drawing from direct observation of Italian masterworks and examination of their impact on contemporary practice in northern Italy. Students will study early to late Italian Renaissance and their connections/resistance to contemporary works at venues like the Biaella, Strozzi, and MARCO. Critiques and study of drawings created during the course will help students understand how the Italian Masters laid the foundation for our understanding of Western art and how these might shape students’ creative works.

Credits: 4
Immersion: IS
All College Requirement(s): HEPT, Intcl
Prerequisites: Consent of Instructor

Classics 299: Ancient Greece, An Odyssey of Myth and History (Greece)
INSTRUCTOR: Dan Davis (Classics); Anne Bulling (Classics)

Course Description: This course, taught completely in Greece, will explore the mythology and history of ancient Greece. The first stage of our itinerary will take us to the mountainous island of Crete in the south Aegean, where we will explore the ruins of Bronze Age palaces, temples and cave sites that gave rise to the myths of Theseus, Minos, and the labyrinth of the Minotaur. The second stage will take us by ferry from Crete to Athens. Here we will investigate the Parthenon (Athena’s temple) atop the Acropolis and its extensive artistic program designed both to recall myths and to make them anew. We will also visit the Temple of Poseidon at Cape Sounion and the sanctuary of Apollo at Delphi. The third stage will take place in southern Greece (the Peloponnesse), where most ancient Greek myths have their start. We will explore (among other places) the archaeological ruins of Corinth (Pegasus), Mycenae (Agamemnon), Troy (Hector, Achilles), Argos (Perseus), and the sanctuary of Zeus at Olympia, home of the ancient Greek Olympic games. In addition to placing students precisely where ancient Greek myth-making and history took place, it also explores the dynamics of myth and history, the numerous ways that ancient Greek cities relied on oral histories and mythologies to construct identities, and the ways in which myth influenced the artists of the Renaissance and Romantic period.

Credits: 4
Immersion: IS
All College Requirement(s): AB, Intcl
Prerequisites: Consent of Instructor

English 262: Tolkien and Lewis in Context (Northern Ireland/England/France)
INSTRUCTOR: David Faldet (English); Rachel Faldet (English)

Course Description: J.R.R. Tolkien and C.S. Lewis, two of the most popular English writers of the 20th century, lived strangely parallel lives, and worked together to create mythologies of places where the sacred is threatened by the spread of evil. Our travels will follow the lives of these two writers from childhoods in Northern Ireland and Warwickshire, to England’s national center of London, to the battlefields of France, and to the universities they loved (Oxford and Cambridge) to see how the ideas of countryside, mechanization, disenchantment and religion, heroism, and humanity that figure in their work have their roots in the life experiences of each author. (Note: this course counts as an ENG major elective; it does not fulfill a particular ENG major requirement.)

Credits: 4
Immersion: IS
All College Requirement(s): HEPT, Intcl
Prerequisites: Paideia 111 and 112 or transfer equivalents, Consent of Instructor
Paideia 450: English Theatre: Mirror of Society and the Human Condition (England)
INSTRUCTORS: Eric Baack (Biology); Kate Narveson (English)

Course Description: This course is a study of English theater—among the richest in the world—its variety and depth—and the ways that it both mirrors and seeks to influence social values by dramatizing ethical conflict. Our exploration will be based in London, a crossroads of world cultures, with side trips to historic cities, including Stratford, the birthplace of Shakespeare, and York, a city that retains its medieval walls and cathedral.

Credits: 4
Immersion: IS
All College Requirement(s): Paideia 450
Prerequisites: Junior/Senior, Paideia 111, 112, Consent of Instructors

Paideia 450: Green Europe: Advanced Models of Sustainability (Germany/United Kingdom)
INSTRUCTORS: Sören Steding (German); Jim Martin-Schramm (Religion)

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 conservation 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.

Credits: 4
Immersion: IS
All College Requirement(s): Paideia 450, Intcl
Prerequisites: Junior/Senior, Paideia 111, 112, Consent of Instructors

Social Work 239: Imagining a Sustainable Future: Scandinavian Models (Denmark/Sweden/Norway)
INSTRUCTORS: Craig Mosher (Social Work); Tabita Green (Web Content)

Course Description: What kind of future do we expect, and want to create, by 2050 — given issues like global climate change, population and food, globalization, resource depletion, and environmental destruction? This travel course to Norway, Sweden, and Denmark will explore Scandinavian models and Scandinavian culture to help us understand what might be coming and what we can do to create the kind of world we want to live in.

Credits: 4
Immersion: IS
All College Requirement(s): HB
Prerequisites: Consent of Instructor

Paideia 450: Making Decisions for U.S. Schools: The Case in Hawaii (Hawaii)
INSTRUCTORS: Jacqueline Wilkie (History); Storm Bailey (Philosophy)

Course Description: During the January course we will focus on the ways in which multiculturalism has affected elementary, secondary and higher education in the state of Hawaii. (Hawaii is the most multicultural state in the United States.) Efforts to create a harmonious multicultural society have been at the heart of public debate in Hawaii since the annexation of the territory to the United States in the late nineteenth century. Education has been central to that struggle, beginning with the missionary movement in the early nineteenth century. This course will use the historical and cultural resources available in Hawaii as a case study of what is at stake in efforts throughout the United States to operate public schools in a multicultural society. We will explore both the historical successes and failures in Hawaii and consider the challenges faced by all U.S. schools.

Credits: 4
Immersion: None
All College Requirement(s): Paideia 450
Prerequisite: Consent of Instructor

General Studies 200: Lives That Matter: Vocation, Self, and Service (Arizona)
INSTRUCTORS: Ruth Kath (German, Vocation); Ann Higum (Student Life, Emerita)

Course Description: What should I do with my life? This course is designed to help students identify and connect their own gifts, talents, and vocation with the needs of the world. We begin with several on-campus days of introduction to the major concepts of community, service, compassion, social justice, social change, leadership, and vocation. Then we take up base at the beautiful ELCA "Spirit in the Desert" Retreat Center in Carefree, Arizona (close to Phoenix), for an intensive two weeks of service opportunities hosted by Luther College alumni and their area churches. The hands-on experiences explore specific needs such as homelessness and integration of immigrants. Our course concludes with a special 2-day Blessed to be a Blessing retreat with senior Luther alumni at Spirit in the Desert, offering students rich inter-generational reflection as they connect the service experience with vocation in relation to the needs they have witnessed and addressed.

Credits: 4
Immersion: None
All College Requirement(s): None
Prerequisite: Consent of Instructors
COST ESTIMATES
We are currently in the process of estimating costs for all J-Term 2017 programs. Costs for each program will be established by the time the application goes "live" on March 29. Students may review costs estimates online at that time.

We try very hard to estimate costs as accurately as possible. However, all costs are subject to change. Factors affecting the final costs include fluctuations in airline fares; airline fuel surcharges, taxes, and fees; significant changes in the course itinerary and destinations; changes in the number of participants; and fluctuations in the dollar exchange rates.

WHAT IS INCLUDED IN COURSE COSTS
For students on International J-Term Programs
Course costs listed in printed materials and on the website are estimates and include round-trip airfare, administrative fees, accommodations, some group meals, transportation for required study trips, program leader expenses, visas (for U.S. residents), medical and self-insurance, entrance fees, tickets for scheduled group events, and 6 passport photos (if taken on campus). Costs not included are individual meals, passport fee, transportation to/from airports in the United States, spending money for gifts and miscellaneous expenses, prescription drug costs (if needed), and pre-trip immunizations (if recommended).

For students on domestic J-Term Programs
Course costs listed in printed materials and on the website are estimates and include round-trip airfare or other transportation costs, administrative fees, accommodations, some group meals, transportation for required study trips, program leader expenses, entrance fees, tickets for scheduled group events, and other program related costs. Costs not included are individual meals, transportation to/from airports in the United States, spending money for gifts and miscellaneous expenses, and pre-trip immunizations (if recommended).

A NOTE ABOUT FOOD COSTS
The amount of money needed for meals not included in course fees depends on the eating habits and tastes of the individual. The Luther program policy is to give students responsibility for buying most meals, thereby allowing students some control over course costs. Estimated additional meal costs are listed in course materials and on the website.

J-TERM TUITION AND BOARD COSTS
As you know, J-Term tuition is already included in the comprehensive fee for students who are enrolled full-time at Luther for either fall semester or spring semester. Any student who is not enrolled full-time at Luther for at least one semester during the 2016-17 academic year will be charged J-Term tuition. In addition, there is no food cost rebate for students who are off campus for J-Term; SODEKO has already built in an estimate for the number of students off campus for J-Term when they set the annual meal plan prices.

PAYMENT SCHEDULE
All payments are to be made at the Office for Financial Services. All checks should be payable to Luther College and should include “J-Term” and the student ID on memo line. On-line payments may be made at my.luther.edu.

For students on International J-Term Programs
The payment schedule is as follows:
- **Time of Acceptance**: Non-refundable $200 program deposit (you may not apply loan money toward this deposit)
- **September 15**: $1,000 payment
- **October 15**: $2,000 payment
- **December 1**: Balance due payment (the CGL will notify you of this amount)

For students on domestic J-Term Programs
The payment schedule is as follows:
- **Time of Acceptance**: Non-refundable $200 program deposit (you may not apply loan money toward this deposit)
- **September 15**: $1,000 payment
- **December 1**: Balance due payment (the CGL will notify you of this amount)

PASSPORT AND PASSPORT PHOTOS
Students participating in an international off-campus J-Term are required to obtain a passport. Passports must not expire before **August 1, 2017**. Early passport application or renewal is encouraged. Students should check with individual courthouses (or post offices) if they have questions. Applications and renewal forms may be obtained and processed at the Winnebago County Courthouse Recorder's Office, at post offices in larger cities, or courthouses in many counties. Details may be found online at: [http://travel.state.gov/content/passports/english.html](http://travel.state.gov/content/passports/english.html).

Passport photo sessions are scheduled on campus in March and May during spring semester and in September and October during fall semester. Dates, times, and location of the passport photo sessions will be announced in the Bulletin and through e-mail messages sent by the Center for Global Learning to staff students who have applied for courses.

All students participating in an international J-Term course—even those students with passports valid until August 2017—should have 6 passport photos taken at one of the on-campus photo sessions. The cost of these photos is covered in the course costs. If students miss the on-campus photo sessions, they will have to make arrangements to have photos taken off campus and the cost is not reimbursed.

LOCAL TRAVEL ARRANGEMENTS
Almost all international J-Term programs will depart from either the Minneapolis-St. Paul International Airport or the Chicago O’Hare International Airport. If the program departs from Chicago, students will be given the option to reserve a seat on a chartered bus to/from campus at cost. If the program departs from Minneapolis, students will need to make their own transportation arrangements to/from the Minneapolis-St. Paul International Airport.

INDEPENDENT TRAVEL
In general, we do not permit students to travel on their own before or after the J-Term program. Since we purchase group tickets for J-Term travel to keep costs low, it is problematic to allow certain ticket holders to deviate from the schedule. In addition, we believe group travel is an important part of the overall J-Term experience. Also, because our J-Term programs tend to move from location to location very quickly, it is difficult for students traveling on their own to catch up with the group.

The CGL does make some limited exceptions for students to deviate from the schedule when it is for legitimate reasons (for example, a student will be visiting family members in the region prior to or after the J-Term program, a student is departing from the J-Term program to attend a semester abroad program). Students interested in deviating from the schedule must speak with Chelle Meyer as soon as possible and no later than November 1. Students who have been approved to deviate from the schedule are responsible for paying any fees associated with the schedule deviation. Finally, students who deviate before or after a J-Term program must understand that Luther is not responsible for their travel arrangements, managing travel glitches, and health and safety issues outside of the actual program dates and locations specified in the program itinerary.

REGISTRATION INFORMATION
Students do not need to register for J-Term off-campus courses during the official fall semester registration period. Staff in the Center for Global Learning will send course rosters to the Registrar’s Office and students will be automatically registered.