Luther Center for Global Learning
J-Term 2018 Off-Campus Courses

1st Round Priority Application: April 3 – April 24, 2017
2nd Round Application (for space-available programs): August 21 – September 18, 2017

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 (LANG), and the All-College Requirements are listed online at: http://www.luther.edu/catalog/academics/requirements/legend/. All courses are offered graded (A-F) unless otherwise noted. All courses fulfill the I-II requirement for off-campus studies. For additional details visit the Center for Global Learning (Larsen Hall 130) or www.luther.edu/global-learning/

SUB-SAHARAN AFRICA

Environmental Studies 239: A Systems Approach to Sustainability in Swaziland (Swaziland/South Africa) [course pending approval by the faculty]

INSTRUCTOR: Emily Neal (Environmental Studies)

Course Description: This course will examine a systems approach to sustainable development in northern Swaziland. By partnering with Vusumnotfo, a local organization formed by eighteen Swaziland students as they capture stories and collect data related to how communities have improved their lives through working together. This course will explore business settings as well as religious institutions. Students will interact with Maasai people in urban and rural areas. Of particular interest is how wildlife conservation efforts and ecotourism, 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): None
Prerequisites: Consent of Instructor

Music 245: Choral Singing in Namibia and South Africa (Namibia/South Africa)

INSTRUCTORS: Gregory Peterson (Music); Jennaya Robison (Music)

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 culture and experience how sustainability and systems thinking have been a catalyst for social change in the region. Students will compare models of systems change in Swaziland to local organizations in the Northeast Iowa area with a similar focus on children and their families. As part of the course structure, students will be paired with University of Swaziland students as they capture stories and collect data related to how communities have improved their lives through working together.

Credits: 4
Immersion: IS
All College Requirement(s): None
Prerequisites: Consent of Teacher

Paideia 450: People and Parks: Pastoralism and Conservation in East Africa (Tanzania)

INSTRUCTORS: Lori Stanley (Anthropology); Brad Chamberlain (Chemistry)

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 Moduli, 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 (multifamily homesteads) in the bush. We will also visit the Ngorongoro Crater Conservation Area, wildlife management areas, 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): None
Prerequisites: Junior/Senior, Paideia 111 and 112, Consent of Instructors

SOUTH and EAST ASIA

Paideia 450: Working Japan: Religion and Corporate Culture in Japan (Japan)

INSTRUCTORS: Tony Mutsune (Economics & Business); Gereon Kopf (Religion)

Course Description: This course will study religious and business cultures in Japan as well as their intersections. In particular, the course will examine how Confucian and Buddhist institutions, principles, and values shape Japanese business practices explicitly and implicitly. The course will explore the history and structure of Japanese religions and culture as well as their impact on communication processes and ethical decision making within and among business. Can Buddhist and Confucian values that shape Japanese culture be reconciled with the notions of success and profit? What is the role of social relationships in business decisions? What values does the stratification of relationships and communication reflect? Students will examine how history, economics, politics, society, and culture fuse to frame a business environment that can extract sizable direct and indirect costs. To increase our understanding of the governing principles as well as practice of Japanese culture and communication processes, the class will explore business settings as well as religious institutions.

Credits: 4
Immersion: IS
All College Requirement(s): None
Prerequisites: Junior/Senior, Paideia 111 and 112, Consent of Instructors

LATIN AMERICA and THE CARIBBEAN

Biology 247: Subtropical and Marine Biology (Bahamas)

INSTRUCTOR: Kirk Larsen (Biology)

Course Description: An introduction to the ecology and taxonomy of coral reef, tide pool, tidal creek, high and low energy beaches, hypersaline lake, mangrove, and upland organisms and ecosystems of the Bahamas. In addition to field excursions and snorkeling, students develop and carry out independent research projects.

Credits: 4
Immersion: None
All College Requirement(s): None
Prerequisites: Bio 151, Consent of Instructor

Applying Online: Applicants must apply online. The online application will become active on April 3 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 (NorseKey). Once you have selected a term (J-Term, 2018), 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.
Science 140: Belize: Environmental Implications of Eco-Adventure Growth in Central America (Belize)
INSTRUCTORS: Mark Eichinger (Biology); Jeff Boeke (Health & Physical Education)

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, camping tours, field observations, and assigned readings.

Credits: 4  
Immersion: None  
All College Requirement(s): NWNL  
Prerequisites: Consent of Instructor

Spanish 340: Language and Culture in Argentina (Argentina)
INSTRUCTOR: Alfredo Alonso Estenoz (Modern Languages & Literatures)

Course Description: This January-term study abroad course introduces students to the culture of Argentina first-hand. In addition to language and culture instruction at the ECEL institute in Buenos Aires, students live with host families and participate in cultural activities and guided visits to sites that illustrate the diverse cultural history of the country. The course will include two full-day excursions outside the city of Buenos Aires. This course satisfies the immersion requirement for the Spanish minor as well as the all-college intercultural requirement.

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

Communication Studies 239/Physical Education 239: How Soccer Explains Europe: Coaching Methods and Critical Approaches (England/Belgium/Netherlands/Germany)
INSTRUCTORS: Thomas C. Johnson (Communication Studies); Russ Schouweiler (Health & Physical Education)

Course Description: This course will examine all facets of coaching, specifically the coaching of soccer, as well as investigate the roles of sport media and the general impact of soccer on communities. Using various texts, videos, lectures, and on-field discussions, we will engage in not only the technical/tactical aspects of the game of soccer, but also how to manage the different facets of running a soccer team. Additionally, we will juxtapose the coaching methods, tactics and technical nuances of the different nations we will be visiting. Furthermore, we will study the important cultural, social, and political roles of soccer in these locations, as well as worldwide. Finally, to recognize how soccer, as well as mediated soccer, can be approached critically and read in different ways, topics such as globalization, nationalism, labor migration, hooliganism, fandom, colonialism, identification, and commercialism will be discussed.

Credits: 4  
Immersion: IS  
All College Requirement(s): None  
Prerequisites: Consent of Instructors

English 263: In Frankenstein's Footsteps: The Keats-Shelley Circle in London, Geneva, and Italy (England/Switzerland/Italy)
INSTRUCTOR: Amy Weeldon (English)

Course Description: Mary Shelley composed her famous novel Frankenstein (1818) 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.

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

History 299: History and Memory of the Holocaust (USA/Germany/Czech Republic/Denmark/Poland)
INSTRUCTORS: Anna Peterson (History); Lea Lovelace (Visual & Performing Arts)

Course Description: This course will immerse students in the history of the Holocaust and the ways in which its remembrance reflects distinct national projects. Students will examine the interrelated individuals, institutions, historical events, and ideologies that contributed to the state-sponsored murder of six million European Jews. They will also consider the ways in which this historical event has been remembered and commemorated, and the role this remembrance has played in the creation and recreation of national identities. Students will explore these topics in four key national contexts: the United States, Germany, Poland, and Denmark through the examination of both museums and memorials. These places will encourage students to compare the national histories entwined in the history and remembrance of the Holocaust, highlighting similarities and differences and providing students with a complex understanding of this historical topic. While the focus of the course will be on the attempted genocide of the Jews, students will also have the opportunity to study memorials and monuments dedicated to other groups persecuted by the Nazis, including the Roma Sinti, gays and lesbians, Soviet POWs, and Poles.

Credits: 4  
Immersion: IS  
All College Requirement(s): HB, Hist, Intcl  
Prerequisites: Consent of Instructors

Paideia 450: English Theatre: Mirror of Society and the Human Condition (England/Scotland)
INSTRUCTORS: Robert Vrtis (Visual & Performing Arts); Nancy Barry (English)

Course Description: This course is a study of English theater—among the richest in the world in its variety and depth—and the ways in which 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; York, a city that retains its medieval walls and cathedral; and Scotland’s capital city of Edinburgh.

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

Paideia 450: Exploring the Ethics of Sustainable Organizations (Norway/Sweden)
INSTRUCTORS: Maren Johnson (Modern Languages & Literatures); Alexandra White (Economics & Business)

Course Description: This course explores the questions of cultural norms and values and their influence on the development of today’s organizations in the Nordic region. Through site visits to organizations in Norway and Sweden, cultural interactions and discussions, personal and guided research on ethics and the “triple bottom line” approach (a balance between care for the environment, people and profit) to leading organizations, and the development of an e-portfolio of writing, students will demonstrate their growth in understanding the ethical dimensions that shape sustainable design for organizations in these Nordic countries.

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

Paideia 450: Islam in Europe: Politics, Religion, and Refugees (Greece/Sweden/Denmark/England/France)
INSTRUCTORS: Todd Green (Religion); Carly Foster (Political Science)

Course Description: This study abroad course will explore the challenges facing contemporary Europe in regards to Muslim minority and immigrant populations. Students will visit Athens, Malmo, Copenhagen, Aarhus, London, and Paris. Students will meet with scholars, journalists, Muslim and Christian leaders, and politicians. Among the questions that students will consider from an ethical perspective: How have European countries dealt with the economic, cultural, religious, and humanitarian challenges posed by the influx of Muslim migrants and refugees? What are the advantages and disadvantages of multicultural and assimilationist immigration policies? What can we learn from the political mobilization against Muslim minorities currently occurring in many European countries? How do Muslims fit (or not fit) into various constructions of national European identities?

Credits: 4  
Immersion: IS  
All College Requirement(s): Paideia 450, Intcl  
Prerequisites: Junior/Senior, Paideia 111, 112, Consent of Instructors
Paideia 450: Forging Paths to Peace: Personal, Political, and Social Reconciliation in Northern Ireland (Northern Ireland/Ireland)
INSTRUCTOR: Britt Rhodes (Social Work); Sean Burke (Religion)

Course Description: How can communities with a recent history of violence live together peacefully? This course will examine the difficult yet inspiring Northern Ireland peace process through the lives of its participants. We will explore the challenges and potential of political and grassroots peace building, with special attention to issues of identity, culture, and memory as challenges and the principles of compromise, forgiveness, mercy, justice, and peace as potential. An integral part of this course will be meetings with representatives of the main political parties of Northern Ireland, former members of paramilitary organizations, academic experts, police officers, members of inter-community organizations, and victims of violence. Overnight destinations include Derry, Belfast, and Ballycastle in Northern Ireland (Great Britain) and Dublin and Galway (Ireland).

Credits: 4
Immersion: IS
All College Requirement(s): Paideia 450, Intl
Max. Enrollment: 24
Prerequisites: Junior/Senior, Paideia 111, 112, Consent of Instructors

Spanish 340: Language and Culture in Spain (Spain)
INSTRUCTOR: David Thompson (Modern Languages & Literatures)

Course Description: This January-term study abroad course will introduce students to the language and culture instruction at a local institute (Académico Hispánico / International House, Córdoba), students will live with host families and participate in guided visits to sites that illustrate the diverse cultural history of the country. Primary locations are Toledo, Córdoba, Granada, and Seville. 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/majors.

Credits: 4
Immersion: IS, LANG
All College Requirement(s): Intl
Max. Enrollment: 16
Prerequisites: Span 302 strongly recommended, Consent of Instructor

Environmental Studies 240: Environmental Issues in the Pacific Northwest (Holden Village, Washington)
INSTRUCTOR: Jon Jensen (Environmental Studies)

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 lands management, logging, 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. The course will be taught at Holden Village, an ecumenical retreat center in the Cascade Mountains of Washington state.

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

UNITED STATES

Computer Science 385/Management 385: Understanding Entrepreneurship in Silicon Valley (California/Washington State)
INSTRUCTOR: Brad Miller (Computer Science)

Course Description: Internet technology has fundamentally changed marketing, communications, and the operations of every business in our society. Silicon Valley is home to the people, places, and power sources that drive this machine. Students in this J-Term trip will gain both theoretical and tactical understanding of business strategies utilized in the Valley and also have the opportunity to speak with industry leaders and the companies they represent. We will visit companies and key people including entrepreneurs, venture capitalists, engineers, and marketing professionals.

Credits: 4
Immersion: None
All College Requirement(s): None
Max. Enrollment: 12
Prerequisite: Junior/Senior, Consent of Instructor

Education 185/215: Observation in Area Schools (New Mexico)
INSTRUCTOR: Deborah Norland (Education)

Course Description: Students will work as teaching assistants under the supervision of teachers in public schools within the Gallup-McKinley County School District in New Mexico. Students enrolled in the course will meet periodically during the fall 2017 semester to prepare for this unique course. Seminars complementing in-class experiences during J-term include professionalism, education department program competencies and dispositions, reflective practice, and the influence of culture on schooling. Field trips to various locations on the Navajo reservation, and to national monuments and parks, will contribute to the conversations about the effects of culture, history, and place on academic performance.

Credits: 4 credits (Cr/No Cr)
Immersion: None
All College Requirement(s): None
Max. Enrollment: 12
Prerequisites: Consent of Instructor, Sophomore standing is a prerequisite for Edu 215
COST ESTIMATES
We are currently in the process of estimating costs for all J-Term 2018 programs. Costs for each program will be established by the time the application goes "live" on April 3. 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 photographs (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 2017-18 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; SODEXO 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, 2018. 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 Winneeshiek County Courthouse Recorder’s Office, at post offices in larger cities, or courthouses in many counties throughout the United States. Details may be found online at: https://travel.state.gov/content/passports/en/passports.html.

Passport photo sessions are scheduled on campus in March, April, and May during spring semester and in September and October during fall semester. The spring semester dates/times are as follows:
- Thursday, March 9 9:00 AM-4:00 PM Visual Media, Dahl Centennial Union 213
- Thursday, April 13 9:00 AM-4:00 PM Visual Media, Dahl Centennial Union 213
- Wednesday, May 3 9:00 AM-4:00 PM Visual Media, Dahl Centennial Union 213

All students participating in an international J-Term course—even those students with passports valid until August 2018—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.